

Mayfield School Strategic Plan 2024 - 2025



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Our Strategic Plan has been developed based on formal and informal consultation with our whanau, students, staff and wider Marlborough community, and in line with the New Zealand Curriculum, Pasifika Education Plan and Ka Hikitia documents. This Strategic Plan reflects the National Educational Learning Priorities, Pasifika Education Plan, the goals of Ka Hikitia and Ngā Kawatau me ngā Tūmanakotanga o Te Taihū.

Mayfield School Strategic Plan 2024 2025

| Vision | Learning and succeeding together - Kei te ako a angitu tatou | | |
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| Strategic Goals | Whakawhanaungatanga: Develop powerful, inclusive, responsive and reciprocal partnerships that support tamariki and their whānau identity, self-belief, engagement and educational achievement. | Manaakitanga: Develop effective teaching, assessment and monitoring practices that respect cultural identity and engage all learners. | Hauora Improve wellbeing and engagement through understanding and implementation of educational neuroscience, quality pedagogical practices and trauma informed practice. |
| Education and Training Act | Give effect to Te Tiriti o Waitangi , including by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and The school is inclusive of, and caters for, students with differing needs. | Every student at the school is able to attain their highest possible standard in educational achievement. Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students. | The school is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990 , and the Human Rights Act 1993 ; Take all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school. |
| Links to Education requirements | NELP Actions 1, 2, 3, 4, 5, 6 Ka Hikitia Pacific Education Plan | NELP Actions 1, 2, 3, 4, 5, 6 Ka Hikitia Pacific Education Plan | NELP Actions 1, 2, 3, 6 Ka Hikitia Pacific Education Plan |
| Strategic Initiatives | Develop, communicate and implement 'Touch point' opportunities for engagement with our whānau. | Develop evaluative processes within the school including our assessment, monitoring and reporting procedures. | Create a work environment where staff feel safe, valued and supported, and maintain high levels of wellbeing. |
| | Develop attendance procedures and whānau engagement plan to increase student engagement in learning | Staff will develop individual He Poutama Mahere Mahi action plans to develop and implement culturally responsive and inclusive practice. | Develop a restorative practice kete to build and maintain sustaining relationships and strengthen our Whakapuāwai approach. |
| | Develop processes and guidelines to embed te reo me ōna tikanga Māori in the context of our curriculum, pedagogy and wider school environment. | Embed BSLA structured literacy across the school. | Embed trauma- informed and neuro-science aware practices. |
| Success Measures | <ul style="list-style-type: none"> Tamariki are confident in their identity and self-belief. Whānau participating positively as team members to support their tamariki to be safe and successful at school. Staff confident in their knowledge and practice in local tikanga Māori, mātauranga Māori, and te ao Māori. | <ul style="list-style-type: none"> Teaching and assessment/monitoring practices have been developed and documented. He Poutama Mahere Mahi action plans are supporting staff to develop and implement culturally responsive and inclusive practice. At risk students identified, targeted with programmes, monitored and tracked. BSLA programme data shows achievement progress for participating students. | <ul style="list-style-type: none"> Increased staff retention; Staff feel happy, confident and effective in their roles within the team; Reduction in challenging behaviours from students; Improvement in understanding and implementation of systems for supporting positive behaviour; Improvement in staff knowledge, skills, confidence and effectiveness in supporting students with challenging behaviours; Staff effectively implementing the key elements of our Whakapuāwai approach. |


| Initiative | Key Actions | Outcome |
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| Develop, communicate and implement 'Touch point' opportunities for engagement with our whānau | <ul style="list-style-type: none"> ● 'Touch point' opportunities (opportunities for engagement with our whānau) will be planned and scheduled, monitored and widely communicated - including Whānau Community Days each term, school sports events, school cultural events. ● Progress and achievement data will be collected, collated, analysed, and reported to inform next steps teaching. ● Implement a Grandparents day to engage wider whānau in school activities. | <p>Whānau see the school as their school and are participating in school events. We will see an increased number of whānau attending school wide events.</p> <p>We will see an improvement in overall student achievement specifically focusing on cohorts showing underachievement from 2023 data</p> <p>Whānau Hui / Grandparent Day - identify grandparents / aunts & uncles, whānau that have valuable skills to support whānau engagement</p> |
| Develop attendance procedures and whānau engagement plan to increase student engagement in learning | <ul style="list-style-type: none"> ● Engage with Attendance Service to identify specific actions for increasing attendance for target students. | <p>We will see an improvement in overall student achievement specifically focusing on those students who have, in the past, had poor attendance or regular days away</p> |
| Develop processes and guidelines to embed te reo me ōna tikanga Māori in the context of our curriculum, pedagogy and wider school environment. | <ul style="list-style-type: none"> ● Staff will be supported by lead teacher, as our Mātauranga Māori lead and SENCo. ● Staff will develop their own action plan for improvement, and will be supported by lead teacher to implement their action plans. ● Implementing te reo Māori lessons in context, combining sentence structure, questions & answers, and kupu Māori ● Teacher Capability: Te reo Māori lessons ● KapaHaka ● Implement and review the effectiveness of Mātauranga Māori at Mayfield School - three baskets of | <ul style="list-style-type: none"> ● Staff confident in their knowledge and practice in local tikanga Māori, mātauranga Māori, and te ao Māori ● Whānau Hui - identify grandparents / aunts & uncles, whānau that have valuable skills to support Tikanga, te Ao Māori, & Mātauranga Māori |

