



2020 CHARTER, STRATEGIC & ANNUAL PLAN



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Our Mission

For each learner, the school community will provide quality learning opportunities that encourage Christian perspectives and affirm Biblical principles.

Our Vision

To provide and promote a Christ centred environment where students experience God. To develop personal commitment that is expressed through their Godly **Character** which allows the student to excel (**Excellence**) and is expressed through their involvement with the **Community**.

Our Values

Character

We honour God.

We value developing Godly character and integrity in our lives.

We value God's involvement in our lives.



Excellence

We lead for God

We value the giving of our best and the development of excellence.

We value the talents, gifts and abilities that are unique to each learner.

We value learning; the acquisition and application of knowledge, in the context of a Biblical world view.



Community

We serve God

We value justice and mercy.

We value cultural diversity and inclusiveness.

We value being good stewards of the resources in our community.

We value making a difference in our school, local and wider community.



Curriculum Principles for Miramar Christian School

These principles underpin why we teach what we teach.

Miramar Christian School Principles to underpin the design of our school's curriculum	NZ Curriculum Principles Curriculum practice throughout our school is underpinned by and consistent with the NZC
Treaty of Waitangi Our curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga (Māori language and customs).	Treaty of Waitangi The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga (Māori language and customs).
Cultural Diversity Our curriculum reflects Wellington's cultural diversity and in particular the diversity present at Miramar Christian School. We value the histories and traditions and arts of all our families and communities. We celebrate and support the different ethnicities in our school whenever we can. (Community)	Cultural Diversity The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of its entire people.
Community Engagement At Miramar Christian school we welcome and engage the support of our whanau and community, ensuring that the curriculum is meaningful for all students. We encourage the pastors and leaders of the children's churches in particular to support the members of their community at our school (Community).	Community Engagement The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau, and communities.
High Expectations Our curriculum supports and empowers all students to achieve success in all aspects of school life. (Competence)	High Expectations The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.
Learning to Learn Our curriculum encourages all students to reflect on their own learning, set goals, take risks and respond to feedback as active members of a learning community. (Competence)	Learning to Learn The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Miramar Christian School Principles to underpin the design of our school's curriculum	NZ Curriculum Principles Curriculum practice throughout our school is underpinned by and consistent with the NZC
Coherence Our curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning. It is set in the context of the Bible whereby links are made to the teachings of Jesus where appropriate. (Character)	Coherence The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.
Inclusion Our inclusive curriculum recognises and acknowledges the needs of all students in a non-discriminatory environment. (Community)	Inclusion The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.
Future Focus Our curriculum teaches students that their actions today affect tomorrow. Sustainability, global connections, citizenship, creativity and innovation are explored through integrated learning. (Community)	Future Focus The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

Prioritising Inclusion

Miramar Christian School welcomes all learners to our community. Learners with special education needs are supported to attend our school, engage in all school activities, and achieve against the key competencies and learning areas of the NZC.

Strategic Plan 2019 - 2021

Area	Strategic Goals
CHARACTER (Faith)	A vibrant Kingdom culture where all learners are growing in their identity and destiny in Christ.
EXCELLENCE (Academic Excellence)	Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21 st century.
COMMUNITY (Culture)	Powerful partnerships with parents, whanau, churches and community work cohesively to strengthen positive outcomes for our students.
GROWTH	A visible and thriving faith-based learning community is welcoming new families.

ANNUAL PLAN 2020

CHARACTER	
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Baseline information: In 2018-9 students received regular devotion times in class. In 2019 many students are engaging in faith in exciting ways. However, most Year 5-7 boys in 2019 did not engage in in worship singing respectfully. These students are the leaders of the school in 2020.

Rational MSC wishes all students to engage in faith-based activity with respect especially those who are the oldest in the school. The oldest students set the tone of the school and are leaders. At MCS we wish student to see faith reflected in a range of ways by the staff and beyond the staff and to offer students opportunity to experience/express their own faith. Explicit teaching of the gospel will aide understanding and experience of the Christian faith.

