


# MEADOWBANK SCHOOL'S STRATEGY 2023 - 2025

<p><b>Vision</b></p>	<p><b>Embracing today, Shaping our tomorrow</b></p>	
<p><b>Values</b></p>	 <p>COLLABORATIVE - CREATIVE - RESPONSIBLE - RESILIENT - RESPECTFUL - REFLECTIVE</p>	
<p><b>Aspirations</b></p>	<ul style="list-style-type: none"> <li>• <b>Our students are thriving and confident, reaching their full potential through rich learning opportunities.</b></li> <li>• <b>Our students are critical thinkers and creative problem solvers who courageously take action, positively contributing to the world around them.</b></li> <li>• <b>Our community is connected and inclusive; our collaborative relationships strengthen the wellbeing of all.</b></li> </ul>	
<p><b>Strategic Objectives:</b></p>	<p><b>Learning and Achievement (Education)</b></p> <ul style="list-style-type: none"> <li>• Develop and empower our teachers to deliver a stimulating, well-balanced education that reflects our aspirations and values.</li> <li>• Challenge and support all our students to reach their potential through authentic rich learning experiences.</li> </ul>	<p><b>Community and Culture (Partnerships)</b></p> <ul style="list-style-type: none"> <li>• Develop and maintain positive partnerships with parents, whānau and wider community with the purpose of enriching teaching and learning.</li> <li>• Acknowledge and embrace community diversity in all aspects of our school.</li> </ul>
<p><b>2023 Initiatives:</b></p>	<ol style="list-style-type: none"> <li><b>1. Maths curriculum refresh</b> Review, develop and begin to implement the refreshed maths curriculum.</li> <li><b>2. Aotearoa New Zealand Histories Curriculum implementation</b> Implement and embed ANZH curriculum and associated resources into practice.</li> <li><b>3. English curriculum refresh preparation</b> Review and development of refreshed English curriculum draft curriculum.</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Mātauranga Maori</b> developed in governance policy and documentation and relationships developed with local iwi.</li> <li><b>2.</b> Acknowledge and <b>celebrate community diversity</b> in all aspects of our school.</li> </ol>

# ANNUAL STRATEGIC ROAD MAP

LEARNING & ACHIEVEMENT

INITIATIVES	Term 1	Term 2	Term 3	Term 4
<b>Maths curriculum refresh</b>	PD - TOD/ SM PLG Teacher Inquiry - student progress in Maths PD- Teacher Only Day	Peer observations PD- Teacher Only Day	Draft Common Practice Model ? PD - Teacher Only Day Ongoing teacher inquiry, strengthening	Final Mathematics curriculum
	Teacher only day - Professional Development	Ongoing teacher inquiry, strengthening teacher knowledge.		
	Implementation in Term 1 Concept	Ongoing referencing to ANZHC when planning concept throughout year. Track / monitor balance of coverage.		
<b>English curriculum refresh</b>	Y0-3 Literacy Scope and Sequence implemented	Reflect and review current literacy practice - Collect student/ teacher voice	Understand draft English curriculum and outline how it aligns with current practice	Outline implications on current practice e.g. assessment, reporting, pedagogy
	PD Liz Kane - March	ELS modelling in class		

PARTNERSHIPS

INITIATIVES	Term 1	Term 2	Term 3	Term 4	
<b>Mātauranga Maori</b> developed in governance policy and documentation and relationships developed with local iwi.	Connect with Pourewa Mara Kai, volunteering student support for garden maintenance. ANZHC team planning incorporates local Ngāti Whātua history	Biannual / Termly visits to support at mara kai			
	Connect with relevant stakeholders in regards to developing a school kīwaha/whakatauki/whakatauakī		School kīwaha/whakatauki/whakatauakī developed	School kīwaha/whakatauki/whakatauakī used school wide	
Reinstate and acknowledge and <b>celebrate community diversity</b> in all aspects of our school.	Host annual whānau hui Whānau lunch	Matariki Breakfast	Seek feedback from our whānau Māori and wider school community on school whakatauki/Māori vision statement Māori Lang Week Kaitahi		
	Termly staff meetings focussed on mātauranga Māori / Tikanga Māori				
	Incorporate elements of Mātauranga Māori, Tikanga and te reo Māori into teaching and learning across the curriculum, karakia to start/end each day, before kai BOT TOW workshop TBC	BOT cultural training TBC	BOT te ao Māori workshop TBC		
	Significant cultural celebrations acknowledged in MBS news, school newsletter				
	Connect with local cultural groups and invite them to perform for our students				
T1: Chinese New Year / Eid, Ramadan	T2: Matariki / Cultural Celebration Day	T3: Pacific Showcase / Performing Arts	T4: Diwali Celebration		

