



Charter & Strategic Plan

Murrays Bay Primary School 1387

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1. Statement of Commitment

In accordance with Sections 61-64 of the Education Act 1989, this Charter sets out the aims, purposes and objectives of Murrays Bay Primary School.

The Board of Murrays Bay Primary School has created this Charter through a process of consultation with: Parents of students (via surveys, focus groups and meetings).

Staff of the school (via focus groups and meetings).

Special community groups (via discussions).

The Ministry of Education (via its documentation and training).



The Board of Murrays Bay Primary School hereby commits that it will take all reasonable steps to ensure:

- **That Murrays Bay Primary School is governed and managed for the purposes set out in this Charter, in accordance with the National Education Guidelines and all relevant Acts of Parliament.**
- **That the school and its students and community achieve the aims and objectives set out in this Charter.**

Ken Ward

Principal, Murrays Bay School

Ratified at Board of Trustees Meeting on: 27th February 2018

Ratified: Sarah Bridge - BOT Chairperson

For the Minister of Education: 1st March 2018 Murrays Bay Primary School



2. Murrays Bay Primary School Description

Murrays Bay Primary School is a contributing primary state school located in the East Coast Bays on Auckland's North Shore City, with a roll of up to 770 students who make up 31 school classes. The ethnicity of the students is mainly New Zealand born European/Pakeha 45%, NZ Maori 4%, with significant minorities of Chinese 29%, Korean 5%, Japanese 1%, Pasifika 2%, Indian 1%, MELAA 1% and a range of other minority groups.

Murrays Bay Primary School serves a stable, well-educated community where many families own their own homes. The community is interested in the school and has high expectations of the school's performance.

Murrays Bay Primary School, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture. In recognising the unique position of Maori culture, Murrays Bay Primary School will take all reasonable steps to provide professional development in Tikanga (*Maori culture*) and Te Reo Maori (*Maori language*) for all staff; and instruction in Tikanga (*Maori culture*) and Te Reo Maori (*Maori language*) for all students. Extra support for extended programmes in Te Reo Maori will be accessed for those parents who request it.

Murrays Bay Primary School promotes:

The acquisition of literacy and numeracy skills above the New Zealand Curriculum levels as success for all students.

REAL Learning - **R**elevant, **E**ngaging, **A**uthentic **L**earning - multidisciplinary approach to delivery of the curriculum.

Innovative learning practice

Inclusive practice

Positive transition to school - Implementation of play based learning

Mediated learning

The Primary Enterprise Program (PREP) for enterprise skills

GaTE programme (Gifted And Talented programme)

The Roots of Empathy programme

Catering for future learning encouraging the use of digital learning tools - BYOD for Years 3 to 6

Tikanga / Te Reo Maori / Kapa Haka

The Waterwise Program for water safety skills

Enhancing boys' education

Mid Bays Community of Learning



3-5 Vision Mission and Values

Ignite - Innovate - Connect

Vision

'To unlock the uniqueness and potential in every student through an innovative and engaging curriculum'

Mission Statement

'We ignite learning through innovation and connect with the world around us'

Values:

Resilience

Empathy

Self-belief

Perserverance

Excellence

Community

Tolerance



Resilience:

I can pick myself up and carry on.

I bounce back when things don't go my way.

Empathy:

I understand and care about how other people are feeling.

I try to see things through other people's eyes.

Self Belief:

I believe in myself and my abilities.

If I set my mind to things anything is possible.

Perseverance:

I keep trying and never give up.

I have grit and determination.

Excellence:

I strive to do my best even when things get tough.

I work hard to achieve my goals.

Community:

I connect with and support my whanau, my school and the wider community.

I look after and care for all people.

Tolerance:

I am patient, understanding and accepting of anything different from me.

I accept ideas, behaviors and feelings that are different than mine.

