


## Murrays Bay School Strategic Plan 2024- 2025

	<p style="text-align: center;">Resilience Empathy Self Belief Perseverance Excellence Community Tolerance</p>	<p style="text-align: center;">Capabilities: <b>CURIOUS, CONFIDENT, CONNECTED, CREATIVE</b></p>
<p><i>Every learner will reach their potential through relevant, engaging, authentic, lifelong learning</i></p>		
<p>Murrays Bay School is a state school located in Murrays Bay, Auckland, catering for a diverse group of students from Year 0 to Year 6. The school is committed to growing its four learning priorities to develop confident, curious, connected and creative learners.</p>		
<p><b>Culture - <i>Manaakitanga</i></b></p>	<p><b>Curriculum - <i>Ako</i></b></p>	<p><b>Collaboration - <i>Kotahitanga</i></b></p>
<p><i>Preserve and enhance our school culture where positive behaviour and learning are a way of life.</i></p>	<p><i>Implement a rich, authentic localised curriculum that ignites, innovates and connects all learning</i></p>	<p><i>Prepare a shared pedagogical approach to our new collaborative learning environments</i></p>
<p><b>Initiatives</b></p>		
<p><b>1.1</b> Align our school values with the <i>Positive Culture for Learning Framework (PC4L)</i></p>	<p><b>2.1</b> Embed and extend our Structured Literacy teaching and learning across the school</p>	<p><b>3.1</b> Prepare our shared understanding of purpose, pedagogy, people, and place of our Collaborative Learning Environments (Yr 5 / 6)</p>
	<p><b>2.2</b> Implement a Coherent Curriculum across the school</p>	<p><b>3.2</b> - Implement our transition into our new collaborative learning environment to reflect our purpose, practice, and place.</p>
	<p><b>2.3</b> Implement HERO across the school for ongoing tracking and reporting</p>	

## Success Statements

*Learners will have a consistent language of being, to promote the wellbeing of all learners and staff.*

*Structured Literacy ensures there is a consistent, explicit, sequential teaching approach to reading, writing and oral language (communication) across the school.*

*A shared understanding of collaborative pedagogy to ensure culturally appropriate and responsive contexts for teaching and learning that include whānau engagement, recognition and celebration of the learner's identity, culture and language.*

*All learners will have a seamless, coherent learning pathway which is connected and builds on their understanding, knowledge and skills.*

*Through HERO, learning is visible, reported regularly, in real-time and clearly outlines progress.*

*Overall, Murrays Bay Primary School will align teacher expectations, relationships, the curriculum, school vision and values to a school where creativity flourishes inside and outside the classroom.*

This Strategic Plan reflects Community Consultation, including Board Strategic Planning Day, including PTA members, community & whānau surveys, staff survey, ERO Evaluative Partner, Mid Bays 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 (August, 2023), Te Mātaiaho, Ka Hikitia – Ka Hāpaitia, Pasifika Education Plan 2013 – 2017 (PEP) have been referred or referenced



## Annual Implementation Plan 2024

### Culture - Manaakitanga

#### Strategic Goal 1

*Preserve and enhance our school culture where positive behaviour and learning are a way of life.*

#### Initiative

##### 1.1 PC4L

Align our school values with the Positive Culture for Learning Framework (PC4L)

#### Success Statements *(by the end of the year)*

- Learners will have a consistent language of being, to promote the wellbeing of all learners and staff.

Actions	Which Board Primary Objective Does This Strategic Goal Work Towards Meeting?	Links to Education Requirements	Who is responsible?	Resources	Timeframe	How will we measure success?
1.1 PC4L Introduce the Positive Culture for Learning Framework (PC4L) across the school	Education and Training Act 2020: *Section 127 (1)(b)(i), (ii), (iii) *Section 127 (1)(c)	NELPs: *Learners at the centre *Barrier-free access *Quality teaching and leadership	S.L.T. PLG Edwin de Ronde (MOE)	MoE Funded/personnel Staff release appropriate personnel	ToD - Jan 2024 Ongoing PLG twice a term Regular updates from teams - walkthroughs	Student and Staff Survey Audit Report success to date as part of our Board reporting

# Curriculum - Ako

## Strategic Goal 2

*Implement a rich, authentic localised curriculum that ignites, innovates and connects all learning*

## Initiatives

- 2.1 Embed and extend Structured Literacy teaching and learning across the school
- 2.2 Implement a Coherent Curriculum across the school
- 2.3 Implement HERO across the school for ongoing tracking and reporting

## Success Statements (by the end of the year)

- Structured Literacy ensures there is a consistent, explicit, sequential teaching approach to reading, writing and oral language (communication) across the school.
  - By the end of 2024, 80% of students in Years 1 and 2 will have reached the target Stage of "Little Learners Love Literacy".
  - By the end of 2024, 80% of students in Years 3-6 will have mastered their year-group level of "The Code" list.
- All learners will have a seamless, coherent, connected learning pathway that builds on their understanding, knowledge and skills.
- Through HERO, learning is visible, reported regularly, in real-time and clearly outlines progress.

