

MACANDREW BAY SCHOOL ANNUAL PLAN/ ANNUAL REPORT 2022

Strategic Goals: Curriculum

Goal 1: Students will experience learning success and be supported to achieve their personal best, particularly in the key areas of Literacy and Numeracy

| Strategic Aim | Expected Outcome | Specific Actions | Responsibility | Resources | Timeframe | Annual Report To be Reviewed in December/January |
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| <p>Continue to improve outcomes and achievement levels in Numeracy and Literacy.</p> | <p>Target 1: Writing All students throughout Years 1-6 identified as being below or well below the expected level in Writing will move to be at or above the level by the end of the year.</p> <p>Target 2: Maths Students in Years 1-6 who are below or well below the expected level will move to be at or above by the end of the year in Maths</p> | <p>See action plans for both Annual Targets</p> | <p>Principal Deputy Principals Literacy Lead Teachers</p> <p>Class Teachers</p> <p>Principal Numeracy Lead Teachers</p> <p>Class Teachers</p> | <p>Staff P.D. Interventions for identified target cohort.</p> <p>Writing/Structured Literacy Courses as available</p> <p>Professional Development for Lead Numeracy Team and class teachers</p> <p>Purchase resources for areas of need for both Literacy and Maths \$4000</p> | <p>Writing will continue to be a focus as we implement learning done in this area and explore the impact of teaching a structured literacy approach and interventions programmes.</p> <p>Courses throughout the year relevant to our annual targets e.g. Literacy Symposium Numeracy Symposium, Liz Kane- Code PD, Heggerty PD and Maths PD etc.</p> | |
| <p>Raising our students' abilities, particularly our struggling writers to write with confidence and enjoyment, and to improve spelling, punctuation and grammar throughout the school.</p> <p>Work on building phonological and phonemic knowledge in all our students, particularly supporting our children who struggle with this aspect of literacy.</p> | <p>All classes will consistently implement writing ideas covered in the PLD we have had.</p> <p>We will teach spelling programmes based on Liz Kane's phonological and phonemic awareness programme and resources. This is a systematic approach to teaching spelling.</p> <p>Staff will have a clearer understanding of the scope and sequence developmental framework that children need to have in place to become better at phonological awareness, spelling, punctuation and grammar.</p> <p>Children who struggle with phonemic awareness will get extra help. We are trying to be creative for how we can make small group intervention programmes with target children from Yrs. 1-6 happen.</p> <p>We will investigate using decodable texts to help build this</p> | <p>Using STEAM contexts to help our reluctant writers engage with writing.</p> <p>Use Liz Kane's Resources. 'The Code' books in each classroom, with them getting well used by all class teachers.</p> <p>Structured Literacy learning happening in classrooms and Agility with Sounds programme used also with those children who will benefit.</p> <p>Diagnostic assessments from the Code made of each child's phonological skills and gaps from data collected in Term 4. This data is used to inform teachers to put programmes place to address these needs.</p> <p>Professional Development about the stages of learning to spell and about Dyslexia as available.</p> | <p>Principal</p> <p>Literacy Lead Teachers</p> <p>Class Teachers</p> <p>R T Literacy- suggested resources and ideas</p> <p>Teacher aides supporting individuals and small groups.</p> | <p>Funding for 7 teachers and 1 teacher Aide to attend Liz Kane 2-day workshops in May.</p> <p>Wendy Fairburn- Reading Recovery Teacher working with additional children and small groups as part of a new initiative to help with Early learning support.</p> <p>Purchase additional Liz Kane and Heggerty resources if needed or any other resources related to phonological and phonemic awareness, punctuation and grammar, e.g., Equipped for Success, By David Kilpatrick, The Writing Revolution by Judith Hochman, decodable texts available for teachers and support staff.</p> <p>Agility with Sounds resources and texts and</p> | <p>T1 – T4</p> | |

