

# Mt Cook School Annual Implementation Plan

References to Regulations in this document refer to the Education (School Planning and Reporting) Regulations 2023.

## Summary of the plan

MT. Cook School is an educational space that rejoices in its ability to welcome and respect our multicultural community while understanding the importance and place of mana whenua. With this in mind our kura strategic goals support the development a living curriculum where inclusion and equity are key elements.

In order to delivery these goals Mt Cook School will focus on:

- understanding and celebrating ākonga for who they are, where they come from and the communities they are part of, enabling them to confidently take their place in the world. Mana Tamariki well-being is central to all decisions
- addressing educational inequality for Māori and Pacifica learners. Addressing educational inequality for ākonga with English as a second language. To address educational inequality for ākonga with learning needs.
- creating positive, healthy, connected and inclusive climate for learning, that develops engaged, resourceful and lifelong ākonga. Developing a curriculum that celebrates te Ao Māori and the histories of Aotearoa and that is reflective of our rich multicultural community.
- providing high quality delivery of teaching and learning by actively role modelling lifelong learning; ensuring that the wellbeing of staff is fully supported.

## Where we are currently at: Regulation 9(1)(e)

Children	Connections	Curriculum	Communities	Communication
CARE programme Fruit in Schools Kids Can Kai for Whānau Pātaka Kai Learning Needs Register Touchstone tamariki GATE	Positive relationships with external support agencies.  Professional Development Learning programmes.  Exploration of our central locations.	EOTC Play Based Learning Strong focus on explicit teaching Rich curriculum that embraces place-based learning Te Ao Māori is part of everyday practices	BOT that represents our school Elim Church support Soup Kitchen Hall Groups Local businesses Whānau volunteers	Social Media posts HERO Newsletters Reports Seesaw Translation support
Mt Cook School values well-being and delivers strong pastoral care.  We provide rich, relevant learning opportunities which cater to the needs, interests and aspirations of the tamariki at MCS.	Mt Cook School is a school where a positive & inclusive culture supports powerful relationships. We foster a working environment that is positive and values professional experience.	Mt Cook School provides rich teaching and learning programmes in order to help each child achieve to the best of their abilities within a positive, emotionally safe, accepting, well resourced and managed learning environment.	Mt Cook School has established and nurtured relationships within the wider school community.	Mt Cook School regularly shares success and celebrates all stakeholders. We monitor and report on tamariki progress in ways that have a positive impact on learning, give clear, dependable and helpful information.

## How will our targets and actions give effect to Te Tiriti o Waitangi: Regulation 9(1)(g)

MT Cook School targets and actions will give direct effect to Te Tiriti o Waitangi as MCS is committed to addressing education inequity of Māori in our kura. MCS are committed to taking a Te Ao Māori world view with everything we do, on both governance and the day to day management of our kura.

MCS are committed to increasing te reo Māori across the kura. We are also committed to increase our understandings of tikanga practices.

# Mt Cook School Annual Implementation Plan

## MCS Reading 2023 Mid-Year data

10% (26) ākonga from across the school are working *towards our expectations with support* in reading. This means these ākonga are working 2 years below their expected level.

18% (40) ākonga from across the school are working *towards our expectations* for reading.

44% (93) ākonga from across the school are working *within our expectations* for reading.

24% (56) ākonga from across the school are working *above our expectations* for reading.

4% (9) ākonga from across the school are working *well above our expectations* for reading. This means these ākonga are working 2 years above their expected level.

7% (3) Māori ākonga from across the school are working *towards our expectations with support* in reading. This means these ākonga are working 2 years below their expected level.

27% (11) Māori ākonga from across the school are working *towards our expectations* for reading.

39% (15) Māori ākonga from across the school are working *within our expectations* for reading.

22% (9) Māori ākonga from across the school are working *above our expectations* for reading.

5% (2) Māori ākonga from across the school are working *well above our expectations* for reading. This means these ākonga are working 2 years above their expected level.

12% (2) Pacifica ākonga from across the school are working *towards our expectations with support* in reading. This means these ākonga are working 2 years below their expected level.