# LEARNING AND ACHIEVEMENT

## Strategic Objectives:

1. Empower our teachers to deliver a stimulating, inspiring and well-rounded education that reflects our aspirations and values.
2. Challenge and support all our students to reach their potential through authentic rich learning experiences.

INPUTS	INITIATIVES	OUTPUTS /ACTIVITIES	1 YEAR OUTCOMES	3 YEAR OUTCOMES
STAFF	<b>Maths curriculum refresh</b>  Review current Maths curriculum delivery in preparation for the refreshed Mathematics draft	Teams to reflect on and review their Mathematics practice across the school in preparation for the curriculum refresh	Mathematics curriculum has been reviewed alongside refresh and initial stages of implementation begun.	Mathematics curriculum and assessment is embedded and sustained  Staff are confident to deliver high quality maths programmes that enriches and extends all learners.  Students are confident, engaged and successful in Maths
TIME		With external facilitator, build awareness and grow understanding of draft M&S docs and how it aligns with current curriculum delivery.	All teachers know and understand the content of the Maths draft and are confident to implement in 2024.	
STUDENTS		Leadership teams to review M&S assessment tools in alignment with the M&S Curriculum refresh	Understand common practice model, reporting and assessment implications	
RESOURCES	<b>Aotearoa New Zealand Histories Curriculum implementation</b>  Implement ANZH into MBS local curriculum	Implement ANZH into the MBS local curriculum	Phases of learning in the context of ANZH, are embedded into our wider school curriculum.	ANZ History is embedded and sustained within the refreshed Social Sciences Curriculum  Teaching staff are confident to deliver high ANZH curriculum with S.S and Concept curriculum  ANZH progression developed to ensure balance and cover over students time at MBS
COMMUNITY		PD implementation to increase teacher knowledge of local history to enrich and ground ANZH curriculum delivery Connected to Partnerships	Teaching staff know and understand the content of the ANZH strand of the Social Sciences curriculum  ANZH strand is implemented into Concept planning	
MONEY	<b>English curriculum refresh</b>  Review understanding of English curriculum refresh	Reflect and review current literacy practice across the school in preparation for the English Curriculum Implementation of elements of structured literacy approach to strengthen early literacy skills refresh	Key leadership has understanding of phases of learning in the context of English	English curriculum is embedded and sustained in a local curriculum that enriches and extends all learners.  Staff are confident to deliver high quality English programmes that cater for all learners.  Students are confident, engaged and successful in English.
			Our MBS 0-3yrs Scope and Sequence in early Literacy skills is embedded.	

## KEY METRICS

School budget	• Staff survey results	• Data from student led conferences
Principal Reports		
Students survey results	• Community survey results	Achievement Reports

# LEARNING & ACHIEVEMENT - Annual Plan

INITIATIVES	Term 1	Term 2	Term 3	Term 4
Maths curriculum refresh	PD - TOD/ SM PLG Teacher Inquiry - student progress in Maths PD- Teacher Only Day	Peer observations PD- Teacher Only Day	Draft Common Practice Model ? PD - Teacher Only Day Ongoing teacher inquiry, strengthening	Final Mathematics curriculum
	Teacher only day - Professional Development	Ongoing teacher inquiry, strengthening teacher knowledge.		
	Implementation in Term 1 Concept	Ongoing referencing to ANZHC when planning concept throughout year. Track / monitor balance of coverage.		
English curriculum refresh	Y0-3 Literacy Scope and Sequence implemented PD Liz Kane - March	Reflect and review current literacy practice - Collect student/ teacher voice ELS modelling in class	Understand draft English curriculum and outline how it aligns with current practice	Outline implications on current practice e.g. assessment, reporting, pedagogy

