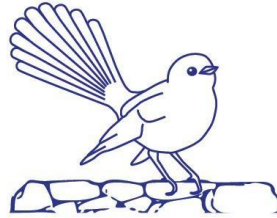


Maunu School



The Freedom to Soar
Tukuna kia rere

Charter & Strategic Plan

(2022 – 2025)

Annual Plan

2024 Specific

March, 2024



Our Mission

Maunu School is a positive and inclusive community where everyone is encouraged to be confident and actively involved so they can be effective contributors to society.

Our Vision

The Freedom to Soar Tukuna kia rere

Our Strategic Goals

Culture & Identity

Our place and responsibilities in the world

Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.

A Rich and Dynamic Curriculum

Inquiry-minded, confident, and empathetic learners who are engaged with their communities.

A rich and dynamic curriculum that will empower learners (ākongā) to be kaitianga of our unique environment.

Well Being

An environment that enhances the wellbeing of our school community

An engaged school community with a sense of connectedness, partnership and belonging for all.

- Whanaungatanga;
- Manaakitanga;
- Mahi Tahī;
- Ako

OUR FIVE FEATHER VALUES NGA HUIA RAU E RIMA

We are an inclusive school. Maunu School welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement. We believe in building strong, positive and meaningful relationships. To achieve this we value the following Five Feather Values

Whakatauki: *Mā ngā huruhuru ka rere te manu ... It is the feathers that enable the bird to fly*




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| <p style="text-align: center;">Responsibility - Takohanga Others can depend on you</p> <ul style="list-style-type: none"> ● Manages self with purpose ● Is resilient when facing change and challenges | <p style="text-align: center;">Respect - Hei Whakanui Caring about ourselves, others and the environment</p> <ul style="list-style-type: none"> ● Respects and values diversity ● Shows compassion and empathy |
| <p>Excellence - Whakaaro Pai Positive, focussed and strive to be the best you can be.</p> <ul style="list-style-type: none"> ● Perseveres to be their best ● Actively involved, engaged and contributes | |
| <p style="text-align: center;">Integrity - Kia Tūpono Doing the right thing, even when no one is looking</p> <ul style="list-style-type: none"> ● Is honest and reliable ● Is fair | <p style="text-align: center;">Curiosity – Kia Tirotiro Interested in the world around you</p> <ul style="list-style-type: none"> ● Is curious about the world ● Uses inquiry to explore and solve problems |

- **Whanaungatanga** Establishing relationships; relating well to each other. Supporting each other to grow and learn.
- **Manaakitanga** Hospitality; kindness; generosity; respect; caring for others
- **Mahi Tahī** Doing the best for each other. Working together collaboratively towards shared goals and vision.
- **Ako** The child is both teacher and learner and the teachers also learn from the child.
Ako recognises that the student’s whānau is inseparably part of learning and teaching.

MAUNU SCHOOL

STRATEGIC GOALS 2022 – 2025

The Strategic Plan was Reviewed in 2023. The Goals and Plans were added to and extended after community consultation as per MoE direction inline with the next BoT elections in 2025

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|  <p style="text-align: center;">Our Mission</p> <p style="text-align: center;"><i>Maunu School is a positive and inclusive community where everyone is encouraged to be confident and actively involved so they can be effective contributors to society.</i></p> | | | | | | |
| <p>The Freedom to Soar Tukuna kia rere</p> | | | | | | |
| <p>The Statement of National Education and Learning Priorities (NELP)</p> | | | | | | |
| Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | | |
| Learners at the Centre: Learners with their whānau are at the centre of education. | Barrier Free Access: Great education opportunities and outcomes are within reach for every learner. | Quality Teaching and Leadership: Quality teaching and leadership make the difference for learners and their whānau | Future of Learning and Work: Learning that is relevant to the lives of New Zealanders today and throughout their lives. | World Class Inclusive Public Education: New Zealand education is trusted and sustainable | | |
| <p>PRIORITIES</p> | | | | | | |
| 1: Ensure places of learning are safe inclusive and free from racism, discrimination and bullying | 2. Have high aspirations for every ākonga , and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures | 3. Reduce barriers to education for all, including for Māori and Pacific ,ākonga disabled and those ākonga with learning support needs | 4. Ensure everyākonga gains sound foundation skills, including language, literacy and numeracy. | 5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. | 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. | 7. Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to succeed in work. |



OUR GOALS

OUR INITIATIVES

IMPACTS & INDICATORS

Culture & Identity

Our place and responsibilities in the world

Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.

