

Vision Statement	<p><i>Kia Hiranga Ake Growing excellence through innovative constantly evolving, personalised learning</i> <i>Building individual capacity which strengthens the character of the school and places us firmly in the centre of the community</i></p>
-------------------------	---

Whakatauki

E Kore Te Tōtara e Tū Noa i Te Pārae, Engari Me Tū i Roto i Te Wao-Nui-a-Tāne | The Tōtara does not stand alone on the plain it stands at the heart of the forest

Ki te mea ka taka te kākano ki te wāhi e tika ana ka tinaku, ā, ka pihī ake he tipu hou. | If a seed falls in the right place it will germinate and a new seedling will sprout.

Strategic Goals 2022-2024

1. **Raukaha** - Building individual capability to increase collective teaching and learning **CAPACITY** which lifts student achievement.
2. **Ahuatanga** - Continue to develop and maintain the **CHARACTER** of MHP as one which is respectful, culturally responsive, inclusive, open to learning, and which values wellbeing for all
3. **Tangata Whenua** Building on our strong connections to our **COMMUNITY** acknowledging and including the tangata whenua, honouring mana whenua/iwi/hapū along with being the kaitiaki of the whenua and our commitment to whanaungatanga

<p>↓</p> <p>1.</p> <p>Capacity Raukaha</p>
--

Strategic Initiative 1a: Develop teacher knowledge of literacy, numeracy & ELLP progressions	Self-review shows: 100% of teachers articulate and use progressions to inform next steps Self-review shows: 60% of learners in Year 4-6 can articulate their next learning steps
Strategic Initiative 1b: Grow Assessment for Learning (AfL) based continuous learning through DMIC	Self-review shows: 80% teachers move at least 2 Levels right on the AfL rubric Self-review shows: 80% of learners in Years 4-6 show at least 1 eASTTLe level shift up
Strategic Initiative 1c: Develop a school wide understanding of UDL whereby Māori & Pacifica students have success as Māori and Pacifica	Self-review shows: 100% of teachers can articulate UDL principles. Self-review shows: Maori Pacifica Learners are showing equivalent or increased learning achievement to cohort

<p>↓</p> <p>2.</p> <p>Character Ahuatanga</p>

Strategic Initiative 2a: Develop systems and structures to identify both barriers to learning and target learners	Self-review shows: Student support programmes developed in response to identified needs Self-review shows: Target learners make minimum 30% shift in learning
Strategic Initiative 2b: Wellbeing for All - incorporating Pause, Breathe Smile	Self-review shows: Pause breathe smile embedded in culture of MHP Self-review shows: Instances of negative behaviours down 50%

<p>↓</p> <p>3.</p> <p>Community Tangata Whenua</p>
--

Strategic Initiative 3a: Connect with Community to increase participation in events and maintain successful transitions into and through MHP	Self-review shows: 80% of community engage in community events Self-review shows: Vision and values articulated and lived by all
Strategic Initiative 3b: Continue with EnviroSchools journey connecting with lwi re planting grounds, re(naming) studios, house mascots and the forest area.	Self-review shows: 80% increase in visitors to view grounds and initiatives Self-review shows: lwi engages in process

Goal 1

RAUKAHA | CAPACITY

Ma te rongo, ka mohio; Mā te mohio, ka mārama; Mā te mārama, ka mātau; Mā te mātau ka ora
From listening comes knowledge; from knowledge comes understanding; from understanding comes wisdom; from wisdom comes well-being

Initiative 1a: DEVELOP KNOWLEDGE OF LITERACY AND NUMERACY PROGRESSIONS and ELLP MATRIX

Focal Area: ELLP MATRIX | PROGRESSIONS

Actions:

- Review existing systems for completing ELLP matrix
- Review understanding of Literacy and Numeracy progressions
- Gather Stakeholder Voice
- Create a school wide model of best practice
- Test/Develop the model/system
- Implementation, monitor and review
- Design Key Dates initiatives to create a rhythm for ELLP success within the school
- Review existing Inquiry Learning model (cultural responsiveness)

Year 1 Actions

Initiative 1b: GROW A CULTURE OF AfL BASED CONTINUOUS LEARNING AND FEEDBACK

Focal Area: ASSESSMENT FOR LEARNING

Actions:

- Review current AfL practice school wide
- Develop school wide expectations on AfL pedagogy
- Establish a system for collection of learner voice against the AfL rubric and provide feedback on teacher practice
- Develop systems for practice analysis
- Develop the school evaluation schedule to include teaching as inquiry check points
- Review weekly timetable and ACE

