

Mauriceville School



School Charter and Strategic Plan

2022 - 2025

Principal's endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education: 1 March 2022

MAURICEVILLE SCHOOL

Mission Statement

To nurture our children's self-esteem, life skills and grow their ability to achieve

Vision

Learning Together, Learning Forever

Values

PRIDE

PRIDE IN OURSELVES, OUR SCHOOL AND OUR COMMUNITY



Principles

High Expectations: *Learners value high expectations from their teachers and are responsive when provided with an environment where their learning is clearly articulated through meaningful feedback.*

Treaty of Waitangi: *Te Tiriti o Waitangi is the founding NZ document, students have opportunities to acquire Te Reo Māori me ona Tikanga*

Cultural Diversity: *Learners' cultural backgrounds are acknowledged and valued and the school environment reflects this.*

Inclusion: *All learners and their families need to feel acceptance, belonging, affirmation, ownership and a sense of confidence and security in our learning environment*

Learning to Learn: *Learners will be reflective, able to work in different ways and make choices supporting them to make progress and achieve.*

Community Engagement: *Learners' achieve where home, school and the community are connected and engaged with one another in support of the child*

Coherence: *Learners' achieve in authentic, integrated contexts where resources are used effectively and where connections and alignment are made to other learning areas, so that new ideas can be put into practice.*

Future Focus: *Learners will be able to access the curriculum, engage in learning, and explore issues that encompass future focused pedagogies, practices and technologies.*

Tangata Whenuatanga:

Affirming Culture

Rangatiratanga: *Teacher Effectiveness*

Whangaungatanga:

Relationships

Awhinatanga: *Guiding and Supporting*

Kotahitanga: *Collective Vision*

Manaakitanga: *Integrity, sincerity, respect*

Pumanawatanga: *Morale, tone, pulse*

Ako: *Being a learner*

Pono: *Having self-belief*

Wananga: *Sharing of knowledge*

Baseline Data or School Context	
Students' Learning	Over the last few years student achievement data showed significant improvement despite this a number of students continue to be working below curriculum expectations in Reading, Writing and Mathematics. In particular, achievement of boys and Māori students continue to be of concern. Teachers are focused on improving their pedagogical knowledge and understanding around effective teaching and learning practices in order to provide equitable learning opportunities to enable acceleration of progress and achievement.
Student Engagement	Mauriceville School will continue to implement PB4L Tier 1. A review of the schools values was undertaken this year with staff, students, whanau and the community. The local curriculum document continues to evolve but a clear focus has come from consultation with the community, students and teachers, which gives importance to the local history, making links with businesses and environmental groups. In 2021 links were made with schools in Malaysia which was engaging for students and helped them understand how the world can be opened up through the use of digital technology. All learning needs to recognise the students position in the information age and how we can support them to use digital platforms to enhance teaching and learning.
School Organisation and Structures	Mauriceville Schools is a decile 1 full primary school, located 26 km north-east of Masterton in the Wairarapa. Some students travel to Mauriceville from Masterton to attend school. The majority of students now come from the local area. In 2022 the school roll is 17 students, with three expected new entrants by the beginning of term 3, 2022.. Opportunities are provided for students to participate in exchanges with other rural schools through initiatives like Rural Kids, sporting and learning exchanges. In November 2020 a new Board of Trustees was elected and the Ministry of Education appointed a Limited Statutory Manager to support the BOT and Leadership through the next part of their journey. The school focus is on improving pedagogical knowledge of teachers in order to provide effective and equitable learning opportunities that will enable acceleration of progress and achievement.
Māori dimensions and Cultural Diversity	Mauriceville School has a cultural mix of 40% Māori and 60% New Zealand European. The progress of Māori students is monitored alongside the achievement of all students in school wide data gathering systems which ensures a clear picture of achievement. The school is part of the Whakaoriori Kāhui Ako/Community of Learning which will support the school to raise the achievement of all students, with a focus on Māori students. The school consults and reports to the community on the achievement of Māori students against their peers.
Review of Charter and Consultation	Community consultation for the Strategic plan was conducted in 2021 and a new plan drafted. In 2020 the Education Review Office conducted a review and on the basis of the findings of this review, ERO's overall evaluation of Mauriceville School's performance in achieving valued outcomes for its students is developing. National Education Goals and Priorities: All programmes will be based on the New Zealand Curriculum framework and curriculum documents. The school will consult and report to the community on the achievement of Māori students against their peers. Regular monitoring of student achievement and programme information will be reported to the Commissioner, individual students, parents and the community. The school will provide a safe physical and emotional environment. Programmes will be supported by the school's policies, procedures, maintenance and financial plans, job descriptions, performance management systems and health and safety strategies.