RESPECT underpins all of these values



6. Measures of Success

The outcomes we want to achieve

- Our school is a fun, safe and engaging place to learn.
- Our students are learning and achieving the objectives of either the New Zealand Curriculum for their age, or their IEP (Individual Education Program).
- Students understand and articulate where they are at and where they are going on their learning journey.
- The school is recognised by our students, staff, parents and wider community as an excellent place to learn, work and grow.
- The school's academic and operational performance consistently rates highly in internal and external reviews.
- Students will achieve at or above their expected curriculum level.
- Our students demonstrate a positive awareness of local, national and global citizenship.
- Our students are mindful digital citizens.
- Our students have a positive attitude to learning.
- Our staff and parents have a meaningful say in important school issues.
- The school demonstrates that it makes highly effective use of its available resources.



7. Community Consultation Timeline

Consultation will be undertaken on the following dates...

Group	Details	Dates
Asian Support Group	Ongoing liaison with a focus group of families with multilingual facilitator. Theresa Wells AP to facilitate this.	Once a term throughout 2018.
All school families, including Maori families	School Surveys School survey to parents and families: ILEs, transitions, information to support learning at home and general satisfaction with the school. Families and whanau to be consulted.	Completed by end of Term 2. Analysis done in Term 3 2018.
Maori Consultation Group	Whanau Consultation Group for consultation with BOT, and school staff. Hui to be held. Matariki festival and Onepoto festival. Teacher to facilitate this group with kaumatua. Leon to facilitate this.	Throughout 2018.
Pasifika Consultation Group	Whanau Consultation Group for consultation with BoT and school staff. Focus on student learning. Deputy Principal to facilitate this group with Pasifika parents. Katherine to facilitate this.	Throughout 2018
All school families	Parent education evenings to be held: <ul style="list-style-type: none"> • Netsafe/Kia Kaha programme • Maths • ILE • Transition to school 	Term 1/2 Term 3 Term 4 Twice termly
All school families	Student-Parent-Teacher meeting in Terms 1 and 3. Discussion about the student and goals to be set in the Term 1 Conference and goals reviewed in Term 2.	Term 1 (20th & 21st Feb) and end of Term 2 (3rd & 4th July) 2018.
All school families	Twilight Festival Trivial Pursuit – School event School Show - Carols On The Court	Term 1 2018 Term 2 2018 Term's 3 & 4 2018

8. Murrays Bay School Strategic Goals 2018 - 2020

- Effective Curriculum Delivery

Strategic Goal 1: To ensure our school continues to consistently deliver the NZ Curriculum catering to all students and their individual needs and capabilities.

Sub goals:

1. Planning will reflect the unique position of Maori culture.
2. To ensure access to the curriculum so all students can experience and achieve success.
3. To develop Gifted and Talented procedures and pedagogy across the school.
4. To develop teaching programmes that enhance Literacy.
5. To develop teaching programmes that enhance Mathematics.
6. To develop the teaching of the Nature of Science and Capabilities in Science.

9. Murrays Bay School Strategic Goals 2018 - 2020

- Student Achievement

Strategic Goal 2: Accurate reporting of assessment data outlining school and student achievements to inform the development of teaching and learning.

Sub goals:

1. Moderation of assessment data within and across the school.
2. Develop students' ability to articulate their learning and next steps.
3. Further develop formative assessment practices.
4. Trial updated assessment and reporting practices in response to 2017 consultation.

10. Murrays Bay School Strategic Goals 2018 - 2020

- Innovative Learning Environments

Strategic Goal 3: To develop modern learning practices and environments that are underpinned by shared pedagogy.

Sub goals:

1. To develop confident, competent and responsible users of digital-technologies.
2. To increase student agency.
3. To explore and implement pedagogical practices in relation to collaboration.
4. To establish a school environment that enables innovation, collaboration and creativity.
5. A shared pedagogy - the way we facilitate learning.



11. Annual Plan

Goal One: To ensure our school continues to consistently deliver the NZ Curriculum catering to all students and their individual needs and capabilities.