Area	Annual Goal for 2020	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection
CHARACTER (Faith) A vibrant Kingdom culture where all learners are growing in their identity and destiny in Christ.	Students are given opportunity to learn what an active faith looks like and to experience God.	<ul style="list-style-type: none"> Teachers make their own spiritual journey a priority so they can share faith from their own lives. 	<ul style="list-style-type: none"> Students observe faith lived out. 	Teachers		
		<ul style="list-style-type: none"> Invite in different people to teach worship songs in English and te reo. 	<ul style="list-style-type: none"> Students will sing worship songs in a variety of genre with respect. 	Principal		
		<ul style="list-style-type: none"> Invite young interns to come and share testimony, devotions with students. 	<ul style="list-style-type: none"> Students see faith as for all people young and old, male and female, different ethnicities etc. and them. 	Teachers		
		<ul style="list-style-type: none"> Review how "service" is done Find Christian worship songs that are theologically sound, are musically acceptable to students and singable to teach to the school. Adopt a school song? Soaking practice used in all classes. 	<ul style="list-style-type: none"> Students have opportunity to express their faith indifferent ways. 			

	Provide explicit gospel teaching	<ul style="list-style-type: none"> • Make gospel teaching explicit x1 per term. • Bible is shared daily with students. 	<ul style="list-style-type: none"> • Students have the opportunity to respond to gospel invitation without coercion. • By the end of their schooling all students will be very clear about what being a Christian means. • Students will begin taking ownership for their own faith. 	Staff to organise external person to present the gospel	Easter	
	Equip students to relate positively	<ul style="list-style-type: none"> • Teach social skills and what Godly character looks like. Expand what the value means at MCS. • PB4L matrix and daily communication book will be used as tools to expand what Character, Excellence and Community might look like at MCS. • Train Year 6-8 in peer mediation. DP to create faith- based step to this process. 	<ul style="list-style-type: none"> • Students will know what school values are. • Create peaceful classrooms • Students will be clear about what is expected from them in terms of behaviour. • Students will be equipped with positive ways to relate. • Students will know positive ways to solve points of difference. 	DP Teachers		

COMMUNITY

The new principal has connected with preschools, some churches, local schools, Weta and the wider Christian School Network.
Community events were run in 2019.
The parent group (APT) which was re-established in 2019 has played a significant part in engaging parents into the school community. The APT have called on others to fundraise and help the school in a number of ways. Their motivation is to support the school to provide the best possible education for their children.
Links have been made with other Christian schools and re-established with preschools.
SKOOL loop is in regular use.
In 2019 strong links were made with the Gateway Baptist Church. The pastor and youth pastor came and supported the school in many ways. For example, running some devotions and professional development sessions for staff, leading worship with students and supporting class programmes. Three other parishioners also gave a tremendous amount of help to the school, supporting reading, helping in the library and gardening.

Rational

Building a strong faith community is important to MCS. Therefore, parental involvement and links with Gateway and other churches are encouraged.

A lot of traction in building community has been made in 2019. MCS will take deliberate action to embed and build on this. Continuing to work our parents, with APT, Peniel, BOT Gateway Baptist and other churches is very important.
MCS will continue to seek to develop greater networks, be open to and give back to the community.

Area	Annual Goal for 2020	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection
COMMUNITY Powerful partnerships with parents, whanau, churches and community work cohesively to strengthen positive outcomes for our students.	Students enjoy advantages of being in a tightly knit community	<ul style="list-style-type: none"> Staff promote community value-whanaungatanga and explore what this means. Use image of family to promote the school as this is a way to positively see small. Train new year 6 students to usher parents around the school and revise expectations with year 7-8 students. 	<ul style="list-style-type: none"> A sense of family-belonging, among the students. Tuakana-Teina relationships evident. Students are a cohesive whole, comfortable working and playing with students from other classes. 	Year 6-8 teacher	Term 1	

		<ul style="list-style-type: none"> • Develop across school activities. E.g. buddy reading, letters of encouragement, creating stories paragraph by paragraph across classrooms, fitness, Tuakana-Teina. • Explore ways to combine the mihi whakatau and commissioning service for term one. • New students are welcomed with a mihi whākatau. 	<ul style="list-style-type: none"> • All students know the names of all other students. 			
	The church and school work together in partnership	<ul style="list-style-type: none"> • Students and staff attend commissioning service at the Gateway Baptist Church. • School will invite Gateway Pastor to run devotions and various other activities. • Continue to have Families Youth Pastor come in weekly to do devotions for seniors. • The school seek ways to bless other schools and churches and the community in our local area. • Principal visits other churches leadership to raise awareness of what MCS offers. 	<ul style="list-style-type: none"> • Active faith is evident in the school culture. • Unity between the school and church is seen. • Gateway members are valued as part of MCS community. • School and church benefit from a mutual relationship. • More people in churches are aware of the option for Christian Schooling that we offer. 	Gateway Pastor, Families Pastor, Principal Other Local Pastors.		
	Whanau and school partnership together.	<ul style="list-style-type: none"> • Provide points of fun and celebration for the whole school. 	<ul style="list-style-type: none"> • Parents are engaged in Miramar Christian School community. 	Principal and staff	x1 Per Term	