- Embed the core values (Five Feather Focus) and the understanding that actions have consequences, in all we do as a community
- Develop units of inquiry that investigate each student's own cultural and personal identity
- Foster local, national and international links that provide our students with a range of opportunities to interact with and learn from others.
- Children will understand the meaning and concept of Culture and community.
- Partnerships fostered between whanau and school, with particular attention to Māori families.
- Staff will actively engage in practices of te ao Maori/tikanga/te reo Maori through involvement with in-school expertise, Te Puna Reo Māori Programme, Hikairo schema PLD with Dr Lisa Watson and the Maori Achievement Collaborative (MAC).
- Children will celebrate their own culture & respect the cultures of others.
- Through use of experts and community members, we will foster and celebrate community engagement.

- Students consistently and openly demonstrate positive choices in their behaviour, actions and learning
- Students become self-motivated, self-regulated learners with positive personal integrity
- Ākonga are adaptable and have a growth mindset, understanding we are learners for life.
- Students recognise the different perspectives and viewpoints of others and respect these.
- Our school Cultural Responsiveness plan (CRP) (kawa, protocol & etiquette) will be visible. Maunu School identity is visible around the school, in programmes and in all we do.
- Culturally Responsive Pedagogy & teaching practices are evident and observable.
- Students and staff will know their pepeha and its relevance and significance
- Ākonga, community & staff are confident in observing tikanga and the agreed kawa of the school.
- Meaningful cultural experiences are included in curriculum planning and delivery
- A diverse board of trustees who reflects the range of people in the community they serve and are



- Maunu School will actively develop and deepen relationships with local iwi to learn Maunu cultural narratives and history
- Co Option of two new BoT members for cultural diversity & representation.

- inclusive of different ethnicities, cultures, ages, genders, and backgrounds.
- Input is sought from key stakeholders when changes are made within the school.



A Rich and Dynamic Curriculum

Inquiry-minded, confident, and empathetic learners who are engaged with their communities.

A rich and dynamic curriculum that will empower learners (ākonga) to be kaitiaki of our unique environment.

- Teachers recognise and promote student agency; and create opportunities for self and peer assessment
- Collaborative learning environments where students and teachers co-construct programmes together.
- Learning environments set up for collaborative learning and celebrates the tuākana/teina (buddy system) approach to teaching and learning
- Collaborative planning across teams, and where appropriate collaborative teaching practices.
- Utilise e-learning tools and thinking processes to find, analyse, organise and solve problems
- Effective programmes that promote high achievement and maximise opportunities provided
- Understand how different communities function - local, regional, national, global.
- Classroom programmes are designed to respond to diverse learning styles, to extend and enrich ākonga

- Students are proactive in their learning, including the concept of “learning how to learn”
- There is consistency within syndicates in relation to planning, programmes and assessment
- Students demonstrate accuracy and confidence in problem solving in all areas
- Students can communicate their thoughts.
- Curriculum Implementation Teams (Focus Groups) lead initiatives
- Students and staff embrace challenges, persevere and respect feedback as a path to mastery.
- Students are able to use technology to support their learning and to communicate to and with a variety of audiences.
- Students apply their knowledge through flexible and innovative learning approaches - eg: Flexi-Friday; Discovery; Fantail Friday
- Students will engage with members of the community with a focus on service.
- Localised Curriculum, Pedagogy & teaching practices are evident and observable.

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| | <ul style="list-style-type: none"> ● STEAM learning activities are evident and explicitly linked to the curriculum. (the integrated nature of learning) ● Use will be made of the wider “environment” (School, local, regional) ● Service to and in the community is promoted. ● Ākonga will exhibit a Growth Mindset ● Data informs focus for growth and development. ● Increased support for students using Structured Literacy & Numeracy, all Junior teachers are trained in BSLA, all Senior teachers are trained in iDeal. ● There is a 3 year cycle of Performing Arts; Visual Arts and STEM ● Ākonga are kaitiakitanga of the school environment and local community. Trees for Survival / Environment monitors ● Teachers explore Te Mātaiaho, the refreshed framework for the New Zealand Curriculum through targeted PLD. | <ul style="list-style-type: none"> ● Student learning is tracked and target groups are established through Reading Recovery, ALIM, ALL enrichment & extension groups. ● Ākonga receives on average an hour a day of Reading, Writing and Mathematics through a planned structured Literacy & Numeracy approach. ● Students demonstrate their Five Feather values through kaitiakitanga of the school environment and local community. |
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**Health & Well Being
Hauora**