	IMPLEMENTATION	MEASURE
<p>1.1 Planning will reflect the unique position of Maori culture</p>	<p>Improve student learning of Te Reo and Tikanga Maori:</p> <ul style="list-style-type: none"> • Kaiako employed one day a week to teach a lesson once a fortnight to each class with a follow up activity for the class to do the following week. All teachers present and actively engaged in the teaching and learning. • Powhiri every term to welcome new students and staff. • Explore options for marae visits. 	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • Evidence in students' work. • Use/frequency of Te Reo used in class. • Learning leaders and senior management team observe increased use of Te Reo and tikanga Maori in their interactions with students and teachers.
	<p>Develop teachers' understanding of Tataiako:</p> <ul style="list-style-type: none"> • Staff professional learning group focused on Tataiako. • Class teachers will observe the lessons taught by specialist Maori teacher each fortnight and teach a follow-up lesson on the alternate week. • Classroom planning and programmes promote the recognition of Maori and Pakeha as full Treaty partners. • Maori perspectives are considered at the planning stage and evident in written plans. • Collaborate with MBIS teachers. <p>Kapa Haka group to sustain our performances, and continue networking with local schools:</p> <ul style="list-style-type: none"> • Continue with performances including termly powhiri, Matariki Festival, opening of new play spaces etc. • Stronger networks formed with local schools. 	<ul style="list-style-type: none"> • Teaching practices will reflect the cultural competencies of Maori learners; Tataiako - manaakitanga, ako, whanaungatanga, wananga and tangata whenuatanga. • Evidence of Te Reo/Tikanga Maori lessons being taught in all teachers' planning. • Teacher appraisal connector reflections. <ul style="list-style-type: none"> • Matariki Festival involves more schools. • Kapa Haka presence at opening of any new areas of the school.

1.2 To ensure access to the curriculum so all students can experience and achieve success	<p><u>Learning Support:</u> teaching staff, including teacher aides, have the skills, tools and programmes they need to support all students with their learning:</p> <ul style="list-style-type: none"> • Specific professional development for teachers and teacher aides as required. • Time for teacher aides to observe and work with teachers. • Procedures for communication between teachers and teacher aides. • Regular teacher aide meetings with special needs coordinator. • Professional development for all staff in ESOL teaching and learning. • All teaching staff have a clear understanding of the role of a Teacher Aide. • Implement a robust appraisal procedure for Teacher Aides, linked to their job descriptions. 	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • Teacher aides feel more confident in their teaching abilities. • Teachers will be implementing programmes to enhance learning including the use of ESOL strategies. • All Teacher Aides go through an end of year appraisal process. • Teachers take increasing responsibility for the learning of their high special needs students, including dedicating more direct teaching time with them.
	<p><u>Inclusion:</u> all students are valued and included in our school, with barriers to learning identified and addressed:</p> <ul style="list-style-type: none"> • A culture of accepting difference is encouraged throughout the school. • The ESOL teacher and a Mandarin-speaking teacher aide have time for pastoral care in their timetables. Access multilingual teacher as required. • Sharing of learning and food for ESOL/International Students. • Kapa Haka group is maintained and have regular opportunities to share their learning through performance. • Maori and Pasifika students are identified and targeted, particularly within reading, writing and mathematics programmes. • Teachers having a better understanding of inclusive practice through sharing of best practice at staff meetings. 	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • Students feel accepted throughout the school. • Regular 'shared lunches' have occurred for ESOL/International Students and their whanau. • Kapa Haka group has performed within and outside of the school. • NZ Curriculum achievement of Maori and Pasifika students. • Teachers will be using inclusive practice in teaching and learning. • School leaders providing time for teachers to collaborate, this will be evidenced through professional learning groups, team meetings and release time.

