



Strategic Plan 2024-2025

Whakatauki

We are on a **mission together**, there is **no turning back**.

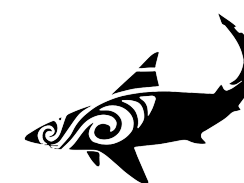
“He rāngai maomao ka taka ki tua o Nukutaurua, e kore a muri e hokia.”

When a shoal of maomao fish has passed to seaward of Nukutaurua rock (off Mangonui harbour) it will never return

We are on a **mission together**, there is **no turning back**.



Strategic goal:	To give effect to Te Tiriti o Waitangi by ensuring all plans, policies and local curriculum reflect local tikanga, matauranga Maori and te reo Maori.			
Links to education requirements	NELP Priorities: 1,2,3,4,5,6 Te Hurihanganui Curriculum guidelines for teaching and learning Te Reo Maori Ka Hikitia			
Link to Board primary objective	Section 127 (1) 4. applies. - check areas			
Action	How / What do you expect to see?	Resourcing/How will we achieve or make progress towards our strategic goals?	How will we know it is successful? How will we measure our success?	Progress / Evaluation
Develop a programme for Kenana Marae	Kenana Marae programme <ul style="list-style-type: none"> - In conjunction with Matua Tiger and Kenana Marae develop a marae based programme to support understandings around local history, tikanga and te reo - Regular marae visits throughout the year - Connect with local hapu (Kenana) to build an understanding of: <i>(Students are inspired to learn and engaged in quality learning experiences that are rich in the culture, environment and heritage of Te Hiku o Te Ika and what that might look like from a hapu perspective).</i> 	Kenana Programme with Matua Tiger T1: Identity / Tikanga / Marae visit T2: Matariki / Mihi / Pepeha T3: Marae visit / Karanga Board Funded	Have developed a programme and implemented it All classes have visited Kenana Marae	In progress ▾
All teachers to participate in Te Reo Maori professional development	<ul style="list-style-type: none"> - Investigate possible Te Reo language professional development opportunities for all teachers to attend. - All teachers to have begun a Te Reo language 			In progress ▾
To increase Te ao maori kaupapa use across the school.	Te ao Maori <ul style="list-style-type: none"> - Develop a school-wide programme and commit to weekly lessons in Te Reo Māori - A specific te reo focus/shared slides of lessons e.g. Term Celebrate Te Wiki o te Reo Maori with students leading this - Classroom spaces are rich with kupu Maori - Te Reo kupu used in student writing (Maori kupu of the week) - To embed tikanga Maori into our daily practice. Starting each day with Karakia, waiata, mihi, whakatauki. Learn new waiata and haka - Te Reo Maori - teachers/ signage 	Release Subscription to 'The Te Reo Club'	Increase the use of Te Reo Māori kupu by both kaiako and tamariki within classrooms and playground Kaiako, kaimahi and students and will feel confident and empowered to use more Te Reo in the daily conversations and learning. Ability to use Te Reo kupu will be increased.	In progress ▾
Be committed to Kahui Ako	Kahui Ako <ul style="list-style-type: none"> - Attend Kahui Ako Hui - Support Within School teacher - Tu Tangata Ora: The physical, mental, spiritual and 	Release to attend meetings Staff meetings to share back with whole staff	Shared understanding of the goals Attend PLD days that support Tu Tangata Marama	In progress ▾

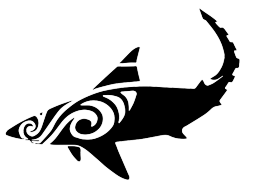


	<p>whānau wellbeing of ākonga are protected and nurtured. <i>Use rubric to support implementation of actions to support workstream</i></p> <ul style="list-style-type: none"> - Tu Tangata Marama: continue 2023 ākonga are inspired to learn and engage in quality learning experiences that are rich in the culture, environment and heritage of Te Hiku o Te Ika <i>Use rubric to support implementation of actions to support workstream.</i> - Tu Tangata Kaha 2024: ākonga have ownership of their learning and future direction through agentic participation in the learning process. <i>Use rubric to support implementation of actions to support workstream</i> <ul style="list-style-type: none"> - <i>Clarity in Classroom - increase students ability (particularly senior) to identify next steps</i> - Report to iwi at Term meetings on school progress - Within school leader to support and provide Teacher PLD/communication around this 		<p>Our learning is rich in culture, heritage and environment of Te Hiku</p> <p>Each term report to iwi and hapu</p> <p>Consult with local hapu to ensure we have a shared understanding of vision in our plans</p>	
<p>Develop a sense of belonging. Taha Wairua - Life Force.</p>	<p>Taha Wairua</p> <ul style="list-style-type: none"> - Connection to our whenua - (EOTC) - NZ Histories - Learn our stories/ history. Visit local marae/ develop connections / plant - Local area - Connecting to our local area/ significant Ngati Kahu areas (EOTC) 	PLD for all staff	<p>Learning will happen both inside and outside the classroom. Each term every classroom is expected to connect with their local rohe</p> <p>Students will have a sense of who and what they are, where they come from and where they are going.</p>	In progress ▾

