



CHARTER 2023

Strategic Plan
MASTER COPY



GOALS:

1. Develop motivated, confident students who are well prepared for future success
2. Foster actively involved students with strong communication skills, creative and critical thinking skills and competent ICT skills
3. Engage students in learning by providing programmes that meets their individual and shared needs as identified through appropriate assessments
4. Present a school that consistently practices and values **The Mangatawhiri Way**
5. To provide the best learning environment for each student to reach their full potential so they have the ability to confidently face future challenges
6. To retain the traditional features of our school

Mangatawhiri School Charter 2023

Vision:

In life we learn.
In school we nurture the spirit for life
Strive On

Mangatawhiri Way:

Responsibility ~ Maepapa,
Respect ~ Whakaute,
Resilience ~ Aumangea
It's the Mangatawhiri Way



Mission Statement:



Mangatawhiri School provides each student with quality education (**High Expectations**) in a safe, caring environment (**Inclusion**) that promotes self-discipline, self-motivation and a love of learning (**Learning to Learn**). It is a place where learning is celebrated (**Coherence**) and parents and caregivers (**Community Engagement**) are seen as valued partners (**Cultural Diversity & Treaty of Waitangi**) in laying the foundation for lifelong learning (**Future Focus**)

Our Community:

Mangatawhiri School opened in 1879. U4 Decile 7, situated 10 kilometres south of the Bombay Hills. In 2021 our roll peaked at 220 students and an enrolment zone was implemented in May 2022. Since then our roll has decreased and settled at approximately 180 students. Mangatawhiri School is a full primary, with strong links to our local community. Our students continue their education at Hauraki Plains College, Pukekohe High School, Tuakau College or boarding schools. We are well-resourced including 9 classrooms, library, swimming pool, administration block, large shed, adventure playground, bike track and large playing field. **The Mangatawhiri Way** is at the forefront of everything we do. We are committed to student engagement in all school activities and to student welfare. We operate a number of support programmes for children with special needs and special abilities and work closely with a wide range of external agencies to provide the best possible learning outcomes for all our students.

Mangatawhiri School

Teachers:

- Deliver NZC competently
- Are enthusiastic and foster a love of learning
- Communicate the purpose of learning
- Receive appropriate support
- Are committed to professional growth
- Have high expectations for all students
- Demonstrate caring and supportive interpersonal skills
- Provide needs based learning programmes
- Work in partnership with parents and Whanau
- Are positive and professional
- Contribute positively to a team approach
- Participate fully in school wide activities
- Actively participate in Hauraki and Tuakau Kāhui Ako



Senior Leadership Team:

- Provides high quality leadership
- Supports, values and empowers others
- Maintains effective communication between home and school and within school
- Ensures quality teaching and learning is paramount
- Monitors progress towards meeting school goals

Parents:

- Feel welcomed and included as part of their child's learning team
- Are well informed
- Encourage and support children with their learning
- Respect the professional judgement of the staff and work in partnership with them
- Are supportive of School Board, staff and school
- Are aware of Kāhui Ako initiatives

Support Staff:

- Are supportive of the school and its aims
- Feel valued, and part of the team
- Care for the students
- Are positive and professional
- Assist in the delivery of programmes of learning

Students:

- Take increasing responsibility for their actions and learning through increased student voice and student agency
- Are respectful, considerate and confident
- Are proud of their school
- Feel safe and cared for
- Are encouraged and challenged
- Take pride in their achievements
- Are aware of their learning goals
- Learn in a supportive environment

School Board:

- Consults effectively with the community
- Meets requirements of NELPS
- Is a good employer
- Stays well informed
- Works alongside staff
- Ensures all resources are effectively managed
- Plans for the future
- Actively participates in Kāhui Ako
- Supports school initiatives such as PB4L

Curriculum Programmes:

- Local School Curriculum is planned for and delivered in a way that represents our community
- Is delivered in an authentic and engaging manner
- Encompass all curriculum areas of learning
- Meets the needs of all students
- Is regularly reviewed and updated
- Fulfills NZC requirements
- Guided by interests and values of the community

TE REO ME ONA TIKANGA MAORI / MAORI LANGUAGE, CULTURE & IDENTITY AT MANGATAWHIRI SCHOOL:

We celebrate our culture and unique identity within Aotearoa / New Zealand
We have a role to play in fostering and supporting Te Reo Māori and improving the use of our language

We will:

Grow and support the development of Te Reo Māori learning for all of our Tamariki

Share our rich cultural history with our Tamariki in their learning and curriculum

Develop partnerships and connections with the local Iwi / Marae / Kāhui Ako links to facilitate cultural learning opportunities

Explore and include the links between language, culture and identity so that students deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities

Further develop Kāhui Ako Goals ~ Cultural Capabilities

Our current identified Maori roll = 32 students (15 x females 17 x males) 17% of total school roll

What reasonable steps will Mangatawhiri School take to incorporate Tikanga Maori into the school's curriculum?