**An environment that enhances the wellbeing
of our school community**

*An engaged school community with a sense of
connectedness, partnership and belonging for
all.*

- *Whanaungatanga;*
- *Manaakitanga;*
- *Mahi Tahī;*
- *Ako*

- PB4L strategies evident across the school and in school programmes
- Promote community engagement
- Student leadership in and across the school is active and meaningful
- Wellbeing will be based on the model: Te Whare Tapa Wha
- Children and staff will understand their whakapapa and are able to speak their pepeha.
- Maunu School and its classrooms reflect and portray that we are bicultural and in NZ
- Systems are in place to recognise the overall wellness of staff and students. (COL Achievement Challenge)
- Commitment to collaboration and involvement within the COL and HUB

- PB4L implemented and understood, in relation to the school's values and expectations of behaviour - evident in notices, classroom PB4L Modelling Book, Shared PB4L Slideshow, rewards systems & celebrations of behaviour.
- Data informs practice - PB4L meetings twice a term. Analysis of data, proactive active supervision and systems.
- Increased whanau (all ethnicities) engagement at school & community events, including volunteers.
- Staff and children enjoy success as learners for life
- Senior students take leadership roles within the school
- Te Whare Tapa Wha addresses the dimensions of Taha Hinengaro (Mental & Emotional); Physical (Taha Tinana); Family & Social (Taha Whanau);

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| | <ul style="list-style-type: none"> • Students are actively involved in fitness, PE and sport and value its role in a healthy body and mind. • The school promotes well being programmes and strategies for Ākonga, Staff & the community through 'Think & Be Me', 'Pause, Breathe, Smile', 'Mana Ake'. • The school supports systems for smooth transition to school, transition within school and transition from school. Cohort entry • The school supports sunsmart, healthy hydrated children through active promotion. • Staff greet students on arrival to classes and spend time building relationships each morning, teachers are in classes by 8.40. | <p>Spiritual (Taha Wairua); Land & Roots (Whenua) link to Pio video</p> <ul style="list-style-type: none"> • Children and staff will understand their family/whanau narrative and that of Maunu School • The school reflects the bicultural importance of NZ, and this is visually evident. • The Valuables Team (staff) plan to support wellbeing. • Children and staff are happy & enjoy being at school • Student agency informs and supports the wellbeing of all. • PLD is in line with CoL Achievement Challenges. • WiSL (within school leaders) and AST (across school leaders) work alongside teachers and students. • Targeted increase for shaded areas, hats are worn in Term 1 & Term 4, Water is promoted and encouraged in the classroom. • Students feel seen by their teachers and relationships are built on daily during settling time in classes. |
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Our Mission

Maunu School is a positive and inclusive community where everyone is encouraged to be confident and actively involved so they can be effective contributors to society.

Our Vision

The Freedom to Soar Tukuna kia rere



Culture & Identity

Our place and responsibilities in the world

A Rich and Dynamic Curriculum

Inquiry-minded, confident, and empathetic learners who are engaged with their communities.

Well Being

An environment that enhances the wellbeing of our school community

Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.

A rich and dynamic curriculum that will empower learners (ākongā) to be kaitiaki of our unique environment.

An engaged school community with a sense of connectedness, partnership and belonging for all.