Output/Activity	Who	Baseline Measure/Current State	Target / Measurement / Milestone	Resources	Review / AOV
School wide maths curriculum delivery plan is established and implemented	PD outside facilitator - Sue Pine/Carlene	Currently using 2007 Curriculum documentation	SLT strategic reports to BOT confirm progress against the milestones in plan.	MOE funded	
Curriculum updates (including common practice model, assessment ) are strategically absorbed by core working group and converted to delivery plan above.	Core working group (SLT, ISL, some TLs) ACCOS/ RPPA	Draft refreshed NZC released awaiting further releases over 2023	Core working group meet fortnightly to refresh documents and plan. 2x PLD staff meeting sessions per term as above to deliver	N/A	
Peer observations / Coaching ISL / PLG - focused on maths learner progress	ISLs	Teachers currently undertake peer observations on a curric area of their choice.	All teachers complete 2 x Peer/ TL/ ISL observations per term	Teacher release	
Parent communication plan implemented, including info launch at meet the teacher parent night	ISL	No current communication	Newsletter updates 1x per term Parent Night led by ISLs	N/A	
Establish resources to support curriculum delivery	Carlene ISL	Resourcing audit completed in 2022,	Teacher Numeracy resource kits rolled out	\$7,000	
ANZH Included in planning of Term 1/2 concept planning	Teachers	Staff meeting T4, 2022 to support implementation in 2023	Concept planning curriculum tracking T1-4 ANZH Progression developed	N/A	
Resources to support curriculum delivery	Carlene	Resources audited and digitalised. ANZH resource system. Hub established	Complete digitalisation of key resources Review new resources as publish Further develop a ANZH resource hub	\$500	
PD days with Liz Kane,	Liz Kane, staff	8x staff currently trained in SL 3 x Y1, 4x Y2 still to have PD	All Junior staff had PD in Structured literacy	\$1400 Teacher release	
Clarify structured literacy scope and sequence Y0-2. Resources support structured literacy Y-2	Y1/Y2 Carlene	Scope and sequence drafted T4 2022 Prioritised wishlist completed 2022	Scope and sequence implemented - T1 2023. Structured literacy resources purchased	\$15,000	
SLT to absorb CPM and progress outcome information in regards to literacy and create plan for 2024 annual plan	Carlene SLT	Currently using 2007 curriculum documentation	School wide literacy curriculum delivery plan is created ready for 2024.	N/A	

# PARTNERSHIPS

**Strategic Objective:** 1. Develop and maintain positive partnerships with parents, whānau and wider community with the purpose of enriching teaching and learning.  
2. Acknowledge and embrace community diversity in all aspects of our school.

## RESOURCES

## ACTIONS

## OUTCOMES... TO VISION

INPUTS	INITIATIVES	OUTPUTS /ACTIVITIES	1 YEAR OUTCOMES	3 YEAR OUTCOMES
STAFF	<b>Mātauranga Maori</b> developed in governance policy and documentation and relationships developed with local iwi.	Environmental connection with Pourewa mara kai	Reciprocal relationship established with Ngāti Whātua Ōrākei	The relationship between Ngāti Whātua Ōrākei and MBS gives effect to Te Mataiaho, honouring Te Tiriti and ensuring an inclusive and localised curriculum.
TIME		Ngāti Whātua local history knowledge woven into Aotearoa NZ History curriculum		
STUDENTS		EOTC connections re-established with Ōrākei marae	Give effect to Te Tiriti o Waitangi, ensuring authentic understanding and value is given	
RESOURCES		School kiwaha/whakataukī/whakatauakī developed		
COMMUNITY		Continue to engage with our whānau Māori	BOT and staff knowledge of Mātauranga Māori across the curriculum increases	
MONEY		Reinstate, acknowledge and <b>celebrate community diversity</b> in all aspects of our school.	Showcase significant cultural celebrations our community celebrate in MBS news	
	Cultural celebration day celebrates our diversity		Children are exposed to and experience a wide range of celebrations, showing respect, empathy and compassion towards others	
	Engage with various groups around Auckland to showcase the diversity of our school			