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2022- 2025
1	<p>Curriculum & Learning The Mauriceville curriculum is reflective of our local character, needs and environment, engaging for our students and provides equitable opportunities for all to learn and achieve success. Our practice is creative and innovative to meet student interests and needs.</p>	<ul style="list-style-type: none"> ● Implement garden to table programme ● To accelerate the achievement of learners (including Maori students) in Mathematics to be working at or above expectations for their year level. ● To accelerate the achievement of learners (including Maori students) in Literacy to be working at or above expectations for their year level. ● Continue to work with students on Mindfulness and Zones of Regulation to assist them to regulate their behaviors by acknowledging and recognising feelings and use strategies to independently support themselves. ● Implement Better Start Literacy Programme with junior students (Years 0-2) ● Early Words programme to be extended to include students identified as needing additional support developing word recognition and knowledge. ● Review the assessment schedule and guidelines, update and implement a focus on using teachers observations, examples of student work, and student voice for assessment purposes.
2	<p>Hauora & Wellbeing Partner with whanau, community and agencies to deliver education that responds to the student’s needs and sustains their identities, language, culture and wellbeing..</p>	<ul style="list-style-type: none"> ● Continue to update individual learning plans ● Implement Awhi Mai Awhi Atu (Counsellors in Schools) programme ● Continue the links with Kids Can, Lunches in Schools, Fruit in Schools ● Continue the M3 Mindfulness and yoga programme ● Continue to develop the PB4L programme and widely focus on communicating the new School Values - PRIDE (Proud, Responsible, Integrity, Determination and Engagement) to the school community ● A strong focus on modeling the values of PRIDE ● Consult with the community about how they can support the school through sharing their strengths, talents and ideas with us.
3	<p>Environment The environment, outside and inside, support wellbeing, effective teaching and</p>	<ul style="list-style-type: none"> ● Maintain native garden areas and develop this area into a habitat for native flora and fauna. ● Work with Ruamahanga Restoration Trust around planting of native areas, inside and outside of the school. ● Collaborate with the Enviro-Schools coordinator and plan how we can move to being a Silver level enviroschool.

	learning and our focus on environmental action and sustainability.	<ul style="list-style-type: none">• Undertake action to move to a Silver level enviroschool.• Implement the Garden to Table programme• Develop our school vegetable garden
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MAURICEVILLE SCHOOL

Annual Plan 2022

Strategic Goal 1: Curriculum and Learning

Strategic Goal:	Baseline Data:	Targets 2022:								
<p>Strategic Goal 1:</p> <p>Curriculum & Learning</p> <p>The Mauriceville curriculum is reflective of our local character, needs and environment, engaging for our students and provides equitable opportunities for all to learn and achieve success. Our practice is creative and innovative to meet student interests and needs.</p>	<p>Term 4, 2021 Data:</p> <p>Mathematics</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #f8bbd0;">Well Below</th> <th style="background-color: #ffe0b2;">Below</th> <th style="background-color: #e8f5e9;">At</th> <th style="background-color: #bbdefb;">Above</th> </tr> </thead> <tbody> <tr> <td>23.6% (4)</td> <td>29.4% (5)</td> <td>47% (8)</td> <td>0</td> </tr> </tbody> </table>	Well Below	Below	At	Above	23.6% (4)	29.4% (5)	47% (8)	0	<p>To accelerate the achievement of learners (including Maori students) in Mathematics to be working at or above expectations for their year level.</p>
	Well Below	Below	At	Above						
	23.6% (4)	29.4% (5)	47% (8)	0						
<p>Term 4, 2021 Data:</p> <p>Writing Data</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #f8bbd0;">Well Below</th> <th style="background-color: #ffe0b2;">Below</th> <th style="background-color: #e8f5e9;">At</th> <th style="background-color: #bbdefb;">Above</th> </tr> </thead> <tbody> <tr> <td>47% (8)</td> <td>23.4% (4)</td> <td>19.3% (5)</td> <td>0</td> </tr> </tbody> </table>	Well Below	Below	At	Above	47% (8)	23.4% (4)	19.3% (5)	0	<p>To accelerate the achievement of learners (including Maori students) in Literacy to be working at or above expectations for their year level.</p>	
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<p>Term 4, 2021 Data:</p> <p>Reading Data</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #f8bbd0;">Well Below</th> <th style="background-color: #ffe0b2;">Below</th> <th style="background-color: #e8f5e9;">At</th> <th style="background-color: #bbdefb;">Above</th> </tr> </thead> <tbody> <tr> <td>35.2% (6)</td> <td>29.3% (5)</td> <td>23.4% (4)</td> <td>11.7% (2)</td> </tr> </tbody> </table>	Well Below	Below	At	Above	35.2% (6)	29.3% (5)	23.4% (4)	11.7% (2)		
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Strategic Goal 1: Curriculum & Learning

