


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: CURIOUS, CONFIDENT, CONNECTED, CREATIVE</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>Culture - <i>Manaakitanga</i></p>	<p>Curriculum - <i>Ako</i></p>	<p>Collaboration - <i>Kotahitanga</i></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 our shared pedagogical approaches, including collaborative planning</i></p>
<p>Initiatives</p>		
<p>1.1 Implement our school values with the <i>Positive Culture for Learning Framework (PC4L)</i></p> <p>1.2 Sustain our current attendance rate of more than 90%.</p>	<p>2.1 Embed and extend our Structured Literacy teaching and learning across the school</p> <p>2.1.1 Implement a Structured approach to Mathematics teaching and learning across the school, in an inclusive way, catering for students who needs extra support and those who need extension.</p> <p>2.2 Implement a Coherent Curriculum across the school</p>	<p>3.1 Prepare our shared understanding of purpose, pedagogy, people, and place of our Collaborative Learning Environments (Yr 5 / 6)</p> <p>3.2 - Implement our transition into our new collaborative learning environment to reflect our purpose, practice, and place.</p>

2.3 Implement HERO across the school for ongoing tracking and reporting

Success Statements

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

Learners will consistently attend school to engage and progress with their learning.

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

A structured approach to Maths ensures there is a consistent, explicit, sequential teaching approach to Maths.

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.

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.

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 2025

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 PREPARE - IMPLEMENT - SUSTAIN (embed & extend)
 Implement our School Values with the Positive Culture for Learning Framework (PC4L)
 Align our school values with the Positive Culture for Learning Framework (PC4L)
1.2 Sustain our current attendance rate of more than 90%.

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.
- Learners will consistently attend school to engage and progress with their learning.

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 Implement the Positive Culture for Learning Framework (PC4L) across the school, including whānau Implement Circle Time with Year 0-4	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	SLT - Paul (including induction) PLG	MoE Funded /personnel Staff release appropriate personnel Craze of the Week - activities for inclusivity Peer mediators Edwin de Ronde (MOE)	Ongoing PLG twice a term Regular updates from teams - walkthroughs Newsletters - whānau meetings, whānau picnic	Student and Staff Survey Audit Report success to date as part of our Board reporting Newsletter engagement
1.2 Maintain our current attendance rate of more than 90%.			SLT - Paul		Tracking each term in HERO	HERO Attendance Every Day Matters (MOE)

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, in an inclusive way, catering for students who needs extra support and those who need extension.
 - 2.1.1** Implement a Structured approach to Mathematics teaching and learning across the school, in an inclusive way, catering for students who needs extra support and those who need extension.
 - 2.2** Implement a Coherent Curriculum across the school
 - 2.3** Embed HERO across the school for ongoing tracking and real time 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 across the school.
 - By the end of 2025, 80% of students will test in the 'Blue' or 'Green' zones for DIBELS.
- 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.
- Staff will have a clear understanding of the refreshed English Learning Area
- A structured approach to Maths ensures there is a consistent, explicit, sequential teaching approach to Maths.
- Staff will have a clear understanding of the refreshed Mathematics Learning Area

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 (i) Structured Literacy Provide training for our new staff in LLLL and The Code. MoE funded SL course offered to teachers who haven't yet been on it. DIBELS data to be collected three times a year across the school. Implement Syntax Project across the school. Refine Learning Support programmes targeting literacy support.	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 Andel Across School Leader - Lauren Hare In School Leaders - TBD	Adrienne Kinder (Liz Kane Literacy) Lauren Hare (Across School Leader) Staff release Attendance at Liz Kane Literacy courses	Training new staff: Term 1 2025 Ongoing PLD for all staff	New staff members have adequate training Consistency between and across year levels DIBELS data reflects the progress
2.1 Structured Literacy Provide training for our new	Education and Training Act 2020:	NELPs: *Learners at the	SLT - Alice Andel PLG - led by ISLs	Adrienne Kinder (Liz Kane Literacy)	Training new staff: Term 1 2024	New staff members have adequate training

staff as well as embed <i>The Code</i> approach with Year 3-6	*Section 127 (1)(a), (c), (d)iii *Section 127 (2)(b)(ii), (iii)	centre *Barrier-free access *Quality teaching and leadership		Staff release Attendance at Liz Kane Literacy courses	Ongoing PD for all staff	Consistency between and across year levels DIBELS data reflects the progress
<p>2.1.1 Structured Approaches to Maths</p> <p>Unpack the refreshed Maths curriculum. Implement the Progression Posters, curriculum booklets provided by our Kahui Ako</p> <p>Teachers to familiarise themselves with the use of Oxford Mathematics resource</p> <p>Regular (2-3 per Term) leadership check ins and observations to ensure classroom delivery and school pedagogy is being implemented</p> <p>Differentiation: ensure the learning needs of GaTE and SEN students are met through differentiated programmes and IEPs where needed.</p>	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 - ASL: Liam Cunningham ISL: Sharon Gray and Aimee Fannin	MOE resources - Oxford University Press Kāhui Ako scope and sequence which include posters, booklets and additional resources	Training new staff: Term 1 2025 Ongoing PD for all staff	New staff members have adequate training Consistency between and across year levels
2.2 Prepare for a Coherent Learning Pathway, through a Scope and sequence Curriculum, based on the Science of Learning (reducing cognitive load etc)	Education and Training Act 2020: *Section 127 (1)(a), (c), (d)iii *Section 127 (2)(b)(i), (ii), (iii)	NELPs: *Learners at the centre *Barrier-free access *Quality teaching and leadership	SLT - Curriculum Leadership Team	Staff Release	Ongoing with completion at the end of 2025	Evidence of curriculum map being used in planning. Evidence of the elements of the science of learning being observed through walkthroughs and observations.
<p>2.3 Hero</p> <p>Embed Hero (SMS) across the school</p> <p>Update HERO assessment to reflect the refreshed curriculum</p>	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	HERO assessments will reflect the refreshed curriculum.

Collaboration - *Kotahitanga*

Strategic Goal 3		<i>Prepare & Implement shared pedagogical approaches</i>				
Initiatives		3.1 Implement collaborative planning in teams, starting with The Syntax Project and Mathematics (Oxford based).				
Success Statements (by the end of the year)						
<ul style="list-style-type: none"> Collaboration leads to consistency in planning and delivery of lessons across teams and across the school. 						
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?
3.1 Teams will plan The Syntax Project and Mathematics (Oxford based) collaboratively. Lessons in these areas will be delivered consistently across teams.	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	Sciences of Learning (MOE) Te Mātaiaho Oxford Syntax Project	Ongoing throughout 2025	Monitoring team planning. Walkthrough data.