### KEY METRICS

- School budget
- Staff survey results
- Data from student led conferences
- Students survey results
- Community survey results

# PARTNERSHIPS - Annual Plan

## INITIATIVES

### Term 1

### Term 2

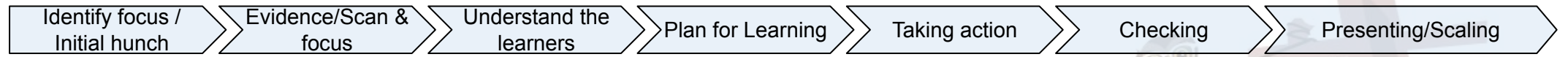
### Term 3

### Term 4

<p><b>Mātauranga Maori</b> developed in governance policy and documentation and relationships developed with local iwi.</p> <p>Reinstate, acknowledge and <b>celebrate community diversity</b> in all aspects of our school.</p>	Connect with Pourewa Mara Kai, volunteering student support for garden maintenance.	Biannual / Termly visits to support at mara kai		
	ANZHC team planning incorporates local Ngāti Whātua history			
	Connect with relevant stakeholders in regards to developing a school kiwaha/whakatauki/whakatauaki developed		School kiwaha/whakatauki/whakatauaki developed	School kiwaha/whakatauki/whakatauaki used school wide
	Host annual whānau hui Whānau lunch	Matariki Breakfast	Seek feedback from our whānau Māori on school whakatauki/Māori vision statement	
			Māori Lang Week Kaitahi	
		Termly staff meetings focussed on mātauranga Māori / Tikanga Māori		
	Incorporate elements of Mātauranga Māori, Tikanga and te reo Māori into teaching and learning across the curriculum, karakia to start/end each day, before kai			
	BOT TOW workshop TBC	BOT cultural training TBC	BOT te ao Māori workshop TBC	
	Significant cultural celebrations acknowledged in MBS news, school newsletter			
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Output/Activity	Who	Baseline Measure/Current State	Target / Measurement / Milestone	Resources	Review / AOV
Environmental connection with Pourewa mara kai	SLT, EFS Teacher	Currently no student connection with Pourewa	Biannual / Termly visits to Pourewa	EFS time \$1000	
Ngāti Whātua local history knowledge woven into Aotearoa NZ History curriculum	SLT, ASL, Māori Lead, TLs	ANZHC is a new strand of the Social Sciences curriculum. 2023 is the first year it will be taught	Term 1 context focus on the progress indicators in the ANZH curriculum	\$4,000	
EOTC connections re-established with Ōrākei marae	SLT, EFS Teacher TLs	Year levels have visited Ōrākei Marae in previous years	Plans are in place for all children to have had an experience at Ōrākei Marae by the end of their schooling at MBS	\$3000	
School kiwaha/whakatauki/whakatauaki developed	SLT, Māori Lead	Currently no tikanga Māori / te reo Māori reflected in school charter or strategic planning	School whakatauki/Māori vision sits alongside school vision	\$2000	
Continue to engage with our whānau Māori with an explicit consideration of establishing a wider group of people to consult with.	SLT, Māori Lead	Hui held annually	Increase whānau Māori engagement through twice yearly / termly kaitahi	\$500	
Provide professional development for staff and BOT around cultural competency, in mātauranga Māori, tikanga Māori, te reo Māori. Keep community informed through newsletter, curriculum refresh updates.	SLT, Māori Lead	2022 - local history PD session run by Māori lead. Opt in workshops on te reo Māori held termly by Māori lead	Termly staff TOW PD sessions Termly BOT TOW / te ao Māori PD sessions	\$3000	
Showcase significant cultural celebrations our community celebrate in MBS news	MBS News Lead Teacher/Teachers	ESOL time became a feature of MBS news in 2022	Grow this feature in 2023 to feature a wider range of cultural celebrations providing an opportunity for children to to teach others about their culture	Release Time	
Engage with various cultural groups around Auckland to showcase the cultural diversity of our school	SLT, Māori/Mandin in/ Music/Pacific Leads	Pacific Dance and Kapa Haka are regularly celebrated, however other cultures features less often	Connections made with various schools, cultural groups in the area to showcase the diversity in our school	\$2000	
Cultural celebration day celebrates our cultural diversity	All school staff	2022 - first cultural picnic held since 2019	Cultural celebration day becomes an event where all cultures can be celebrated through learning, food, dress and dance	\$500	