- Themes and units of work will have a Maori perspective appropriate to topic and class level
- Classroom practice to reinforce Tikanga Maori
- Bilingual instructions will be used where appropriate
- Pronouncing names correctly
- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, and numbers
- Support of staff through developing positive home-school partnerships
- Allocation of leadership responsibilities to T. Weight for student achievement, home school links and programmes of Maori in classrooms
- School waiata and haka shared at assemblies, school celebrations and gatherings
- House system based on whanau groupings
- Employment of Preva Jackson as Te Ao Maori tutor for class work and support staff capabilities

What will Mangatawhiri School do to provide instruction in Te Reo Maori?

- All such requests will be given full and careful consideration
- Basic Te reo Maori will be provided in classes

What steps will be taken to discover the views and concerns of Mangatawhiri School's Maori community?

- T.Weight leader of Maori Student Achievement & staff support in Maori in 2023
- Whanau Hui's to consult about Maori student achievement and progress
- Encourage parents of Maori students to become involved in the school
- Maori community consulted in various ways including informal opportunities and maintaining an open door practice encouraging families to approach the school
- Parent of Maori heritage on School Board

STRATEGIC GOALS & INITIATIVES with NELP Alignment:

<u>TEACHING & LEARNING:</u> NELP Priorities: 1,2,3,4,5,6,7	<u>RELATIONSHIPS & WELL BEING:</u> NELP Priorities: 1,3,5,6	<u>ENVIRONMENT:</u> NELP Priorities: 2,3
<ul style="list-style-type: none"> A future focused curriculum that enables empowered learners 	<ul style="list-style-type: none"> Practices are inclusive, respectful and culturally centred 	<ul style="list-style-type: none"> A safe physical, emotional and inviting environment
WHAT THIS LOOKS LIKE AT MANGATAWHIRI SCHOOL:		
<ul style="list-style-type: none"> Evidence of The Mangatawhiri Way in all aspects Structured literacy Play based learning Learner agency 	<ul style="list-style-type: none"> Evidence of The Mangatawhiri Way in all aspects Cultural Celebrations Staff Cultural Capabilities Specialist Te Ao Maori Teacher Actively engaged community Attendance Home, school partnerships The Resilience Project PB4L Life Education 	<ul style="list-style-type: none"> Evidence of The Mangatawhiri Way in all aspects Rooms 8&9 Upgrade Office / Admin upgrade Staffroom Upgrade Room 3 Upgrade Second bike container

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES

OBJECTIVE
1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE
2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE
3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE
4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE
5

WORLD CLASS INCLUSIVE EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

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

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākongā to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>			
<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>Have high aspirations for every learner/ākongā, 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</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātāuranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Ask learners/ākongā, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākongā and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>Partner with family and whānau to equip every learner/ākongā to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākongā, staff and whānau</p> <p>Identify and respond to learner/ākongā strengths, progress and needs, and learner/ākongā and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākongā from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākongā and those with learning support needs, gifted learners/ākongā, and neurodiverse learners/ākongā are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD³ policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākongā have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākongā, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākongā and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākongā with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiako to build their understanding of learners'/ākongā contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākongā to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākongā to succeed in education</p>	

³ Bring your own device.

Implementation of the Statement of National Education and Learning Priorities in schools and kura (continued)