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| | knowledge and to apply it to the reading process. | Regular slots at Team and Staff Meetings related to this focus on Structured Literacy. Close scrutiny of writing for spelling gaps and issues and responsive writing programmes that address these problems. | | Decodable texts app on ipads. Worthwhile writing/ spelling/ dyslexia resources. | | |
| Make better use of eTap, our School Management System to share information about student achievement in Literacy and Numeracy and to build up a clear picture of each individual's learning needs. | Use data entered in eTap to build up the teachers and school's understanding of each child's learning profile and to be able to get a sense of class, year group and school wide data and student achievement patterns. eTap Data on individual children can be shared with parents when reporting progress. | Staff will enter all Literacy and Numeracy assessment data onto etap. This data is used to report and to collate school wide information. Make use of individual learning profiles from etap when monitoring students and reporting to parents. | Teaching Staff Team Leaders/ DPs Principal | Cost of SMS lease \$1,650 approx. eTap Professional Development for Staff. Some free hours annually and some paid for if needed from Service provider. | T1 – T4 | |
| Strengthen existing buddy class relationships Tuakana-teina (senior-to-junior tutelage) and use this time to consolidate Maths learning as well as Reading | Strengthen existing good relationships between all the various age groups and classes in our school, while at the same time providing opportunities for students to learn using the Maori concept of tuakana/teina (older students mentoring younger students) | Each Junior class has a buddy class in the Senior school that they work with, usually on a weekly basis for 20 – 30 minutes on Reading, Writing, Maths, sharing their mihi, or Arts activities etc. | Class Teachers | N/A | Ongoing | |
| Strong Curriculum Self Review will be in place, particularly in the areas of Numeracy and Literacy. | Maths will be reviewed in 2022. Specific student achievement data from testing and units of work will be collated and analysed and reported to BOT throughout the year. The information that is gathered will be used to inform the focus of future teaching in classrooms. | Maths reviewed - staff consultation led by Lead Numeracy Teachers and Principal Student Achievement Reports PAT Maths Y3 – 6 T1 & 4 STAR T1 & 4 Y3 – 6 Character Writing- T1 Explanation writing- T3 OTJ Data – Term 4 Junior reading data report Yrs1-3 Senior Reading report- Y4-6 The Code Repot- Yrs. 1-6 | Principal Literacy and Numeracy teachers Lead Teachers Class Teachers | N/A | Various time frames throughout the year | |

Goal 2: Students will experience a broad curriculum that is engaging and motivating and helps them develop a lifelong passion for learning.

| Strategic Aim | Expected Outcome | Specific Actions | Responsibility | Resources | Timeframe | Annual Report |
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| <p>Offer extension opportunities to cater for our gifted and talented students.</p> | <p>Programmes operating across a broad range of curriculum areas that will extend our learners.</p> <ul style="list-style-type: none"> - STEAM/ EPro8 - Writing/ Literature - The Arts - Science - Aotearoa/NZ Histories - Current Events <p>Pakiki Kids (One Day School programme) available for identified students if their families want them to go.</p> <p>Looking to Te Ao Māori for key constructs that might help empower our gifted and talented Māori learners.e.g., Outstanding personal qualities and values, Service to others, traditional knowledge and skills etc. Ensuring we cater for diverse cultural and linguistic backgrounds in this area too.</p> | <p>Organise our Artist in School programme.</p> <p>Snr School programmes and 'Ka Hikitia Friday' activities in the Junior School all year.</p> <p>Get involved in events and challenges to extend our able learners- e.g., Kids Lit Quiz, Spelling Quiz, Current Events Quiz, EPro8 Technology challenge, Mathletics etc.</p> <p>Direct staffing entitlement to Pakiki Kids programmes at DNI if children attend. Liaise with Pakiki Kids to support students in both learning settings.</p> <p>Recognising what the key concepts and values that resonate with gifted and talented Māori learners are and looking for these talents in not only our Māori learners, but all our learners:</p> <ul style="list-style-type: none"> • whanaungatanga (building relationships) • manaakitanga (caring) • kotahitanga (unity, bonding); and • rangatiratanga (leadership) | <p>Principal and DPs Teachers</p> <p>Principal and Class Teachers</p> | <p>Funding for extension activities and events</p> | <p>T1 – T4</p> <p>T1 – T4</p> | |
| <p>The students' ideas and interests will form the framework for our Integrated Learning Topics.</p> | <p>Students will be engaged and motivated to learn as they investigate topics that interest them related to our overarching concept of Sustainability, as we explore the idea 'Journeys and Exploration'</p> | <p>Meaningful, rich learning units of work will be planned and taught each term, integrating and connecting learning across the essential learning areas.</p> <p>T1/2- What does Kaitiakitanga mean? Guardians of Ourselves Health-Before we can be guardians for others, we must take care of ourselves.</p> <p>T 2/ 3- Social Sciences /Aotearoa NZ Histories: Guardians of the past- Who are the local guardians of the past? Who can tell us these stories? STEAM/PBL- How can we share these stories with everyone?</p> <p>T 3/ 4: Science- Guardians of the Earth- How can we protect the resources we have and explore issues of sustainability?</p> <p>Health Team and Enviro team led initiatives in these areas and will</p> | <p>Principal Leadership Team Teachers</p> <p>- STEAM and Enviro Ed Facilitator support</p> | <p>Curriculum Resources purchased as needed to support learning programmes</p> <p>STEAM resources and workshops</p> | <p>T1 – T4</p> | |

