

# The Mauku Way

## Te Ara o Te Kura o Mauku

### 2021

<i>Vision</i>	<i>Values / Nga Uara</i>	<i>Over-arching Goals</i>
<p>“tiaki tatou i whai wāhi tatou i te wikitoria ia tatou”</p>	<p>If we care for ourselves, others and our environment Then we contribute to our world And together we conquer our challenges and achieve our dreams</p>	<ul style="list-style-type: none"> <li>■ To be a sustainable learning community</li> <li>■ To continue to grow teacher capability in order to be highly effective teachers</li> <li>■ To embrace inclusiveness and diversity</li> </ul>
<p><b>Consultation process:</b> The wider parent community was consulted at various stages throughout the year including a survey, at interviews and face-to-face interactions. The BOT, staff and students had several opportunities to share their views for The Mauku Way in different forums.</p>		

## The Mauku School key stakeholders value...

<p><b>Our special Mauku culture...</b></p> <ul style="list-style-type: none"> <li>● A warm, caring environment where children believe in themselves and are given opportunities to grow.</li> <li>● The school is a shared asset that embraces and welcomes the community</li> <li>● All key stake-holders are passionate about learning and recognise we nurture our children in a partnership</li> </ul>	<p><b>The Unique Position of Maori ...</b></p> <p>By celebrating being a bi-cultural nation.</p> <ul style="list-style-type: none"> <li>● Using Te Reo regularly as part of classroom programmes.</li> <li>● Staff development including Te Reo Maori and Tikanga Maori and cultural awareness</li> <li>● Providing opportunities for students who wish to learn the Maori language</li> <li>● Including Maori student achievement in reports to the Board of Trustees.</li> </ul>
<p><b>The principles valued by our community...</b></p> <ul style="list-style-type: none"> <li>● A small rural school</li> <li>● Supportive environment</li> <li>● Commitment / follow-up / home school partnership emphasis</li> <li>● Access to trips / camps / shows</li> <li>● Positive culture and realistic behavioural expectations.</li> <li>● Supportive community –PTA / BOT</li> <li>● Wider community relationships</li> <li>● Commitment to student development through responsibilities and agency</li> </ul>	<p><b>New Zealand’s Cultural Diversity...</b></p> <ul style="list-style-type: none"> <li>● Respecting and recognising diverse cultural backgrounds</li> <li>● Encouraging students to share their cultures and celebrations and identify different cultures within classes</li> <li>● Consulting with our various parent communities in any decisions affecting their students</li> <li>● Representing our local ethnic groups in our physical environment</li> </ul>



## Mauku School Strategic Direction 2021-2022

Expectations	Strategic Goals	Measureable Outcomes	2021	2022
<p><b>We care...</b></p> <ul style="list-style-type: none"> <li>● For our physical environment</li> <li>● For ourselves and others</li> </ul> <p><b>We contribute...</b></p> <ul style="list-style-type: none"> <li>● To our school</li> <li>● To our community</li> <li>● To our world</li> </ul> <p><b>We conquer...</b></p> <ul style="list-style-type: none"> <li>● We are successful</li> <li>● We take risks</li> <li>● We have a go</li> </ul>	1.To become a sustainable learning community	Reaching green/gold status as an enviro school	Include whanau and students in the enviro team at all levels	
		Review and modify reporting practices	Develop a new timeline of reporting to whanau after consultation with key group representing all stakeholders	
		Extending student agency	Extending student agency to include minuted whanau leaders meetings, BOT input, big picture planning with students included in focus groups	
	2. To grow teacher capability	Embedding Positive Behaviour 4 Learning strategies	PB4L-the Mauku Way fully embedded and an integral part of the learning community.	
		Develop a spiral of inquiry model	Teachers focus specifically on their practice and develop inquiry cycles of improvement independently	
		Explore and embed Mauku learning progressions	Imbed writing learning progressions and introduce maths progressions	
	3. To embrace inclusiveness and diversity.	All cultures are valued	All languages are included in classrooms	
		The Mauku Way an integral part of our culture	The Mauku Way values are at the heart of all we do.	
		Strengthening home/school partnerships	Establish Kaimatua and local iwi support with the help of key agencies	Have student representation on the BOT