30% (3) Pacifica ākonga from across the school are working *towards our expectations* for reading.

52% (7) Pacifica ākonga from across the school are working *within our expectations* for reading.

6% (1) Pacifica ākonga from across the school are working *above our expectations* for reading.

0% Pacifica ākonga from across the school are working *well above our expectations* for reading. This means these ākonga are working 2 years above their expected level.

13% ESOL ākonga from across the school are working *towards our expectations with support* in reading. This means these ākonga are working 2 years below their expected level.

23% ESOL ākonga from across the school are working *towards our expectations* for reading.

50% ESOL ākonga from across the school are working *within our expectations* for reading.

13% ESOL ākonga from across the school are working *above our expectations* for reading.

0% ESOL ākonga from across the school are working *well above our expectations* for reading. This means these ākonga are working 2 years above their expected level.

## MCS Writing 2023 Mid-Year data

8% (19) ākonga from across the school are working *towards our expectations with support* in writing. This means these ākonga are working 2 years below their expected level.

# Mt Cook School Annual Implementation Plan

34% (75) ākonga from across the school are working *towards our expectations* for writing.

46% (103) ākonga from across the school are working *within our expectations* for writing.

9% (23) ākonga from across the school are working *above our expectations* for writing.

1% (2) ākonga from across the school are working *well above our expectations* for writing. This means these ākonga are working 2 years above their expected level.

15% (5) Māori ākonga from across the school are working *towards our expectations with support* in writing. This means these ākonga are working 2 years below their expected level.

33% (13) Māori ākonga from across the school are working *towards our expectations* for writing.

43% (17) Māori ākonga from across the school are working *within our expectations* for writing.

7% (3) Māori ākonga from across the school are working *above our expectations* for writing.

2% (1) Māori ākonga from across the school are working *well above our expectations* for writing. This means these ākonga are working 2 years above their expected level.

13% (2) Pacifica ākonga from across the school are working *towards our expectations with support* in writing. This means these ākonga are working 2 years below their expected level.

33% (4) Pacifica ākonga from across the school are working *towards our expectations* for writing.

54% (7) Pacifica ākonga from across the school are working *within our expectations* for writing.

0% Pacifica ākonga from across the school are working *above our expectations* for writing.

0% Pacifica ākonga from across the school are working *well above our expectations* for writing. This means these ākonga are working 2 years above their expected level.

10% ESOL ākonga from across the school are working *towards our expectations with support* in writing. This means these ākonga are working 2 years below their expected level.

41% ESOL ākonga from across the school are working *towards our expectations* for writing.

43% ESOL ākonga from across the school are working *within our expectations* for writing.

4% ESOL ākonga from across the school are working *above our expectations* for writing.

0% ESOL ākonga from across the school are working *well above our expectations* for writing. This means these ākonga are working 2 years above their expected level.

## MCS Mathematic 2023 Mid-Year data

4% (9) tamariki from across the school are working *towards our expectations with support* in mathematics. This means these tamariki are working 2 years below their expected level.

21% (46) tamariki from across the school are working *towards our expectations* for mathematics.

55% (119) tamariki from across the school are working *within our expectations* for mathematics.

20% (45) tamariki from across the school are working *above our expectations* for mathematics.

0% tamariki from across the school are working *well above our expectations* for mathematics. This means these tamariki are working 2 years above their expected level.

# Mt Cook School Annual Implementation Plan

10% (4) Māori tamariki from across the school are working *towards our expectations with support* in mathematics. This means these tamariki are working 2 years below their expected level.

27% (10) Māori tamariki from across the school are working *towards our expectations* for mathematics.

43% (17) Māori tamariki from across the school are working *within our expectations* for mathematics.

20% (8) Māori tamariki from across the school are working *above our expectations* for mathematics.

0% Māori tamariki from across the school are working *well above our expectations* for mathematics. This means these tamariki are working 2 years above their expected level.

6% (3) Pacifica tamariki from across the school are working *towards our expectations with support* in writing. This means these tamariki are working 2 years below their expected level.

33% (5) Pacifica tamariki from across the school are working *towards our expectations* for mathematics.