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| | | be used as meaningful contexts for STEAM learning also throughout the year. | | | | |
| Extend current Inquiry Learning Practices in the School | <p>The staff's knowledge of various Inquiry Learning and Integrated Curriculum Models/Project Based Learning will be consolidated and extended through P.D.</p> <p>As a staff we will continue to evolve and strengthen our own Macandrew Bay School Inquiry Learning practices based on the best ideas from our research.</p> <p>Ensure we are planning for authentic contexts for STEAM and PBL learning. Investigate more about PBL and models that will empower our Māori learners and uphold the principles of Te Tiriti o Waitangi.</p> <p>Visiting speakers, a regular part of Inquiry Learning.</p> | <p>Teachers will contribute learning activities and ideas about Inquiry Learning into our Macandrew Bay School Inquiry planning document as we approach each Inquiry focus.</p> <p>Principal and Teachers will invite and bring in experts to share their knowledge and experiences with the students.</p> <p>Consult and bring in experts to help us understand more about Inquiry/STEAM/PBL learning. Ensure our focus considers our Māori and diverse learners and that Te Tiriti o Waitangi is reflected through practices.</p> | <p>Principal Leadership Team</p> <p>Inquiry Learning/Steam Team</p> <p>All Teachers</p> | <p>Kath Murdoch Inquiry Books and courses if available.</p> <p>Websites with examples of Inquiry models</p> <p>Our school Inquiry learning planning template on Shared google docs</p> <p>Iain Cook-Bonney- Lead Facilitator at Ōtākou STEAM Cluster</p> <p>Visiting experts from our community on a range of learning related topics.</p> | T1 – T4 | |
| Our students will experience a diverse and wide-ranging Arts programme | <p>Students will have the opportunity to develop talents, skills and passions in Music, Dance, Drama and Visual Art.</p> | <p>Bring local artists in to work with students using Art Auction funds raised.</p> <p>Peninsula Visual Art Exhibition- T3</p> <p>Art Gallery trip T4 and visiting performers in the Arts throughout the year as available e.g., Bayfield High School Production/ Playhouse Theatre visit to school etc.</p> | <p>Principal and staff will organize artists and experts to come in and work with students and teachers.</p> | <p>Art Auction Funds.</p> <p>\$5,000 per annum.</p> | <p>T1 – T4 Various artists organized to come in and work with the students, with money to pay them from art auction funds.</p> <p>Art Gallery Trip- T4- buses paid for from art Auction funds.</p> <p>Visiting Music and Drama / theatre performers ongoing as available</p> | |
| Self-Review of Curriculum Delivery and student achievement in scheduled essential learning areas | <p>Through self-review we will have a clear sense of what is going well and what our needs are for future development and improvement across a broad range of curriculum learning areas.</p> | <p>Curriculum Review</p> <p>Characters Education/Values Review T2</p> <p>Health T2</p> <p>Social Sciences T3</p> <p>Technology T3</p> <p>Maths T4</p> <p>Student Achievement Reports</p> <p>STAR T1 & T4</p> <p>Spelling- The Code T4</p> <p>PAT Maths T1 & T4</p> <p>Science- Thinking with Evidence T3/4</p> <p>Writing- Character and Explanation T1 & T 4</p> | <p>Principal Leadership Team</p> <p>Curriculum Leaders</p> <p>Teaching Staff</p> | | <p>Ongoing throughout 2022 as per Self Review Schedule and BOT Annual Agenda</p> | |

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| | | The Arts- Visual Arts T3 Technology T3 Junior Reading T4 PAT Maths. T4 OTJ Data T4 | | | | |
| Use STEAM learning, Inquiry learning and digital tools effectively to develop our students into 21 st Century learners and thinkers. | The students and teachers will be experiencing authentic STEAM learning, and learning to think and act like scientists and creative innovators as part of our involvement in the STEAM cluster. Students will become proficient users of digital tools and learn about digital technology. These digital tools will support and enhance teaching and learning programmed across the curriculum. | PLD in STEAM as part of Peninsula Cluster STEAM project. Resources provided through STEAM funding to enable this learning. Work with Facilitator or Lead Teacher initially, or attend workshops. Purchase ICT equipment as per ICT spending plan and STEAM plan. | Principal STEAM Lead Teacher Science Lead Teacher ICT Lead Teacher All Teachers | Asset purchases to assist with STEAM learning funded by STEAM funding for extra ipads. Teacher release days funded by STEAM funding. TVs installed in the Junior and Senior classrooms as a replacement for existing interactive whiteboards. | T1 – T4 | |
| Our Senior students will play a Leadership role within the school and support the learning of others | Cool Schools Peer Mediation programme 2022 Enviroschools students lead Enviro projects within the school such as energy audits, improving waste management systems, Beach clean ups, Garden to table, the Stream Project, Harbour clean ups Plant propagation, Signage for trees and plants, Lizard Garden. Health Team (Year 5 and 6 students) leadership of healthy activities and initiatives within the school. Librarians will keep the Library operating efficiently throughout the week. | Peer Mediation Training for Snr chn. Peer Mediation operating each week. Regular Enviro-team Meetings, Enviro- projects, Garden to Table Programme and Vegetable gardens, developed maintained and enhanced. Regular Health Team Meetings. Librarian meetings | Teachers of Senior Classes Enviro Schools Lead Teacher and Principal Principal and Health Team Leader Librarian | Garden to Table \$300 Enviro-schools projects and Hui Health Team projects- | T1 – T4 | |
| Strong LEOTC Programmes will enhance a broad range of learning | Strong LEOTC programmes in place with regular real experiences outside the classroom, e.g., Trips to Toitu, Otago Museum, Dn Art Gallery, Sport Otago Triathlon, Have a go Sports days and Sailing Day, Enviro Hui, Yr 6 camp, Cross Country events, Athletics events and Kwisports days, Swimming, Bike Skills, EPro8 Technology Challenge, Spelling, Current Events and Kids Lit quizzes etc. | Principal, Deputy Principal and teachers will organize and coordinate schoolwide LEOTC experiences across the curriculum. Yr 6 School camp in Term 1 at Pukerau organized by Year 6 class teacher | Deputy Principals Principal Leadership Team Lead Teachers Teachers Yr 6 class teacher organizing with another teacher in support at Camp. | Activity Voluntary Contributions- \$10 per term per student to help contribute to LEOTC activities from, those families who wish to contribute. A grant application will be made to Bendigo Valley Foundation for School Camp costs and parents will also be asked to contribute a donation towards it. In cases of hardship we can apply for additional financial support. The Lion Foundation grant will contribute \$5000 towards swimming lessons with J C Swim School in term 1. | T1 – T4 | |
| All students will learn more than one language | We will develop an enjoyment learning of languages in our school. | Celebrate cultural diversity and other languages in our school, respecting and valuing each | Principal and teachers | Māori schoolwide unit plans Māori kupu and | T1-4 | |

