

ANNUAL PLAN 2023

Targets

1. NCEA corequisites >95%
2. UE Pass rate >70%
3. NCEA Pass rates L1-3 >90%
4. NCEA Scholarships: 20+
5. Baseline data in literacy & wellbeing generates more targets
6. 45% students involved in organised sport

SCROLL DOWN FOR THE PLAN!

HAUORA

To continue to strengthen student and staff wellbeing, enhancing the pillars of hauora (whenua, emotional, spiritual, social & physical health). **Ākonga are well-rounded, happy and empowered to thrive.**

He hauora te taonga

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
<p>A review of well-being takes place (including mental health & anxiety support, anti-bullying, counselling, alternative provisions & overall hauora). Potential digital platforms for mental health support are investigated. Termly 'our place' wellbeing surveys occur (e.g. WHO5, NZCER wellbeing@ school)</p>	<p>SLT HOYs Counsellor</p>	<p>Mental health resources are made widely available to Students eg Sparx Mindshift other links here Faster referrals for mental health support. Increased communication within the wider pastoral team. Many opportunities to make friends exist (new possibilities to support friendship explored). Termly surveys show declining bullying and improving wellbeing & connection to Mahurangi College.</p>
<p>A three-year strategic plan is developed for sport.</p>	<p>BLY HOF's PE/Health Director of Sport</p>	<p>Facilities for students improve and opportunities to compete grow. Participation rates continue to rise. Student involvement is acknowledged & celebrated.</p>
<p>Mason Durie's Te Whare Tapa Whā model is investigated as a potential framework for Hauora at Mahurangi</p>	<p>SLT DST Interested staff</p>	<p>The model is investigated by a team of staff and recommendations made.</p>
<p>Legacy programmes (Camps, the Living Classroom, Hōteo Wero, Y10 Rite of Passage programme) are sustained and strengthened</p>	<p>SLT Director of Camps</p>	<p>Students report enjoyment and satisfaction in surveys. Community feedback indicates success: students are happy & thriving</p>

CULTURE

To continue to grow a culture of inclusivity and genuine mutual respect underpinned by our PRIDE values which drives highly engaged behaviour for learning. **Students feel safe and are fully engaged active learners.**

Clarity creates an aligned team, and an aligned team sustains culture (Jenny Thompson)

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
Provide on-going PD (internal & external) and support for staff with classroom behaviour management. Focus in term 1 on 'strong starts' to lessons.	SLT SCTs HOFs & syndicate leaders	Staff confidently manage classroom behaviour. Lesson starts are strong. Consistent approaches & routines are evident. Increased learning time occurs in classrooms. Students are behaviourally and cognitively engaged.
A Mahurangi College ' Behaviour Curriculum ' is developed, with input from Faculty, prioritising proactive 'upstream' interventions - ' <i>Taught, rather than caught</i> ' A Y7&8 behaviour acronym (e.g. SLANT) is developed and implemented.	SLT (lead SLT to be appointed) HOFs & syndicate leaders SCTs	A behaviour curriculum is developed and successfully implemented, especially Y7-10. Teachers confidently teach behaviour in a structured way Pro-social behaviours are taught explicitly. Teachers report improved classroom culture / behaviour. The acronym is embedded in practice.
A tiered intervention approach for students at risk of disengagement is developed. Systems to support teachers and students are strengthened. Our attendance strategy is reviewed and enhanced	SLT HOYs	Earlier collaboration with families. Consistent approaches; more interventions investigated and made available. Improved behaviour; fewer detentions. Attendance rates rise.
<i>Ka Hikitia, Ka Hāpaitia</i> and the <i>Action Plan for Pasifika Education</i> are included in PD. Staff receive PD to support diverse learners	SENCOs LSCs SLT	Staff are empowered to support Māori to thrive. Students are well-supported to succeed. Students feel connected to school.

CURRICULUM

To continue to build an ambitious and challenging curriculum, carefully sequenced and underpinned by knowledge, including Mātauranga Māori, with particular focus on literacy and numeracy. **Every student is a competent reader.**

A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even disadvantaged pupils to clamber in to the discourse and practices of the educated, so that they gain the advantages of the powerful (Christine Counsell)

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
<p>A comprehensive literacy plan incorporating science of reading approaches is developed. A team of staff drive literacy across the school. A testing programme is implemented (baseline data established). Comprehensive interventions for those not reading at level are developed.</p>	<p>HUT HOF English Kahui Ako ASL LSCs</p>	<p>Lesson plans detail literacy approaches, including deliberate vocabulary acquisition. Students become evermore literate, evidenced by data. Data supports improving literacy rates. Library borrowing rates increase. Literacy PD is provided for staff. NCEA co-requisites literacy & numeracy >95%</p>
<p>Mātauranga Māori is authentically embedded in curricula Curriculum development continues. Faculty have sequenced Y7-9 through a knowledge concept lens. Our Mahurangi <i>Principles of Instruction</i> are evident in lesson plans.</p>	<p>HOFs SLT</p>	<p>Māori see themselves reflected in curriculum topics. Increased use of Te Reo and tikanga in all contexts. All faculty understand the process needed to build a knowledge-rich curriculum. Learning is obviously sequenced. Students are engaged and successful in their learning</p>
<p>Change programmes (NCEA, Junior - new build) are comprehensively planned</p>	<p>SLT HoFs HOD Y7&8</p>	<p>Our change programmes are successfully implemented. The junior faculty is prepared to excel.</p>

PEDAGOGY

To continue to grow highly effective teachers whose understanding of pedagogy is supported by robust research and cognitive science. **High impact teaching practice is visible in every classroom.**

A school where every teacher believes they need to improve, not because they are not good enough, but because they can be even better (Dylan Wiliam)

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
<p>Continuing staff PLD: 2023 foci - principles of instruction; explicit interactive direct instruction; high impact teaching practices; science of learning</p> <p>Clarity around what constitutes high impact (and conversely, low impact) teaching.</p> <p>Revisit key strategies: questioning, checking for understanding, feedback</p>	<p>SLT HOFs SCTs</p>	<p>Curriculum maps & lesson plans show understanding of our <i>Principles of Instruction</i>.</p> <p>High impact teaching practice is visible in every classroom.</p> <p>New content is explicitly taught in structured lessons. Staff can articulate the high impact strategies they are using and why.</p> <p>Low-cognitive activities (title pages, posters, word finds etc) are rare. Students enjoy learning</p>
<p>High-performing schools are identified and visited.</p>	<p>SLT</p>	<p>Staff develop awareness of exceptional practice. Future plans incorporate best practice.</p>
<p>Middle leaders receive coaching to help embed high impact strategies. A Mahu Teacher Profile, aligned to the professional growth cycle, is developed</p>	<p>SLT</p>	<p>Middle leaders drive high impact teaching strategies</p> <p>A Mahurangi College Instructional Coaching model is established</p>
<p>SLT visible in classes daily</p>	<p>SLT</p>	<p>Staff feel supported and receive useful feedback & coaching.</p>