		<ul style="list-style-type: none"> • Let parents know about ways they can help in the school, e.g. encourage them to join APT. • Run “Reading Together” Programme for parents and TAs • Consult with whanau on the new format of the school report, graduate profile and how to understand the school values • Invite parents to share ideas relating to their culture on topics to be studied. 	<ul style="list-style-type: none"> • Parents and TAs will be on the same page as teachers and learn ways to effectively support student reading. 	Principal and NE-Y2 teacher Principal Principal	Term 1-2 – 4 sessions	
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GROWTH

Baseline information In 2019 the principal has gone out of her way to introduce herself to those in the wider Christian and Miramar community e.g. 8 preschools, local ministers, Maranatha Christian School Hawera Christian School, Weta workshop etc. in the hope that MCS becomes known in the community. Peniel has organised an internal paint of the school which has made us more attractive and put up a new fence which enables us to be seen. MCS has opened her gates to many who had previously not been into the school. Peniel also employed a marketing group who helped develop MCS's website and thereby improved MCS online presence. The principal and teachers have made regular Facebook posts to assist with this. The office manager has learnt to do most basic updates on the website meaning updating is a sustainable activity.

Rational We have a lot to offer and wish many students to share in what we provide. There are still many people who do not know that we exist. Continuing to build and build upon networks and other ways to increase the visibility of MCS is important. MCS staff are ready to share what we offer- and keep MCS online presence up to date. As a school MCS are seeking ways to bless those in the community.

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			<p>their children can find us.</p> <ul style="list-style-type: none"> We are seen by people who visit Weta workshops. ROLL GROWTH! 	<ul style="list-style-type: none"> Teachers and principal 	Term 1	
	Welcome visitors and whanau into the MCS	<ul style="list-style-type: none"> Hold a school community gathering once a term. New senior students learn how to greet, take visitors on a tour and host visitors. Welcome prospective parents, i.e. Open Day x2+ per year New staff and students are welcomed once a term at a mihi whakatau. 	<ul style="list-style-type: none"> Strengthen school community Parents develop relationships with others in school community. 	<ul style="list-style-type: none"> Staff Marketing Committee 	<p>Term 1</p> <p>Term 2</p>	.
	Students will be proud of their school	<ul style="list-style-type: none"> Encourage students to recognize and speak positively about their school e.g. Reflect on day and offer prayers of thankfulness before departing. Encourage students to take pride in their uniform through PB4L and inspections at least x2 per year one summer and one winter check. 	<ul style="list-style-type: none"> Students will share positive messages about the school. Students will wear their uniform correctly and with pride. 	<ul style="list-style-type: none"> Teaching staff Deputy Principal 	<p>Term1</p> <p>Term 1 and 3</p>	

EXCELLENCE

Baseline data MCS classes are multileveled. There is a large age and ability range in each of our classes. This makes some teaching strategies more effective than others.

Student Leadership- Traditionally our Year 6 students do service for the school by tidying and helping around the school. Last year this was difficult with only 3 students. A change in the expectations around service is needed.

Teachers have begun a review of the interact curriculum. Technology is not explicitly taught in the Interact Curriculum (IC) teachers have been doing STEM and robotics to mitigate this.

Despite not being able to locate a graduate profile at the beginning of the year one has been located. This profile needs updating.

Rational While we have great teacher student ratios we can focus more closely on the needs of individual students. Finding strategies that work within multileveled classes with high numbers of ESOL students. If MCS staff seeks to identify strategies that work in multileveled classes, are responsive to the students' needs, increase self-regulation, learner agency and collaboration students will enjoy a diverse and effective class programme.

Student Leadership – It is important to provide students with leadership opportunities.

IC- By reviewing the IC teachers at MCS can create a new plan that better covers the New Zealand Curriculum (NZC).

A graduate profile - would help the school community to be on the same page about MCS aims. It would also enable teachers to design progressions to move students towards meeting the graduate profile.