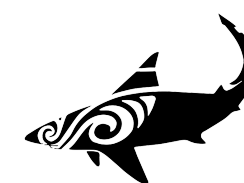
Strategic Goal:	To develop and implement equitable, educationally powerful programmes for all learners. <i>(Quality Teaching and Leadership that makes a positive impact on learners and whānau.)</i>			
Links to education requirements	<p>NELP Priorities: 2, 3, 4, 5, 6,</p> <p>Digital technologies curriculum</p> <p>Mathematics and Statistics Curriculum</p> <p>Te Mataiaho - Curriculum refresh</p>			
Link to Board primary objective	All of section 127 (1) applies.			
Action	How / What do you expect to see?	Resourcing/How will we achieve or make progress towards our strategic goals?	How will we know it is successful? How will we measure our success?	Progress / Evaluation
Lift achievement of all students, especially Maori students (Partnership)	<p>Lifting student achievement</p> <ul style="list-style-type: none"> - Early identification and intervention of 'at risk' students both academically and well-being. SENCO to continue developing systems to ensure students are supported. - Investigate Whanau learning centred relationships. Build 	<p>Reading Together initiative</p> <p>Ka Hikitia Training</p>	Students who are working 'Below' are identified early.	Lifting student achievement In progress ▾



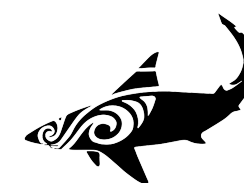
	<p>shared understandings of learning and ways whanau can help at home</p> <ul style="list-style-type: none"> - Engaging parents, whānau to enhance the achievement of Māori students. Developing both online and offline resources - (attendance) - A commitment to and understanding of Māori enjoying and achieving education success as Māori - Ka Hikiatia <p>Lesson Study</p> <ul style="list-style-type: none"> - Supporting teachers to make in-depth investigations into their teaching practice using a collaborative team approach. - Improved outcomes for Target Students. - Develop a collaborative model across the school. - Teachers planning and teaching together. Mahi tahi 	Release time for observations	<p>Evidence from lesson study observations about target students</p> <p>Teachers working collaboratively and Target students making progress</p>	<p>Lesson Study</p> <p>In progress ▾</p>
Be committed to the Manaiakalani initiative	<p>Manaiakalani</p> <ul style="list-style-type: none"> - Attend MK hui each term - Leadership and middle management opportunities taken that are offered by MK - All classrooms are 1:1 digital device environments. - All Teachers complete DFI - Learn Create Share kaupapa entrenched in planning, delivery and assessment. - Develop Digital Learning opportunity progressions across the school <ul style="list-style-type: none"> • Coding • Animation / Movie making - Use of digital learning options to connect all learners - multi modal. Online learning - Apply analysed 'Sense Making' data to increase equitable outcomes for all students - Apply to and Undertake Reading Practise Intensive DFI - Utilise pedagogical PLD opportunities - Offer chromebook purchasing to whānau from year 3 and up. 	<p>Release</p> <p>Staff Meeting time</p> <p>Lead Teacher Release</p> <p>Staff Meetings</p> <p>Observations / IRIS</p>	<p>We have an 'Action Plan' that is linked to MK ambitions and data from sense making</p> <p>That both staff and students are digitally capable and able to use a range of</p>	<p>In progress ▾</p> <p>This is ongoing while we are a Manaiakalani School.</p>
Ensure all school members are safe online	<p>Cybersafety / Cybersmart</p> <ul style="list-style-type: none"> - All Yr 3-6 students sign an annual Netsafe agreement - Annual staff meeting dedicated to 'Netsafe' to ensure we follow current best practices - Educate whanau at hui on cybersafety 	Annual staff meeting dedicated to 'Netsafe' to ensure we follow current best practices	All school members (whanau, students, kaiako) will know how to be safe online and feel confident in knowing what to do if they come across unwanted material.	<p>In progress ▾</p>
Be committed to Math PLD to ensure we have school-wide approach that lifts achievement in maths	<p>Mathematics</p> <ul style="list-style-type: none"> - Continue with current Mathematics PLD through Cognition Education - Develop and sustain a problem solving approach to teaching and learning in mathematics - across the whole school - Plan collaboratively for mathematics 	<p>Staff meeting time (when the facilitator is in school).</p> <p>Regular 10 - 15 min slots in staff meetings for the mathematics leader to share resources,</p>	Shared understanding of an effective mathematics programme across the whole school (in line with our PLD expectations and learning).	<p>In progress ▾</p>