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| | Māori throughout the school will be taught in addition to English. | <p>other's family heritage and background. Māori Language taught in all classes by class teachers.</p> <p>Kaupapa Māori group in place as an extra option for approx. 30-40 chn in Terms 1-4, with a major focus in the lead up to Polyfest in Term 3.</p> <p>Matariki Celebrations and Cultural Assembly in Term 4 to showcase Te Ao Māori and te reo Māori.</p> | <p>Principal</p> <p>Principal, teachers and whanau</p> | <p>Staff members undertaking PD in He Papa Tikanga and He Tikanga Whakaaro to help strengthen their understanding of Tikanga and te reo.</p> <p>PD in Aotearoa/NZ Histories/Critically Conscious Cultural Spaces</p> | T1-4 | |
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Goal 3: We will provide all learners in our school; with the tools they need to achieve their personal best. We have high expectations that we can all experience success and optimise our potential at Macandrew Bay School.

| Strategic Aim | Expected Outcome | Specific Actions | Responsibility | Resources | Timeframe | Annual Report |
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| Empower and encourage our staff to optimise their potential by providing effective professional development and leadership. | <p>Professional development will be provided for staff based on individual need and the school's direction and annual targets.</p> <p>The Leadership team will support staff through effective school leadership.</p> | <p>PD Focus Areas 2022: Liz Kane- 2-day teacher workshops on Structured Literacy- May</p> <p>Numeracy Symposium, Work with Viv Thompson, PD sessions with Dr Audrey Tan- March (lead teachers) Lead Teacher Maths sessions 1 day per term.</p> <p>STEAM- Year 3 of a three year project for our Peninsula Cluster, with significant funding from Otago Community Trust. Iain Cook- Bonney regularly facilitating staff meetings</p> <p>Digital Technology Building Digital Literacy. We will particularly explore how digital tools can assist our focus on Writing and STEAM learning.</p> <p>Māori Achievement Collaborative- Principal PD and for Māori Lead Teacher He Papa Tikanga- Tikanga Māori and He Tikanga Whakaaro Free PD course through Te Wananga o Aotearoa- 6 staff</p> <p>Aotearoa/NZ Histories/Critically Conscious Cultural Spaces PD- Dr Anne Milne</p> <p>Joan Dalton- Learning Culture- Leadership team leading</p> | Principal to organize and coordinate with support of Leadership Team | <p>PD Budget \$7,000 including Management Team Professional Development \$4,000 course costs for teaching staff.</p> <p>Principal Professional Development \$2,000 Deputy Principals \$1000 Course costs for teachers \$5000 Relief Teachers for Teachers to attend courses - (\$3,500 staffing)</p> | Throughout 2022 | |