### The Mauku Way 2021

**Strategic Goal 1** - To become a sustainable learning community

Initiative	12 month milestone Where do we need to be at the end of 2021?	Key activities in 2021 How will we get there?
Reaching green/gold status as an enviro school Engage in positive action that will sustain the school/national/global environment Transfer of learning from and between each learning context	-collect archives of enviro practices to show progress -philosophy revisited and embraced by all stakeholders -on track to achieve green/gold status -children have transferred the enviro learning at school into their home environment	<ul style="list-style-type: none"> <li>✓ Focus on “kaitiakitanga” in all we do</li> <li>✓ Introduce bees and a bee garden</li> <li>✓ Revisit our recycling practices</li> <li>✓ Improve our orchard area and Te Ngahere bush space</li> </ul>
Establishing a comprehensive set of Mauku School practices and procedures for all staff	-up to date digital document available -regular review and modify cycle in place	<ul style="list-style-type: none"> <li>✓ compile an up to date set of Mauku curriculum documents on the server in a separate folder</li> <li>✓ revise the NAG policy and procedures guidelines in digital form ( as per the BOT timeline) which can be accessed by the staff and BOT</li> </ul>
Extending student agency	-include children in all school leadership teams -introduce learning progressions in writing	<ul style="list-style-type: none"> <li>✓ include student agency through the Mauku Way in all major planning forums</li> </ul>
To report clearly to parents	New format in place for interviews and review of reporting with modifications if necessary	<ul style="list-style-type: none"> <li>✓ establish consultation group</li> <li>✓ review present practices</li> <li>✓ trial new formats</li> </ul>

## The Mauku Way 2021

## ■ Strategic Goal 2 - To grow teacher capability

<b>Initiative</b> What will support us to get there?	<b>12 month milestone</b> Where do we need to be at the end of 2021?	<b>Key activities</b> How will we get there?
Embedding Positive Behaviour 4 Learning and Incredible Years strategies	Reinforce core values for the school agreed by all stakeholders	<ul style="list-style-type: none"> <li>✓ Timetable regular staff and PB4L team meetings to upskill staff in PB4L principles</li> <li>✓ Revisit core values for Mauku School with student, staff and community input by having timetabled specific learning times.</li> <li>✓ Analyse data from PB4L tracking each term.</li> </ul>
Teaching as inquiry appraisal focus	The Mauku Maths Learning Progressions will be	<ul style="list-style-type: none"> <li>✓ Term 1 map all learners on progressions</li> <li>✓ Regular reflection time allocated to inquiry in staff meetings</li> <li>✓ Written and verbal feedback to learners based on progressions</li> <li>✓ Learners can discuss their next steps using the progressions</li> </ul>
To develop capability through support from professional agencies associated with the Pukekohe Kahui Ako and related initiatives	Have more extensive knowledge of PAT maths Strengthen cultural responsiveness through knowledge of our place and its history	<ul style="list-style-type: none"> <li>✓ Regular staff meetings to develop capability</li> <li>✓ Across school support with kahui ako team to strengthen cultural responsiveness and align with our local cluster</li> </ul>

## The Mauku Way 2021

**Strategic Goal 3 - To embrace inclusiveness and diversity**

<b>Initiative</b> What will support us to get there?	<b>12 month milestone</b> Where do we need to be at the end of 2021?	<b>Key activities</b> How will we get there?
Represent our cultures visibly in the physical environment	Classroom displays	<ul style="list-style-type: none"> <li>✓ Timetable classes to regularly change the main noticeboard</li> <li>✓ Allocate funds from fixed units to key staff to lead initiatives in the physical environment</li> </ul>
Utilise our new Learning Support Coordinator to better cater for children with identified needs	Special support programmes for children with identified needs will be provided in class and evaluated for impact.	<ul style="list-style-type: none"> <li>✓ Provide teacher aide support in classes with regular opportunities for growth</li> <li>✓ Measure effectiveness through PB4L forms on eTap.</li> <li>✓ Access support from external agencies to help with strategies for inclusive practice and ESOL support</li> <li>✓ Develop programmes for gifted and talented group including Mathex problem solving and external exams</li> </ul>
Strengthening home/school partnerships	All parents will be conversant about their children’s learning and teachers will have established a personal rapport with families.	<ul style="list-style-type: none"> <li>✓ Participate in local events and initiatives including the Puni Cultural Festival, choir festivals and ukulele groups</li> <li>✓ Encourage referral to the local agencies</li> <li>✓ Teachers keep a record of interactions with home included in appraisal document.</li> <li>✓ keep updating our website and using Facebook</li> </ul>



