



MURRAY'S BAY INTERMEDIATE CHARTER

Strategic and Annual Plan
2020 -2022

Principal's endorsement:		Board of Trustees' endorsement:	
Submission date to Ministry of Education:	Friday 28 February 2020		

Murrays Bay Intermediate School 2020 - 2022

Introductory Section - Strategic Intentions

Mission 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.
Vision	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.
Values	Honesty - Whakapono Kindness - Atawhai Respect - Manaakitanga Resilience - Aumangea
Māori Dimensions and Cultural Diversity	<p>We as a school value te reo Maori as a taonga – we share the belief emanating from the Treaty of Waitangi that our Maori people and all people should have a say in decision making. Maori people retain the right to self determination. Maori people, as our bicultural partners, are guaranteed quality ‘rights’, privileges, opportunities and outcomes. We passionately wish for this to happen so that Maori people are empowered and valued as tangata te whenua of our land. Ka hikitia means to step up; to lift up, to lengthen one’s stride – to empower. We embrace this as a whakatauki for all people sharing the journey with is at this school. It is engagement and achievement that for all people and this in reference to Maori (te Ao) is understanding our world from a Maori and pakeha perspective.</p> <p>Murrays Bay Intermediate School Cultural Diversity NZ European 42.3%, Maori 4.7%(52 students), Pacific island 1.6%(18 students), Asian 35.2%, Other European 16.2% (2020) Other larger ethnic groups within these percentages:</p> <ul style="list-style-type: none"> ● Chinese 19.4% (213 students) ● Korean 9.2% (101 students) ● African 2.7% (30 students) ● British/Irish 2.4% (26 students) ● Indian 1.9% (21 students) ● Middle East 1% (11 students) <p>NZ European 48%, Maori 5.2%, Pacific island 2%, Asian 34.3%, Other European 10.5%. (2019)</p>

- All cultures within the school are valued, accepted and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural background.

The Unique Position of Maori Culture

- All staff members are expected to develop an awareness of Tikanga Maori (Maori culture and protocol) and Te Reo Maori (Maori language): and incorporate these into classroom programmes.
- Murrays Bay Intermediate School will foster cultural understanding consistent with the Treaty of Waitangi.

What reasonable steps will the school take to incorporate Tikanga Maori (Maori protocol and culture) into the school's curriculum?

- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number.
- All students participate in regular Maori language and culture lessons (2 sessions per 6 day cycle).
- Professional development and support of staff, on the understandings they need to develop with their students.

What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents ask for it?

All such requests will be given full and careful consideration by the Board of Trustees with the regard to:

- Personnel with the requisite skills and qualifications
- Overall school financial position
- Availability of accommodation within the school programme

What steps will be taken to discover the views and concerns of the school's Maori community?

- Encourage parents of Maori students to become a Board of Trustees member
- Maori community consulted in various ways including : Report evenings, Parent workshops, Hui consultation evenings, Newsletters, School events involving students, Informal dealings with families, Individual interviews where relevant
- Maintaining open door practice encouraging families to approach the school
- Kapa Haka Group with outside help and school staff, this will continue to perform to the school and guests on a regular basis across 2018.
- Akonga Maori - strategic planning group

Strategic Goals	Core Strategies for Achieving Goals	
	2020	2021 - 2022
<p>Curriculum Teachers are committed to pedagogical practices that improve student engagement, achievement, and enhance how students Learn to Live.</p>	<ul style="list-style-type: none"> ● Shared understanding and documentation of quality practice specifically in relation to Mathematics pedagogy. ● Strong professional practice in relation to teaching, learning and assessment of Mathematics progress and achievement using PaCT. ● Implementation of a concept based curriculum framework for the delivery of the MBIS curriculum. ● Pilot of HERO SMS for evidence and assessment of students learning progress. ● Participation in the Mid Bays Kahui Ako with a strategic focus on academic student achievement. ● Review of Day T to ensure it aligns with current school vision. ● Integrate the Digital Curriculum within learning. 	<ul style="list-style-type: none"> ● Shared understanding and documentation of quality practice specifically in relation to Literacy Learning Progressions and in PACT Reading/Writing ● Whole school implementation of HERO SMS ● A focus on Careers Education ● Implementation of recommendations as result of Day T review
<p>Wellbeing: Teacher and student wellbeing has been enhanced through regular mindful practices. Staff have a more manageable workload and a fair balance between their personal and professional lives.</p>	<ul style="list-style-type: none"> ● Pause, Breathe, Smile training for all teaching staff. ● Implementation of PBS programme to support students. ● Parent support sessions to better equip parents with the tools to support their children's wellbeing. ● Further development of the counselling spaces in the International House to cater for multiple counsellors and group sessions. ● Introduction of Youth Workers for group support and interventions. ● Participation in the Mid Bays Kahui Ako with a strategic focus on wellbeing. 	<ul style="list-style-type: none"> ● Mindful practices continue to be practised and embedded throughout the school, across the curriculum. ● Students use mindfulness practices as a tool to enhance their wellbeing. ● Focus on staff wellbeing. ● Community Consultation in relation to Health programme.

