

MBIS Strategic Plan 2023-2024

Vision Statement: Learn to Live To offer a secure, caring, learning environment where the unique potential of each pupil is developed and where the appropriate life skills are provided through competent teaching and effective community support. MBIS believes in empowering people. We believe in the holistic learning of individuals that will lead to the well-rounded development of future citizens who will be able to participate in society in the years that lie ahead. We aim to create globally competent, confident, culturally intelligent citizens who will be able to work and live anywhere in the world.					
Summary of the information used to develop this plan/How did you create this plan: This Strategic Plan reflects Community Consultation, including: Board Strategic Planning Discussion, community & whānau surveys, Maori whanau hui, staff survey, ERO Evaluative Partner, Mid Bay Kāhui Ako, MoE Planning and Reporting Hui. ALL of the National Education Learning Priorities (NELPs), the Board Primary Objectives, Education & Training Act 2020, ERO School Profile Report (December, 2022), Te Mātaiaho, Ka Hikitia – Ka Hāpaitia, Pasifika Education Plan 2013 – 2017 (PEP) have been referred or referenced					
Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
Curriculum Teachers are committed to pedagogical practices that improve student engagement, achievement, and enhance how students Learn to Live.	Education and Training Act 2020: <ul style="list-style-type: none"> Section 127(1)(a) Section 127(1)(c) Section 127(1)(d)(iii) 	NELPs <ul style="list-style-type: none"> Learners at the centre Barrier free access Quality teaching and leadership 	<ul style="list-style-type: none"> Strong academic progress and achievement by all students regardless of gender or ethnicity. Teachers will implement a 'structured' approach to the teaching of literacy 	<ul style="list-style-type: none"> Participation in Kahui Ako wide professional learning and development Consolidation of 2023 implementation of 'The Code' approach to spelling instruction. Introduction of a Structured Literacy approach to the teaching of reading and writing Continued focus on the specific teaching of vocabulary 	<ul style="list-style-type: none"> Start and end of year assessment to measure student progress and efficacy of teacher pedagogy. Assessment to include: <ul style="list-style-type: none"> PAT Vocabulary PAT Reading Comprehension Receptive Vocabulary Test (Victoria University) Dibels Reading Assessment PAT Mathematics
Wellbeing: Students and staff regularly use a range of strategies and tools to enhance their well being as they Learn to Live.	Education and Training Act 2020: <ul style="list-style-type: none"> Section 127(1)(b)(i) Section 127(1)(b)(iii) Section 127(1)(c) 	NELPs <ul style="list-style-type: none"> Learners at the centre Barrier free access Quality teaching and leadership 	<ul style="list-style-type: none"> Restorative Practices PB4L Tier 2 	<ul style="list-style-type: none"> All staff trained in Restorative Practices Middle leaders trained in Restorative conferencing approaches Ongoing consolidation of school values through PB4L systems and processes Implementation of PB4L tier 2 Wellbeing PLG Implementation of Mitey Programme to support mental health 	<ul style="list-style-type: none"> Data analysis of PB4L entries in HERO
Culture and Identity: Students and staff are committed to and display the MBIS values that support them as they Learn to Live.	Education and Training Act 2020: <ul style="list-style-type: none"> Section 127(1)(b)(iii) Section 127(1)(c) Section 127(1)(d)(i) Section 127(1)(d)(ii) 	NELPs <ul style="list-style-type: none"> Learners at the centre Barrier free access Quality teacher and leadership 	<ul style="list-style-type: none"> Students positively involved in a range of opportunities to strengthen culture and identity (Sports, cultural, academic), giving specific priority to Te Mātauranga Maori <ul style="list-style-type: none"> Kahu Manu Kapa Haka Samoan Styles 	<ul style="list-style-type: none"> Kapa Haka group - participation at Pipiwharoroa and Matariki festivals Samoan styles group - participation at Pipiwharoroa festival Cultural responsiveness PLG Cultural leaders (Maori, Pacifica, Chinese, Korean) 	<ul style="list-style-type: none"> Improved attendance Academic achievement levels for all ethnicities
Learning Environment Our school is a safe, modern learning environment that supports students and staff as they Learn to Live.	Education and Training Act 2020: <ul style="list-style-type: none"> Section 127(1)(b)(i) 	NELPs <ul style="list-style-type: none"> Learners at the centre Barrier free access 	<ul style="list-style-type: none"> Implementation of 5YA projects to create more modern, warm and well ventilated learning environment: <ul style="list-style-type: none"> 3 classroom interior upgrades 14 classroom roof replacements 4 classroom joinery upgrades 	<ul style="list-style-type: none"> Successful management of 5YA construction process while school continues to operate effectively. 	<ul style="list-style-type: none"> All projects completed on budget and classes fully occupied and in use.