	<ul style="list-style-type: none"> • School leaders will create a collaborative environment that supports teachers and encourages collective responsibility for learners. • Whole school cultural day. • Individual meetings with each International Student at least once a year. 	
	<p><u>Behaviour:</u> teaching staff, including teacher aides, have the skills and tools to manage student behaviour in a positive and proactive way:</p> <ul style="list-style-type: none"> • Four teachers to attend the 'Incredible Years' teacher training. New learning to be shared across the school. • Specific student behaviour needs and strategies to be shared with whole staff. • Positive behaviour will be reinforced through the school values. • Clear expectations of behaviour. • 'Severe and challenging behaviour' team and 'interim response fund' accessed as needed. • Regular communication and collaboration between key stakeholders eg. teacher, teacher aide, special education needs coordinator, parents, educational psychologist. • UBRS training for all staff before school starts in 2018. • Review student incident sheets. • Consistent documentation of behaviour incidents on E-Tap, Student Management System. • Investigate the patterns of behaviour incidents across the school. 	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • Positive behaviour strategies are being shared and used across the school. • Regular meetings are held with all stakeholders contributing and everyone understands and uses the behaviour plans. • Parents and students understand the behaviour plans and processes of the school. • Students have strategies in place to help them manage their own behaviour. • Revised incident sheet implemented. • Behaviour incidents recorded on E-Tap Student Management System consistently. • Patterns of behaviour are identified.
	<p><u>Mediated Learning:</u> Mediated learning is used in a range of curriculum areas across the school.</p> <ul style="list-style-type: none"> • Mediated learning for Murrays Bay Primary School is implemented across the school by Mandia Mentis (Massey University) and Lydia Ries. 	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • Mediated learning evident in classroom practice, planning and reflections. • Student voice collected on #Thinking programme.

<p>1.3 To develop Gifted and Talented programmes across the school</p>	<ul style="list-style-type: none"> Professional development for teachers on ToD at the beginning of the year and ongoing as needed. Mediated learning is included in the “Inclusion PLG”. Mediated learning at MBPS is called #Thinking Resources to support #Thinking programmes are developed to support teachers. 	<ul style="list-style-type: none"> Develop students metacognitive skills through #Thinking programme.
	<p><u>Gifted and Talented Education:</u> to recognise and cater for our GaTE students.</p> <ul style="list-style-type: none"> Implement identification process for Gifted and Talented students. Create a register of Gifted and Talented students. The information gathered through the identification process is used by teachers to set goals for Gifted and Talented students. Make GaTE resources accessible to staff, students and parents. Parents are consulted around the processes and provision for Gifted and Talented Students. Professional development for teachers in Gifted And Talented Education facilitated by Cognition Education. Consideration is given to Genius hour and students having passion projects. 	<p>By the end of 2018:</p> <ul style="list-style-type: none"> Students are identified and entered onto the GaTE register. Regular reflections are recorded by teachers in relation to the gifted and talented education professional development. Genius hour/ passion projects are in classroom programmes to cater for gifted and talented education students. Identified students have goals and provision plans written and implemented by teachers. Student achievement data for gifted and talented children is analysed.
<p>1.4 Developing teaching programmes that enhance Literacy</p>	<p><u>Literacy:</u> to increase the number of students (90%) achieving at or above the NZ Curriculum level for their year group.</p> <ul style="list-style-type: none"> School wide development: Community of Learning Literacy focus. Use of Literacy Learning Progressions as developed by community of learning. Te Whare Rama principles to be implemented and shared within teams. Authentic literacy focus eg experiences/context across the curriculum. 	<p>By the end of 2018:</p> <ul style="list-style-type: none"> Student engagement is increased across all areas. Students reading and writing in authentic contexts/ways. 85% of Pasifika students will be achieving at or above the NZ Curriculum level in Reading and Writing. Evidence of Te Whare Rama strategies in planning. Oral language programmes and ideas have been trialled. Community or Peer reading programmes in classes/year groups. 85% of all students will be achieving at or above the NZ