Area	Annual Goal for 2020	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection
EXCELLENCE (Academic Excellence) Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21 st century	Teachers use best practise to meet the social and academic needs of students in their care.	<ul style="list-style-type: none"> Teaching staff will have a growth mindset and explicitly teach students to have a growth mindset. Teaching staff will observe and learn about different ways of teaching and assess whether these will increase the quality of Christian education offered in Miramar Christian School. Define and use best practice in MCS. Include a range of strategies including strategies that develop 	<ul style="list-style-type: none"> Teacher capability will increase. 	Principal and class teachers	Term 1-4	

		<p>self-regulation and increase learner agency.</p> <ul style="list-style-type: none"> Teachers will reflect on and review the use of the Interact Curriculum in light of student needs and interests. Teaching will be responsive to student needs – notice what students are doing and adjust activities so all can access learning. The regular use of the Notice and Adjust sheet will become embedded. Review school assessment system – rationalize as required. Increase focus on things Māori, learning and learning environment. 	<ul style="list-style-type: none"> Students gain knowledge and skills in an engaging environment. Students perceive themselves as learners in all areas of the curriculum. Students make at least one year's progress in a year. A greater percentage of boys achieve at their curriculum level in reading and writing. 			
	Provide leadership and service opportunities	<ul style="list-style-type: none"> All Year 6-8 students are to be given the following roles <ul style="list-style-type: none"> - Be on the Student Council - take turns running school assemblies - be a house leader - be a peer mediator All students to be given opportunities to serve in classes (e.g. class duties) and the school community (e.g. Sports shed monitor) and beyond (e.g. make cards for elderly who do not receive cards from anyone else. 	<ul style="list-style-type: none"> Senior students are role models in the school. Senior students learn leadership skills. Senior students value others. 	Senior Class Teacher	<ul style="list-style-type: none"> Term 1-4 	

		<ul style="list-style-type: none"> Year 6-8 students taught how to run meetings, host and welcome visitors. 				
	Review MCS Graduate profile	<ul style="list-style-type: none"> Review a graduate profile In consultation with parents, staff, Bot reps adapt amend and/or endorse the draft graduation profile. 	<ul style="list-style-type: none"> The graduate profile guide teachers and students towards the aspirational goal of developing Christian leaders for the 21st century. 	Principal Staff	Term 2	

EXCELLENCE – Succeeding in Reading

(Academic Excellence) Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.

2019 Baseline data

In 2019 the biggest disparities were between male and female students.

At the end of 2019 overall 76% of students were at or above the appropriate curriculum level.

61% (8/13) of male students were at or above in reading while 92% (11/12) of female students were at or above the appropriate curriculum level.

83% (5/6) of Māori students were at or above in reading while 100% (3/3) of European students were at or above the appropriate curriculum level.

2020 Targets: To increase the percentage of male students reading at or above the appropriate curriculum level from 61% to 70%.

For the percentage of Maori students reading at or above the appropriate curriculum level to be 75% (6/8).

NB Māori target set for 2020 is below 2019 as when the list of students moving into 2020 data were viewed it could be seen that a target of 7/9 students at or above the expected level requires 1 Māori students to make more than a year's progress in a year.

Annual Goal for 2020	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
To increase the percentage of male students reading at or	<ol style="list-style-type: none"> Teachers identify target students and what movement is required to get students to the appropriate level. Teach growth mindset. 	<p>Boys will see reading as a relevant activity for boys.</p> <p>Boys will engage with written word.</p>	Teachers	Term 1	

above the appropriate curriculum level from 61% to 70%.	<ul style="list-style-type: none"> 3. Teachers select materials that engage boys' interest. 4. Invite men to come and read with and to students as male role models 5. Deliberately scaffold the reading of texts by introducing vocabulary students may not know before reading. 	Boys will make at least a year's progress in a year.	Teachers/ SENCO		
	<ul style="list-style-type: none"> 6. Continue to seek specialist support for students who have not made expected gains with standard approaches 7. Run "Reading Together" programme T2-3 				
For the percentage of Maori students reading at or above the appropriate curriculum level at the end of 2020 to be 75% (6/8)	<ul style="list-style-type: none"> 1. Teachers identify target students and what movement is required to get students to the appropriate level 2. Teach growth mindset. 3. Select material that is relevant to Māori students. Allow Māori students who relate to chosen texts to be experts about the information/ideas in the text and to tell others about their experiences. 4. Deliberately scaffold the reading of texts by introducing vocabulary students may not know before reading. 	<p>Maori will see reading as a relevant activity for Maori</p> <p>Maori will engage with written word.</p> <p>Maori will make at least one year's progress in a year</p>	Teachers		
	<ul style="list-style-type: none"> 5. Continue to seek specialist support for students who have not made expected gains with standard approaches. 		Teachers/SENCO		
			Principal		

EXCELLENCE – Succeeding in Writing

(Academic Excellence) Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.