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Target 1:	Baseline Data: Literacy							
To accelerate the achievement of learners (including Maori students) in Literacy to be working at or above expectations for their year level..	Term 4, 2021 Writing Data							
	Whole School 2021							
	Well Below		Below		At		Above	
	8	47%	4	23.4%	5	19.3%	0	
Term 4, 2021 Reading Data								
Whole School 2021								
Well Below		Below		At		Above		
6	35.2%	5	29.3%	4	23.4%	2	11.7%	
Actions:	What success will look like:	Led by:	Resourcing:	Timeframe & monitoring:				
Review end of 2021 assessment data and start of 2022 assessment, determining the particular learning needs of students.	Data analysis complete and used to identify students of concern for 2022.	Principal		Term 1, 2022. Minutes of PLD meetings will reflect focus on assessment, discussions about students and teachers next steps				

<ul style="list-style-type: none"> • Students flexi grouped according to learning needs/area to focus (not necessary ability). 	<p>Students' individual needs being met by teachers.</p>	<p>Principal Teachers</p>		<p>Teacher planning will indicate how individual needs are being met.</p>
<ul style="list-style-type: none"> • To strengthen Whanau partnerships through sharing information about strategies and plans for raising Māori achievement and success across the school 	<p>Information and strategies shared with Whānau through parent meetings and school newsletter.</p>	<p>Principal</p>		<p>Learning Conversations beginning of Term 3 Mid - year Reports sent home end Term 2 End of year Reports sent home end Term 4</p>
<ul style="list-style-type: none"> • Continue to build teacher knowledge and pedagogy around what an effective literacy (reading and writing) programmes looks like/includes. 	<p>Continued PLD by all teachers</p> <ul style="list-style-type: none"> - Better Start Literacy (BSL) - Sheena Cameron online writing course. <p>Teacher Inquiry</p>	<p>Principal Teachers</p>		<p>Participation in BSL Term 3 onwards Mid/End of year data 2022 PLD Minutes will reflect discussions Teacher's appraisal's will reflect their focus of improving knowledge in literacy</p>
<ul style="list-style-type: none"> • Build teacher knowledge/pedagogy around Structured Literacy practices 	<p>Teachers will have inquired into SL practices and participated in Structured Literacy PLD</p>	<p>Principal Teachers</p>		<p>Term 3 2022 Professional Development with RTLit in Better Start Literacy Programme for 2 teachers.</p>
<ul style="list-style-type: none"> • Explicitly teach students how to use specific reading strategies and to use the text to support their responses, locate information. 	<p>Teachers will be explicitly teaching each strategy.</p> <p>Students will be able to identify different strategies and how they impact their day to day work.</p>	<p>Principal Teachers</p>		<p>Ongoing throughout the year. Weekly planning will reflect the focus on these strategies. Student workbooks will demonstrate new knowledge about the strategies being taught.</p>
<ul style="list-style-type: none"> • Explicitly teach students how to improve their writing by adding detail, writing in paragraphs, 	<p>Writing achievement data will show improvement.</p> <p>Quality of writing will increase.</p>	<p>Principal Teachers</p>		<p>Ongoing throughout the year. Student workbooks will show development in writing skills. Class modeling books will show teaching.</p>

revisiting their writing and editing effectively.	Students will feel more successful.			
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Strategic Goal 1: Curriculum and Learning

