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<b>Strategic Aim:</b> <b>Analysis report</b>	<p>To provide quality learning programmes that will continue to raise achievement and engagement in learning, embedded in our Annual Educational Objectives that:</p> <ul style="list-style-type: none"><li>• embrace our Guiding Statement —“Student centred learning and achievement—Students First”;</li><li>• address our school wide Achievement objectives</li><li>• bring “Equity and Excellence” to all we do</li><li>• engage in and addresses our school’s Transformative Learning and Schooling philosophy</li><li>• embrace our vision of effective learning pathways—“Personalised Learning Journey”</li><li>• embrace our Professional Learning and Development philosophy founded on the principles of Positive Behaviour for Learning, Culturally Responsive Relational Pedagogy, Restorative Practices</li><li>• develop and embed our whole school te reo Māori and Māori Performing Arts programmes in both bilingual roopu and within and across our whole school</li><li>• build on the coherence we have established across and between the three major pedagogical areas of our school.</li><li>• has in view the creation of the Whole Learner who will be thoroughly equipped to be an effective thinker and innovator in the 21st Century.</li></ul> <p>2. To develop and maintain programmes that reflect New Zealand’s/Aotearoa’s cultural diversity and, in particular, the unique position of Māori as tangata whenua and especially our local iwi – Ngati Hei, engaging with Ngati Hei with the view to include and incorporate tikanga into and across our kura</p> <p>3. To provide and maintain the best functional, modern, flexible, stimulating learning environment with the resources available</p> <p>4. To ensure secure funding to support our strategic direction</p> <p>5. To encourage higher levels of involvement, and to continue expanding a positive relationship, between our school and all stakeholders</p>
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## Tātaritanga raraunga

<b>Annual Aim:</b>	Please see page 11 of charter– Annual Educational Objectives - 2019 <a href="https://mbas.ac.nz/document-resources/our-school-documents/charter/725-2019-charter/file">https://mbas.ac.nz/document-resources/our-school-documents/charter/725-2019-charter/file</a>
<b>Target:</b>	Please see page 13 (Y1-6), 15 (Y7-10), 19 (Y11-13) - 2019 <a href="https://mbas.ac.nz/document-resources/our-school-documents/charter/725-2019-charter/file">https://mbas.ac.nz/document-resources/our-school-documents/charter/725-2019-charter/file</a>
<b>Baseline Data:</b>	Please see info 2019 <a href="https://mbas.ac.nz/document-resources/our-school-documents/charter/725-2019-charter/file">https://mbas.ac.nz/document-resources/our-school-documents/charter/725-2019-charter/file</a>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Focus 1: see pages 3/4 and 12</b></p> <p>To provide quality learning programmes that will continue to raise achievement and engagement in learning, embedded in our Annual Educational Objectives:</p> <ol style="list-style-type: none"> <li>Using our focussed Professional learning and endorsement/inquiry system</li> <li>Further development of Personalised learning journeys for our students</li> <li>Engaging students and staff in the “transformative learning and schooling” strategies and development – Development of the “Ahua Context” paper around our overt move into Local Curriculum (NZC)</li> <li>Developing the dispositional learning elements with students – incorporating our schoolwide KAURI expectations</li> </ol>	<p>These are now clearly embedded into our professional learning culture; they are strongly linked to the revised Prof Stds for teachers –this will be ongoing</p> <p>Learning Coach time has continued to be developed across our school – being advanced in 2019 – further development and commitment in 2020</p> <p>This thinking and philosophy is gradually being embedded (and actively revised). Staff have taken up the opportunity to explore local curriculum in deep authentic contexts. This was the year of Tuia 250 Encounters – and we were able to apply our understanding of Local Curriculum to this unique context</p> <p>KAURI expectations and dispositions– underpinned by the PB4L philosophy - is well established</p>	<p>In line with expectations and also a distinct development of professional autonomy across our school. This was and is part of our wider professional goals – to grow great educators</p> <p>Further deliberate development in 2020 occurred and there is more to do. We now have pastoral responsibilities in our Primary Years too.</p> <p>This is complex mahi for staff and our community to engage in. Transformative learning and schooling is challenging. Staff have engaged in this mahi variously – staff engage in this kaupapa significantly – across our whole school. It was a fantastic outcome for all</p> <p>This is a cornerstone to our school’s learning philosophy – variation in uptake by staff and students is clear</p>	<p>We will continue with this mahi and link it more closely with our CRRP foundations and developments. We have continued our externally funded PLD funding to support this kaupapa</p> <p>This is now strong deliberate part of our culture; it will grow further in 2021 around the well-being of our young people and their journey</p> <p>We are continuing now to build on Coherence across all we do – this is an ongoing major focus (leadership –wise) We will have new senior leaders into 2020</p> <p>Continue to develop and embed</p>