	<ul style="list-style-type: none"> - Provide opportunities for whānau to learn about our problem solving approach in mathematics - When teachers confident with the problem solving model integrate Maths into STEAM - Utilise the Learning Progression Frameworks to support teaching, learning and assessment in mathematics - Identify key aspects of an overall mathematics programme and incorporate these across the whole school - Utilise iRIS as a resource bank and tool for improving pedagogy and learning 	<p>knowledge, upcoming events, or to check in with staff.</p> <p>Opportunity for in class lessons / observations with facilitator and / or mathematics leader.</p> <p>Release time for mathematics leader to visit classrooms and / or carry out leadership tasks. Mathematics leader to attend Maths Lead Cluster meetings every term (1 meeting per team).</p> <p>Budget to support purchase of mathematics resources / subscriptions across the school.</p> <p>Allow teachers to attend extra PLD that supports current mathematics PLD contract (eg. conferences).</p>	<p>Mixed ability problem solving approach implemented in every class across the school.</p> <p>Whole class / individual data gathered school wide (twice per year).</p> <p>Ongoing evidence of collaborative planning in syndicates.</p> <p>Utilise iRIS at least once a term for mathematical purposes.</p> <p>Observations / lessons carried out by facilitator or mathematics leader.</p> <p>Ongoing data collection gathered by teachers (eg. anecdotal notes, workbooks, reflections).</p> <p>Utilising the Learning Progression Frameworks across the school to identify progress and achievement for all learners.</p> <p>Resources and opportunities provided for whānau to gain a better understanding of our mathematics programmes across the school.</p>	
Ensure teachers are implementing the most up to date curriculums in our learning programmes.	<p>NZC Refresh</p> <ul style="list-style-type: none"> - Ensure teachers have a clear understanding of the the Curriculum Refresh changes - PLD around Learning Progressions - Use of Learning Progressions when reporting as an assessment tool - Allow opportunity and PLD around the Learning Progression Frameworks in alignment with the NZC refresh 	<p>Maths PLD</p> <p>Release</p> <p>Teacher Only Day</p>	<p>Our curriculum plans and documentation reflect current expectations of MOE and ERO.</p> <p>Teachers will understand the changes to the curriculum documents and feel prepared to</p>	In progress ▾
	<p>Formative Assessment</p> <p>Apply for PLD around Formative assessment 2024</p>		<p>Successfully received 50 hours - Susan Arrowsmith will be delivering this PLD</p>	In progress ▾
Ensure all students gain sound foundation skills in literacy.	<p>Better Start Literacy Approach (BSLA)</p> <ul style="list-style-type: none"> - Continue to support and extend in the Junior area of the school New Entrant to Year 2. - Senior school PD and integration where needed (e.g. target students) 	<p>Release</p> <p>Attend PLD</p>	<p>Trained teachers.</p>	In progress ▾



