Middle School West Auckland 2026

Special Character

The Special Character of the school has been defined by the Villa Education Trust. The Trust serves the schools in its network by providing proprietorship, governance, administration, and resourcing. In the role of the proprietor the Trust holds the responsibility for defining and upholding the designated character of the school, referred to as the Special Character.

1. **Learning Pathways / Huarahi Ako:** All our students/akonga will achieve to their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships.
2. **Learning to Learn / Tikanga Ako:** Our Māori students/akonga will enjoy educational success as Māori.
3. **Working Together / Mahitahi:** Our Board, staff, whanau, and community will be engaged in supporting our children /Tamariki in their learning and growth.

Mission Statement	To allow young people to develop and learn to give them a base for excellence in all spheres of life through effective teaching, quality facilities, an optimal day structure and an integrated curriculum.
Special Character	1. All children are intrinsically valuable and deserve holistic care 2. All children have enormous God given potential 3. Every student can develop exceptional skills and knowledge sets 4. Expert teaching, coaching, mentoring, and purposeful practice enables students to make significant academic progress 5. An integrated project-based curriculum, that has a focus on academic rigor and exposure to literature, enables students to become innovative, collaborative problem solvers of the future 6. All students bring with them rich sources of knowledge, understanding and wisdom from the families they are born into, and the communities of which they are a part 7. The governance roles of the Villa Education Trust are established, structured, and organised so that the desired outcomes of the schools can be clearly understood, planned for, and reviewed on a regular basis

	8. The management roles within the school learning community are structured to ensure the special character is implemented effectively: that quality teaching, learning and care happen in a redemptive environment and strong partnerships are formed with families and the community
Values	**Manaakitanga | Respect**: We respect ourselves, each other, and our environment. | Ka whai whakaaro tētahi ki tētahi, ki te taiao hoki. **Kotahitanga | Inclusion**: We accept, value, and celebrate each other's differences. | Ka tautoko, ka whakamānawa, ka whakanui ō tātou rerekētanga. **Whanaungatanga | Care**: We encourage, support and care for each other. | Ka akiaki, ka tautoko, ka kauawhiawhi tētahi i tētahi. **Villa Student**: Values, Diligence, Faith, Optimism, Self-discipline, Integrity, Courage, Generosity, Perseverance, Determination, Sense of Purpose, Compassion
Principles	**Tika** – we seek to do the right thing which highlights our desire to be true to the best version of ourselves. **Pono** – we seek to do things for the right reason which highlights our desire to be genuine. **Aroha** – we seek to do things the right way which highlights our desire to show compassion for others.
Māori dimensions and Cultural Diversity	**Tikanga and te reo Māori** are a dominant feature in all aspects of the bi-lingual unit. They also lead the English-medium site in these areas by workshopping, modelling, and advising of cultural practices and integration of language. The English-medium site is conscious of its commitment to Te Tiriti o Waitangi and the implementation of te reo Māori into the daily practices of all staff and school life. **Cultural Diversity** - Incorporated in our focus on welcoming and embracing all cultures within our school, encouraging all students to expand their worldview and celebrate differences of all students. There is also an acknowledgement of the high number of Pasifika students enrolled at the English-medium site and that their culture, language, and identity should also be reflected in the curriculum, the daily protocols, and the overall culture of the school.
Villa Groups	**Villa Groups**- we promote wellbeing and on-going support for all students, Villa groups meet regularly. Students remain with the same group and teachers for their time at Middle School West Auckland, developing a strong sense of manaakitanga. With a focus on manaakitanga within the Villa group, the teacher and students in each Villa recognise and affirm the identity of each student through open and trusting relationships where all cultures and experiences are valued, acknowledged, represented, and celebrated. Building trust between students, and between students and teachers is essential to empowering all students to reach their potential. This structure creates a consistent trusted adult for all students during their time at Middle School West Auckland, who is supporting their wellbeing and growth as they move through the school. **Community Engagement** - we engage with our school community through community surveys and face to face consultation in a variety of settings. Student, teacher, and parent voice is sought on a regular basis.

Underlying Values & Principles

High Expectations – represented through our focus on Striving for Excellence in all our endeavours.
Inclusion – embodied through our focus on valuing each individual and inquiring deeply into how we support each student.
Learning to Learn - community consultation has identified the priority for this principle within the school. We embody this principle through our assessment for learning focus, including feedback to and from students, scaffolding of learning opportunities and clear learning pathways for students.
Coherence - this is embodied through the provision of a broad curriculum, with a focus on using students' personal experiences and contexts as a tool for learning.
Future Focus - this is modelled through a focus on learning about other languages and cultures, a focus on preparedness for work and careers.