61% (5) Pacifica tamariki from across the school are working *within our expectations* for mathematics.

0% Pacifica tamariki from across the school are working *above our expectations* for mathematics.

0% Pacifica tamariki from across the school are working *well above our expectations* for mathematics. This means these tamariki are working 2 years above their expected level.

0% ESOL tamariki from across the school are working *towards our expectations with support* in mathematics. This means these tamariki are working 2 years below their expected level.

13% ESOL tamariki from across the school are working *towards our expectations* for mathematics.

14% ESOL tamariki from across the school are working *within our expectations* for mathematics.

23% ESOL tamariki from across the school are working *above our expectations* for mathematics.

0% ESOL tamariki from across the school are working *well above our expectations* for mathematics. This means these tamariki are working 2 years above their expected level.

## MCS 2022- 2023 Reading Achievement data

	Towards our expectations with support	Towards our expectations	Within our expectations	Above our expectations	Well above our expectations
2022 Reading	4%	27%	43%	14%	4%
2023 Reading	10% (26)	18% (40)	44% (93)	24% (56)	4% (9)

# Mt Cook School Annual Implementation Plan

2022 Māori	2%	16%	47%	22%	11%
2023 Māori	7% (3)	27% (11)	39% (22)	22% (9)	5% (2)
2022 Pacifica	0%	14%	57%	14%	14%
2023 Pacifica	12% (2)	30% (3)	52% (7)	6% (1)	0% (0)
2022 ESOL					
2023 ESOL	13%	23%	50%	13%	0%

## MCS 2022- 2023 Writing Achievement data

	Towards our expectations with support	Towards our expectations	Within our expectations	Above our expectations	Well above our expectations
2022 Writing	7%	33%	45%	12%	2%
2023 Writing	8% (19)	34% (75)	46% (103)	9% (23)	1% (2)
2022 Māori	8%	44%	33%	11%	2%
2023 Māori	15% (5)	33% (13)	43% (17)	7% (3)	2% (1)
2022 Pacifica	0%	46%	46%	7%	0%
2023 Pacifica	13% (2)	33% (4)	54% (7)	0% (0)	0% (0)
2022 ESOL					
2023 ESOL	10%	41%	43%	4%	0%

## MCS 2022- 2023 Mathematics Achievement data

	Towards our expectations with support	Towards our expectations	Within our expectations	Above our expectations	Well above our expectations
--	---------------------------------------	--------------------------	-------------------------	------------------------	-----------------------------

## Mt Cook School Annual Implementation Plan

2022 Maths	0%	22%	57%	17%	3%
2023 Maths	4% (9)	21% (46)	55% (119)	20% (45)	0% (0)
2022 Māori	0%	8%	61%	27%	4%
2023 Māori	10% (4)	27% (10)	43% (17)	20% (8)	0% (0)
2022 Pacifica	0%	8%	61%	27%	4%
2023 Pacifica	6% (3)	33% (5)	61% (5)	0% (0)	0% (0)
2022 ESOL					
2023 ESOL	0%	13%	14%	23%	0%