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<p>(in parallel with Key Competencies)</p> <p><b>Focus 2: see page 5/6- Charter</b></p> <p>To develop and maintain programmes that reflect New Zealand's/Aotearoa's cultural diversity and, in particular, the unique position of Māori as Tangata Whenua and especially our local iwi – Ngati Hei; to engage with Ngati Hei with the view to include and incorporate Tikanga into and across our kura</p>	<p>Y 3/4 roopu was established in 2019 to further develop our strategic focus on bilingual roopu learning platform along with our Y5/6 and Y7/8 roopu.</p> <p>Our Y7/8 roopu was challenging and is of concern for continuation in 2020</p> <p>Established a Te Ao Māori programme in conjunction with our Te Reo Māori at the Y10-13 part of our kura</p> <p>Developed the Māori Performing Arts strand across our school, with specialist teacher.</p> <p>Develop strong connections with Ngati Hei</p>	<p>We have taken some points for consideration – re: Māori student achievement, endorsement processes for our appraisal system; Of particular note was the comment on high quality student well-being being evident.</p> <p>Nil variance to objective;</p> <p>Nil variance to objective;</p> <p>Programme established in parallel with Te Reo Māori; very successful in 2019 associated with Tuia commemorations</p> <p>Commitment to engage in whakairo for our whare</p> <p>A significant part of our professional learning – school wide – which continues</p>	<p>Consider Y5/6 roopu in 2020 with Y7/8</p> <p>Continue to develop and embed</p> <p>Further develop Māori Performing Arts strand across our school in 2020</p> <p>Develop greater opportunity in Y1-6, Y7-10, Y11-13 for Te Ao Māori and kapa haka</p>
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# Tātaritanga raraunga

<p>Focus 3: see page 7 - Charter</p> <p>To provide and maintain the best functional, modern, stimulating learning environment with the resources available</p>	<p>Deep commitment into Cultural Responsivity: Relational Pedagogy and Restorative Practices professional learning</p> <p>We are still working through our property position- a fire in the Technology block has meant that we were unable to run tech programmes as previously</p> <p>Ongoing planning by our Board to remove old – not fit for purpose – prefabricated classrooms, and replace with modular shared learning spaces (Middle Years).</p>	<p>to enrich our kaupapa and learning/teaching culture</p> <p>The Tech block rebuild was frustrating; it took so long to get to “Yes” and was very challenging to complete</p> <p>We are still under-resourced in property – PY, MY and SY. This continues to be a significant and pressing issue.</p> <p>This is still a major focus for our school</p>	<p>More to do here. This is a significant part of our learning journey 2020-22– ongoing.</p> <p>We now are crafting a property and school development document and plan toward 2022/25. This will be pivotal to the future growth planning for our school and community.</p> <p>Our 5YA document will be updated during 2020.</p> <p>There remains a strong need for MoE to begin to engage in the thinking around the overall development of education resources within Whitianga and the greater Mercury Bay</p>
<p>Focus 4: see pages 8/9 - Charter</p> <p>To ensure secure funding to support our strategic direction</p>	<p>Annual unaudited accounts reveal:</p> <p>Deficit for 2019 - \$140 000</p>	<p>Deficit was due to over-staffing, reduction in International Students (ie income reduction)</p> <p>Depreciation and Property Maintenance expenditure was above budget</p> <p>Noncash items such as Cyclical Maintenance Provision is overstated</p>	<p>It is unreasonable for our schools to be so underfunded in terms of meeting our financial obligations.</p> <p>2020 Operations Budget has established a surplus projection of \$40k</p>



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<p>Focus 5:</p> <p>To encourage higher levels of involvement and to continue expanding a positive relationship between our school and all stakeholders</p>	<p>During 2019 parental forums were held during each term focussed on:</p> <ul style="list-style-type: none"> <li>Students wellbeing and achievement, student resilience</li> <li>Community connection – employers</li> <li>Self-harm</li> <li>Matauranga Māori</li> <li>Student learning – dyslexia – Learning Design</li> <li>Community consultation</li> </ul>	<p>These were variously attended in 2019 Resilience forum was well attended. We also held student led conferences in particular in the Middle Years – very successful, alongside the usual parental/student/teacher forums.</p> <p>We have continued with our whanau hui as we look to ways to increase our participation and engagement in our roopu classes by whanau.</p> <p>A full community consultation was held, based on previous surveys, to help guide our way toward 2020</p>	<p>Ongoing</p>
<p>We have revisited our charter and our Strategic Goals and aspirations; we have re-established our Annual Goals and Targets which we revisit regularly and against which the Principal reports periodically. Hot link 2019 Charter - <a href="https://mbas.ac.nz/document-resources/our-school-documents/charter/725-2019-charter/file">https://mbas.ac.nz/document-resources/our-school-documents/charter/725-2019-charter/file</a></p>			