

Muritai School Strategy 2021 - 2023

TO BE THE BEST WE CAN BE



EMPOWERING

STRATEGIC GOAL

We will improve learner empowerment through an agentic approach

KEY INITIATIVES

- Learning Map
- Progressions of Learning
- Driving my Learning

PARTNERSHIP

STRATEGIC GOAL

Our people will be their BEST through cohesive partnerships

KEY INITIATIVES

- Teacher Practice
- Wellbeing
- Whanau Engagement

ENVIRONMENT

STRATEGIC GOAL

Our spaces are linked to enable learners & kaiako to be their BEST

KEY INITIATIVES

- Local Curriculum
- Building & Spaces
- Learning Design

EXPLORE CONNECT CONTRIBUTE





Strategic Plan 2021 - 2023

To Be The BEST We Can Be



EXPLORE

CONNECT

CONTRIBUTE

Empowerment

Partnership

Environment

PURPOSE

We will improve student empowerment through an agentic approach

Our people will be their BEST through cohesive partnerships

Our spaces are linked to / enable learners kaiako to be their BEST

KEY INITIATIVES

Learning Map

Key Competencies Dispositions

Teacher Practice

Inquiry Learning Teacher Capability Culturally Responsive Pedagogy

Space and Buildings

Space Enables Learning Possibilities Property Development

Learning Progressions

Literacy and Numeracy Progressions of Learning

Wellbeing

PB4L Zones of Regulation

Local Curriculum

Digital Curriculum Concept Based Inquiry

Driving My Learning

Goal Setting

Whānau Engagement

Effective Communication Spotlights Reporting Māori Engagement

Learning Design

Linking Environment to Curriculum to Learners - bringing it all together

OUTCOMES

We will be lifelong learners who are active participants in co-designing learning

We have cohesive partnerships to enable the BEST outcomes for all learners

Our environment enables us to strengthen our learning and celebrate our place

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Initiative 1: Learning Map

Create a learning map/graduate profile framework that identifies the learning capabilities and dispositions developed with learners at Muritai School.

Focus	Action	Led by	Monitoring:	Success looks like?
Learning Map	<ul style="list-style-type: none">• Development of Learning Map, Graduate Profile Muritai Site developed.• Site is shared with staff and whānau, allowing opportunities for feedback	Jamie Power	Term 2-3	<ul style="list-style-type: none">• Muritai Learning Map will be available for all stakeholders• Teacher practice will reflect philosophy from Learning Map
New logo	<ul style="list-style-type: none">• Engage with graphic designer to bring new logo to life.• Consult with key stakeholders on final design.• Special launch of new logo	Stu Devenport	Term 2-4 \$3,000 budgeted	<ul style="list-style-type: none">• New logo will reflect our unique environment and will be utilised in key documentation

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Initiative 2: Progression of Learning

Create progressions of learning in core areas to enable learners to be active participants on their journey

Focus	Action	Led by	Monitoring:	Success looks like?
Structured Literacy development	<ul style="list-style-type: none">Year 2 implementation of Structured Literacy approach with IDEal (review progress from Year 1 and develop implementation plan for Year 2)Establishing curriculum team to support implementation of new initiativesStructured Literacy initiatives linked to Teacher's PGCExplore of the use of Ministry Decodable text to support IDEal approach.	Lisa Allen Brenda Nisbett Literacy Curriculum Team	<ul style="list-style-type: none">All yearMinistry funded PLD approved for 120 hours\$6000 budgeted for literacy	<ul style="list-style-type: none">Integrated practise in all classes.Improvement in student achievement in Reading and writing with target students
PACT	<ul style="list-style-type: none">A team of teachers to trial PACT for Writing with Target students in Term 2. Feedback findings to Senior Leadership Team.Possible trial of PACT writing for all target students in Term 4.	PACT Unit Holder	<ul style="list-style-type: none">Term 2Term 4	<ul style="list-style-type: none">Teachers develop clear understanding of students strengths and next steps in writing.