**Te mahere mo te Maori (Maori Strategic Plan)**



Expectations	Strategic Goals	Measureable Outcomes	Present	2021	2022
<p><b>We care...</b> For our physical environment</p> <p>For ourselves and others</p> <p><b>We contribute...</b> To our school To our community To our world</p> <p><b>We conquer...</b> We are successful We take risks We have a go</p>	1.To become a sustainable learning community	Maori culture is valued and visible	Maori families are represented in cultural celebrations, greetings and through our kapa haka group	Take part in local Maori festivities including the dedicated speech comp	
		Review and modify reporting practices and plain English reporting	Teachers know whanau and communicate accordingly in reporting settings	Imbed use of ELLPs and reporting tool with families and staff	
		Extending student agency	Maori students are recognised as succeeding to potential as Maori	Learning steps, dispositions and values are established across the school with students	Extending student agency to include representation on the BOT and higher profile groups
	2. To grow teacher capability	Teachers are culturally responsive to the needs of the tangatawhenua	Teachers deliberately use strategies that support Maori learners through the spiral of inquiry	Continue to improve use of tekana teina- buddy learning	Imbed CRRP to raise Maori achievement and well-being
	3. To embrace inclusiveness and diversity.	Represent our cultures visibly at Mauku	Individual classrooms display elements of Maori culture as our tangatawhenua and te reo is encouraged Ako across levels encouraged	Stronger Maori element in school events and environment Acknowledge Maori language week	Maori greetings and protocols embedded across the school
		Strengthening home/school partnerships	Whanau encouraged to meet us at every opportunity	Invite family support with whanau Friday	Include Maori families in reporting and self-review groups



We Care. We Contribute. We Conquer.

Pasifika Plan



Expectations	Strategic Goals	Measureable Outcomes	Present	2021	2022
<b>We care...</b> <ul style="list-style-type: none"> <li>● For our physical environment</li> <li>● For ourselves and others</li> </ul> <b>We contribute...</b> <ul style="list-style-type: none"> <li>● To our school</li> <li>● To our community</li> <li>● To our world</li> </ul> <b>We conquer...</b> <ul style="list-style-type: none"> <li>● We are successful</li> <li>● We take risks</li> <li>● We have a go</li> </ul>	1.To become a sustainable learning community	Pasifika cultures are valued and visible	Pasifika families are represented in cultural celebrations	Maintain and strengthen Pasifika element of cultural activities	Take part in local Pasifika festivities including the dedicated speech comp
		Review and modify reporting practices and plain English reporting to Pasifika fono to include ELLPs	Teachers know the families and write accordingly in reporting settings	Make deliberate links to the ELLPs rubrics with fono both in face to face and written communication	Imbed use of ELLPs and reporting tool with families and staff
		Extending student agency	Pasifika students are recognised as competent bilingual students	Learning steps, dispositions and values are established across the school with families	Extending student agency to include multi lingual opportunities
	2. To grow teacher capability	Teachers are conversant with the ELLPs and associated resources	Teachers determine the children dispositions on the ELLPs rubrics twice yearly for funding verification	Unpack the Tapasa resource to strengthen understanding and practice	Imbed Tapasa framework and utilise the expertise of our newly graduated TESSOL teacher
	3. To embrace inclusiveness and diversity.	Represent our cultures visibly in the learning environment	Individual classrooms display elements of cultures represented Ako across levels encouraged	Stronger Pasifika element in school events and environment Acknowledge dedicated language weeks Encourage Tongan words and speakers- faka-Tonga	Greetings and protocols of each group used across the school Pasifika obvious in all we do
		Strengthening home/school partnerships	Whanau encouraged to meet us at every opportunity	Invite fono support with whanau Friday and language weeks	Include Pasifika families in reporting and self-review groups



### National Priority ACHIEVEMENT TARGET FOR 2021

To accelerate the achievement of the children at risk of not reaching age appropriate expectation.

Base line data:

At the end of 2020 we had 24.6% of our students achieving below expectations in maths. Boys are not achieving as well as girls by 6%.





**Maths is our lowest achieving area in the Year 4 to 6 classes. Maori students are performing best in mathematics, but only 71% are achieving at or above their expectation.**

**The 2020 End of Year Data report with summary and variance is attached.**

#### **Actions;**

- ✪ To target all underachieving maths students collaboratively with the goal to accelerate their progress
- ✪ As part of the our Kahui Ako and local learning communities, share strategies to support the achievement of children working towards expectation, and whanau engagement with colleagues in the area and use these to support achievement.
- ✪ Engage with local teachers with strengths in maths identified through our Kahui Ako
- ✪ Regular professional learning meetings and reflections related to targeted students.
- ✪ Teacher's appraisal development goals and spiral of inquiry to focus on strengthening maths teaching

#### **Links to Strategic Planning:**

Aligned to Strategic Goals 2 and 3.

#### **Reporting and Review**

- Determine target children in February
- Advise BOT regarding target in March
- Report progress against targets to BOT July and November.
- Report to parents in plain language through term reflection letters, google classroom, parent interviews, korero with Maori families and working below individually each term, Reading Together Programme and end of year written reports.
- School review of progress of identified students at least each term

#### **Parent Involvement**

Plain language reporting, face to face korero, Facebook and Google classroom interaction.