MBIS Annual Implementation Plan 2024

Curriculum

Strategic Goal 1	Teachers are committed to pedagogical practices that improve student engagement, achievement, and enhance how students Learn to Live.			
Initiative	Implementation of a Structured Literacy Approach to the teaching of Reading and Writing			
Success Statements (by the end of the year)				
<p>Structured Literacy ensures there is a consistent, explicit, sequential, and diagnostic teaching approach to Literacy across the school.</p> <ul style="list-style-type: none"> We are focused on ensuring that students working at or above expectations continue to make steady progress, attaining the benchmarks set out below. We also aim to accelerate the progress of students at risk of not achieving the expected level. For these target students, we aim for the following accelerated progress <ul style="list-style-type: none"> By the end of 2024, 80% of student target students (students scoring 4 and below) will have moved up a stanine in PAT Reading By the end of 2024, 80% of Tier 2 students will have progressed into Tier 3 in Dibels Testing. 				
Actions	Who is responsible?	Resources	Timeframe	How will we measure success?
Structured Literacy Provide training for new staff	Bianca Odendaal Daniel Finlayson (PRTs) ISLs	Adrienne Kinder (Liz Kane Literacy) Staff Release	Term 1 2024 Ongoing Support Provided 2024	Code Observations
Structured Literacy Embed the Code across the school	Bianca Odendaal ISLs Daniel Finlayson	Adrienne Kinder (Liz Kane Literacy) Staff Release Staff Meetings	Term 1 2024 Ongoing support for identified staff	Code Observations <ul style="list-style-type: none"> By the end of 2024, 90% of Y8 students will have mastered (scoring between 40-44 on the test) the Code.
Structured Literacy Introduction to 'Reading at MBIS' Development of consistency across the school in Reading instruction with explicit teaching of vocabulary as key part of this.	Bianca Odendaal ISLs Daniel Finlayson	Staff Release Staff Meeting Summerland Primary (Experts in Practice)	Term 1- 4 2024 Consolidation 2025	Observations of teaching Start and end Reading Data (PAT, OTJ) <ul style="list-style-type: none"> By the end of 2024, 95% of students have improved their receptive vocabulary by 1000 word families. By the end of 2024, 50% of Year 8 native speaking students will have mastered 10 000 word families or more.
Structured Literacy Dibels Assessment	Bianca Odendaal ISLs Daniel Finlayson	Adrienne Kinder Dibels SPELD 4-Day Course (Kāhui Ako) Staff Meetings	Term 2 Introduction BOY/MOY/EOY Assessment each year	Dibels Data to inform progress and explicit teaching targets
Structure Literacy Introduction to 'Writing at MBIS' Development of consistency across the	Bianca Odendaal ISLs Daniel Finlayson	Staff Release Staff Meeting Adrienne Kinder	Term 3/4 - dependent on Reading development/progress.	Observations of teaching Start and end Writing Data (E-asttle, OTJ)

school in Writing instruction.		Writer's Revolution PD Summerland Primary (Experts in Practice)		
Structured Literacy Words Their Way introduction Once classes are finished with the Code, we will extend students in morphology with Words Their Way, which is structured the same way as the Code.	Bianca Odendaal ISLs Daniel Finlayson Literacy PLG	Literacy PLG Meetings Staff Meeting	Term 3	Data- Words Their Way Testing
Structured Literacy Scope & Sequence Introduction Consistency in curriculum coverage across the school.	Bianca Odendaal ISLs Literacy PLG Daniel Finlayson	Syntax Project LPF NZ Curriculum Adrienne Kinder Staff Release Staff Meeting PLG Meetings	Term 4 into 2025	School Wide Data Improvements (through PAT, Code & Dibels data)