	- Data shared with BOT and staff			
Establish a core spelling programme across year 3-6 classrooms.	The CODE <ul style="list-style-type: none"> - All teachers to undertake one full PLD day March 6 2023. - The CODE to be undertaken in all classrooms for all students from years 3 and up (other classes BSLA). - The CODE lessons will be taught each day (15 min sessions) 	PLD Release for observations across snr classrooms	To lift the achievement of writing across the school Students are more independent and successful with writing and spelling	In progress ▾
Ensure a clear pathway for learning is evident across the school.	Learning Progressions Develop clear progressions for learning pathways across the school <ul style="list-style-type: none"> - STEAM (teachers, students, whānau) - Wellbeing (teachers, students, whānau) - AfL (teachers, students, whānau) 			Not started ▾
Ensure students transition to school is smooth and positive for the ākonga and their whānau.	Purposeful Play <ul style="list-style-type: none"> - Develop pedagogy and access to most up to date research around Play based learning, conversations to elicit thinking, transitions to school, real time reporting, use of provocations to springboard learning, empowering whanau / whanau knowledge, - STEAM PLD 	Apply funding Attend PLD Visit other schools	Students start Mangonui School in a challenging and exciting 'Learning Through Play environment	In progress ▾
Develop a localised curriculum that includes our significant local areas	Development of Localised Curriculum <ul style="list-style-type: none"> - Ensure our curriculum aligns with the 'Refreshed Curriculum' and other significant MOE documents - Review Mangonui School Teachers Site for 2023 - Review any documents (school website) that describes our learning approach to ensure that it is inline with our current beliefs - Implementation of Scope and Sequence - Reflects iwi and hapu 	Attend PLD Focus on Maths	We have a shared understanding and consistent school-wide approach to implementation of our curriculum School whanau have a clear understanding of our ambitions and actions How, Why and When	In progress ▾
Create opportunities for students to regularly lead their learning.	Student led learning -Student led learning in senior classrooms	Senior class teacher PD around students led learning.	Students will be able to show what they have done with their learning	In progress ▾

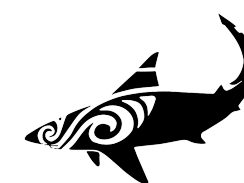


Strategic Goal:	To develop programmes and provide opportunities for whānau to feel empowered and confident to be part of their child's learning journey. <i>(Empowering Whānau)</i>			
Links to education requirements	NELP Priorities: 1, 2, 3			
Link to Board primary objective	All of section 127 (1) applies. - CHECK THIS			
Action	How / What do you expect to see?	Resourcing/How will we achieve or make progress towards our strategic goals?	How will we know it is successful? How will we measure our success?	Progress / Evaluation:
To increase whānau knowledge of in school initiatives and participation within their child's learning	<p>Teacher led learning opportunities</p> <ul style="list-style-type: none"> - PB4L - Netsafe - Learning Through Play - Annual whānau information around net safe/cyber safety? - Share PB4L school-wide kaupapa, behavioural expectations and consequences with whānau. - Explaining the curriculum as part of the whānau days. Term 1 Reading, Term 2 Maths, Term 3 Writing. One lead teacher to hold a short session for whānau about how we teach that area at MS. <p>Student Led Learning Opportunities</p> <ul style="list-style-type: none"> - Students are chosen to help assist and have activities, games resources for parents to take away. <p>Sharing learning with whānau</p> <ul style="list-style-type: none"> - Each term take one of the above and hold an event where information can be shared with whānau - Blogging - Kowhai, Taniwha, Tuatara and Kotuku - Seesaw - Pukeko, Nga Ringa and Koru - Celebration Assembly/Learning Celebration/Whānau Days held each term to share learning from classrooms - Opportunity to celebrate a calendar event for Matariki - Weekly facebook posts from each class - Fortnightly School Newsletters - Termly Class Newsletters 	<p>PLD</p> <p>Release</p> <p>Funding for Seesaw subscription</p>	<p>Increased whānau participation in their child's learning journey.</p> <p>Regular comments on blogs and seesaw applications</p> <p>Whānau will feel knowledgeable about the learning which is happening in their child's classroom.</p> <p>Students will be able to share their understanding of learning and offer a student perspective.</p> <p>Purposefully planned events that bring the school community together will be held at least per term.</p> <p>Increased turn out of whānau across events.</p>	<p>Teacher led learning opportunities In progress ▾</p> <p>Student Led Learning Opportunities Not started ▾</p> <p>Sharing learning with whānau In progress ▾</p>
To ensure meaningful and timely reporting to whānau.	<p>Reporting to Whānau</p> <ul style="list-style-type: none"> - Parent / student teacher conferences to be held in term 1 to set goals for the term. - Term 2 written progress reporting - Term 3 hui as required / discussions for target students 	<p>PLD to support on how and when we report to whānau</p>	<p>Whānau will understand where their tamariki are at and what their next learning steps are.</p>	<p>In progress ▾</p>

