

# Mornington School

**Noho Tahi, Ako Tahi**

**Strategic Plan**

**2024**

Mornington  
School

## Our Vision

### Noho Tahi, Ako Tahi - Together, We Live & Learn

As a result of their years of learning and living in our school and its community, our students will be:

- confident, resilient, healthy thinkers

## Our Values

The values our community considers the most important are:

- Whakaute - Respect
- Kawenga - Responsibility

We encourage, model and explore our values and the values of the New Zealand Curriculum (NZC pp10).

## Our People

Board of Trustees	Staff				Children
Brian McMillian (Chair) Ben Peters Lucy McGrannachan Caleb Robinson Sarah McCallum Jemma Adams Carmel Jolly Principal Elly Lang (Minute Secretary)	Leadership Team	Teaching Teams	Specialist Teachers	Ancillary Staff	185 families
	<b>Principal</b> Carmel Jolly	<b>Junior Team Teachers</b> Ross Tucker Sarah McKeich Rebecca Kettle Jess Thomson Michelle Kemp Hannah Scott Louise Cleland	Tim Lucas Emma Murdoch Iain Cook-Bonney	<b>Admin Staff</b> Elly Lang	11 classes
	<b>Deputy Principal</b> Ross Tucker			<b>Caretaker</b> Chris Womphrey	3 teaching teams
	<b>Junior Team Leader</b> Ross Tucker	<b>Middle Team Teachers</b> Lucy McGrannachan Carrie Jones Emma Williams	<b>Learning Assistants</b> Lee Bowler Janine Aldred Darryl MacDonell Haylee Forde Keryn Paku Kerry Davey		228 pupils
	<b>Middle Team Leader</b> Lucy McGrannachan				49% 112 girls
	<b>Senior Team Leader</b> Rachel Sutherland	<b>Senior Team Teachers</b>			51% 116 boys
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					51% NZE
					17% Māori
					3% Pacific Island
					16% Asian

	<b>SENCO</b> Carmel Jolly Rebecca Kettle	Rachel Sutherland Zara Anthony-Whigham Kate Potter			13% Other
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## CULTURAL DIVERSITY

Mornington School is committed to the implementation of policies and practices that reflect the cultural diversity of New Zealand with particular emphasis on Maori culture and language recognising Ngai Tahu as Manu Whenua.

- Te Reo Maori and Tikanga Maori are integrated throughout the curriculum
- We have joined the M.A.C.
- Professional development exploring tikanga Maori and looking at issues of equity and culturally responsive pedagogy in the context of Te Tiriti o Waitangi is provided for all staff
- The opportunity to participate in Kapa Haka is offered to all students
- Maori student's achievement is monitored to ensure all Maori students are progressing at expected levels
- The Board of Trustees facilitates annual consultation with Maori families to discuss how the school meets the needs of our Maori students

All reasonable steps will be taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) for full-time students whose parents ask for it. The following strategies will be used:

- Continue to try and build relationships with the local iwi.
- Matua Tim has been employed to work with the staff and students for one day a week.
- Matua Tim will be taking lunch time te reo classes for anyone who is interested.

## STRATEGIC SECTION - OUR STRATEGIC GOALS 2024 - 2026

GOAL: In collaboration, the BOT and Staff will provide the highest possible learning outcomes for our students.

Objectives	2024 - 2026
Writing	<ul style="list-style-type: none"><li>• Develop Teacher's understanding of the writing expectations in the context of knowledge and skills important for success</li><li>• Lift achievement in writing by providing professional development for teachers through effective pedagogy and practice</li><li>• Teachers will understand and explore the NZ curriculum refresh in English</li></ul>
Assessment for learning	<ul style="list-style-type: none"><li>• Teachers will notice recognise and respond to student learning by using assessment for learning practice</li></ul>
Cultural Competency	<ul style="list-style-type: none"><li>• Teachers building the understanding of Te Tiriti o Waitangi and equity in the context of classroom environments and effective teaching practices</li></ul>
Attendance	<ul style="list-style-type: none"><li>• Monitoring attendance weekly</li><li>• Identifying barriers to attendance</li><li>• Ongoing reminders in the newsletter and on seesaw</li></ul>

