

School Charter  
Strategic and Annual Plan for  
MAHANA SCHOOL - 2021  
for the period of  
2022 - 2024



Principals' endorsement:	Paul Shand
Board of Trustees' endorsement:	Tammy Pegg
Submission date to Ministry of Education:	

**Mahana School 2022 - 2024**  
**Introductory Section - Strategic Intentions**

<b>Mission Statement</b>	To provide a warm, engaging environment <b>where each child is known, valued and cared for</b> , enabling them to learn and grow.
<b>Vision</b>	To enable our students to make a difference in the world growing into great adults who are <b>caring curious and creative</b>
<b>Values / Mahanatanga 'WARM'</b>	<p style="text-align: center;"><b>Whanaungatanga</b> – community, connections and relationships  <b>Ako</b> – learning happens in a variety of ways &amp; requires effort and engagement  <b>Rangatiratanga</b> – we lead, we persevere, we are resilient  <b>Manaakitanga</b> – we respect and care for each other and our environment</p>
<b>Whakatauki</b>	<p style="text-align: center;"><b>Tae rawa te mahanatanga ki tōu ngakau, ka haere ki te ao mārama.</b>  <i>Hold your Mahanatanga close to your heart and go out and thrive in the world.</i></p>
<b>Principles/Kaupapa</b>	<p style="text-align: center;">We are committed to providing ...</p> <ul style="list-style-type: none"> <li>*A Charter that is a living document that the community are committed to, that capacity is provided to allow us to reach our goals and goals are clear, specific and measurable</li> <li>*A warm, caring and friendly family environment for all students and whānau</li> <li>*An environment promoting participation &amp; effort in all activities including academic, the arts &amp; sports</li> <li>*An environment celebrating uniqueness, that is emotionally, socially and physically safe for all</li> <li>*A place where effort is encouraged &amp; resilience is developed through growth mindset, risk taking, challenge and confidence building</li> <li>*A community of learning where teachers, students and whānau work in partnership to ensure the best outcomes for all and encourage lifelong learning</li> <li>*A curriculum providing for curiosity, creativity, innovation, problem solving and reflection</li> <li>*A love of our local environment, investigating ways of protecting it for the future</li> </ul>
<b>Māori Dimensions and Cultural Diversity</b>	<p style="text-align: center;">Mahana School develops procedures and practices that reflect New Zealand’s cultural diversity and the unique position of Māori.</p> <p style="text-align: center;">Mahana School will take all reasonable steps to provide instruction in te Reo Māori and tikanga Māori.</p> <p style="text-align: center;">To achieve this, Mahana School will...</p>

- \*Incorporate and normalise tikanga and te Reo Māori into daily practices and learning
  - \*Mihi Whakatau new students and families each year
  - \*Ensure there are adequate resources to support programmes
  - \*Celebrate Matariki and Māori Language Week
  - \*Assist staff in increasing their ability and confidence in te reo Māori and tikanga Māori
  - \*Provide opportunities for students to celebrate their own cultural backgrounds and affiliations
- Mahana School will take all reasonable steps to improve Māori achievement.  
To achieve this, Mahana School will...
- \*Consult regularly with the Māori community
  - \*Incorporate elements Ka Hiikitia & Relationship Based Learning throughout all programmes
  - \*Maintain close and positive relationships with whanau
  - \*Maintain a welcoming and positive environment for whanau
  - \*Provide opportunities for Māori students to engage with and be proud of their Māori identities
  - \*Monitor Māori achievement and keep the Board informed each year.
  - \*Adapt programmes where possible to better suit the needs of Māori students