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Initiative 3: Driving my Learning

Assessment tools are used to effectively identify next steps for learning and student voice is utilised to enhance the learning.

Focus	Action	Led by	Monitoring:	Success looks like?
Personalised Learning	<ul style="list-style-type: none">● Use the revised names from 2020 to further unpack the passion learning projects at Muritai School, in each area of the school.● Teacher planning reflects student voice in areas of learning.	SLT	Terms 2-4	<ul style="list-style-type: none">● Evidence of Passion learning is present in classroom programmes and documented in the Muritai Learning Map
Schoolwide Assessment	<ul style="list-style-type: none">● Review of school assessment map. Ensuring assessment is meaningful, consistent and timely.	Jamie Power SLT	Term 1-2	<ul style="list-style-type: none">● Review is communicated through staff hui and has feedback from teacher.

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Initiative 1: Teacher Practice

Embed a strong understanding of expectations for all learners in all context across the school

Focus	Action	Led by	Monitor	Success looks like?
PB4L	<ul style="list-style-type: none"> Core team maintain Tier 1 systems and practices, and record and use data. Ensure Living Values are visible across the school and explicit teaching of these values are covered in classrooms. Begin Tier 2 implementation for students with challenging behaviours or recurring minor behaviours (referral system) Key team members attend MOE workshops Teachers: problem solving in groups around managing challenging behaviours Introduce appropriate Tier 2 interventions 	<p>Jon Mackie</p> <p>PB4L Tier 1 Leader</p> <p>SLT</p>	<p>All year</p> <p>\$10,000 MoE Funding for PLD and resourcing</p>	<ul style="list-style-type: none"> Core team attends relevant networking hui with other schools at similar stages and professional development opportunities offered by MOE PD will be with full staff, teaching staff and in teams Visible display and recognition of BEST values will reinforce pro-social behaviours, student well-being and school culture Teachers will develop consistent approaches to preventing and responding to minor and major behaviours in the <i>classroom</i> Progress will be reported to the BOT
Zones of Regulation	<ul style="list-style-type: none"> Professional Development delivered by RTLB team Zones of Regulation Team established (PB4L Tier 1 Team?) from key members of staff across the school. 	<p>Maureen Buckley</p> <p>PB4L Tier 1 Team</p>	<p>All year</p> <p>PLD by RTLB</p>	<ul style="list-style-type: none"> ZoR language utilised by students and staff school wide. Visual prompts evident in classrooms

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Initiative 2: Well Being

Nurture a holistic wellbeing initiative around learners and our staff

Focus	Action	Led by	Monitoring:	Success looks like?
Student Well being	<ul style="list-style-type: none">Utilise PB4L and Zones of Regulation initiatives to promote pro-social behaviours in the playground and classroomAdminister NZCER Student Well being survey for Years 5-8 to identify strengths and areas of growth	Senior Leadership Team	All Year NZCER Survey - Term 3	<ul style="list-style-type: none">Evidence of playground conflict reduced.Identify two/three themes from NZCER survey to monitor in the future.
Life skills	<ul style="list-style-type: none">Introduce enrichment opportunities for students with additional needs. Eg Cooking, bus trips, visits to the village.	Maureen Buckley	All Year	<ul style="list-style-type: none">SENCO programme shows evidence of enrichment opportunities for students.
Staff Well being	<ul style="list-style-type: none">Team ways of working and team agreements written (with regular reflections on these)Teaching and Assessment schedule reviewed to ensure workload is manageable.	Senior Leadership Team	All Year \$3,500 budgeted for Well being survey	<ul style="list-style-type: none">Evidence for Staff Well being survey shows overall improvement in well being from previous years.

