Mangatawhiri School
Strategic Plan 2024~2025

OUR BOARD'S PRIMARY OBJECTIVES	NATIONAL EDUCATION AND LEARNING PRIORITIES	KEY EDUCATION PLANS, STRATEGIES & RESOURCES
Our primary objectives are set out in the Education and Training Act 2020.	*Our strategic plan links our actions to the National Education Learning Priorities*	*Our strategic plan is guided by key education plans and strategies & Community consultation*
1. Every student at our school can attain the highest possible standard of educational achievement. 2. Our school: • is a physically and emotionally safe place for all students and staff; and • gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and • takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within our school. 3. Our school is inclusive of, and caters for, students with differing needs. 4. Our school gives effect to Te Tiriti o Waitangi, including by: • working to ensure that our plans, policies, and local curriculum reflect local Tikanga Māori, mātauranga Māori, and te ao Māori; and • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and • achieving equitable outcomes for Māori students.	Objective 1: Learners at the centre • Priority 1: Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying. • Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures. Objective 2: Barrier-free access • Priority 3: Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga, and those with learning support needs. • Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy, and numeracy. Objective 3: Quality teaching and leadership • Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. • Priority 6: Develop staff to strengthen teaching, leadership, and learner support capability across the education workforce.	Documents: • Ka Hikitia • Action Plan for Pacific Education • Curriculum statements • Mangatawhiri Localised Curriculum Community Consultation: The Board sought feedback from our community through term 3, 2023 to help plan our future next steps. This included students, parents, wider whanau & staff. This provided valuable information to underpin this document as well as future thinking. Tuakau Kahui Ako We are a member of this Kahui Ako to assist our year 8 students who transition to Tuakau College through the goals of the cluster Hauraki Kahui Ako We are a financial member of this Kahui Ako in support of our students who attend Maramarua School for Technology & Hauraki Plains College Through this association, we hold an Across School position as well as access to LSC support through the goals of the cluster This document was approved at the Mangatawhiri Board Meeting on 19/2/24

STRATEGIC GOAL 1:	STRATEGIC GOAL 2:	STRATEGIC GOAL 3:
TEACHING & LEARNING: **NELP Priorities: 1,2,3,4,5,6,7**	***RELATIONSHIPS & WELL BEING:*** **NELP Priorities: 1,3,5,6**	***ENVIRONMENT:*** **NELP Priorities: 2,3**
• A future-focused curriculum that enables: • Empowered learners • Inclusion for learning • Structure literacy	• Practices are inclusive, respectful, & culturally centred • Mangatawhiri Way • Mitey Project	• A safe physical, emotional, & inviting environment • Property projects completed
WHAT THIS LOOKS LIKE @ MANGATAWHIRI SCHOOL:		
• Evidence of The Mangatawhiri Way in all aspects • Structured literacy • The Code • Play-based learning • Learner agency • NZ Histories • Specialist Te Ao Māori Teacher • Specialist Music Teacher • Specialist Art Teacher	• Evidence of The Mangatawhiri Way in all aspects • Cultural Celebrations • Staff Cultural Capabilities • Actively engaged community • High attendance rates • Home & school partnerships • Mitey Project • Strength to Strength Leadership Programme • PB4L • Life Education • Line wise	• Evidence of The Mangatawhiri Way in all aspects • Office / Admin upgrade completed • Staffroom Upgrade completed • Room 3 Upgrade completed

Strategic Goal 1: Enhanced Teaching & Learning

- Preserve & enhance our school culture based on The Mangatawhiri Way values
- Further build a culture where positive behaviour and learning are the way we do things here
- Build on positive and open communication with students, families and the community
- Further develop an infrastructure that supports and enhances future-focused learning and connectivity
- Teach & encourage resilience through positive programmes of learning ~ Mitey / Strength to Strength / Trauma Informed practice
- NZ Curriculum changes as directed to be addressed across the school
- Grow teacher capability with the curriculum refresh
- Aotearoa / NZ Histories further implemented
- High quality teaching & learning programs that reflect our Local & National Curricula
- Students getting the right support
- Engage with both Tuakau & Hauraki Kahui Ako priorities

SUCCESS STRATEGIES:

2024 ACTIONS:	**EXPECTED RESULTS:**	**INTERNAL REFLECTION:**	**SUPPORT:**
Ongoing professional Development	• Staff to identify needs for PD • High engagement with relevant PLD • Staff are committed & active participants in professional development	• Achievement data reviews • Professional conversations • Staff reflect on their development with an openness to learning & improvement • Assessment data • Student reports • Parent conferences • OTJ's • School-wide moderation • Writing resources staff feedback	• Specialists as required • MoE agencies • Kāhui Ako
Further strengthen Structured Literacy	• Training & support for new staff • Embed the code approach in middle & senior school • Daily explicit teaching of skills • Development of student confidence in learning • Staff embed & refine structured literacy	• Staff will have a cohesive plan of progression in terms of structured literacy across the school including The Code • Improved assessment results	• Specialists as required

	• Assessment practices & achievement expectations reviewed • Professional development opportunities for staff in areas of need are identified		
Consistent teaching of maths across the school Develop & embed a clear maths overview	• Review effective Scope & sequence for explicit maths learning • Teacher knowledge & confidence in the use of maths pedagogies • Development of student confidence in maths • Develop & implement explicit maths teaching • Assessment & achievement expectations reviewed • Professional development opportunities for staff in areas of need are identified	• Staff have a cohesive plan of progression in terms of maths scope & sequence across the school • Staff will reflect on current teaching methods in maths • Improved assessment results are an outcome of the teaching of effective maths strategies	• Specialists as required
Investigate literacy programmes of learning for writing	• Improved school-wide literacy (writing) • Daily explicit teaching of skills • Review local curriculum in literacy	• Staff have a cohesive plan of progression in terms of writing scope & sequence across the school • Staff will reflect on current teaching methods in writing • Improved assessment results are an outcome of the teaching of effective writing strategies	• Specialists as required • Writers' toolbox • Writing revolution
Continue to develop a coherent & sequenced learning pathway	• All staff are supported to be critically conscious and reflective of their practice • Students have regular opportunities to engage with new learning & skills are practiced using a range of tools	• Staff have a cohesive plan of learning progressions • Staff will reflect on current teaching methods • Improved achievement results	
Implement elements of Te Mātaiaho (Refreshed NZ Curriculum)	• PLD on Curriculum review (Te Mataiaho) • Resources targeted for NZ Curriculum refresh & development • Continue with the implementation of Aotearoa NZ Histories Curriculum	• MoE guidance through PD	•
Students with additional learning & teaching	• Daily explicit teaching of skills	• Close monitoring of student progress	• LSC new

needs have support to access the curriculum	• Teachers reviewing priority learners with careful tracking of progress		appointment expected • Outside agencies
Continue to provide learning opportunities beyond the classroom – sports, trips, visiting performers, camps	• EOTC activities align with learning pathways	• Continue to engage in a range of learning opportunities that enhance student progress while providing a rich and authentic learning context	

2025

- All initiatives to focus on key outcomes of our localised curriculum & NZ curriculum refresh
- Ongoing resourcing of support through SENCo and teacher aide support to provide all students the opportunity to experience success and a love of learning
- EOTC activities that align to school areas of focus – as above and in addition - school production
- Measure, share & report of individual & school wide data trends
- Review our localised curriculum in line with MoE changes
- A localised maths curriculum is developed
- Review local curriculum in light of changes

LEARNING GOALS:

- To increase the number of students performing at or above in writing
- To show improved progress in writing for all students

Strategic Goal 2: Enhanced Relationships & Wellbeing

- Develop & sustain our cultural capabilities
- Build on our meaningful relationships with the community
- Build community links and resources to enhance learning
- Further enhance relationships between school transitions & pathways
- Educational partnerships with key stakeholders
- Further develop our reflective practice & leadership opportunities

SUCCESS STRATEGIES:

2024 ACTIONS:	**EXPECTED RESULTS:**	**INTERNAL REFLECTION:**	**SUPPORT:**
Maintain regular connections with families and whanau	• The school will value positive relationships between all stakeholders & make this a priority in all that we do • Information hui/workshops held when required with our community to keep them updated & informed	• Student feedback • Pulse • Student leadership programme • Mangatawhiri Way • Student voice	
Build on overall staff well-being	• Continually review teacher workload & expectations • Meetings kept to a minimum – they are well planned meaningful & provide appropriate PLD	• The staffroom is a place to relax & enjoy company	• EAP Services are available as needed
Build on overall student well-being	• Students can demonstrate they can use positive strategies to solve social problems & develop self-efficacy skills • Introduction & implementation of the Mitey Project across the school • Use trauma-informed practice to support student well–being • Aim to create a supportive environment that acknowledges & responds to the diverse	• High expectations in all aspects of school life will keep disruptions to learning to a minimum • Continue to build on the Huaraki Kāhui Ako trauma-informed practices PLD	• Kidz First Counselling services 50 hrs • Pulse Line wise