**Students' Learning**

**Baseline Data or School Context**

SUMMARY OF ACHIEVEMENT, (OTJs), TERM 3 2021 - Data shows actual student number and % (Total of 57 tamariki)												
#, %	READING				WRITING				MATHS			
	Well Below	Below	At	Above	Well Below	Below	At	Above	Well Below	Below	At	Above
<b>Total All Students</b>	2, 3.5%	9, 16%	32, 56%	14, 25%	2, 3.5%	7, 12%	45, 79%	3, 5%	2, 3.5%	8, 14%	42, 74%	5, 9%
<b>Total Male</b>	2, 7%	6, 25%	12, 50%	4, 17%	2, 7%	4, 17%	17, 71%	1, 4%	2, 7%	4, 17%	15, 63%	3, 13%
<b>Total Female</b>	0	3, 9%	20, 61%	10, 30%	0	3, 9%	28, 85%	2, 6%	0	4, 12%	27, 82%	2, 6%
<b>% All</b>	11, 19%		46, 81%		9, 16%		47, 84%		10, 17%		47, 83%	

Students												
% Male	32%		67%		24%		75%		24%		76%	
% Female	9%		91%		9%		91%		12%		88%	
Maori %	0%	0%	33%	66%	0%	0%	100%	0%	0%	0%	66%	33%
Pacific %	0%	0%	50%	50%	0%	0%	100%	0%	0%	0%	100%	0%
Y1	0%	5, 45%	5, 45%	1, 9%	0%	0%	11, 100%	0%	0%	0%	11, 100%	0%
Y2	0%	1, 25%	2, 50%	1, 25%	0%	1, 25%	3, 75%	0%	0%	1, 25%	3, 75%	0%
Y3	0%	0%	2, 50%	2, 50%	0%	0%	4, 100%	0%	0%	0%	3, 75%	1, 25%
Y4	0%	1, 17%	2, 33%	3, 50%	0%	0%	6, 100%	0%	0%	2, 33%	4, 67%	0%
Y5	0%	1, 10%	7, 70%	2, 20%	0%	2, 20%	7, 70%	1, 10%	0%	0%	9, 90%	1, 10%
Y6	2, 13%	1, 7%	10, 67%	2, 13%	2, 13%	3, 20%	10, 67%	0%	2, 13%	3, 20%	9, 60%	1, 7%
Y7	0%	0%	1, 50%	1, 50%	0%	1, 50%	1, 50%	0%	0%	1, 50%	1, 50%	0%
Y8	0%	0%	3, 60%	2, 40%	0%	0%	3, 60%	2, 40%	0%	1, 20%	2, 40%	2, 40%

Achievement for all students at Mahana School at or above age level expectations is 81% for Reading, 84% for Writing and 83% for Maths.

Achievement for Māori and Pacific students show all are at or above in all areas reported, Reading, Writing and Maths.

Male students are overrepresented for achievement below age level expectations in all areas reported.

Yr 1 is over represented as below due to new entrants starting at various times in the year and of which many will remain as Y1s next year.

In comparison to T3 2020, % at or above, for Reading was 87%, Writing was 81%. and Maths was 77%

For the focus Maths, at and above in T1 2020 was 66%, raised to 77% by the end of 2020 and up to 83% at the end of 2021.

11 students were well below or below at the end of 2020. Our target for 2021 was to shift them to their expected level. (3 left) so of the remaining eight, 4 or 50%, are now at their expected level - all progressing from Below to At. Another 1 progressed from Well Below to Below. 3 made no change remaining as they were, (2 Well Below and 1 Below).