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| | | Play is the Way school-wide implementation | | | | |
| Teaching and Learning Programmes will cater for our widely diverse learners. | <p>Extension, enrichment or support programmes will be put in place to meet a variety of special learning needs, including ORRS students, struggling learners and Gifted and Talented students.</p> <p>Explore Te Ao Māori for key constructs that might help empower our gifted and talented Māori learners. Ensuring we cater for diverse cultural and linguistic backgrounds in this area too.</p> <p>We will fund as many teacher aides as we can afford to support our students with learning and behaviour needs and the teachers who teach them.</p> | <p>Reading Recovery and Early Learners Support- approx. 6-10 chn over the year</p> <p>Parent Tutor Reading Maths Support Programmes if possible using volunteers.</p> <p>TA individual support Special Needs programmes for some students. Small group teaching time.</p> | <p>DPs Principal Reading Recovery Teacher & Principal Numeracy and Literacy Lead Teachers DPs, RTLit, RTLb. Teachers, TAs MOE SLT OT, PT, Behaviour Support</p> | <p>Parent and Community volunteers</p> <p>TA Budget \$80,000 approx.</p> <p>High health needs, ORS funding and RTLb funding from MOE to offset approx. \$30,000 of these costs.</p> | Terms 1 – 4 ongoing | |
| Purchase resources that will support teaching and learning programmes in our school. | <p>Children have access to up to date resources and learning aids as part of their classroom and school programme.</p> <p>Teachers know how to effectively use these resources and tools to support and maximise learning opportunities for the students. Teachers, students and parents feel their classes are well resourced and well equipped.</p> <p>Library used effectively, as well as shared spaces and classroom spaces</p> | <p>ICT spending plan implemented Purchase more i-pads Classroom TVs</p> <p>Purchase curriculum resources needed across all curriculum areas, operating within our allocated budget to meet the aims, targets and needs of the students.</p> <p>Continue to develop collaborative practice and use of ILEs or innovative learning environments.</p> | <p>Principal ICT Lead Teacher Management Team</p> <p>Lead Teachers in Curriculum areas</p> <p>Teaching staff and Leadership team.</p> <p>Librarian</p> | <p>Classroom Resources and activities Budget</p> <p>ICT asset purchases: -10 new chrome books for Senior School -2 new Junior I pads - Computer accessories such as cords and dongles - Apple TV's (2)</p> <p>Many new digital tools are being purchased for our school from STEAM funding -digital laser printer -robotics equipment -Makey makey, Microbits etc. -TV and video conferencing equipment etc. - STEAM consumables - Virtual reality headsets</p> <p>Library budget \$3,000 for new books</p> | Terms 1 – 4 ongoing | |
| Professional growth cycles will assist our staff to become deeply reflective and to develop a culture of continuous classroom improvement. | Teaching as Inquiry will be an important part of our professional growth cycle in 2022, encouraging a problem-solving approach to raising student achievement and refining and improving classroom practice and school leadership. | <p>Focus on what the teaching standards and the code look like in our school as part of teachers Professional Growth Cycle.</p> <p>Implementation of the Appraisal Connector Appraisal tool including A Reflective online Journal. observations, walk throughs, and discussions with DP's and Principal.</p> | <p>Principal Leadership Team Class Teachers Appraisal this year: Deputy Principals work with their part time teaching staff and also some support staff Principal works with full time teaching staff and also some support staff</p> | \$600 Appraisal Connector for teachers | T1 – T4 ongoing | |

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| Provide staff the opportunities to grow and develop their leadership skills and capabilities. | Staff will have the opportunity to take on leadership for specific projects or curriculum areas. The Leadership Team will be able to develop as school leaders and as a team. This will ensure that all staff have a chance to develop a career pathway through their leadership experiences at Macandrew Bay School. | Leadership team- DPs Curriculum Leadership for all teachers Negotiated responsibilities Professional Development around leadership provided for staff if possible. STEAM Lead Teacher | Principal Leadership Team Teaching Staff Many staff are taking on Lead Teacher roles for various curriculum areas | Responsibility Units to be allocated for a fixed term in 2022 by early March. 5 permanent units already allocated and 3 fixed term units available to share for specific school projects. Leadership courses PD budget \$2,000 for DPs \$2000 for Principal Dr Anne Milne- etc. MAC Wananga NZPF conference, OPPA | T1 – T4 ongoing |
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Goal 4: We will provide a safe, stimulating modern learning environment that encourages innovative learning programmes in our school.

| Strategic Aim | Expected Outcome | Specific Actions | Responsibility | Resources | Timeframe | Annual Report |
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| Use MOE and Capital Works funding to provide a safe, stimulating innovative learning environment that is also easily accessible and meets the needs of our students. | <p>Our SPG project has provided us with additional non-classroom space in the Senior block. This allows us to increase the connectivity of our school and provides us with a modern learning environment that facilitates 21st Century learning.</p> <p>We have now almost completed the Junior block to provide for greater connectivity and collaborative practice in the Junior School.</p> | <p>Junior School upgrade: We waited till 2020 so we would be able to access the greatest pot of money available with the next lot of 5YA and capital works funding becoming available so we can do the Junior School upgrade as one large project rather than tackling it in stages as we had planned earlier. The work has included: -New roof for Jnr block, Play Centre and Pool. - Removal of historic asbestos discarded at time of construction under the floor. -Opening up between Jnr teaching spaces, to create a collaborative learning environment. -Creating breakout and teacher workroom space around teaching spaces. -Acoustic ceiling linings to teaching and break out spaces. -New floor coverings to classroom and auxiliary areas. -New acoustic pin board wall linings to classrooms and breakout spaces. -New LED Lighting. -New wet area joinery and teacher resource storage areas to teaching spaces. -New interior repaint to teaching spaces.</p> | BOT Principal School Support Project Manager MOE Property Adviser | <p>5YA Capital Works Funds \$540,000 for the next 5 years</p> <p>We have and will stretch this funding as far as possible to do as much as possible in our Junior Block Upgrade.</p> | <p>Architectural concept for Junior School Project was developed in 2020. QS work done in 2020.</p> <p>Final scope of project based on funding available, full drawings, building consents, tender process, allocation of contract T1 and 2 2021</p> <p>Builder/ main contractor employed T2 Work began in Term 3 2021 and near completion, hoping to be finished by March 31st.</p> | |