- Whanaungatanga;
- Manaakitanga;
- Mahi Tahī;
- Ako

Annual Plan 2024

| <p style="text-align: center;">Culture & Identity 2024 Our place and responsibilities in the world Develop a culturally rich environment for all, so that students become confident citizens who are able to contribute meaningfully to their community.</p> | | | | |
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| Initiative | Actions | Who | When | Indicators of Success |
| Staff will actively engage in practices of te ao Maori/tikanga/te reo Māori | <p>All teachers complete a minimum 5 hours of PLD a term through the Te Puna Reo Māori Programme in 2024</p> <p>All teachers start the day with tīmatanga, use the Te Puna Reo Māori Programme as a teaching tool as per the CRP plan set out and co-constructed each term.</p> <p>Teachers & Kapa Haka Tutors will have access to Kapa Haka online as a resource to support and develop the whole school waiata & Kapa Haka.</p> <p>All teachers explore the Hikairo schema PLD with Dr Lisa Watson Teachers to explore culturally responsive pedagogies to support best practices.</p> <p>Senior Leadership Team use Leading to the North East by R. Bishop as PLG Focus</p> <p>Kaiawhina supports and targets whole school waiata development using a timetabled approach.</p> <p>Kaiawhina delivers a Mana-Manaaki Group to targeted students each week. Mana Ake coaches and mentors support targeted students through a cultural and social lens.</p> | <p>SLT Cultural Responsive Team Kaiawhina Kāhui Ako Te Puna Reo Māori Programme Dr Lisa Watson Whole Staff Community Engagement</p> | On Going | <p>Teachers will integrate Te Reo Māori in their programmes. The Te Puna Reo Māori Programme will be used as a resource to support an integrated teaching programme.</p> <p>Our school Cultural Responsiveness plan (CRP) (kawa, protocol & etiquette) will be visible. Maunu School identity is visible around the school, in programmes and in all we do. Culturally Responsive Pedagogy & teaching practices are evident and observable.</p> <p>Students recognise the different perspectives and viewpoints of others and respect these.</p> <p>Distributed Leadership. Practice prioritise relationship based learning and focuses on pedagogy</p> <p>Meaningful cultural experiences are included in curriculum planning and delivery</p> |

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| <p>Co Option of two new BoT members for cultural diversity & representation.</p> | <p>Consultation with the community - specifically our Māori community. Re-establish the rōpū - everyone's voice is at the table.</p> | <p>BoT Whole Staff Community Engagement SLT Cultural Responsive Team Kāhui Ako</p> | | <p>Communicating with whānau in a range of ways. Whānau feel comfortable communicating with the school.</p> <p>A diverse board of trustees who reflects the range of people in the community they serve and are inclusive of different ethnicities, cultures, ages, genders, and backgrounds. Input is sought from key stakeholders when changes are made within the school.</p> |
| <p>Maunu School will actively develop and deepen relationships with local iwi to learn Maunu cultural narratives and history</p> | <p>Explore Maramataka with our staff Purchase resources (calendars) to support further understanding of Maramataka. Take into consideration Maramataka when planning dates and events demonstrating CRP and understanding.</p> <p>Through our Histories Curriculum & Local experts - explore cultural narratives</p> <p>CRT with WiST explores Turangawaewae & Cultural Narratives School Production explores way of sharing local cultural narratives</p> <p>Investigate and gather community voice around current room numbers, syndicate names. Community consultation - around this once we have looked at it a CRP Team, syndicates, whole staff.</p> | <p>Whole Staff Community Engagement SLT Cultural Responsive Team Kāhui Ako</p> | <p>T1 - on going</p> <p>T1</p> <p>T3</p> <p>T2 - T4</p> | <p>Meaningful cultural experiences are included in curriculum planning and delivery</p> <p>The school reflects the bicultural importance of NZ, and this is visually evident.</p> |

A Rich and Dynamic Curriculum 2024
Inquiry-minded, confident, and empathetic learners who are engaged with their communities.
A rich and dynamic curriculum that will empower learners (ākongā) to be kaitiaki of our unique environment.

| Initiative | Actions | Who | When | Indicators of Success |
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| <p>Classroom programmes are designed to respond to diverse learning styles, to extend and enrich ākongā</p> <p>Localised Curriculum: Use will be made of the wider 'environment'</p> | <p>SOD Harbour Tour & Cultural Narratives PLD</p> <p>Further unpack Histories Curriculum - PLD with teachers</p> <p>Matariki Festival held in 2024: 24th to 27th March. Ākongā are involved in rotations and activities with local experts. Connections are made with local schools to celebrate and share our learning together.</p> | <p>SLT Cultural Responsive Team Whole Staff Community Engagement</p> | <p>T1 SOD</p> <p>On Going Dec 2024</p> <p>T2</p> | <p>Localised Curriculum, Pedagogy & teaching practices are evident and observable.</p> <p>Our planning links to the local environment.</p> <p>Connections with other schools developed.</p> <p>Children are learning about their narrative and their place in the world.</p> <p>Children and staff will understand their family/whanau narrative and that of Maunu School.</p> |
| <p>Data informs focus for growth and development.</p> <p>Increased support for students using Structured Literacy & Numeracy Approach.</p> | <p>Analyse data from End of Year Assessment OTJ & PAT Data.</p> <p>Share with staff the results of AOV from 2023.</p> <p>Link student information directly to AOV to allow teachers to see their specific students.</p> <p>Increase Reading Recovery (RR) provision in 2024 from 0.4 to 1.5 staffing provision. Train a new teacher with RR</p> <p>Both Deputy Principals train in ALL & ALIM to target groups and support further PLD in Maths & Literacy in the intervention & enrichment space.</p> <p>Train two Junior teachers in BSLA to ensure</p> | <p>SLT Whole Staff Teachers Community Engagement</p> | <p>End of 2023 Data Analysis</p> <p>T1 - T4</p> <p>T1 - T4</p> | <p>Student learning is tracked and target groups are established through Reading Recovery, ALIM, ALL enrichment & extension groups.</p> <p>Ākongā receives on average an hour a day of integrated Reading, Writing and Mathematics through a planned structured Literacy & Numeracy approach.</p> |