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable			
<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>Have high aspirations for every learner/ākongā, 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</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Delivering Te Hurihanganui to address racism, strengthen equity and accelerate Māori educational achievement and wellbeing</p> <p>Implement the actions committed to in the Action Plan for Pacific Education</p> <p>Investing in and supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to make it clear that providing an emotionally and physically safe environment is a key objective of boards of schools and kura</p> <p>Introduce a mandatory code of conduct for boards of schools and kura to support good governance</p> <p>Providing tools and guidance, such as Not Part of My World toolkit, to confront and eliminate racism</p> <p>Refreshing the Relationship and Sexuality Education Guidelines in the New Zealand Curriculum</p> <p>Investing \$78.5 million over four years to fund greater access to mental health and wellbeing support services for primary and secondary learners/ākongā</p> <p>Allocating \$50 million to provide immediate support for wellbeing issues for learners/ākongā in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships</p> <p>Working with Netsafe to provide the Netsafe Schools Programme</p> <p>Supporting the Keep It Real Online multimedia campaign</p> <p>Providing resources for teachers/kaiake through The Respectful Relationships toolkit</p> <p>Establishing Curriculum Leads to support early learning services, schools and kura with the teaching of mental health and healthy relationships and promote learner/ākongā wellbeing</p>	<p>Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hurihanganui</p> <p>Implementing Tokotaruā to develop local education initiatives with iwi, and Pae Anauā to support great partnerships between whānau and education services</p> <p>Deliver locally focused PLD priorities, with a focus on cultural capability, inclusion and critical consciousness</p> <p>Developing professional learning resources based on the Tapaiā Cultural competencies framework for teachers of Pacific learners</p> <p>Deliver Talanoa Ako programme to support Pacific families</p> <p>Supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to require boards to give effect to Te Tiriti o Waitangi as one of their key objectives</p> <p>Developing tools for rich records of learning to capture aspirations, strengths and learning progress</p> <p>Developing a national learning support network plan to support learners/ākongā with additional needs to transition in education</p> <p>Strengthening the Māori-medium pathway in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākongā Māori and their whānau</p> <p>Updating the National Curriculum so Aotearoa New Zealand histories will be taught in all schools and kura</p> <p>Strengthening how The New Zealand Curriculum supports schools to bring Te Tiriti o Waitangi to life in local curriculum</p>	<p>Funding innovative Pacific education initiatives that respond to curriculum and wellbeing needs exacerbated by COVID-19</p> <p>Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong relationships with education providers</p> <p>Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive</p> <p>Amend the Education Act to provide for the establishment of disputes resolution panels</p> <p>Amend the Education Act to shift responsibility for the development and consultation of enrolment schemes to the Ministry of Education</p> <p>School Donations Scheme</p> <p>Fees-free NCEA</p> <p>School Lunch programme</p> <p>Free access to sanitary products</p> <p>School Property Strategy 2030</p> <p>Review of alternative education, and of the stand-downs, suspensions, exclusions and expulsion (SSEE) guidelines</p> <p>Reviewing existing supports for children and young people with high levels of need, and by fully participating in the Learning Support Delivery Model</p> <p>Support schools and kura to ensure appropriate qualifications and awards are in reach for all learners/ākongā</p> <p>NCEA change: Special Assessment Conditions</p> <p>Support coherent secondary/tertiary learning pathways, achievement, and transition to employment</p>	<p>Providing high quality Māori-medium education, including developing a long-term Education Workforce Strategy and Rāngā Māori, a Network Plan, and reviewing funding rates</p> <p>Establish a nationally-based Curriculum Centre to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa</p> <p>Developing tools to support kaiake and teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning along the pathways</p> <p>Supporting implementation of the digital technologies/hanganau matihiko curriculum</p> <p>Review the New Zealand Curriculum and Te Marautanga o Aotearoa to make clear the learning that is too important to leave to chance</p> <p>Implement the NCEA Change Package to strengthen literacy and numeracy requirements, and strengthen supports along the pathways</p>	<p>Allocating \$200 million to support ākongā Māori and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te reo Māori into all students' learning</p> <p>Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākongā and their whānau</p> <p>Delivering Kaupapa Reo, the online hub for te reo Māori resources, and the development of localised te reo Māori curriculum resources through Te Aho Ngārahū</p> <p>Amend the Education Act to require school boards to take all reasonable steps to provide Te Reo Māori</p> <p>Implement Ka Hakaia and develop skills and capacity in the education workforce</p> <p>Work closely with Māori-medium leaders to invest in Māori-Medium pathways</p> <p>Strengthen how Te Marautanga o Aotearoa reflects te ao Māori approaches to education while continuing to reflect what Māori deem to be important for their children and young people</p> <p>Implement the NCEA Change Package to support parity for mātauranga Māori and increasing opportunities to follow Māori-medium pathways</p>	<p>Extending Te Ahu o te reo Māori to support the education workforce to integrate te reo Māori into their practice</p> <p>Expanding the delivery of Teaiti o te Moana, an educational leadership collaboration which seeks to strengthen the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners/ākongā</p> <p>Deliver evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMCI) to schools with high numbers of Pacific learners/ākongā</p> <p>Introducing mechanisms to improve school board of trustee skills and accountability, including mandatory training and a code of conduct</p> <p>Advice on strengthening collaborative networks across the system, including any changes to Kāhui Ako</p> <p>Enabling principal eligibility criteria</p> <p>Establish a Leadership Centre within the Teaching Council of Aotearoa New Zealand</p> <p>Resetting national priorities for PLD to focus on core curriculum capabilities and assessment approaches that enable a more inclusive and equitable education system</p> <p>Providing funding for teacher aides to access professional learning</p>	<p>Develop tools and information to support learners/ākongā to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers</p> <p>Implement NCEA Change Package to enhance education pathways for learners/ākongā, and support their transition into further education and employment</p> <p>Supporting learners/ākongā post-school through the School Leavers Toolkit</p> <p>Valuing vocational education pathways by awarding the Prime Minister's Vocational Education Awards</p>	