	needs of students, thereby enhancing their overall well-being & sense of safety		
Use of HERO for ongoing home–school partnerships & reporting	• Implement features of HERO across the school for whanau engagement, tracking & reporting • Use of HERO applications are utilised to their full potential so learning is visible, reported regularly, in real-time, & clearly outlines progress	• Staff PD provided to make full use of this resource to assist with planning, teaching & reporting to whanau	• HERO Resources
Staff to grow their cultural competencies to recognise & respect our growing diversity	• Review our curriculum to reflect greater support of Te Tiriti O Waitangi • Staff identify with one culture represented in school to become familiar with things to be considered in the school and to develop a sense of belonging & identity within the school linking to that culture • Connections with local iwi - Tamaoho • Hui conducted with the Māori community to acknowledge their voice in our school	• Build strong partnerships • Increase opportunities for our students, staff & community • Raise capability in cultural competence	• Tamaoho • Hauraki Across school lead teacher
Transition programmes between ourselves ECE's & High Schools	• Strengthen transitions with local ECE's • Strengthen transitions with Hauraki Plains College & Tuakau College •	• Promote sharing of information & data around our learners, their strengths & areas for development (academically, socially, culturally)	
Engage in Tuakau Kahui Ako goals fully	• Further develop working relationships with our Tuakau Kāhui Ako • Support & attend Kāhui Ako Teacher Only Days & events • Identify & appoint teachers to relevant Kāhui Ako positions	• Monitor & collate student achievement data relevant to our Kāhui Ako strategic goals • Regular feedback from our staff (C.McKinstry) to staff	
Engage in Huaraki Kahui Ako goals fully	• Further develop working relationships with our Hauraki Kāhui Ako • Support & attend Kāhui Ako Teacher Only Days & events	• Monitor & collate student achievement data relevant to our Kāhui Ako strategic goals • Regular feedback from our staff (T.Schumacher) to staff	

	• Identify & appoint teachers to relevant Kāhui Ako positions		
Build on relationships with our local community	• Continue to learn about our local history • Further enhance our tikanga • We will look beyond our school to involve others • Opportunities for Te Reo in the classroom are acted upon	• Coherent & progressive plan for tikanga & te Reo is developed across the school • Partnerships are enhanced	

2025
- Staff development around Niho Taniwha
- Unpack Niho Taniwha & how this learning can be incorporated in our teaching
- Investigate community service links
- Sharing our cultural learning journey with whanua
- CRT review

LEARNING GOALS:
- Develop a framework to measure our success in supporting student well-being emotionally, socially, and physically
- Use of Line wise to assist staff with monitoring student well-being
- Use of PULSE to gather daily records of student well-being

Strategic Goal 3: Enhanced Learning Environments

- Property projects are concluded (after a 3-year journey) which will allow us to reflect on our school and how we do things in a positive way
- Facilitate a range of opportunities for our community & whanau to engage in our new spaces

SUCCESS STRATEGIES:

2024 ACTIONS:	**EXPECTED RESULTS:**	**INTERNAL REFLECTION:**	**SUPPORT:**
Successfully Implement our transition into a finished school-wide learning environment	• Building projects are finished allowing the school to return to full use of its environment	• Review how we use spaces and the best ways in which to get the most of them for the benefit of staff, students & community	
Further enhance ongoing whanau engagement	• Increased opportunities to celebrate success & growth with whanau	• Celebration of learning shared with the community regularly – prize giving, music concerts, conferences, cultural celebrations	
School Board to make informed decisions	• Review financial commitments (following extensive building contributions) over the last 3 years • Provide a stable and coherent path forward for Board initiated projects	• Budgeting & spending is aligned to strategic goals	
Conclude 5YA projects	• Sign off of all overdue projects	•	
Investigate ways our environment can reflect the cultural diversity of our school	• Begin to develop the next 5YA property plans that will support the direction of the school moving forward	•	

2025

- Budgeting & spending is in line with strategic goals
- Board agendas address the needs of the school
- Review Curriculum initiatives & changes
- Review the effectiveness of professional development and meeting the needs of staff
- Review how we are reporting to parents in line with changes

• Review 10 YPP & new 5YA
LEARNING GOALS: • Ensure school spaces are fit for purpose • Reflect on how school spaces are enhancing student well-being and achievement