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| | | <ul style="list-style-type: none"> -Upgrading the fire alarm and emergency lighting to current compliance requirements. -Revising storage for pupils belongings. -Exterior decking to enhance the outdoor learning environment (If funds allow) | | | | |
| Updated hazard registers that thoroughly identify, assess and manage the risks and hazards within our school. We will fully understand and comply with all the relevant legislation. | <p>Hazard registers kept up to date and close monitoring to see that we are minimizing risk at all times within the school and during school activities.</p> <p>Staff and BOT aware of all relevant legislation and have in place good policy, procedures, and practices to ensure that the school is meeting its requirements under the legislation and providing a safe environment.</p> | <p>Hazard Registers reviewed</p> <p>Health and Safety discussed at Staff and BOT meetings.</p> <p>Hazards identified and addressed with risks minimized.</p> <p>Health and Safety practices discussed with the children at Focus Assemblies and in classrooms</p> | <p>BOT Health and Safety Team</p> <p>Principal</p> <p>Health and Safety Officer within the school</p> <p>Health and Safety is the responsibility of everyone</p> | Time and effort | Ongoing- T1-4 | |
| Implement our pandemic preparedness plan in light of current risks | We will be prepared in case New Zealand experiences further community transmission of the Coronavirus in 2022. | <p>Keep updating our procedures in line with the latest guidance. Ensure we have an appropriate plan in place to safeguard our students, staff and community as much as possible.</p> <p>Communicate with our families based on the information supplied by MOE and MOH.</p> <p>Continue to educate the children re: handwashing and coughing into elbows or a tissue, and using hand sanitiser.</p> <p>Wearing of Masks by staff and students Years 1-4.</p> <p>Comply with the Public health order for all staff to be fully vaccinated.</p> | <p>Principal</p> <p>Staff</p> <p>BOT</p> | Time and effort | T1-4 | |
| Attend quickly and proactively to maintenance jobs so that our buildings are well maintained | All maintenance jobs will be done quickly, safely and by the appropriate personnel | <p>Keep a list of maintenance jobs</p> <p>Caretaker assesses work and does if suitable</p> <p>Plumber, Electrician Maintenance Company employed if needed</p> <p>Caretaker does the hazard check each week, identifies any hazards and repairs them.</p> | <p>Principal</p> <p>Caretaker</p> <p>BOT</p> | General Maintenance \$4,400 | T1-4 ongoing as required | |
| Refurbishment of School Pool completed | Replaced clear-lite on pool roof and possibly also on walls if additional infrastructure funding is provided by the MOE. | This project was potentially going to be part of our 5YA work but went ahead through MOE able to additional regional infrastructure funding. | <p>BOT</p> <p>Principal</p> | 5YA funds, and bonus plus funding from the MOE to top up our roofing replacement work. | Replaced in 2021. | |
| Our school environment ensures the physical, psychological and emotional well being and safety of students, | We are fully compliant with relevant laws (including the Health and Safety Act 2015, Vulnerable Children Act 2014 and other relevant Acts. | Review processes and procedures in the context of the Health and Safety Act 2015 Vulnerable Children Act 2014 and other relevant Acts | BOT (Policy and approval of procedures) | Health and Safety team made up of 2 or 3 people from BOT and Staff team. | The H&S Act commenced 4 th April 2016, Vulnerable Children Act commenced May 2014 | |

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| staff and others with whom we engage. | <p>We have processes and procedures in place that comply with the law and help us to fulfill our responsibilities.</p> <p>We are aware of relevant accepted and emerging good practice and make explicit decisions about what we aspire to and adopt in our school.</p> <p>In 2022 we will undertake an emotional safety survey with our students and analyse and reflect on what the survey shows us. We will also survey the staff on their well being</p> | <p>Research current and emerging good practice and periodic review of our policy and procedures</p> <p>Prepare draft policy and procedure documents as needed for consultation with BOT and staff on Health and Safety issues</p> <p>Approve and adopt policy and procedures</p> <p>Review processes and procedures in the context of the Health and Safety Act 2015, Vulnerable Children Act 2014 and other relevant Acts.</p> <p>Principal will organize and collate surveys and report to the BOT</p> | <p>Principal and BOT (implementation of policy and procedures)</p> <p>BOT</p> <p>BOT</p> <p>Principal and BOT</p> <p>Principal, teachers and BOT</p> | <p>Health and Safety team working closely with Principal and Staff</p> <p>BOT</p> | <p>Ongoing</p> <p>As per BOT Annual Agenda and Triennial Review schedule.</p> <p>T3</p> | |
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Community Aims: - Our community activities will make us stand out because of our community involvement. We will bring a range of expertise into the school, from our community and beyond.