# Mt Cook School Annual Implementation Plan

<b>Strategic Goal 1</b> Regulation 9(1)(a) Inclusion: To understand and celebrate ākonga for who there are, where they come from and the communities they are part of, enabling them to confidently take their place in the world. Ākonga well-being is central to all decisions.				
<b>Annual Target/Goal:</b> Regulation 9(1)(a) To develop reciprocal relationships with iwi within our rohe. MCS will ensure that Mana whenua and all our diversity communities can see themselves proudly represented in all our spaces.				
<b>What do we expect to see by the end of the year?</b> Regulation 9(1)(d) (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
<b>Cultural responsive practices are normalised throughout all educational spaces at MCS.</b>				
<b>Actions</b> Regulation 9(1)(b) <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b> Regulation 9(1)(c)	<b>Resources Required</b> Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> Regulation 9(1)(d) <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Begin to established true te Tiriti o Waitangi partnerships with iwi / hapu led organisations.	Leadership Team and Kaiako	Networking with people from our community. Koha Budget	Begin in term 1 and review in term 3.	Stronger relationships with iwi / hapu led organisations.  Iwi / Hapu led organisations will be present in our kura.
Develop a collective understanding of tikanga practices that support the uplifting of our ākonga well-being.	Leadership Team, Kaiako & Kapa Haka Tutor	Kapa Haka Tutor budget allowance Kapa Haka online budget Budget for cultural events and experiences Budget for cultural artifacts	Begin in term 1 and complete in term 3.	MCS will have a consistent tikanga (set of rules), that provides mana to our diverse community.
Develop a shared understanding around culturally responsive practices that embrace all our diversity.	Leadership Team, Kaiako & Community	TKI <a href="https://seniorsecondary.tki.org.nz/Science/Pedagogy/Culturally-responsive">https://seniorsecondary.tki.org.nz/Science/Pedagogy/Culturally-responsive</a> Poutama, Poutama Equity, excellence and belong <a href="https://poutamapounamu.org.nz/dimensions/cultural-relationships-for-responsive-pedagogy">https://poutamapounamu.org.nz/dimensions/cultural-relationships-for-responsive-pedagogy</a>	Fortnightly hui, during term time, for the entire year.	MCS will complete an annual Student Well-Being Survey.

# Mt Cook School Annual Implementation Plan

<b>Strategic Goal 2</b> <small>Regulation 9(1)(a)</small> Equity: To address educational inequality for Māori and Pacifica ākonga. To break down all educational barriers for ākonga where English is a second language. To break down all barriers facing ākonga with learning needs.				
<b>Annual Target/Goal:</b> <small>Regulation 9(1)(a)</small> Build school wide capacity around te reo Māori me nga tikanga. MCS will lift our use of te reo Māori me nga tikanga Māori by 50% to ensure that te reo Māori me nga tikanga becomes normalised.				
<b>What do we expect to see by the end of the year?</b> (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) <small>Regulation 9(1)(d)</small>				
Te reo Māori me nga tikanga Māori will be visible throughout all educational spaces at MCS.				
<b>Actions</b> <small>Regulation 9(1)(b)</small> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b> <small>Regulation 9(1)(c)</small>	<b>Resources Required</b> <small>Regulation 9(1)(c)</small>	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> <small>Regulation 9(1)(d)</small> <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Te reo Māori lessons supported by Sam Palmer. These lessons are volunteer and we currently have 16 staff members.	Kaiako Sam Palmer	MCS Professional Learning and Development Budget Fortnightly staff hui	Fortnightly hui, during term time, for the entire year.	Increase in the use of te reo Māori within classroom teaching programmes.  Increase te reo Māori visionally throughout all school spaces.
Create and develop a te reo Māori rubric by ensuring that MCS has expectations around specific kupu learning connected to each Year Level.	Leadership Team and Kaiako	<ul style="list-style-type: none"> <li>• He Reo Tupu, He Reo Ora <a href="https://hereoora.tki.org.nz/">https://hereoora.tki.org.nz/</a></li> <li>• Pūtātara <a href="https://putatara.education.govt.nz/#/home">https://putatara.education.govt.nz/#/home</a></li> <li>• Takatū - <a href="https://www.takatu.co.nz/">https://www.takatu.co.nz/</a></li> </ul>	Begin in term 1 and complete in term 3.	There will be clear expectations around the teaching and learning of te reo Māori.  All ākonga will increase their spoken te reo Māori.
Hold monthly hui with Māori ākonga to ensure that MCS is providing everything that the need to be success at MCS.	Tumuaki Adrienne McAllister	Scheduled monthly mornings from 12 to 12.40 Koha budget for kai	Monthly hui during the each term, for the entire year.	Māori ākonga will have a strong sense of connection and their improve well-being.  Māori whānau and ākonga will be engaged on all levels of decisions.

# Mt Cook School Annual Implementation Plan

## Strategic Goal 3 Regulation 9(1)(a)

Living Curriculum: To create a positive, healthy, connected and inclusive climate for learning, that develops engaged, resourceful lifelong ākonga. Develop a curriculum that celebrates te Ao Māori and the histories of Aotearoa and is reflective of our rich multicultural community.