# RAISING ACHIEVEMENT PLAN - 2023



**Collaborative Inquiry Focus** - To review and redefine the Meadowbank model of Mathematics Curriculum delivery to align with the refreshed Mathematics Curriculum.

Baseline Data	Achievement targets
See 2022 Schoolwide Achievement Report page 6 for baseline cohort achievement for 2022.	<ul style="list-style-type: none"> <li>To raise the achievement levels of all Meadowbank School learners in maths.</li> <li>To close the gender achievement gap for boys and girls from Year 3 onwards .</li> <li>To close the ethnicity achievement gap for Māori and Pasifika learners.</li> </ul>

	School wide actions	Who	Resources / Budget	Mid year Review
Pedagogy	Maths pedagogy articulated for Meadowbank School using best practice and professional development with Sue Pine. Informed by Teacher voice survey 2022.	ISL, Sue Pine	Existing staffing	
Assessment	PLG focussing on maths achievement data. Week 3 PAT Maths testing for Y3-6 and JAM for Y1-2. Data analysis and trends identified at first PLG.	PLG, ISL Leads	Staff meeting time	
Assessment	School wide analysis of PAT Maths data and other assessment tools to identify strengths and gaps.	SLT	Existing staffing	
Pedagogy	Whole staff PD with Sue Pine focussing on maths pedagogy. 3 Teacher only days, ongoing whole staff meetings, in class modelling with facilitator.	Sue Pine	PLD MOE Funded	
Pedagogy	Whole staff PD with Brooke Trenwith clarifying Meadowbank School's definition of Giftedness. Termly meetings with Carlene White to progress Gifted review /implementation.	Brooke Trenwith Carlene White	PLD MOE Funded	
Leadership Development	Developing ISL leadership in mathematics with Brooke Trenwith. Student achievement focus on mathematics.	Brooke Trenwith	PLD MOE Funded	
Professional Growth Cycle	Individual Professional Growth Cycle goal setting targeting maths achievement through PLG groups responsive to the needs of each class.	All staff	Staff meeting time	
Student Agency	Student voice data to identify any gender trends and attitudinal information. Growth mindset effective practice, self confidence.	ISL, PLG	Existing staffing	
Parent Partnerships	Parent maths workshop / Maths Cafe. Focus on mindset, cognitive bias, sharing best practice at Meadowbank, shared experiences between children and parents.	ISL	\$500	
Resourcing	Effectively resource all classrooms to support hands on learning with materials - teacher tool kit boxes	Maths team	\$7,000	
Parent Partnerships	Strengthen relationships with whānau, particularly for our Māori and Pasifika students	All staff	\$2000	
Pedagogy	Hold high expectations of student achievement for all Māori and Pasifika children, dispelling unconscious bias	All staff	Existing staffing	
Professional Growth Cycle	Refer to evidenced based literature to ensure MASAM and PASAP, e.g. Ka Hikitia, Tapasa, Hikairo Schema	SLT, PLG, ISL Leads	Staff meeting time	

# OUR SCHOOL CULTURE

## ***Our Motto ... Courtesy, Courage, Constancy***

Meadowbank School was founded in 1915. The motto dates back to the school's opening in 1915 during the First World War. It was proudly emblazoned across the front of the original grand Edwardian building. At the school's 2015 Centenary past pupils could all fondly recall the motto and what it stood for.