1.5 To develop teaching programmes that enhance Mathematics	<ul style="list-style-type: none"> • Writing for a purpose/audience. • Oral Language development - professional development for teachers, ESOL online, Sheena Cameron oral language book and courses. • Steps, toe by toe and Quick 60 programmes based in classrooms. • Developing vocabulary through play based learning. • Rapid Results Lego oral language programme. • Developing reading and writing for Pasifika Students to accelerate the number (66.8%) achieving At and Above in 2017. • Literacy evenings for target students and their parents. • Differentiating and personalising teaching for the learner. • Reading mileage in place for priority learners making use of community members and peer reading. • Practice Support Teacher appointed to help teachers address the needs of priority learners. 	<ul style="list-style-type: none"> • Curriculum levels for their year group. • Practice Support Teacher develops plans with teachers to address priority learners.
	<p><u>Mathematics:</u> to have 90% of students achieving at or above the NZ Curriculum levels in Mathematics.</p> <ul style="list-style-type: none"> • Build consistent practice and assessment, across the school. • Develop culturally responsive pedagogies across the school. • Building capabilities in leaders to lead Mathematics across the school. • Accelerating the achievement of Pasifika students. • Communicating and consulting with families about how we teach Mathematics. • Please refer to the Curriculum Achievement Target document for Mathematics. 	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • Testing shows increased student achievement in Mathematics. • Teacher practice • Capacity and confidence in leaders. • Increased student achievement • Teacher planning and evaluation. • Evidence of discussions and moderation in team minutes. • GloSS moderation.

<p>1.6 To develop the teaching of the Nature of Science and Capabilities in Science</p>	<p>Science: all teachers increase their content knowledge and have a deeper understanding of how to teach the Nature of Science and Science Capabilities</p> <ul style="list-style-type: none"> • Science learning is linked with other curriculum areas eg. Mathematics, Writing. • Science will be fun, authentic and engaging for our students. • Science PLG established. • Develop an understanding of the professional development needs of teachers in Science. 	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • Student voice in Science is collected and collated. • Engagement levels in Science have increased. • Evidence of students using the 5 capabilities in their learning. • Professional development plan in place for 2019 based on the needs of the teachers.
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Goal Two: Accurate reporting of assessment data outlining school and student achievements to improve learning.

2.1 Moderation of assessment data within and across the school	IMPLEMENTATION	MEASURE
	<p>Moderation within year groups:</p> <ul style="list-style-type: none"> • Timetabled into team meetings each term. • Record of discussion. • Moderation includes Mathematics and Reading. 	<p>By the end of 2018:</p> <p>Moderation has taken place in each year group every term.</p>
	<p>Moderation across year groups:</p> <ul style="list-style-type: none"> - Timetabled into staff meeting. - Record of discussion. - Moderation includes Mathematics and Reading. 	<p>Moderation has taken place across year groups and across the school in terms 2 and 4.</p> <p>Across CoL moderation has taken place.</p>
2.2 Develop students' ability to articulate their learning and next steps	<p>Consistent information for assessment and understanding of the progressions:</p> <ul style="list-style-type: none"> • Using exemplars developed by the Community of Learning, literacy progressions, NZ Curriculum levels and stages of Mathematics. <p>Assessment process - when we do it and why we do it? E-asttle used more formatively</p> <p>Formalised timeline with clear expectations for each year level. Clearly linked to NZ Curriculum levels.</p> <ul style="list-style-type: none"> • Assessments are consistently used to inform teaching and learning. Assessment 'as' Learning is fostered. • Review graphing of assessments to ensure these are clear. 	<p>Exemplars and rubrics made by the Community of Learning are being used to inform overall teacher judgments. This will be recorded in student learning and reports.</p> <p>E-asTTle test results.</p> <p>Overall Teacher Judgements.</p> <p>Assessment data school wide.</p> <p>Assessment reviewed, implemented and embedded.</p>