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| | <p>all Junior teachers Year 0-3 are trained in BSLA.</p> <p>Purchase iDeaL Licences for all Senior Syndicate Teachers. All teachers attend a TOD on Structured Literacy (Feb) All Senior teachers are trained in iDeaL working alongside the Kāhui Ako & Pam Weir as our facilitator.</p> <p>The SMT attend PLD with TLF (Rob Profitt White) Feb Maths Curriculum Team attend all PLD sessions with TLF Structured Numeracy Approach & pedagogy.</p> <p>Differentiated programmes to support priority learners including our G&T Students.</p> <p>Include time in fortnightly staff meetings to value curriculum focuses. At least one maths and one literacy meeting per term. Time prioritised in syndicate meetings to share structured literacy and structured numeracy best practise from Curriculum Leads.</p> | | <p>T1 - T4</p> <p>T1 - T4</p> <p>T2 - T3</p> <p>On Going</p> | <p>Structured Literacy using iDeaL is weaved into our PLD throughout the year inline with the Kāhui Ako goals. Professional conversations are shared at a syndicate level, kura level and across our Kāhui Ako.</p> <p>Curriculum Lead Teachers and members of the SMT attend the PLD and online sessions. Sessions are recorded and shared with teachers. Lead teachers share best practice at syndicate level, kura level and discussions are had with the new AST for Maths within the Kāhui Ako.</p> <p>Termly meetings are opportunities for professional conversations, reflections, sharing of resources and best practice.</p> <p>Opportunities to moderate both within a syndicate, kura level and Kāhui Ako.</p> |
| <p>Teachers recognise and promote student agency; and create opportunities for self and peer assessment</p> <p>Àkongā will exhibit a Growth Mindset</p> | <p>Pb4L values and expectations are explicitly taught.</p> <p>Goal setting - Three Way Interviews</p> <p>Growth Mindset Professional Development: Work with students around 'The Learning Pit' Resilience Perseverance</p> <p>Integrate opportunities for self and peer assessment into the curriculum across all</p> | <p>SLT Whole Staff Teachers Community</p> | <p>T2</p> | <p>Increased Student Engagement and Ownership: Observations of students taking initiative in their learning, actively participating in decision-making processes, and demonstrating a sense of ownership over their educational journey. Feedback from students indicating a greater sense of autonomy and responsibility in their learning experiences.</p> |

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| | <p>subjects Provide students with training and support in self-assessment techniques, peer feedback skills, and growth mindset principles. Parent and Community Engagement: Involve parents and the broader community in supporting student agency and growth mindset development. Share information about the importance of these concepts and encourage parents to reinforce them at home.</p> | | | <p>Students can communicate their thoughts, ideas & next learning steps</p> <p>Staff and children enjoy success as learners for life</p> <p>Observable instances of students embracing challenges, persisting through obstacles, and demonstrating resilience in the face of setbacks. Student reflections or feedback indicating a shift in mindset towards embracing learning opportunities and viewing mistakes as opportunities for growth.</p> |
| <p>Teachers explore Te Mātaiaho, the refreshed framework for the New Zealand Curriculum through targeted PLD.</p> | <p>2 TOD provided by the MOE & Curriculum Leads to further develop and support the teaching team with Te Mātaiaho, the refreshed framework for the New Zealand Curriculum</p> | <p>SLT Whole Staff Teachers Community</p> | <p>On going from 2023</p> | |

Well Being 2024

**An environment that enhances the wellbeing of our school community
An engaged school community with a sense of connectedness, partnership and belonging for all.**