Goal 5: We will develop a strong learning community, where we work well together, actively participating and contributing to the life of the school.

| Strategic Aim | Expected Outcome | Specific Actions | Responsibility | Resources | Timeframe | Annual Report |
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| All students will be encouraged and supported to participate fully in school life and beyond, developing a feeling of belonging and connection. | Students involved in decision-making and practical action to make our school a successful positive learning environment. | <p>Continue the teams in our school where the children play a vital role:</p> <ul style="list-style-type: none"> -Health Team Health initiatives in our school. - Continue EnviroSchools 'World Savers' Group - Gardens to Table - Stream Project - Propagating plants - Environmental Action - Care code - Waste Management Systems improved. - Library Team - Sports Shed Teams -Playground Leaders -Kapa Haka | <p>Principal and Health Team Leader</p> <p>EnviroSchools Lead Teacher</p> <p>EnviroSchools Facilitator</p> <p>Science Lead Teacher</p> <p>STEAM Lead Teacher</p> <p>Principal</p> | <p>\$200 if needed</p> <p>\$500 for projects if needed as part of our Enviro- Ed learning.</p> <p>Release for STEAM Lead teacher and Science Lead Teacher</p> <p>PLD on Project based learning for STEAM Lead Teacher and teaching staff with STEAM Facilitator.</p> <p>N/A</p> | <p>T1 – T4</p> <p>T1 – T4</p> <p>T1 – T4</p> <p>T1 staff meeting</p> | |
| | Senior pupils developing leadership skills. | <ul style="list-style-type: none"> - Peer Mediation Programme continues. - Health Team- leading and organizing health, physical and well-being initiatives | <p>Y6 Class Teacher in Toroa</p> <p>Principal and Health Team Leader</p> | N/A | <p>T1 – T4</p> <p>T1 – T4</p> | |

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| | | - School Librarians | Librarian | \$100 if needed | T1 – T4 | |
| | Our school values will be evident in everything that happens at school. | Focus on our values, key competencies and life skills at Focus Assembly each week and consolidate this learning in class and in the playground. Explore the concepts of Manaakitanga, Pono, Whanaungatanga, Whakamana and how they link to our existing values. Review how the values are presented in our school/home and community- seek student voice about what they look like/feel like and sound like. | Principal and Teachers and students | N/A | T1 – T4 | |
| | All students and teachers know each other and work well together | Mixed Age groups that can be used for other Curriculum activities. Tuakana-teina (senior-to-junior tutelage- mixing up age groups and classes). e.g., Planned regular mixed age group activities in both Jnr and Snr school etc. Buddy classes for Reading, Maths, Māori, and Writing. | Principal and Teachers | N/A | T2 – T4 T1 – T4 | |
| | Build community involvement and positive interaction through school activities and events. The children will contribute along with the parents and staff. | School Art Auction, Home and School, Quiz night, Working bees, fundraisers, School Discos, sporting events, cultural events, Assemblies, Matariki Celebrations etc. | Children Parents Staff BOT and H&S Community | Time and effort | T1-4 | |
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Goal 6: We will celebrate our cultural diversity, fostering a sense of belonging and connection to the school and Peninsula community.

| Strategic Aim | Expected Outcome | Specific Actions | Responsibility | Resources | Timeframe | Annual Report |
|---|--|--|--|---|--|---------------|
| We will make as much use as possible of the expertise in our community to enrich the children's learning. | Visiting speakers come regularly to speak to the children. Experts from our community will be invited to speak to the children and share their knowledge and talents | The Principal and teaching staff will arrange visiting speakers and specialists to talk to the children about topics related to our learning at school. Where we can it is great for our children to learn about local knowledge and history. Artists in School programme – bringing a range of artists and art activities into the school to work with the children. Community Members working alongside students on school gardens, Parent Tutor Reading Our overarching concept in 2022 is | Principal and Teachers Principal and Lead Teacher Arts Enviro team, Lead Teacher and support team Teaching team | A small budget for thank you cards and gifts. \$5000 Art auction funds for 2022 Small budget for gardens and Enviro-schools projects N/A | Ongoing T1-T4 T1-T4 T1-T4 | |