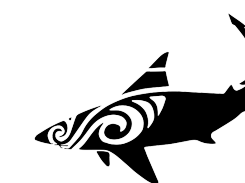


	<ul style="list-style-type: none"> - Term 4 End of Year written reporting - Explore real time reporting and how this could work for our kura - Investigate student led three way conferences 			
To ensure the aspirations of whanau, iwi and hapu are reflected in our planning.	Consultation <ul style="list-style-type: none"> - Annual consultation with hapu/iwi - Annual consultation with school whanau 	Celebration Days Consultation A variety of opportunities to share voice will be offered.	Gain a shared understanding of our iwi/hapu perspective. Increase in the number of whanau sharing their aspirations.	Not started ▾
To strengthen and develop relationships with local ECE and prospective whānau.	Transition to school <ul style="list-style-type: none"> - Open door policy - Online promo video for prospective parents beginning school - Connections with ECE (visits both ways) Early Childhood visits each term to ensure new students and whanau meet their new teacher - Students reconnecting with their early child-hood centres. - Providing opportunities to 'give back' to their community - reading, plays etc to the younger students - Education around Learning Through Play for whanau - Senior Mentor Programme for Pukeko taura - Plan event each year that invites all Early Childhood to Mangonui School 	Regular visits to ECE ECE visiting us. Release for: <ul style="list-style-type: none"> - ECE visits. - Video and information development 	Review our current transition programme. Ensure our transition is transparent, kind, connected and inclusive.	In progress ▾
To make our School Website more informative for whānau and the wider community.	School website <ul style="list-style-type: none"> - Video explanations of different areas / aspects of the school linked to Localised Curriculum - Video explanations of core programme and initiatives offered within our kura 	Release to develop our site.	Student led resources developed to explain special features of Mangonui School	Not started ▾

Strategic goal:	By taking a holistic approach that meets the needs of all students we will ensure learners are at the centre of planning and decision making. <i>(The Whole Child / Well being.)</i>			
Links to education requirements	NELP Priorities: 1,2,3,4,5,6 PB4L resources			
Link to Board primary objective	All of section 127 (1) applies.			
Action	How / What do you expect to see?	Resourcing/How will we achieve or make progress towards our strategic goals?	How will we know it is successful? How will we measure our success?	Progress / Evaluation

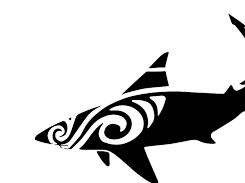


Develop sense of community and identity	Community and Identity <ul style="list-style-type: none"> - Consult with whānau on what are our important attributes. What makes our community special. - Develop new logo - Purchase sports tops - to be worn at sport and events 	Funding to purchase new sports tops. Funding to design/create a new logo.	Students will wear a sports top to sports events and local events. These tops will replace our depleted and worn ones. They will represent who we are and where we come from. Our school logo will be updated to reflect our changing community and developing vision.	In progress ▾ In progress ▾
To prioritise Taha Tinana - Physical Well-Being	Taha Tinana <ul style="list-style-type: none"> - Get Active 2024-2025 - We want our students to be 'Active' and lead active lives. - Purchase more sports gear to offer choice - Purchase Basketball Hoops - Engage sports specialists (Term 1 Swimming, Rippa Rugby, Basketball, Mana Ake etc). - Healthy Eating - PE - Interschool/ Action Days - attend these days - Within school sports days - Fundamental Skills - Junior School to review the current Fundamental Skills programme with intention to create a consistent programme across the junior school focusing on the Fundamental Skills - Regular fitness across whole school 	Engage sports coordinator Attend sports day Apply for funding for: <ul style="list-style-type: none"> - Travel - Sports equipment - Sports tops Release to: <ul style="list-style-type: none"> - Organise sports days - Sports trips 	Each term student led sports days Students attend Te Hiku sports days Applied to Trillian Trust for Sports Gear and been successful with application Have a range of sports gear available for students to use.	In progress ▾
Implement programmes to support Taha Hinengaro - Mind, heart, conscience thoughts and feelings	Taha Hinengaro <ul style="list-style-type: none"> - Mindfulness - Pause, Breathe, Smile - PLD Whole school TOC Jan 2023 - Identity - Ko wai ahau?, No hea ahau, Ko wai toku whanau? - Exploring our values - Social Skills (confidence, teamwork, patience, friendship) 	PLD for all staff	All teachers will complete the Pause Breathe Smile programme training. Daily mindfulness practices will occur in all classes each day.	Not started ▾
To develop capacity to belong, to care and to be part of a group Taha Whānau	Taha Whānau <ul style="list-style-type: none"> - School Climate Days that are run by senior students - Senior leadership programme - Sense of community (taking and giving back) belonging - Bullying awareness 	Purposefully planning student led whanau days so students can be successful in this role.	Students at Mangonui School have a strong sense of whanau/ belonging through the actions described	In progress ▾
Develop an understanding that - Whenua is our whanau	Whenua is our whanau <ul style="list-style-type: none"> - Each class to have school gardens - Create school-wide Zero Carbon Plan - Environmental Actions - Active member of the Rangikapiti Pa Kaitiaki Roopu (trapping and planting) building a better connection with the school (<i>This could be a project for a class</i>) Pest eradication - study pests, design traps, study birds we are saving, 	Apply for funding for the shadehouse project Purchase of garden materials	Students connect regularly with their whenua learning to treat the earth as their whanau. They feel a sense of connection with the whenua.	In progress ▾