- Whanaungatanga;
- Manaakitanga;
- Mahi Tahī;
- Ako

| Initiative | Actions | Who | When | Indicators of Success |
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| <p>The school promotes well being programmes and strategies for Ākonga, Staff & the community through 'Think & Be Me', 'Pause, Breathe, Smile', 'Mana Ake'.</p> | <p>Train new teacher in Pause, Breathe Smile</p> <p>Work with Mana Ake to target support and Tier 1 Wellbeing programmes within the school looking at identified needs from PB4L Analysis of Data.</p> <p>Begin the 'Think & Be Me' Programme with Ākonga Complete the PLD with Staff 'Think & Be Me' Term 1</p> <p>2 teachers train in the Incredible Years Programme</p> <p>High expectations of teachers and their classroom management. Students feel their classrooms are a safe place to learn and be themselves (relationship building, routines). Once students feel safe and valued, then they are able to learn.</p> | <p>SLT Whole Staff Think & Be Me Mana Ake PBS Community Engagement</p> <p>RTL</p> | <p>T1 - T4</p> <p>Establish T1 On Going</p> <p>T1 PLD On Going End of Dec 2024</p> <p>T1 & T2</p> | <p>PB4L implemented and understood, in relation to the school's values and expectations of behaviour.</p> <p>Displays within classrooms value and welcome students / whanau</p> <p>Students feel safe and valued - Positive feedback from students regarding their feelings of safety, support, and respect within the classroom indicates that the teacher's efforts in relationship-building and creating a nurturing environment are effective.</p> <p>Improved academic outcomes Increased student engagement and active participation in class activities, discussions demonstrate that students feel comfortable and motivated to contribute to their learning.</p> <p>Reduction in disruptive behaviour and entries in PB4L signifies that students are respecting classroom rules and expectations</p> |
| <p>Systems are in place to recognise the overall wellness of staff and students. (COL Achievement Challenge)</p> | <p>Link Te Whare Tapa Wha model & resources including song on the school website</p> <p>Wellbeing WiST / Student Lead Teacher</p> | <p>SLT Cultural Responsive Team WiST</p> | <p>On Going</p> <p>T2</p> | <p>Te Whare Tapa Wha addresses the dimensions of Taha Hinengaro (Mental & Emotional); Physical (Taha Tinana); Family & Social (Taha Whanau); Spiritual (Taha Wairua); Land & Roots (Whenua)</p> |

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| | <p>checks to ensure we are providing opportunities for our students wellbeing using Te Whare Tapa Wha</p> <p>Wellbeing WiST / Student Lead Teacher recreates a student well being group.</p> <p>Work with our Kāhui Ako WBHS for Year 6 Growth Coaching Model</p> | <p>Wellbeing / Wellbeing Lead Teacher Whole Staff Community Engagement LT</p> | <p>On Going</p> <p>T1 On Going</p> | <p>Student agency informs and supports the wellbeing of all.</p> <p>PLD is in line with CoL Achievement Challenges. WiSL (within school leaders) and AST (across school leaders) work alongside teachers and students.</p> <p>A range of Health & Well Being strategies are evident in programmes e.g, Pause, Breathe Smile, Sport, Fitness, Kapa Haka, Music Mindfulness, Sun Smart, 5 Ways to Well Being</p> |
| <p>The school supports systems for smooth transition to school, transition within school and transition from school. Cohort entry</p> <p>Transition (Students & Staff)</p> | <p>ECE Transition - look at ways to further support both ākongā & their whānau - New ākongā & whānau to the school & community</p> <ul style="list-style-type: none"> - Mihi Whakatau / Meet the Team 1st Day - Sports & Extra Curricular Grps Advertised with the community - Powhiri every term - Cohort entry model, three NE visits with planned approach, tours and meetings with Dp & Principal - Meet with whānau prior to the first day - <p>Transition within school - Flexi Friday style workshops / Meet the teacher / RTLB support groups</p> <p>Systems to support staff voice / exit interviews</p> | <p>SLT Cultural Responsive Team MAC Whole Staff Community Engagement LT</p> | <p>T1 - ongoing Termly</p> <p>T3 - T4</p> <p>On going</p> <p>As new staff join / leave the team</p> | <p>Cohort Entry policy is in place Systems to support transition is evident through NE visits & support</p> <p>Powhiri is held every term for new whānau. Our Transition to school lead teacher visits Best Start ECE once a term. Our Transition to & from school team make contact with ākongā's ECE & whānau prior to coming to school. System set up to communicate with whānau prior to them starting at Maunu School</p> <p>Google Form Feedback Reflection System Teacher Aide Meetings Principal Meet with all Staff</p> |