## SECTION C: ANNUAL PLAN

**STRATEGIC GOAL:** In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students.

### Annual Objective

#### 1. High-quality teaching and learning in Writing

How will we do this?	What will it look like?	Monitoring
<ul style="list-style-type: none"> <li>Develop Teacher's understanding of the writing expectations in the context of knowledge and skills important for success</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the NZC progressions</li> <li>Navigating writing PLD</li> </ul>	<ul style="list-style-type: none"> <li>In class observations and feedback</li> <li>Moderation and discussion at Team and Staff Meetings</li> </ul>
<ul style="list-style-type: none"> <li>Lift achievement in writing by providing professional development for teachers through effective pedagogy and practice</li> </ul>	<ul style="list-style-type: none"> <li>Implementing the Common Practice Model</li> <li>Effective moderation practice</li> <li>Explore Tier interventions</li> </ul>	<ul style="list-style-type: none"> <li>Diagnostic, Formative, Summative, Anecdotal Assessment - Effective assessment.</li> <li>Moderation and discussion at Team and Staff Meetings</li> </ul>
<ul style="list-style-type: none"> <li>Teachers will understand and explore the NZ curriculum refresh in English</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the NZC progressions</li> </ul>	<ul style="list-style-type: none"> <li>Staff Meetings and Team Meetings</li> </ul>

Annual Objective 2. To enhance teachers' capability in assessment for Learning		
How will we do this?	What will it look like?	Monitoring
<ul style="list-style-type: none"> <li>Teachers will notice recognise and respond to student learning by using assessment for learning practice</li> </ul>	<ul style="list-style-type: none"> <li>Goal setting and quality feedback</li> <li>Using learning intentions and success criteria</li> </ul>	<ul style="list-style-type: none"> <li>In class observations and feedback</li> <li>Moderation and discussion at Team and Staff Meetings</li> </ul>

Annual Objective 3. Cultural Competency		
How will we do this?	What will it look like?	Monitoring
<ul style="list-style-type: none"> <li>Teachers building the understanding of Te Tiriti o Waitangi and equity in the context of classroom environments and effective teaching practices</li> </ul>	<ul style="list-style-type: none"> <li>Te Tiriti o Waitangi and the responsibility to our learners</li> <li>Using culturally responsive pedagogy and frameworks (Niho Taniwha) to expand effective teaching practices across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Professional growth cycle - our code , our standards</li> <li>Peer / self review of classroom practice</li> </ul>

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## SECTION C: ANNUAL SECTION - STUDENT ACHIEVEMENT TARGETS

### Annual Objective:

That students identified as achieving below the curriculum expectation in Writing will achieve at an accelerated rate.

Baseline Data: Our 2023 end of year data showed that 36% of all students were below the expected level for their age.

How will we do this?	Responsibility	Time Frame	What will it look like?	Monitoring
Tailored professional development	Classroom Teachers Team Leaders Principal LSC	Terms 1 - 4	<ul style="list-style-type: none"><li>• Ongoing learning intentions and specific goal setting</li><li>• Learning conversations and observations</li><li>• Effective use of high impact tools to make OTJs</li></ul>	<ul style="list-style-type: none"><li>• Progress of students to be analysed at team/staff meetings</li></ul>
Students who have been identified as below will be closely monitored and their gaps identified.	All staff	Terms 1 - 4	<ul style="list-style-type: none"><li>• Building teacher capability with regular discussion at meetings and peer observations</li><li>• The Teachers will plan targeted instruction</li></ul>	<ul style="list-style-type: none"><li>• Staff Meeting PLD</li><li>• Observations</li><li>• Team Meetings</li></ul>



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