<p><b>Student Engagement</b></p>	<p><b>Attendance: 2018:</b> All tamariki – 91%, Māori – 88%, <b>2019:</b> All tamariki - 91%, Māori - 84%, <b>2020:</b> All tamariki 91.45% , Māori 89.01%, 2021 All tamariki – 90.77%, Māori – 92.72%</p> <p><b>Student Voice:</b></p> <p>Student voice was collected by our Kahui Ako at the end of 2021. In summary, enablers included: students value our small size and the positive effect it has on learning and school values are a part of our learning. Teachers provide feedback and feedforward, goals are set by teacher and student and checklists are used. Students are aware of what they are learning. Student voice identified as barriers were: monitor all learners not just ‘lower’ ones, more direct teaching, not having the same goal all the time and a wider curriculum coverage is needed.</p> <p>Focus maths students from each class were asked the 3 Impact Coaching questions weekly, (What are you learning today? How do you know you’re doing well? What are your next steps?), to help measure student understanding and the impact and effect of our teaching practice on these. Review of these indicates more is needed, (e.g. use of working walls), to ensure all questions can be fully understood and effectively reflected on by akonga.</p>
<p><b>Kāhui Ako ki Motueka</b></p> <p><b>Motueka Community of Learning</b></p>	<p>Dr Russel Bishop’s research identifies significant links between pedagogies promoted through the RBL Profiles, ‘Teaching to the North East’, and increased student achievement. The work undertaken around Relationship Based Learning, supported by Impact Coaching, has been a key strategy in working towards our Strategic Aims in particular, the work of our Guiding Coalition, and the development of our GPILSEO Map.</p> <p>Planned actions will be supported through the Kahui Ako Achievement Challenge Plan as we look to embed the RBL and Impact Coaching practices and grow our areas, the ‘Three Pillars’, of Effective Teaching, Transition Processes and Localised Curriculum. The Achievement Challenge plan for our Kāhui Ako has been informed and driven by the common objectives of the strategic plans of the Kāhui Ako schools. Dr Bishop commented in an AST interview in 2021 that “...dialogue and interactions are key to learning and forming relationships but not only that! Relationships for ‘care’ and ‘well being’ are great but not enough for learning. ‘Learning Relationships’ are more. Self determined/directed learning is the key. It is not enough to say yes, we do that. We need to share evidence of this.” This is our challenge.</p>
<p><b>School Organisation and Structures</b></p>	<p><b>Health and Safety</b> - The board of trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, NZ standards, and approved codes of practice.</p> <p><b>Personnel</b> - Employees are one of the school’s most valuable resources. Maintaining and developing the most suitable staff and highly collaborative climate will enhance the teaching and learning environment of Mahana School.</p> <p><b>Property</b> - Maintenance of school property, grounds and equipment is vital to achieve an environment that is safe, engaging and conducive to teaching and learning.</p> <p><b>Finance</b> - We are committed to operating an effective budget that puts students’ needs first.</p>

<b>Review of Charter and Consultation</b>	The charter will be reviewed once every three years on the appointment of a new board. A review and update was completed in 2020 following a Community Consultation Evening to inform our strategic direction held Dec 2019. The next review is due during 2022 post School Board of Trustees elections.
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### Strategic Section

<b>Strategic Goals</b>		<b>Core Strategies for Achieving Goals 2022 - 2024</b>
<b>Students' Learning</b>	To improve outcomes for all students, particularly Māori and Pasifika, and children with special needs. Accelerate progress of students performing below expectations.	<p>Learning in maths will reflect teaching and learning strategies developed from our PLD. Growth mindsets to be developed in students following staff PLD 'Maths Mindsets online from Stanford University.</p> <p>Effective - use of learning progressions framework, working walls, rich maths tasks &amp; open ended questions, formative assessment, planning of a balanced approach, including the 5 proficiencies and all strands and students assessing their own learning and progress.</p> <p>Increase digital fluency and effective use of technology by students enabling them to create, think critically and to share ideas with others. Provide opportunities for them to be creators as well as effective consumers.</p>
<b>Student Engagement / Well Being</b>	<p>Improve engagement for all students particularly in mathematics and literacy.</p> <p>Use our school values for reference for learning and interactions.</p>	<p>Regular and planned discussions in a variety of groups will promote engagement and learning in maths, following our maths PLD direction.</p> <p>Using the RBL Profile to develop and embed Teaching to the North East through strategies such as growth mindset, social learning, ensuring a culture of understanding and acceptance that mistakes are a part of learning.</p> <p>Cultivating a climate of sharing and discussion, peer evaluation, feedback and feedforward, power sharing, and co-construction. Continue to seek relevant and valuable student voice to provide a measure of how we are going and to inform our next steps.</p> <p>Promoting understanding and use of our school values.</p> <p>Develop students' understanding of 'Zones of Regulation' and Kidpower language to provide tamariki with improved skills to identify how they are feeling and how to manage feelings and relationships in the classroom and playground.</p>
<b>Property &amp; Finance / Well Being</b>	<p>Operate within annual grants.</p> <p>Improve learning environments as set out in the ten-year plan.</p>	Use AMS funding available from July 2022 and an effectively planned 10YPP to enhance our learning spaces to promote student achievement and effective teaching.