<b>We Value</b>	<b>Associated Values</b>	<b>Guiding Principles</b>
<b>Respect</b>	Courtesy, Tolerance, Honesty, Fairness, Sportsmanship, Citizenship, Integrity, Consideration, Diversity	We are sensitive towards others, and accepting of their rights.
<b>Responsibility</b>	Self-Management, Co-operation, Citizenship, Personal responsibility, Honesty	We are accountable for our actions.
<b>Resilience</b>	Perseverance, Courage, Constancy, Adaptability, Self-Esteem, Determination	We embrace challenges and are not afraid of failure.
<b>Creativity</b>	Initiative, Curiosity, Imagination, Vision, Resourcefulness, Ingenuity	We are creative, curious, life-long learners.
<b>Collaboration</b>	Co-operate, Share, Team Member, Partner, Participate, Ako, Actively Listen, Inclusion	We learn from and with others and take the opportunity to listen, share and teach.
<b>Reflection</b>	Thoughtful, Contemplate, Mindful, Reason, Deliberate, Ponder, Inquire, Think	We reflect on my learning, celebrate my successes and identify my next steps.

## ***Our Values ...***

At Meadowbank School we:

- Foster a strong community spirit, embracing the diversity of and including all members of our community
- Honor the Tiriti O Waitangi and its associated principles
- Adhere to the principles of the National Education Learning Priorities.
- Follow the prescriptions of the New Zealand Curriculum.
- Ensure that the school's Strategic Plan is a living document.
- Cyclically review school policies and plans regularly for the purpose of continuous improvement.

# OUR LOCAL CURRICULUM



*Meadowbank has a positive history of ERO Reports. Our current report is a 4-5 year review.*

## **The Core Subjects:**

Meadowbank students achieve at a high level in the National Standards areas of Reading, Writing and Mathematics. Their achievement is not only above national norms, but also higher than that achieved by other like / decile 10 schools.

## **Localised Curriculum:**

Meadowbank School operates a concept based curriculum exploring two overarching concepts per year, on a three year cycle. The 6 concepts allow for a deeper exploration and understanding of all subjects within the New Zealand Curriculum. The concepts are: Discovery, Connections, Patterns, Diversity, Change and Structures.

## **Learner Dispositions:**

The six birds of the learner dispositions represent the attributes students need to be successful as Lifelong Learners. They also represent our key values of Collaboration, Creativity, Responsibility, Resilience, Respect and reflection. The dispositions are actively taught in classroom programmes and encouraged as part of the overall school culture.

## **Specialist Programmes:**

Meadowbank is recognised for its wide range of special programmes that enrich the learning and curriculum for students. The Gully, where students and parents have planted over 7,000 trees, is the heart of the school and was the genesis of our Environmental programme which saw Meadowbank become the first school in NZ to reach the esteemed EnviroSchools' Beyond Green Gold level. We were a pilot school for the Garden to Table Programme and have now surpassed our ten year anniversary. We employ a range of specialist teachers to support our environmental and garden to table programmes and give all students at Meadowbank opportunities to learn Te Reo, Music/Performing Arts, Mandarin, Design technology/robotics and coding, and P.E. All classes host an assembly performance during the year and all Year 6 children participate in an annual production. A wide range of extra curricula and interschool sports opportunities are offered. Exciting Education Outside the Classroom (EOTC) experiences include camps and waterwise (sailing/kayaking). Our Taurikura and Leadership nest programmes offer all students the opportunity to foster their own wellbeing and develop leadership skills.

## **Out of School Care:**

The school manages its own out of school care programme – Club Meadowbank. Based in the school hall it provides before school, after school and exciting holiday programmes catering for up to 120 students. It utilises the hall, swimming pool, courts and fields, music room, library and Garden to Table room.