Initiative 1c: DEVELOP UNDERSTANDING OF UNIVERSAL DESIGN FOR LEARNING (UDL)

Focal Area: CONNECTIONS TO CURRICULUM

Actions:

- Develop understanding of UDL practice - potentially PLD from RTLB
- Develop rich understanding of the NZC
- Te Reo | NZSL for all staff
- Produce high quality learning outcomes, Each Inquiry Learning Concept celebrated with the community and learners talk about what they have learnt
- Create authentic learning experiences which are widely celebrated
- Develop capacity for teachers to find the learning through Play Based Learning experiences

Year 2

Focal Area: OPEN TO LEARNING

Actions:

- All senior management undergo stages 1-3 Growth Coaching
- Support all staff to use the MHP evaluative system with growing independence
- Provide opportunities for all teachers to lead practice analysis
- Support teachers to become agentic in their use of the AfL | ELLP rubric

Future Focus Actions

Year 3

Focal Area: BUILDING SELF SUSTAINING INTERNAL CAPACITY

Actions:

- PLD for some teachers on Growth Coaching
- Stage 4 Growth Coaching for SLT
- Create a culture of Growth Coaching
- Develop a culture of critique where learners lead evaluation at all levels of the school
- Bus stop destination for Play Based Learning

Goal 2

AHUATANGA | CHARACTER

Ko te piko o te māhuri, te rā te tupu o te rākau | The way the sapling is shaped determines how the tree grows

Year 1 Actions

Initiative 2a: REVIEW VISION AND VALUES TO INFORM MHP BEST PRACTICE

Focal Area: VISION AND VALUES

Actions:

- PLD for teachers on AfL | Community Curriculum (WHY and HOW)
- Research Graduate Profiles - in line with values
- Collect learner voice to drive ACE themes and develop collaborative facilitation
- Community Parent Partnership Evenings to share Vision/Beliefs/Graduate Profile Share and unpack Graduate Profile with all stakeholders (create a visual)
- Feedback from cultural groups (lwi) on what they value in a Graduate profile
- Gather community voice on vision | values
- Host workshops in accordance with feedback
- Create opportunities for research based conversations (Coffee/cake/chat)

Initiative 2b: WELLBEING FOR ALL

Focal Area: PAUSE BREATHE SMILE

Actions:

- Assign a wellbeing Lead (PLD)
- Revisit Pause Breathe Smile (PLD)
- Biannually PBS whanau workshops
- Identify Learner Wellbeing priorities
- Review Learner Digital Agreement
- Design a Wellbeing for Learning plan

Future Focus Actions

Year 2

Focal Area: Global Curriculum and Citizenship

Actions:

- Update Inquiry Learning Model
- Teach deep questioning, research skills, Wait Time, ethical decision making
- Produce high quality Design for Change Inquiry Learning outcomes,
- Research the concept of a Learning Pit
- Planned time to research, discover and discuss what we value in our curriculum

Year 3

Focal Area: Project Based Learning

Actions:

- Implement a fully integrated, project based curriculum with a Global lens

Goal 3

TANGATA WHENUA | COMMUNITY

Toi tu te kupu, toi tu te mana, toi tu te whenua | Hold fast to our culture for without it our spirit is diminished

Year 1 Actions

Initiative 3a: ESTABLISH ENVIRO SCHOOLS AS THE WAY WE CONNECT TO THE WHENUA

Focal Area: ENVIRO SCHOOLS

Actions:

- Establish Enviro team and create team norms
- Collect evidence to maintain Green/Gold status
- Planting plan for grounds researched
- Survey community to find
 - best ways of engagement
 - Workshop needs
 - Values

Initiative 3b: ESTABLISH A CONNECTION TO IWI

Focal Area: IWI

Actions:

- Research area surrounding MHP (Our People, Our Place)
- Submit research to Iwi for consultation
- Collect baseline data from learners/parents/community
 - Investigate [CSI data gathering](#)

Future Focus Actions

Year 2

Focal Area: INQUIRY

Actions:

- Teachers and leaders undertake leadership inquiry for improvement
- Develop a school wide learning pit
- Planned time to teach and unpack the new vision beliefs, learning streams

Year 3

Focal Area: IMPROVEMENT FOR EQUITY AND EXCELLENCE

Actions:

- Embed teacher driven PLCs for improvement in learner outcomes