	Continually upgrade and beautify the school environment to enhance student engagement.	
<b>Health, Safety &amp; Well Being</b>	Regularly review and minimise risks to staff and students and maximise well being/hauora.	As a school, we will all develop an understanding of the 'Zones of Regulation' and Kidpower strategies to provide tamariki with improved skills to identify how they are feeling and how to manage feelings and relationships.  Provide an engaging and fun environment based on student voice.
<b>Personnel</b>	Develop pedagogy around effective teaching and learning practice. Strengthen staff curriculum understanding and knowledge.	Use our maths PLD to develop effective teaching and learning in maths. Familiarise staff with the GPILSEO model and to be able to use it for guiding and reflecting on our goals.  Develop an understanding of the Relationship Based Learning Profile. Put the RBLP into practice to 'Teach to the North East' and use impact coaching for reflecting on practice. Dr Bishop's suggestion is dialogue and interactions are key to learning and forming relationships but not only that! Relationships for 'care' and 'well being' are great but not enough for learning. 'Learning Relationships' are more. Self determined/directed learning is the key. It is not enough to say yes, we do that. We need to share evidence of this.  Use our Digital Fluency PLD and collaboration with the other schools involved to increase confidence and understanding of how to facilitate digital fluency with our tamariki.

### Annual School Improvement Plan 2022- SUMMARY

<b>Domain</b>	<b>Strategic Goal</b>	<b>Target</b>	<b>Short Report</b>
<b>Students' Learning</b> Maths	To improve achievement for all our students in mathematics. To develop effective use of technology to increase digital fluency.	To have all 10 students, (17%), identified as 'well below' and 'below' achieving 'at' their expected level in mathematics by the end of the year.  Use the 'Maths Learning Progression Framework' effectively to help inform, develop and monitor student learning. Use rich maths tasks and open- ended questions. Use working walls to help akonga identify what they are learning, how they are learning, and next steps; (effectively answer the 3 impact coaching questions).  Share evidence, review and reflect the above.	

<b>Student Engagement / Well Being</b> Maths	To improve engagement and achievement for all our students. Use our school values for reference for learning and interactions	Use the 'Zones of Regulation' and 'Kidpower' strategies to help students' understanding and use skills to identify how they are feeling and how to manage a range of feelings and relationships. Continue to promote effective understanding and use of our school values.	
<b>Property and Finances / Wellbeing</b>	To beautify our environment and provide engagement for our students.	Use AMS funding available from July 2022 and an effectively planned 10YPP to enhance our learning spaces to promote student achievement and effective teaching.	