<p>2.3 Further develop formative assessment practices</p>	<p>E-asttle used more formatively, especially in writing.</p> <ul style="list-style-type: none"> • Review reading level ranges in relation to NZ Curriculum levels. • Formative assessment includes strategic use of questioning by teachers to find out what students know. • Effective teacher feedback and feedforward is given. 	<p>By the end of 2018:</p> <ul style="list-style-type: none"> • Peer feedback. • Student self assessments. • Formative use of summative assessment.
<p>2.4 Implement updated assessment and reporting practices in response to 2017 consultation</p>	<p>Trial a new reporting process: how and what we are reporting to parents</p> <ul style="list-style-type: none"> • Year 4, 5 and 6 to trial the Spotlight programme through ETap Student Management System. • Develop new report format for Years 1-3 to include NZ Curriculum levels. 	<p>Trial new reporting process with Years 4, 5 and 6.</p> <p>Student Reports</p>
	<p>Develop school-wide priority learner database</p> <ul style="list-style-type: none"> • Digital data-base to include key learning areas, interventions already tried, current learning levels, photo of child. To be updated regularly. 	<p>Data-base will include all priority students and will be updated regularly.</p>

<p>2.4</p> <p>Implement updated assessment and reporting practices in response to 2017 consultation</p>	<p>Students are able to talk about their learning and reflect on their own thinking and learning processes.</p> <ul style="list-style-type: none"> • Teachers will allow time for class discussion, 1:1 conferencing for students to understand the results of their assessments and the outcome and impact on their learning. • Students need to be aware of where their current level of learning is, and where their expected level of learning should be. Student-led conferences are structured for students to share their learning and goals. • Links with mediated learning - #Thinking programme. 	<p>By the end of 2018:</p> <p>Assessments to be shared with students and discussed in depth. Students can articulate where they are at with their learning and where they need to go next.</p> <p>Student voice collected and collated.</p> <p>Student assessments.</p> <p>Student reports.</p>
	<p>Effective transition and handover process is put in place for when students move between classes/year levels.</p> <ul style="list-style-type: none"> • Time is set aside for teachers to share information about students. • Special needs register is updated to include students with moderate learning or behaviour needs who need specific information to be shared. 	<p>A process is put in place for information to be shared.</p> <p>The special needs register is updated.</p>

Goal Three: To develop modern learning practices and environments that are underpinned by shared pedagogy.

	IMPLEMENTATION	MEASURE
<p>3.1. Develop confident, competent and responsible users of digital technologies</p>	<p>All students to have an understanding of digital citizenship and their responsibilities as a user of digital technologies.</p> <p>Teaching programmes further developed and adjusted to support and sustain digital technologies in the classrooms.</p> <p>Teachers will continue to use digital devices in ways that promote learning and digital technological literacy.</p> <p>Teachers to explore the use of the SAMR model in implementing digital technologies in their teaching programmes.</p> <p>Beyond Transformation (Apple Education) Year 2 Group PLD</p> <p>Use of digital tools relevant to the level of the learners. This can help with differentiation and engage learners.</p> <ul style="list-style-type: none"> • Professional development about the SAMR model. • Opportunities are explored and shared around the use of tools to support learning. • Time is made at staff and team meetings to share knowledge. 	<p>By the end of 2018:</p> <p>Digital citizenship will be explicitly taught by all teachers to all students in the school.</p> <p>Planning will show opportunities for students to use devices and SAMR model is being used as a planning framework reference.</p> <p>Year 2 students will be confident users of digital devices. Staff will implement into programmes to redefine learning.</p> <p>Use of Apps and digital programs will be planned for.</p> <p>Evidence of a wide range tools and programmes are used.</p>
<p>3.2. To increase student agency</p>	<p>Develop teachers' understanding of student agency</p> <ul style="list-style-type: none"> • Hour of power/Genius Hour. • Creating google docs so students can lead their own learning. • Full school government 	<p>Students signing up to workshops that reflect their next learning steps.</p> <p>Different systems are set up to allow students to direct their own learning.</p>