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Initiative 3: Whanāu Engagement

Connecting with our parent community through the sharing of learning, progress and future school direction

Focus	Action	Led by	Monitoring:	Success looks like?
Connecting with the Community	<ul style="list-style-type: none"> Continue providing opportunities for our Māori whanāu to connect and provide feedback on our future direction Host regular working bees for community to enhance our outdoor spaces Establish a community Enviro group to promote Enviro initiatives Community survey to seek feedback on the future direction of Muritai 	<p>Stu Devenport & Hilary Bevin</p> <p>Stu Devenport</p> <p>Enviro Leader</p> <p>Stu Devenport</p>	<p>Term 2 and 4</p> <p>Termly</p> <p>Term 1</p> <p>Term 3</p>	<p>Hui times will be scheduled well in advance</p> <p>Results from Community Survey will be used to shape strategic plan for 2024-26</p>
Reporting to parents	<ul style="list-style-type: none"> Review our written report formatting to ensure there is sufficient evidence of academic and social progress. Investigate Etap for formatting and distributing written reports to whanāu 	Senior Leadership Team	Term 1 & 2	<p>Written reports will reflect evidence of BEST values.</p> <p>Etap parent app will be used to distribute written reports in Terms 2 and 4.</p>

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Initiative 1: Curriculum

The MS local curriculum will be finalised to include a three year conceptual approach. Digital Tech and Aotearoa New Zealand Histories will be integrated

Focus	Action	Led by	Monitoring:	Success looks like?
Local Curriculum	<ul style="list-style-type: none">Continue to develop our localised curriculum. Seek consultation from key stakeholders.125th Celebrations will be used to familiarise teachers with new Aotearoa NZ Histories Curriculum.	Jamie Power Jon Mackie	Term 2 Term 1	
Curriculum Refresh	<ul style="list-style-type: none">Curriculum Refresh Action Team established within teaching team.Key developments from refresh progress communicated with wider teaching staff	Stu Devenport Jamie Power		

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Initiative 2: Buildings and Spaces

Creating learning environments that enhance collaboration and innovative.

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Focus	Action	Led by	Monitor	Success looks like?
Building work	<ul style="list-style-type: none"> Renovation work to commence of Hall and hall kitchen refurbishment Weather tightness work to commence on classrooms in Senior School. 5YA Roof maintenance to be completed in main school Junior Block modernisation planning to commence 	Stu Devenport	All year 5YA and SIP projects	<ul style="list-style-type: none"> Hall project completed Senior School project commenced Roof maintenance work completed Junior School plans finalised.
Shared Spaces	<ul style="list-style-type: none"> Termly working bees established (in place of a staff meeting) to sort and maintain the use of communal spaces (Resource Room, STEAM room, Green Room, Rooms 4, 7 and 14, Senior School Resource and office space) Staff review to use of communal spaces across the school to ensure resources and spaces are used effectively to enhance the learning programmes. (STEAM Room, Green Room, Cottage, Office Spaces) 	Stu Devenport	Termly Term 2	<ul style="list-style-type: none"> Our communal spaces will be well utilised by teachers and support staff. Staff will be aware of the resources available to them in these spaces Spaces will be well managed and cared for by all our people.

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Initiative 3: Learning Design

The learning environments support students well being and reflect our bicultural society.

Focus	Action	Led by	Monitoring:	Success looks like?
Sensory Audit	<ul style="list-style-type: none"> Through the work supported by Zones of Regulation initiatives, teachers will be complete an audit on their learning spaces, exploring ways of creating calm environments for students work thrive Investigate storage/furniture options in learning spaces 	Maureen Buckley	Terms 2-4	<ul style="list-style-type: none"> Classrooms reflect recommendations from sensory audit.
Te Aō Māori	<ul style="list-style-type: none"> Complete audit of our school environment to identify components that reflect our bi-cultural heritage. Identify simple ways of improving the visibility of Te Reo Maori across the school. Te Aō Māori Team established from teachers across the school. 	Hilary Bevin Te Aō Māori Action Team	Term 2 and 3 .1 Kapa Haka Board funded Teacher	<ul style="list-style-type: none"> Staff meeting completed on Te Reo Maori audit Adaptations noted in classroom displays and signage Te Aō Maori Team provide resources to teachers