<p>Culture and Identity: Students and staff are committed to and display the MBIS values that support them as they Learn to Live.</p>	<ul style="list-style-type: none"> ● Engagement in PB4L to: <ul style="list-style-type: none"> ○ School values are explicitly taught in classrooms. ○ Development and introduction of Behaviour Matrix. ○ Active Supervision. ● Launch of new school brand, including review of uniform ● The induction programme extended to 2 days and to include insights from recently appointed staff. ● Introduction of new Performance Management system ● Mini school leadership role extended to include appraisal of staff. 	<ul style="list-style-type: none"> ● Further development of PB4L programme. ● Further engage students by restructuring activities offered at break times and adjusting the Duty Roster accordingly. ● Launch of new school uniform.
<p>Learning Environment Our school is a safe, modern learning environment that supports students and staff as they Learn to Live.</p>	<ul style="list-style-type: none"> ● Introduction of signage and art works that reflect our school values and celebrate the cultural diversity of our student community. ● Site wide fire alarm upgrade. ● Upgrade sports field with irrigation. ● Renovate three village classrooms. ● Upgrade two classrooms to modern learning environments. 	

2020 Raising Achievement Plan - Summary

Strategic Goal	Target	Short Report
Curriculum	That 90% of target students make accelerated progress in PAT Mathematics (a scale score shift of 6+ points) by November 2020.	
Wellbeing:	<p>90% of staff are integrating mindful practice into their classroom programmes at least 2-3 times per week.</p> <p>As a result of the NZCER workplace survey, 80% of staff believe that their workload and level of work related stress is manageable and they can maintain a reasonable balance between personal and professional life.</p>	
Culture and Identity:	<p>80% of staff and students agree or strongly agree with the following statements as reported in the NZCER Wellbeing@School</p> <p>Teacher Survey</p> <ul style="list-style-type: none"> ● Staff and students are committed to the school values. ● We have a school-wide behaviour management policy or procedure that is easy for our school community to understand. <p>Student Survey.</p> <ul style="list-style-type: none"> ● Everyone knows the rules about behaviour ● Everyone thinks our school values are important 	

2020 Raising Achievement Plan

Strategic CURRICULUM Goal: Teachers are committed to pedagogical practices that improve student engagement, achievement, and enhance how students Learn to Live.

Annual Goal:

- Shared understanding and documentation of quality practice specifically in relation to Mathematics pedagogy
- Strong professional practice in relation to teaching, learning and assessment of Mathematics progress and achievement using PaCT

Annual Targets:

That 90% of target students make accelerated progress in PAT Mathematics (a scale score shift of 6+ points) by November 2020.

Target students will be those students who achieve a stanine, 2 or 3 in February PAT Maths testing.

Baseline Data (February 2020):

Year 7 and Year 8 PAT baseline data will go here prior to submission to MOE.

Key Improvement Strategies

When	What (examples)	Who
Term 1 week 4/5	PAT Maths testing to identify Stanine 2 & 3 target students	All staff
Term 1	Staff meeting to document target students and consider interventions or actions to be taken to accelerate progress	Melinda, Dann, Anna-Marie, Julia
Ongoing	Mathematics facilitator to Provide PD programme through staff meetings that support staff to accelerate progress of target learners.	Dann, Julia, Anna-Marie
Ongoing	Kahui Ako In School Teachers - mentor and support classroom teachers and work as a leadership group to inquire into practice.	Sue, Dann, Sophie, Nicole, Nic, Teresa
Ongoing	Use of Learning Progressions Framework as tool for formative assessment in Mathematics	All teachers
Term 2 and Term 4	Moderation of teacher judgements using PaCT Mathematics	Dann, Anna-Marie and all teachers

Monitoring:

Target students will sit PAT Maths mid way through Term 2 and Term 3 to measure progress and provide feedback to teachers. Anna-Marie will coordinate this.

All students will be reassessed with PAT maths mid way through Term 4 to measure both target student and whole school progress in Mathematics achievement.

Resourcing:

Resource	Budget
PAT Assessments	\$5,096.00
Maths facilitator from Cognition Education	\$19,500
In-School Leader Allowances x 5 (Funded by MOE)	\$40,000
In-School Leader release x 5 (Funded by MOE)	\$27,200
TOTAL	\$91,796.

Strategic WELLBEING Goals:

- Teacher and student wellbeing has been enhanced through regular mindful practices.
- Staff have a more manageable workload and a fair balance between their personal and professional lives.

Annual Goals:

- Teachers and students are empowered, through specific Pause Breathe Smile training to use mindful practices that enhance their wellbeing.
- Staff report an improved and more manageable workload and a fair balance between their personal and professional lives.