Target 2	Baseline Data: Mathematics											
<p>To accelerate the achievement of learners (including Maori students) in Mathematics to be working at or above expectations for their year level.</p>	<p>Term 4, 2020 Mathematics Data Whole School 2020.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #f44336;">Well Below</th> <th style="background-color: #ffc107;">Below</th> <th style="background-color: #4caf50;">At</th> <th style="background-color: #0070c0;">Above</th> </tr> </thead> <tbody> <tr> <td>23.6% (4)</td> <td>29.4% (5)</td> <td>47% (8)</td> <td>0</td> </tr> </tbody> </table>				Well Below	Below	At	Above	23.6% (4)	29.4% (5)	47% (8)	0
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Actions:	What success will look like:	Led by:	Resourcing:	Timeframe & monitoring:								
<p>Junior teacher will continue to focus on ensuring students have good number knowledge.</p> <ul style="list-style-type: none"> • Explicitly teach students how to use specific number strategies and to show their thinking when solving equations & problems. 	<p>Junior students in Years 0-4 will be at or above expectations for their year level.</p> <p>Teaching will focus on the development of early number skills.</p> <p>Students will have a range of strategies that they can call on and apply when solving equations.</p>	<p>Principal Teacher</p> <p>Teachers</p>		<p>Ongoing Teacher planning will reflect focus on number knowledge</p> <p>Ongoing Teacher planning will reflect focus on number knowledge</p>								

<p>Ensure that the appropriate ratio of number vs strand mathematics is being covered. Juniors 80% number, 20% strand, Seniors 60% number, 40% strand.</p> <p>Provide a balanced mathematics programme and ensure coverage of strand mathematics topics for Geometry, Measurement, Statistics & Algebra.</p>	<p>Students will be able to show or discuss how they use these strategies.</p> <p>Students' achievement will improve as a result of having improved number knowledge and their ability to apply this knowledge to other strands.</p> <p>Students will develop an understanding of how number supports other strands and will have improved knowledge of Measurement, Geometry, Statistics and Algebra.</p>	<p>Principal Teacher</p> <p>Principal Teacher</p>		<p>Ongoing Teacher planning will reflect focus on number knowledge</p> <p>Ongoing Teacher planning will reflect focus on number knowledge</p>
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Strategic Goal 2: Hauora & Wellbeing

Strategic Goal: 2	Baseline Data:	Actions for 2022:
<p>Partner with whanau, community and agencies to deliver education that responds to the student's needs and sustains their identities, language, culture and wellbeing.</p>	<p>The impact of COVID over 2019 and 2020 has resulted in some students and families experiencing more anxiety and greater issues with general wellbeing. In 2021 Mauriceville School was invited to be part of the Awhi Mau Awhi Atu counseling in schools initiative and this began in term 4, 2021. The school now has a Wellbeing Facilitator working with them 1 day per fortnight. There are a number of other initiatives that the school uses to focus on Wellbeing/Hauora and these include being a PB4L school, using the Zones of Regulation programme, doing Yoga, M3 Mindfulness, introducing the Garden to Table programme etc. The school receives support from Kids Can with food, shoes and coats, is part of the Lunches in Schools and Fruit in Schools programme. We are well supported by the Public Health Nurse, Resource Teachers of Learning and Behaviour and other agencies</p>	<ul style="list-style-type: none"> ● Promote Awhi Atu, Awhi Mai programme in the school and wider community. ● M3 Mindfulness for students. ● Online Kapahaka through VLN Schools from term 3 onwards. ● Senior students to participate in the Te Rerenga Ake programme facilitated by Rangitane, Whaiora and the NZ Police. The programme is focused on improving leadership skills, self efficacy and students knowing who they are, where they come from and make contributions to the local environment/community. ● Continue with the Lunches in Schools Programme. ● Continue to receive support for students via Fruit in School, Kids Can (shoes, coats, food etc) ● Ensure we access support for student learning and wellbeing by working with external agencies - RTLB, RTLit, Health Nurse, CAMHS, OT, School dental service etc ● Promote healthy living and eating through the Garden to Table programme.

Strategic Goal 3: Environment

Strategic Goal: 3	Baseline Data:	Actions for 2021:
<p>The environment, outside and inside, supports wellbeing, effective teaching and learning and our focus on environmental action and sustainability.</p>		<ul style="list-style-type: none">● Maintain native garden area and develop this area into a habitat for native flora and fauna.● Work with Ruamahanga Restoration Trust around planting of native areas, inside and outside of the school.● Collaborate with the Enviro-Schools co-ordinator and plan how we can move to being a Silver level enviroschool.● Undertake action to move to a Silver level enviroschool.● Implement the Garden to Table programme.● Re-establish vegetable gardens and continue to tend too and plant more fruit trees.● Learn about the local area's history, economy and development then use this as a basis to identify ways we can contribute to the community.