<b>Improvement Plan - Domain: Students' Learning</b>				
<b>Strategic Goal:</b> To improve achievement for all our students in mathematics. To develop tools & methods to allow learners to be self directed in their mathematical learning To develop and use tools and methods to formatively assess each learner.		<b>Annual Goal:</b> To have all 10 students 'well below' and 'below' achieving 'at' their expected level in mathematics by the end of the year. To have all students be able to effectively answer the three Impact Coaching questions as a measure of the understanding of their learning and as an impact of effective teaching. Develop knowledge & understanding of the LP for our learners. Formulate a Planning Overview, weekly & daily planning maps for strands, integration, proficiencies, rich tasks and knowledge.		
<b>Baseline data and Annual Target</b>				
<b>Year</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022 Target</b>
<b>Maths OTJ</b>	24% Below	17% Below	14% Below	0% Below
	10% Well Below	6% Well Below	3.5% Well Below	0% Well Below
Total WB & B	34%	23%	17.5%	0%
In mathematics achievement the % of Below in 2019 dropped by 6% in 2020 and then another 3% in 2021. The % of Well Below dropped by 4% from 2019 to 2020. In 2019 the % of all students assessed as Below or Well Below dropped from 34 to 23% and then dropped in 2020 from 23 to 17% and then to 14% in 2021. Overall those well below and below have reduced from 34% to 17.5%, (almost by half), in two years. This is really pleasing but as a small school students coming and going can affect our data and we must continue to develop sustainable effective practice that we know is making a difference.				
<b>Key Improvement Strategies</b> <i>What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?</i>				
<b>When</b>	<b>What (examples)</b> <i>Consider goal clarity &amp; communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	<b>Who</b>	<b>Indicators of Progress</b> <i>What will we see?</i>	



T1 - T3 2021	Complete our MOE funded PLD with Cognition Education based around Cultural Responsiveness in maths context. <a href="#">2022 Maths PLD Plan</a>	Cognition Edtn Staff	Participation in Maths PLD and continue to develop <a href="#">Maths PLD Louise Notes 2021-22</a> by the end of term two, staff will become more familiar with using a range of grouping and promoting discussion through rich maths tasks. <a href="#">Rob P-W PLD Notes 2021-22</a>
T1 - T4	Communicate & plan our maths goals and strategy through lense of Guiding Coalition's GPILSEO Map Focus maths meetings every 3-4 weeks (through the year) Impact Coaching at least twice during the year.	WST/DP and Principal Staff	Teachers will be able to identify key goals and actions around maths using our GPILSEO Map. Impact Coaching termly, Monitoring Meetings & Feedback regarding groups and tasks trials. Track results across classrooms. Teachers will provide the means, working walls, formative assessment, feedback & feedforward for learners to understand & communicate 'What are you learning today? How do you know you're doing well?', 'What do you think are your next steps?', (the 3 impact coaching questions) to focus learning and make this more visible. Student voice collected for the 3 IC questions.
T1	Complete summative assessments. Identify focus students in maths. Create working walls for T1. Continue PLD with Louise Cognition Edtn Attend Rob Proffitt-White PLD	Staff Students Rob PW Lousie Cognition Edtn	Staff continue to follow actions identified through GPILSEO Map. Discuss & identify goals for Maths PLD and Relationship Based Learning. Working wall set up for T1 strand(s). At least one rich task used weekly. Examine and discuss effective planning for a balanced approach in maths. Examine and develop further understanding of Learning Progression Framework. Investigate and Identify formative assessment practice to use in class. Investigate and identify one technique for facilitating more self directed, (visible), learning.
T2	Continue PLD and goals with lousie Cognition Edtn Attend second workshop with Rob Proffitt-White (or in T3 TBC).	Staff Students Rob PW Lousie Cognition Edtn	Identify and begin to formulate effective planning for a balanced approach in maths. Working wall set up for T2 strand(s). At least one rich task used weekly. Implement at least one aspect of new learning around planning for a balanced approach in maths. Implement and develop at least one understanding of the Learning Progression Framework. Implement & trial at least one formative assessment practice in class.

			Implement & trial at least one technique to facilitate more self directed, (visible), learning.
T3	Complete summative assessments Complete hours with Louise, (if not already in T2)	Staff Students	Establish school wide effective planning for a balanced approach in maths. Continue implementation and trialling of LPF, formative assessment, and self directed learning. Student voice collected around effect and engagement of working walls, use of LPF, formative assessment practice and possible impact on self directed learning.
T4	Review goals, progress and process.	Staff WST/DP & Principal	Use & review effective planning for a balanced approach in maths. Identify key 'must dos' for maths. Reflection on GPILSEO Map and Analysis of Variance completed for maths goal to inform and identify next steps.