Wellbeing

Strategic Goal 2	Students and staff regularly use a range of strategies and tools to enhance their well-being as they Learn to Live.			
Initiative	Introduction of Restorative Practices			
Success Statements (by the end of the year)				
Staff will be confident and proactively use restorative practices to solve relationship and 'behavioural' challenges.				
Actions	Who is responsible?	Resources	Timeframe	How will we measure success?
All staff trained and implementing Restorative Practices	David Collins (leading PLG group)	Leanne Carlson - Waikato University	TOD (November 2023) Staff meetings <ul style="list-style-type: none"> • 20 March • 22 May PLG meetings - 3 weekly	Staff will adopt restorative practices in their interactions with the students. This will be visible in each classroom via displays of the questions developed in our school to reflect restorative practice. When required, the SLT and Deans will reflect this in their interactions with the school community.
Middle leaders trained in Restorative conferencing approaches	David Collins / Melinda Iles	Ministry of Education	Throughout 2024 - Beginning Term 1, leaders are rotated through the available training.	The middle leaders from each minischool will have attended the training, sharing and implementing what they have learned.
Ongoing consolidation of school values through PB4L systems and processes	David Collins and PLG group	MOE PB4L team	Ongoing in 2024, with a focus during terms 3 and 4 to revising rewards.	The school will have a revised rewards system that is implemented schoolwide. The school will have developed lessons teachers use to teach the MBI values/Matrix expectations.

Data analysis of PB4L entries in HERO	David Collins and PB4L group	Hero	Termly	Staff are advised of the data that their PB4L entries are generating. The staff interact with the data in their team meetings, discussing trends and actions required.
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Culture and Identity

Strategic Goal 3	Students and staff are committed to and display the MBIS values that support them as they Learn to Live.			
Initiative	Introduction of a Cultural Responsiveness PLG			
Success Statements (by the end of the year)				
The Cultural Responsiveness PLG identifies, creates, and promotes opportunities for students to experience success across a range of cultural contexts to strengthen culture and identity.				
Actions	Who is responsible?	Resources	Timeframe	How will we measure success?
Ongoing success of Kapa Haka group	Teresa Aporo	Release provided	Terms 1-4	Participation in the Pipiwharoroa and Matariki festivals.
Election and promotion of Cultural leaders (Maori, Pasifika, Chinese, Korean)	Emma Chu-Shing		Term 1	Student leaders and elected and known within the school.
Monitoring and attention to attendance levels by ethnicity	Melinda Iles and the deans		Terms 1-4	Improved attendance data, particularly for Pasifika students.
Cultural performance groups (Poly group, Korean Fan dance, and Chinese Traditional Dance group)	Emma Chu-Shing	Student volunteers from Rangitoto High School	Terms 1-4	Facilitating the group on their practice days. Participation at a variety of performances e.g Korean Night at Rangitoto High School, Cultural assemblies, Culture Week.
Connecting with the Head of Cultural Communities at Rangitoto College (Chinese, Korean, Pasifika, and Māori HOD). Creating plans and initiatives to enhance our cultural identity here at MBIS.	Emma Chu-Shing		Terms 1-4	Providing more/new opportunities for our tamariki to embrace their culture.
Promoting and educating about Cultural Weeks in kura newsletter, MBITV and Hero	PLG team		Terms 1-4	PLG members are to return to their teams to inspire and encourage staff to embrace these culture weeks in their akomanga.

Learning Environment

Strategic Goal 4	Our school is a safe, modern learning environment that supports students and staff as they Learn to Live.			
Initiative	Implement 5YA projects to create a more modern, warm, and well-ventilated learning environment.			
Success Statements (by the end of the year)				
All projects are completed on budget, and classes are fully occupied and in use.				
Actions	Who is responsible?	Resources	Timeframe	How will we measure success?
<ul style="list-style-type: none"> • 3 classroom interior upgrades • classroom roof replacements • 4 classroom joinery upgrades 	Melinda Iles Kate Kruyen Florin Lazorec Maynard Marks Project Management	MOE property funding BOT funding contribution	All of 2024	Successful management of the 5YA construction process while the school operates effectively.