	<ul style="list-style-type: none"> research plants, grow plants, collect seeds - Develop shadehouse and propagation area - Develop concept 'If the land is well so are we' - Each class has a whenua based special project which is ongoing and based in our local environment <ul style="list-style-type: none"> - Pukeko - Butterfly Garden - Nga Ringa - Composting - Koru - Seed gathering, sowing & germination @ Rangikapiti (and other opportunities) - Taniwha - Penguin Boxes (Rangikapiti & Mangonui) - Kowhai - Beehives - Tuatara - Worm Farming & Pig Buckets - Kotuku - Trapping / Pest management (Rangikapiti) 		All classrooms are involved in a school project over the year. Each project will enhance the local school environment.	
Establish a school wide approach to developing positive behaviour	PB4L <ul style="list-style-type: none"> - Investigate a school-wide Emotional Resilience Programme to support students to understand and manage their emotions (The Resilience Project) - Complete PB4L Tier 1 schoolwide training. - Develop school-wide kaupapa - shared behavioural expectations - Establish school climate / positive rewards programme 	Release Time Teacher Only Day - PLD for all staff	Develop a school-wide team approach with a shared understanding of expectations around behaviour.	In progress ▾

Strategic goal:	To ensure our kaiako and tamariki have the very best resources to support our learning programmes. (Resourcing)			
Links to education requirements	NELP Priorities:			
Link to Board primary objective	All of section 127 (1) applies. - check areas			
Action	How / What do you expect to see?	Resourcing/How will we achieve or make progress towards our strategic goals?	How will we know it is successful? How will we measure our success?	Progress / Evaluation
Increase school library resourcing to increase student engagement in this area.	School Library <ul style="list-style-type: none"> - Purchase new books and shelving - Redesign layout of the library to make it more user friendly 	Funding applications Release time for books to be put into the library system	Library looks exciting, engaging and inviting. Classes are using the library weekly.	In progress ▾
Ensure school is well equipped with digital resource for ICT/Filming	ICT/Filming resources <ul style="list-style-type: none"> - Movie Making - Purchase Ipads / filming equipment - Green Screen - Robotics / Drone 	Funding applications	One stop place for all ICT needs We have all the equipment for	Not started ▾



Development of additional learning/play spaces	Development of the Piggy track (2024/2025) <ul style="list-style-type: none"> - Develop new areas to explore our flora and fauna. Connect to our Zero Carbon Plan, Extension to Playground. - Bush area utilised - different things in different spaces, areas for learning in / through / about Court Spaces <ul style="list-style-type: none"> - Bottom courts are re-surfaced - New basketball hoops purchased 	Funding Board approval	We have developed an area where students can explore, create, have fun and learn	Development of the Piggy track (2024/2025) Not started ▾ Court Spaces In progress ▾
Create a specific designated space for the sensory room.	Sensory Room (2023) <ul style="list-style-type: none"> - Create a specific designated space for the sensory room. - Ajoin library and sensory space as a calming and peaceful space for students to 're-set' as required and also be available for classes. 	Funding and Board	Created a space where students who feel overwhelmed or need a quiet space can have easy access too.	Completed ▾
Develop the Pukeko and Nga Ringa spaces to better accommodate the Purposeful Play philosophy	Purposeful Play extension (2024/2025) <ul style="list-style-type: none"> - Development of Pukeko and Nga Ringa classrooms to better accommodate Purposeful Play opportunities - joining the classrooms and having a lino / wet / art / kitchen area in the middle for both classes to utilise. 	Funding and 5yr Property	The junior classrooms flow to a play area.	Not started ▾
Develop the stage area to be more multifunctional	Development of the stage area space (hopefully to become a hall)			Not started ▾