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| | <p>knowledge Approach.</p> <ul style="list-style-type: none"> ● Implement a Grandparents day to engage wider whānau in school activities. | |
| <p>Develop evaluative processes within the school including our assessment, monitoring and reporting procedures.</p> | <ul style="list-style-type: none"> ● Review, confirm and implement our assessment, monitoring and reporting processes /practices. ● Enhance proficiency in using ETAP, in order to support the monitoring and reporting procedures for student achievement and learning | <ul style="list-style-type: none"> ● Teaching and assessment/monitoring practices have been developed, documented and implemented. ● Quality data is used to determine progress and achievement, and next steps. ● At risk students identified, targeted with programmes, monitored and tracked. ● He Poutama Mahere Mahi action plans are supporting staff to develop and implement culturally responsive and inclusive practice. ● BSLA programme data shows achievement progress for participating students. |
| <p>Staff will develop individual He Poutama Mahere Mahi action plans to develop and implement culturally responsive and inclusive practice.</p> | <ul style="list-style-type: none"> ● Staff will be supported by Mātauranga Māori lead and SENCo. ● Staff will develop their own action plan for improvement, and will be supported by Matauranga Māori lead to implement their action plans. | <ul style="list-style-type: none"> ● Staff will record changes to their teaching capabilities regarding responsive and relational pedagogies and practices within their Mahere Mahi (Action Plan) ● Teacher's Mahere Mahi will provide examples of actions that reflect the values and the six standards that reflect what high quality teaching should look like (Code of Standards; Ngā Tikanga Matatika) |
| <p>Embed BSLA structured literacy across the school.</p> | <ul style="list-style-type: none"> ● Staff continue BSLA training and implement their learning in their classroom practice. ● BSLA facilitator supports staff development. | <ul style="list-style-type: none"> ● BSLA programme data shows achievement progress for participating students. ● teachers confident and effective |
| <p>Create a safe, valued and supported Mayfield staff, maintaining high levels of wellbeing.</p> | <ul style="list-style-type: none"> ● BoT/SLT develop and implement a plan to support staff wellbeing. | <ul style="list-style-type: none"> ● Increased staff retention; ● Staff feel happy, confident and effective in their roles within the team; |
| <p>Develop restorative practice kete to build and maintain sustaining relationships.</p> | <ul style="list-style-type: none"> ● Staff participate in Restorative Practice PLD with Greg Jansen. ● Staff practice the restorative approach with students. | <ul style="list-style-type: none"> ● Reduction in challenging behaviours from students; ● Staff and students using restorative practices in their daily interactions. |

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| <p>Embed trauma- informed and neuro-science aware practices.</p> | <ul style="list-style-type: none"> • Staff will have the opportunity to participate in or attend PLD specifically in Educational Neuroscience / Restorative Practices / Trauma Informed Education, BSLA. • Staff will implement this learning into their classroom and schoolwide practices. | <ul style="list-style-type: none"> • Improvement in understanding and implementation of systems for supporting positive behaviour; • Improvement in staff knowledge, skills, confidence and effectiveness in supporting students with challenging behaviours; • Staff effectively implementing the key elements of our Whakapuāwai approach. • Staff will participate in, and maintain a record of, professional learning development. |
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Piritahi Kahui Ako Annual Plan 2024

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| <p style="text-align: center;">Vision</p> <p style="text-align: center;"><i>'Whiria nga tahi nga ākonga - Weave Learners Together'</i></p> <div style="text-align: center;">  </div> | <p style="text-align: center;">Principles</p> <ul style="list-style-type: none"> • Equity, Excellence, and Belonging • Collaborative Inquiry • Cultural Relationships for Responsive Pedagogy |
| | <p style="text-align: center;">Achievement Success Indicators</p> <ul style="list-style-type: none"> • All learners make expected progress • Progress measured and analysed • Strong moderation practices • Trusted reliable data informs practice • Equitable outcomes for all |

| Workstreams / Action Plans | | |
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| Strengthening Teacher/Leadership Capability | Hauora | Educationally powerful Connections and relationship |
| <ul style="list-style-type: none"> ● Build kaiako capabilities and competencies in Mātauranga Māori and te reo Māori ● Explore Te Mātaiaho and implement the Aotearoa NZ histories as part of the curriculum refresh ● Build leadership capacity to enhance effective teams within and across schools and ECE. | <ul style="list-style-type: none"> ● Increase attendance and engagement ● Address inequities, racism and bias using research based pedagogies and practices ● Use best practice to meet the diverse needs of mokopuna eg. anxiety, neurodiversity and trauma informed practice. | <ul style="list-style-type: none"> ● Build governance capability with an emphasis upon cultural competence and kaupapa Māori. ● Strengthen pathways and transitions for all ākonga. ● Understand and support whānau and aiga aspirations to strengthen reciprocal learning partnerships. |

A copy of the school's Strategic Plan is available to parents at the school office and on the Mayfield School website.

Presiding member _____

Date _____

Principal _____

Date _____