**Monitoring** *How are we going? – check student outcomes every term Where are the gaps? What needs to change if this is not working?*

Scheduled staff meetings at least twice per term. Summative assessment twice a year. Reflection and review at the end of the year.

Impact coaching data collation. Review of GPILSEO Map at end of T3 to determine what needs to change.

**Resourcing** *How much money and time is needed? Who will help us?*

40 hours MOE funded PLD with Cognition Education remaining. 4 days of workshops to be funded by us in collaboration with Kahui Ako schools involved. Release time provided for attending PLD. Staff meeting time committed to maths goals. Teacher release needs to remain a priority to allow time for further development of our goals. Staff capability to be developed by our collaborative culture and commitment to goals.

**Long Term Strategic Goal Summary: 2020 Review & Begin to Develop, 2021 Continue to Develop, 2022 begin to Embed, 2023 Embed & Maintain, 2024 Review**

**Improvement Plan - Domain: Students' Engagement / WellBeing**

**Strategic Goal:** To improve engagement and achievement for all tamariki.

**Annual Goal:** To increase students' understanding of their learning in maths. (Make learning more visible.)

**Baseline data and Annual Target**

To have all students be able to 1. Know what they are learning; 2. To know if they are doing well; 3. Know their next step.

Data collected by measuring how effectively target students answer the three Impact Coaching questions; 1.'What are you learning today? 2. How do you know you're doing well? 3. What do you think are your next steps?'

This measure will help us identify the effect of new teaching and learning strategies developed from our PLD around Maths and use of working walls. Recorded responses to the three Impact Coaching Questions in classroom maths context were undertaken for four weeks, (interrupted by COVID) using a 1-3 scale where: 1= unclear, 2 = beginning to clarify & 3 = clarity.

## 2021 Baseline Data

Benchmark used to measure the understanding of the three Impact Coaching Questions (3ICQ)

### COLLATION OF RESPONSES FOR 3 IMPACT COACHING QUESTIONS (3 ICQ) Term 2 & 3

Three students from three classes were asked the 3 questions & recorded each week for 4 weeks, (9 students total). Recordings doc [HERE](#)

Total of 87 responses recorded as 1, 2 or 3. (1= unclear 2 = beginning to clarify 3 = clarity)

Questions asked: 1. What are you learning today? 2. How do you know you're doing well? 3. What do you think are your next steps?

#### 3 ICQ Response Results For Each Question

Response Score	Question 1	Question 2	Question 3	Overall for Scores
1	18/29, 62%	22/29, 76%	26/29, 90%	66/87, 76%
2	10/29, 35%	7/29, 24%	2/29, 7%	19/87, 22%
3	1/29, 3%	0/29, 0%	1/29, 3%	2/87, 2%

#### 3 ICQ Response Results For Each Class

Response Score	Class 1	Class 2	Class 3	Overall for Scores
1	8/18, (44%)	26/33, (79%)	32/36, (89%)	66/87, (76%)
2	9/18, (50%)	6/33, (18%)	4/36, (11%)	19/87, (22%)
3	1/18, (6%)	1/33, (3%)	0/36, (0%)	2/87, (2%)

**Summary of Results:** For all questions, the majority of response scores were a score of 1 or unclear, (62-90%). In some instances a two was recorded, (7-35%) and seldom was a three scored, (0-3%). Overall, the clarity was lower as question number ascended.

**Annual Target:** Nominated target students from all three classes will have a majority of 3 ICQ responses that score 2 or 3, rather than 1.

This will indicate progress in clarity and understanding of maths learning in each class established from baseline data. Visible learning created.