Strategic Plan		
Strategic Intentions/ Plan		
1. Learning Pathways / Huarahi Ako	2. Learning to Learn / Tikanga Ako	3. Working Together / Mahitahi
All our students/akonga will achieve their highest possible educational potential through quality teaching and learning, safe environments, and positive relationships.	Our Māori students/akonga will enjoy educational success as Māori.	Our Board, staff, whanau, and community will be engaged in supporting our children /Tamariki in their learning and Well-being.
1.1 Continue to provide PLD for staff for specific school needs – Behavioural Management, Student engagement, academic acceleration, cultural and identity sustainability. 1.2 Effectively collaborate with colleagues to enhance effective teaching practices, both within the school and across our community. 1.3 Continue to build an inclusive school culture. 1.4 Revisit school timetable to ensure that literacy and numeracy have adequate teaching time to address foundational student knowledge base and needs. 1.5 Develop and implement an Action Plan for all ethnicities to help accelerate learning, in consultation with leadership, teachers, community, families and students. 1.6 In our pursuit of educational excellence we commit to a structured assessment program to track and enhance value-added progression. We recognize that each learner's journey is unique, and our aim is a growth trajectory that exceeds traditional benchmarks. Embracing an aspirational aim of achieving 1.5 years of academic and personal development per calendar year, we are dedicated to fostering an environment that nurtures curiosity, critical thinking, and holistic	2.1 Te Reo programme developed and embedded in all classrooms. Implement a Māori Action Plan for accelerated learning for Māori students. 2.2 Continuing development of school wide tikanga practices. Support non-Māori learners to value, acquire and use Māori language words and phrases through various mediums. 2.3 Upskill all staff and Board members in Te Reo.	3.1 Continue to build whanau, student, and teacher relationships to empower engagement in learning opportunities. 3.2 Design a quality local curriculum that aligns with our integrated project base philosophy to engage and broaden perspectives of students, via community and teaching input. 3.3 Modernize the physical environment of our school. 3.4 Proactively manage a succession plan for the Board.

advancement. By meticulously tracking value-added outcomes, we aim to empower our students to not only meet but exceed their potential, preparing them for a future defined by excellence and continuous growth. 1.7 Ensure project tasks/class units reflect the local curriculum and that students can visually see their progress. 1.8 Increase attendance rates by working with whānau and external agencies.		

Planning and Reporting Regulations

- Middle School West Auckland will follow the Education School Planning and Reporting Regulations 2023 that include the National Education Learning Priorities and giving effect to Te Tiriti o Waitangi.
- To achieve target goals, the Board of Trustees will support Senior Leadership to provide appropriate professional development so that significant change is supported and can be achieved.
- Strategies to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori, strategies for achieving equitable outcomes for Māori students, and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.
- An annual plan that includes targets to improve student achievement after an analysis of good quality school wide assessment data.
- An Annual Report will be completed which includes a statement of variance of goals and student progress, including progress towards instruction of tikanga and Te Reo Māori.
- Annual financial statements will be prepared, audited, and published on the school's website.

*** Below are ERO recommendations that we will run in line with our current Strategic and Annual plans.**

ERO Recommended Next Steps for Improvements

1.Key Priorities

Accelerate progress for students at risk in:

- Reading
- Writing
- Mathematics

Improve consistency in:

- Teaching practices
- Planning
- Assessment

- Strengthen strategies to improve regular attendance

2.Every 6 Months

Review and report to the Board on:

- Impact of teaching practices for at-risk learners
- Further actions needed

Review student:

- Progress
- Achievement

Evaluate effectiveness of:

- Professional development
- Teaching approaches
- Report on attendance strategies and next steps

3.Within 6 Months

Analyse attendance data using:

- Attendance summary
- Student Improved Attendance Form
- Use findings to plan next steps

4.Every 6 Months

Review and report to the Board on:

- Impact of teaching practices for at risk learners
- Further actions needed

5.Annually

Board uses school data to:

Guide planning

- Make resourcing decisions

Focus On:

- Student progress
- Achievement
- Attendance

Expected Outcomes

- Improved achievement in reading, writing, and maths (especially for at-risk students)
- Consistent, high-quality teaching and learning across the school
- Increased regular attendance

Reporting Timeline

- Next ERO report: **School Evaluation Report within 4 years**