	<ul style="list-style-type: none"> • Collaborative groups • Student led learning • Students have a voice in what they are learning through the REAL learning programme • Passion project week 	<p>By the end of 2018:</p> <p>Planning will show opportunities for increased student agency.</p>
<p>3.3 Explore pedagogical practices in relation to collaboration and develop a shared pedagogy</p>	<p>To expose teachers to a wide range of pedagogical practices in different environments</p> <ul style="list-style-type: none"> • Workshops, professional learning • Exploring different innovative learning environments eg. within the school, other schools. • Implementing “teaching as inquiry”. • Jo Robson working with the teachers to develop their practice within an innovative learning environment. • Jo Robson to work alongside teachers to observe their collaborative teaching practice. • Development on ‘courageous conversations’. • Written protocols developed by each collaborative teaching team. • Focus on staff well being through CORE Education Well Being Tool Kit PLD. <p>Produce outward focused learners who enhance our community</p> <ul style="list-style-type: none"> • Meaningful learning - linked to passions or community or events. • Learning programmes that use expertise within the community 	<p>Teachers are implementing new pedagogical practices that they have trialled or seen.</p> <p>Findings from Teaching as Inquiry.</p> <p>Team protocols are in place.</p> <p>Teacher reflections on Appraisal Connector.</p> <p>Staff complete CORE Education Well Being PLD.</p> <p>Links with the community are strengthened: more community involvement in the school and students connecting out of school.</p>
<p>3.4 A school environment that enables innovation, collaboration and creativity</p>	<p>Create and develop spaces that enhance the environment</p> <ul style="list-style-type: none"> • Rooms 16-18 converted into an innovative learning environment space. • Outdoor spaces created by kids for kids - links to REAL Learning projects. 	<ul style="list-style-type: none"> • Spaces that are innovative, collaborative and rich in Student’s learning are evident. • Students helping or taking over the walls and outdoor areas of the school.

3.5 To embed the vision, mission and values across our school community	<ul style="list-style-type: none"> Maker Space created in the old dental clinic. Acoustic panels and minor alterations made for ILE spaces. 	<ul style="list-style-type: none"> Building projects completed. Maker space is being fully utilised.
	<p>Embed the vision, mission and values of our school:</p> <ul style="list-style-type: none"> Explicit teaching of what the new school values mean to us in our environment, posters to go up in classrooms. Decisions related to teaching and learning are based around the vision of the school. 	<ul style="list-style-type: none"> Progress towards students' understanding of values is recorded in ETap Student Management System. Visually see the values, hear them in day to day interactions. Students awarded values certificates for demonstrating them consistently.



N.B. The school is fully compliant with all NAG and legal requirements as outlined in this document.

12. National Administration Guidelines

The Board of Murrays Bay School undertakes the following specific commitments in respect of the National Administration guidelines:

National Administration Guideline 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each board, through the principal and staff, is required to:

- a. develop and implement teaching and learning programmes:
 - i. to provide all students in years 1–10 with opportunities to progress and achieve for success in all areas of The National Curriculum;
 - ii. giving priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8;
 - iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1–6;
- b. through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i. student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau, especially in years 1–8; and then to:
 - ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa;
- c. through the analysis of good quality assessment information*, identify students and groups of students:
 - i. who are not progressing and/or achieving;
 - ii. who are at risk of not progressing and/or achieving;
 - iii. who have special needs (including gifted and talented students); and
 - iv. aspects of the curriculum which require particular attention;
- d. develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

- e. in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the progress and achievement of Māori students; and
- f. provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

National Administration Guideline 2

Each board of trustees, with the principal and teaching staff, is required to:

- a. develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, aromatawai and/or assessment, and staff professional development;
 - b. maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;
 - c. on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - i. in plain language, in writing, and at least twice a year; and
 - ii. across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;
 - d. on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.
- Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

National Administration Guideline 3

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

- a. develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and
- b. be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

National Administration Guideline 4

According to legislation on financial and property matters, each board of trustees is also required in particular to:

- a. allocate funds to reflect the school's priorities as stated in the charter;
- b. monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and
- c. comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

National Administration Guideline 5

Each board of trustees is also required to:

- a. provide a safe physical and emotional environment for students;
- b. promote health food and nutrition for all students; and
- c. comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

National Administration Guideline 6

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

National Administration Guideline 7

Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

National Administration Guideline 8

Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.