### Annual Target/Goal: Regulation 9(1)(a)

Develop a school wide living curriculum that embraces the Refreshed NZ Curriculum and our Values and diversity. Our Curriculum will support a consistent approach to teaching and learning at MCS.

### What do we expect to see by the end of the year? Regulation 9(1)(d)

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

MCS curriculum embraces mana whenua and tauwi while utilising the taonga from Te Whanganui-a-Tara and Aotearoa.

<b>Actions</b> <small>Detail the key actions you'll take this year to reach your annual target listed above Regulation 9(1)(b)</small>	<b>Who is Responsible</b> <small>Regulation 9(1)(c)</small>	<b>Resources Required</b> <small>Regulation 9(1)(c)</small>	<b>Timeframe</b> <small>This is optional however is useful to help with your planning</small>	<b>How will you measure success?</b> <small>Regulation 9(1)(d)</small> <small>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</small>
MCS will develop a school curriculum that is supported by our Strategic Plan.	Community, Leadership Team and Kaiako	Scheduled hui times	Weekly hui during term 4 2023 and term 1 2024	The development of a clear Strategic Plan that scaffolds a rich, diverse MCS curriculum document.
Begin to develop a Mt Cook School Curriculum that truly embraces Te Tiriti o Waitangi partnerships.	Leadership Team and Kaiako	MCS Professional Learning and Development Budget Fortnightly staff hui	Fortnightly hui, during term time, for the entire year.	MCS Curriculum will have developed specific actions that ignite our school vision and values and Mātaurangi principles.
Develop a MCS Curriculum that embodies the Key Competencies and develops statements in all learning areas.	Leadership Team and Kaiako	MCS Professional Learning and Development Budget Fortnightly staff hui Budget Curriculum areas Curriculum Lead teachers	Fortnightly hui, during term time, for the entire year.	MCS will develop specific implications of how MCS Curriculum will bring to life each Key Competence.  MCS will develop specific guidelines of how MCS Curriculum will deliver the teaching and learning of all curriculum areas.

# Mt Cook School Annual Implementation Plan

## Strategic Goal 4 Regulation 9(1)(a)

Teaching and Learning: To provide high quality delivery of teaching and learning by actively role modelling lifelong learning; ensuring that the well-being of staff is fully supported.

## Annual Target/Goal: Regulation 9(1)(a)

All MCS kaiako and staff will be able to reach their full potential. They will have the opportunity to share and grow their passions for teaching and learning.

## What do we expect to see by the end of the year? Regulation 9(1)(d)

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Kaiako will develop teaching and learning that is fun, exciting and relevant to them and our ākongā.

<b>Actions</b> Regulation 9(1)(b) <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	<b>Who is Responsible</b> Regulation 9(1)(e)	<b>Resources Required</b> Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<b>How will you measure success?</b> Regulation 9(1)(d) <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Develop a MCS Curriculum that embeds best practice including quality teaching, assessment & reporting and a review process.	Leadership Team and Kaiako	MCS Professional Learning and Development Budget Fortnightly staff hui Budget Curriculum areas Curriculum Lead teachers	Fortnightly hui, during term time, for the entire year.	MCS will develop a Curriculum that demonstrates and identifies what quality teaching and learning looks like at our kura.  This document will identify Best Practice and what Best Practices looks like at MCS within the areas of teaching and learning, assessment and reporting and also in the areas of professional reflection and review.
MCS Curriculum will be visible in our teaching and learning programmes.	Leadership Team and Kaiako	Curriculum Budgets Staff Hui times Curriculum Lead Teachers	Fortnightly hui, during term time, for the entire year.	Our teaching and learning programmes will show evidence of teaching Aotearoa Histories and also teaching from our diverse communities.

## Mt Cook School Annual Implementation Plan

MCS Kaiako will use data, evidence, teacher knowledge and best practice to design fun and effective teaching and learning programmes.	Leadership Team and Kaiako	MCS Professional Learning and Development Budget Fortnightly staff hui	Fortnightly hui, during term time, for the entire year.	Mid Year and End Year achievement data Attendance Data Hui minutes documenting discussions.
---	----------------------------	---	---	---