**Key Improvement Strategies** *What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*

When	What (examples) <i>Consider goal clarity &amp; communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see?</i>

T1	<p>Working walls used in class. Focus students asked 3 Impact Coaching Questions weekly.</p> <p>Establish a timetable for staff undertaking Stanford University's Maths Mindsets PLD online. (10 mins or at least one module each staff meeting - as a trial)</p> <p>Establish new recording and evaluation for 2022 for asking students the three Impact Coaching Questions; 'What are you learning today? How do you know you're doing well? &amp; What do you think are your next steps?'</p> <p>Identify at least one learning from Maths Mindset Course to help engagement and mindset.</p>	Paul Carolyn Staff	<p>Working walls visible in class.</p> <p>Recording sheets completed weekly for focus students responses to 3 IC questions &amp; reviewed in scheduled staff meetings.</p> <p>Attending sessions of Stanford Maths Mindset online and shared google doc notes taken.</p> <p>Complete <a href="#">staff session of Kidpower</a>.</p> <p>Use website to find resources for use with students and share with classes.</p>
T2	<p>Continue participation in Maths Mindsets online sessions and notes taken to reflect key learning.</p> <p>Implement facilitation of at least one learning from Maths Mindset Course to help engagement and mindset.</p> <p>Community invited to Kidpower session run by facilitator.</p>	Staff	<p>Minutes/notes recorded from Mindset sessions on shared document. Trial of at least one aspect, to trial promoting student growth mindset in maths in class.</p> <p>Staff discussion &amp; feedback on strategies to be used in class.</p> <p>Implement Kidpower language and understanding as appropriate.</p> <p>Community session of Kidpower (TBC - due to CPF settings)</p>
T3	<p>Continue, review and reflect on implementation above from T2.</p> <p>Collect student voice around success &amp; next steps for mindset strategies implemented.</p> <p>Celebrate all examples of growth mindset displayed by tamariki.</p>	Staff	<p>Feedback from students, staff and whānau around understanding and effectiveness.</p> <p>Communicate strategies and learning via eesaw posts, assemblies, sharing examples, emails to whānau and newsletters.</p>
T4	Continued participation and reflections.	Staff	Staff review and reflection on success and next steps for mindset and kidpower language used. Is learning visible?
<p><b>Monitoring</b> <i>How are we going? – check student outcomes every term Where are the gaps? What needs to change if this is not working?</i></p> <p>Take time and provide time to reflect on key learning. How to then implement this? How to measure? Focus on growth mindset, change in attitude, or understanding of strategies, language, etc?</p>			
<p><b>Resourcing</b> <i>How much money and time is needed? Who will help us?</i></p>			

Time allocated for attending online Mindset sessions together as a staff. Home and School funding Kidpower sessions for staff, Manawanui and community.

**Long Term Strategic Goal Summary: 2020 Review and Begin to Develop, 2021 Continue to Develop, 2022 begin to Embed, 2023 Embed and Maintain, 2024 Review**

**Other 2022 Key Improvement Strategies &/or Actions to Achieve Strategic Vision**

<b>Property</b> (summarised from property plan)	<b>Short Report</b>	<b>Finance</b>	<b>Short Report</b>
Identify and prioritise possible ways to enhance student learning areas to promote student achievement using ASM funding due in July 2022. Review any relevant findings from assessments made by Improving Classrooms in Small or Remote Schools, audit and those from condition assessment reports as part of the 10YPP review process. Complete new 10YPP with property advisor and new property 'hub'. Develop visuals of the school values, vision and mission.		Effectively plan for and use AMS funding due 2022 prioritising Priority Two issues and also effective and engaging learning environments. Monitor spending to limit projected deficit balance at end of year.	
<b>Personnel</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report</b>
Staff to participate in new Kāhui Ako PLGs based on individual identifying needs and goals. Staff to have regular impact coaching, at least once per term, to help reflect on teaching and learning practice. Staff to participate in the self review process.		Health consultation completed 2020 & due in 2022. Consultation with Māori carried out in 2020 & is due in 2022. (Establish the most important elements identified by our community, e.g. swim safe, sex ed, well being, etc.)	