2019 Baseline data

In 2019 the biggest disparities were between male and female students and Maori and non-Maori students.

Overall 64% of students were at or above the appropriate curriculum level.

54% (7/13) of male students were at or above in writing while 75% (9/12) of female students were at or above the appropriate curriculum level. This means male students are achieving at a 21% lower than female rate in writing.

66% (4/6) of Māori students were at or above in writing. This is similar to other nationalities results.

2020 Targets: To increase the percentage of **male students** writing at or above the appropriate curriculum level from 54% (8/14) to 62%. This is a 5% increase and assumes that those who are at or above in reading have the capability to be at or above in writing.

For 75% (6/8) **Maori students** to be writing at or above the appropriate curriculum level.

Annual Goal for 2020	Actions	Expected Outcomes	Who is responsible/ Resources	Start date	Outcome/ Analysis & Reflection.
To increase the percentage of male students writing at or above the appropriate curriculum level from 54% to 62%.	<ol style="list-style-type: none"> Teachers identify target students, their barriers to learning and what movement is required to get students to the appropriate level. Teach growth mindset Teachers select topics that engage boys' interest. Read examples of good texts written by male and female authors as male role models- enjoy these and discuss what makes them good writing. Invite boys to share their writing in class- point out good elements of work. Continue to seek specialist support for students who have not made expected gains with standard approaches. 	<p>Boys will see writing as a relevant activity for boys.</p> <p>Boys will engage in writing activities</p> <p>Boys will make at least one year's progress in a year</p>	<p>Teachers</p> <p>Teachers/ SENCO</p> <p>Principal</p>	Term 1	

EXCELLENCE – Succeeding in Mathematics

(Academic Excellence) Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.

(Academic Excellence) Students are succeeding in knowledge, skills and competencies to thrive as transformational Christian leaders in the 21st century.

2019 Baseline data

Overall 68% of students were at or above the appropriate curriculum level.

In 2019 the biggest disparities were between male and female students; and Maori and non-Maori students. 75% (3/9) of female students are achieving at or above their expected level and 61% (8/13) male students are achieving at or above the level expected. Due to small numbers in cultural groups this may not be considered statistically viable.

50% (3/6) of Māori students were at or above in mathematics while 100% (3/3) Pasifika and 100% (3/3) MELAA students were at or above the appropriate curriculum level.

57% (8/14) of male students were at or above in mathematics and 53% (7/13) of female students were at or above the appropriate curriculum level.

Overall 68% of students were at or above the appropriate curriculum level.

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2020 Targets: To increase the percentage of **Male students** Miramar Christian School Students achieving in mathematics at or above the appropriate curriculum level in mathematics from 61% to 69%.

To increase the percentage of **Maori students achieving** mathematics at or above the appropriate curriculum level from 50% (3/6) to 87.5% (7/8).

NB Māori target set for 2020 requires two Māori students to make more than a year's progress in a year and others to make at least a year's progress in a year.

To increase the percentage of **Maori students achieving** mathematics at or above the appropriate curriculum level from 50% (3/6) to 87.5% (7/8).
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[illegible]

	<ul style="list-style-type: none"> 3. Teacher will use mixed ability groupings, at least once a week -These do not need to be the whole class. 4. Teacher embed strategies/practices learnt in 2019 into classroom programmes. 5. Teachers use the PACT tool for Assessment – different sections at the end of each term 		<p>Teachers</p> <p>Teachers With Principal support</p>		
<p>To increase the percentage of Maori students achieving mathematics at or above the appropriate curriculum level from 50% (3/6) to 87.5% (7/8).</p>	<ul style="list-style-type: none"> 1. Teachers identify target students, their barriers to learning and what movement is required to get students to the appropriate level. - strategies to achieve this this could be the basis for teaching “inquiry”. 2. Teachers will teach growth mindset, a range of recording methods and teach problem solving strategies through a range of relevant word problems. 3. Teacher will use mixed ability groupings, at least once a week -These do not need to be the whole class. 4. Teacher embed strategies/practices learnt in 2019 into classroom programmes. 5. Teachers use the PACT tool for Assessment – different sections at the end of each term 	<p>Maori will see mathematics as a relevant activity for them</p> <p>Maori will engage in mathematics activities that stretch their abilities</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers With Principal support</p>		