Actions	Which Board Primary Objective Does This Strategic Goal Work Towards Meeting?	Links to Education Requirements	Who is responsible?	Resources	Timeframe	How will we measure success?
2.1 Structured Literacy Provide training for our new staff as well as embed the <i>Little Learners Love Literacy</i> (LLLL) approach with Year 0-2	Education and Training Act 2020: *Section 127 (1)(a), (c), (d)iii *Section 127 (2)(b)(ii), (iii)	NELPs: *Learners at the centre *Barrier-free access *Quality teaching and leadership	SLT - Alice Anel PLG - led by ISLs	Adrienne Kinder (Liz Kane Literacy) Staff release Attendance at Liz Kane Literacy courses	Training new staff: Term 1 2024  Ongoing PD for all staff	New staff members have adequate training Consistency between and across year levels
2.1 Structured Literacy Provide training for our new staff as well as embed <i>The Code</i> approach with Year 3-6	Education and Training Act 2020: *Section 127 (1)(a), (c), (d)iii *Section 127 (2)(b)(ii), (iii)	NELPs: *Learners at the centre *Barrier-free access *Quality teaching and leadership	SLT - Alice Anel PLG - led by ISLs	Adrienne Kinder (Liz Kane Literacy) Staff release Attendance at Liz Kane Literacy courses	Training new staff: Term 1 2024  Ongoing PD for all staff	New staff members have adequate training Consistency between and across year levels
2.2 Learning Pathway Continue to develop a coherent & sequenced Curriculum	Education and Training Act 2020: *Section 127 (1)(a), (c), (d)iii *Section 127	NELPs: *Learners at the centre *Barrier-free access *Quality teaching	SLT - Curriculum Leadership Team	Staff Release	Ongoing with completion at the end of 2024	Local curriculum plan will be completed by the end of 2024

	(2)(b)(i), (ii), (iii)	and leadership				
2.3 Hero Implement Hero (SMS) across the school	Education and Training Act 2020: *Section 127 (2)(b)(i), (ii), (iii)	NELPs: *Learners at the centre *Quality teaching and leadership	SLT - Sharon Garner HERO Leadership Team Office Staff - admin/finance Learning Leaders	Angela Mann (Hero) Office Staff - admin/finance	Ongoing Initial PD at Teacher Only Day in Term 1	Clear & succinct guidelines to ensure consistency

## Collaboration - *Kotahitanga*

<b>Strategic Goal 3</b>		<i>Prepare a shared pedagogical approach to our new collaborative learning environments</i>				
<b>Initiatives</b>		<p><b>3.1</b> Prepare our shared understanding of purpose, pedagogy, people, and place of our Collaborative Learning Environments (Year 5 / 6)</p> <p><b>3.2</b> - Implement our transition into our new collaborative learning environment to reflect our purpose, practice, and place.</p>				
<b>Success Statements <i>(by the end of the year)</i></b>						
<ul style="list-style-type: none"> <li>• A Shared understanding of collaborative pedagogy to ensure culturally appropriate and responsive contexts for teaching and learning that include whānau engagement, recognition and celebration of the learner’s identity, culture and language.</li> <li>• Learners will own and be responsible for their learning.</li> </ul>						
<b>Actions</b>	<b>Which Board Primary Objective Does This Strategic Goal Work Towards Meeting?</b>	<b>Links to Education Requirements</b>	<b>Who is responsible?</b>	<b>Resources</b>	<b>Timeframe</b>	<b>How will we measure success?</b>
3.1 Shared Understanding Visit schools with new ILEs to learn about their processes, practices, pitfalls and strengths	Education and Training Act 2020: *Section 127 (1)(a), (b)(i), (c), 2(b)(ii)	NELPs: *Learners at the centre *Barrier free access *Quality teaching and leadership	SLT - Paul Hoffman  2024 Year 5 and 6 LLs	Jo Robson (Leading Learning)	Term 1 2024	Ongoing feedback to share insights from visits
3.1 Shared Understanding Develop a shared understanding of collaborative practice and environments	Education and Training Act 2020: *Section 127 (1)(a), (b)(i), (c), 2(b)(ii)	NELPs: *Learners at the centre *Barrier free access *Quality teaching and leadership	SLT - Paul Hoffman  2024 Year 5 and 6 LLs	Jo Robson (Leading Learning)	Ongoing Initial agreements to be made before moving into the new build	Develop kete to reflect our expectations for our pedagogy, including collaborative planning, & co-teaching models
3.2 Implementation Successfully transition across to our new collaborative learning environment	Education and Training Act 2020: *Section 127 (1)(a), (b)(i), (c), 2(b)(ii)	NELPs: *Learners at the centre *Barrier free access *Quality teaching and leadership	SLT - Paul Hoffman  2024 Year 5 and 6 LLs	Jo Robson (Leading Learning)	From April 2024	Student and Staff Voice
3.2 Implementation Ongoing whānau engagement	Education and Training Act 2020: *Section 127 (1)(a), (b)(ii), (iii)	NELPs: *Quality teaching and leadership	SLT - Paul Hoffman  2024 Year 5 and 6 LLs	Jo Robson (Leading Learning) - Whānau Hui	Ongoing	Whānau voice