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| | | Kaitiakitanga- How can we be: Guardians of Ourselves, Learn about :Guardians of the past and Learn to be: Guardians of the Earth reaching out to our community to tap into the expertise in our community and city related to our Inquiry topics. | | | | |
| We aim to extend the interaction between our Peninsula Schools and also with our contributing Early Childhood Centres | Students and staff across the three schools will know each other and have established good connections. | <p>STEAM Peninsula PLD Project</p> <p>Peninsula Athletics Day</p> <p>Sports Teams. Children from Broad Bay and Portobello join our sports teams if keen and space is available for them.</p> <p>Build partnerships with Play Centre and contributing Early Childhood Centres to assist positive transition to school. These relationships need to be fostered and enhanced.</p> | <p>Principal, STEAM Lead Teacher, and Teaching Staff</p> <p>Teachers and Principal Sports Coordinators</p> <p>P.E. Lead Teachers and Sports Coordinators</p> <p>Deputy Principal – Junior Classes, NE Teachers</p> | <p>Generous funding from Otago Community Trust.</p> <p>Funding for buses and hire of Caledonian. \$300 Venue Hire \$600 Buses</p> <p>N/A</p> | <p>T1-4 2019-2022- (a 3-year Peninsula Schools cluster project)</p> <p>T3 or 4</p> <p>T1-4</p> <p>Ongoing</p> | |
| We aim to expose our students to a range of cultures from around the world and within our community. | Our students will be culturally aware and have an interest in being multilingual. | <p>Māori taught in all classes by classroom teachers. This is quite a shift for us in 2020 and 2021 after our Specialist Māori teacher left at the end of 2019 and so we want to develop the skills to teach te reo Māori/tikanga ourselves.</p> <p>To assist our staff, we are joining other MAC schools with PD with Tamsyn Hanley/Anne Milne to learn more about NZ Histories and Critically Conscious Cultural Spaces and we are keen to learn more about local Ngāi Tahu/Kāi tahu history as part of this. We have an Aotearoa/ NZ Histories focus on Kaitiakitanga Guardians of the past- Who are the local guardians of the past? Who can tell us these stories? How can we share these stories with everyone?</p> <p>Some teachers are also doing a course called He Papa Tikanga and He Tikanga Whakaaro through Te Wānanga o Aotearoa in 2022 and 2023.</p> <p>Commitment to helping our students understand both the importance and significance of Te Tiriti o Waitangi.</p> <p>Involve our families from different cultures and encourage them to share aspects of their culture and identity with the school so we can celebrate cultural diversity. The stories of our families coming to NZ will be researched and shared.</p> <p>Involvement in Polyfest for Kapa haka group Matariki hangi in 2022, Celebrating and recognizing other important dates,</p> | <p>Principal and Teaching Staff</p> <p>Principal DP/ Maori Lead Teacher Class Teachers</p> <p>Class Teachers and Principal</p> <p>Class teachers and children and parents</p> <p>Class teachers and parents</p> | <p>N/A</p> <p>N/A</p> | <p>T1 – 4</p> <p>T1- T4</p> <p>T1-4</p> | |

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| | | celebrations and cultural events such as Chinese/Lunar New Year, Cook Islands language week Diwali, Ramadan. | | | | |
| We will consult our community so our school programmes reflect their goals for their children. | Regular consultation for specific purposes | Māori Whānau Consultation- maintain respectful, reciprocal interaction and engagement with whanau: Whānau Hui will be held at least twice a year with the whānau of Māori students. We will seek to find different, more inclusive ways of doing this to build numbers of whānau involved. We will try a focus on doing practical things together. Building and nurturing relationships with our Māori whanau and Mana Whenua. | Principal & Deputy Principal | Small budget for afternoon teas | T 1 – T4 | |
| Improve communication between home and school. | Use technology to enhance communication | <ul style="list-style-type: none"> - Emailed newsletter each week for those families who want that option - Text alerts and school emails for communication - Blogs/ website. Use tools such as Seesaw, Dojo Skool loop, or the etap tool. In 2021 we signed up to Seesaw for each class to use. This has been useful to share learning and as a tool to help support home and distance learning. - Macandrew Bay News- a community newsletter with a school slot each time. | Principal and Office Administrator ICT Lead Teacher Class Teachers Principal to contribute news | N/A Work with the etap trainer as available. Seesaw costs \$1600 in 2021 2022 and 2023- \$850 | T1 – T4 | |
| | | | Principal, start to involve students more in this. | N/A | T1-4 | |
| Build a sense of belonging and connection with our Parent Community through school Events and Fundraisers | Parents will feel a part of the Macandrew Bay School Community and be keen to participate and contribute to the wider life of the school. We will all feel a sense of belonging and connection within our school community, our wider community and our Otago Peninsula Community. | <ul style="list-style-type: none"> Home and School Committee Parent Information Evenings Communication from the BOT School Fair Quiz Night Fundraising Parent Tutor Reading School Trips Y6 Camp at Pukerau- T1 School Working Bees possibly Parent Assemblies twice a term Cultural Assembly Parent Volunteers in classrooms when needed. | <ul style="list-style-type: none"> Home and School Committee Teachers BOT members Art Auction Committee H&S H&S D.P- Snr school DP- Jnr school Yr. 6 Teacher and Yr. 5 teacher and Principal BOT Principal and Class Teachers | N/A | <ul style="list-style-type: none"> T1 – 4 T1 T1 - 4 As planned T1 - 4 T1 - 4 T1 - 4 T1 – 4 as needed T1 - 4 As needed T1 - 4 | |

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