Annual Targets:

- 90% of staff are integrating mindful practice into their classroom programmes at least 2-3 times per week.
- As a result of the NZCER workplace survey, 80% of staff believe that their workload and level of work related stress is manageable and they can maintain a reasonable balance between personal and professional life.

Baseline Data:

% of Classrooms Teaching Mindfulness	Never	Occasionally	Weekly	2/3x per week	4/5x per week
December, 2019	4%	33%	15%	21%	23%

In November, 2019, on a scale of 1-10 (ranked 6 and above):
 63% of staff believed stress levels were manageable.
 65% believed they had a balance between personal and professional lives.

Key Improvement Strategies

When	What (examples)	Who
Jan 2020	Pause, Breathe, Smile programme - training for staff. Teachers will receive online resources and a manual, and will work through the eight lessons along with additional audio resources in Term 1.	Shannon + PBS facilitator
ASAP	Two 24/7 youth workers, working with Bays Youth Community Trust, to work alongside groups of students each for two days per week.	Shannon to facilitate

Term 1	Mind Over Manner - student presentation + Staff meeting to support both teacher and student understanding of neurodiversity.	Shannon + facilitators
Term 1	Student Wellbeing Leaders to promote wellbeing within the school.	Shannon
Term 1	Expansion of the staff Wellbeing team. Continue to meet regularly to discuss how to continue to improve mindful practice and positive wellbeing for staff and students throughout the year. Inquiry focus on the effects of screen time.	Shannon + Wellbeing team
Term 2	Wellbeing booklets for students to complete in class	Classroom teachers
Ongoing	Increased counselling team - Registered counsellor and trainee counsellors increased to 3 days per week each (previously 2 days per week each).	BOT funded
Ongoing	Continue to do a staff challenge that brings staff together like the Virgin Pulse Global Challenge and offer yoga classes, massage, the EAP Services and SchoolTV to support staff wellbeing and knowledge.	Shannon and Wellbeing team

Monitoring:

- Frequency of mindfulness practices will be collected from staff and students each term.
- Staff perceptions around stress levels and work life balance will be collected in November 2020, through NZCER workplace survey

Resourcing:

Resource	Budget
Pause Breathe Smile Training	\$8300 for facilitator and book / online resources for 65 teachers.
Mind over manner presentation and workshop	\$1000 for staff meeting and two days of workshops for students. \$6600=\$7600.
School TV subscription	\$4100 annually
Counselling staff	\$70,315
Youth Workers	\$10,000
TOTAL	\$100,315

Strategic CULTURE AND IDENTITY Goal: Students and staff are committed to and display the MBIS values that support them as they Learn to Live.

Annual Goal:

Whole school engagement in the PB4L contract will result in:

- Staff and students being committed to the school values (Respect, Resilience, Honesty, Kindness)
- Implementation of a school wide behaviour matrix based on the school values.

Annual Targets:

80% of staff and students agree or strongly agree with the following statements as reported in the NZCER Wellbeing@School

Teacher Survey

- Staff and students are committed to the school values.
- We have a school-wide behaviour management policy or procedure that is easy for our school community to understand.

Student Survey.

- Everyone knows the rules about behaviour
- Everyone thinks our school values are important

Baseline Data :

Wellbeing@School Survey (Teacher and Student)	March 2019 % of staff/students who agree/strongly agree	March 2020 % of staff/students who agree/strongly agree
Staff and students are committed to the school values.	70%	
We have a school-wide behaviour management policy or procedure that is easy for our school community to understand.	56%	
Everyone knows the rules about behaviour	Year 7 - 68% (tbc when database back up) Year 8 - 70% (tbc when database back up)	
Everyone thinks our school values are important	Year 7 - 76% (tbc when database back up) Year 8 - 70% (tbc when database back up)	

Key Improvement Strategies		
When	What (examples)	Who
	<ul style="list-style-type: none"> ○ School Values explicitly taught in classrooms ○ Development and introduction of Behaviour Matrix 	
	Pou of values in school Rebranding to incorporate values	
Monitoring: Wellbeing@School survey will be administered in March and November 2020 to measure progress.		
Resourcing:		
Resource		Budget
PB4L Professional Development (Funded by MOE)		\$10,000
Wellbeing@School Survey		\$3450
School Values Pou		\$ TBC
Total		\$20,000-25,000 approx

Other 2020 Key Improvement Strategies to Achieve Strategic Vision

Property	Short Report
Prioritisation of property projects for expenditure of working capital	
Site wide fire alarm upgrade.	
Upgrade sports field with irrigation.	

Renovate three village classrooms.	
Upgrade two classrooms to modern learning environments.	
Finance	Short Report
Review of working capital reserves and financial position	
Personnel	Short Report
Appointment of new Assistant Principal	
Community Engagement	Short Report