Actions Government is taking that support the implementation of the NELP in schools and kura

2023 ANNUAL PLAN FOR: Learners at the Centre
OBJECTIVE 1 ~ Learners with their whanau are at the centre of education

Priority 1: Ensure places of learning are safe, inclusive & free from racism, discrimination & bullying	<u>KEY IMPROVEMENT STRATEGIES:</u>	<u>2023 ACTIONS:</u>	<u>Time Frame:</u>	<u>Budget/ Resources:</u>	<u>Personnel:</u>
Priority 2: Have high aspirations for every learner / ākonga, & support these by partnering with their whanau & communities to design & deliver education that responds to their needs, & sustains their identities, languages & cultures	<ul style="list-style-type: none"> To further enhance the school culture based on The Mangatawhiri Way values To further build a culture where positive behaviour and learning is the way we do things here Continue to work on positive and open communication with students, families and community to improve our understanding of our students Develop an infrastructure that supports and enhances future focused learning and connectivity Teach / encourage coping strategies NZ Curriculum refresh focus across the school Aotearoa / NZ Histories development & implementation 	<ul style="list-style-type: none"> Maintain regular connections with families and whanau through either on site gatherings or the use of zoom to remain connected Regular communication via Seesaw Equitable access to digital devices BYOD for Years 7&8 Provide opportunities for others to lead where their strengths and passions allow Set out purposeful overview of well-being and what that means at our school Continue with Tier 2 PB4L Extensive use of SEESAW for ongoing home - school partnerships & reporting The Resilience Project across the school The Resilience Project surveys Attend Hauora workshops - Trauma informed practices to develop staff awareness & competence in responding 	All year	Curriculum Budget	L.Biggeaar T.Schu R,Davis All staff
					\$2,000 \$3,000 \$5,500 KA PD

2023 ANNUAL PLAN FOR: Barrier Free Access
OBJECTIVE 2 ~ Great education opportunities and outcomes are within reach for every learner

Priority 3: Reduce barriers to education for all, including for Māori & Pacific learners/ākonga, disabled learners/ākonga & those with learning support	<u>KEY IMPROVEMENT STRATEGIES:</u>	<u>2023 ACTIONS:</u>	<u>Time Frame:</u>	<u>Budget/ Resources:</u>	<u>Personnel:</u>
	<ul style="list-style-type: none"> Focus on creating a learning environment that engages our students in learning and provides leadership and development opportunities Develop programmes that engage all students in authentic learning opportunities 	<ul style="list-style-type: none"> Ongoing professional Development Teachers will have a deeper understanding of different approaches to developing learner agency and the impact on student achievement 	All year	Kāhui Ako Funding Professional development	L.Biggeaar T.Schu R,Davis All staff

OUTCOME:	• All staff will be confident in their understanding and teaching of Structured Literacy				
2023 ANNUAL PLAN FOR: Future of Learning & Work					
OBJECTIVE 4: ~ Learning that is relevant to the lives of New Zealanders today and throughout their lives					
	KEY IMPROVEMENT STRATEGIES:	2023 ACTIONS:	Time Frame:	Budget/Resources:	Personnel:
Priority 7: Collaborate with industries & employers to ensure learners/ākonga have the skills, knowledge & pathways to succeed in work	<ul style="list-style-type: none"> Involve parents / community in sharing work / career stories Further develop school curriculum plans NZ Curriculum refresh focus across the school - aligning to Mangatawhiri School curriculum Aotearoa / NZ Histories development & implementation 	<ul style="list-style-type: none"> Transition programmes between ourselves and college Working closely alongside LSC for support, guidance & advice Career programmes of learning Use of local stories, histories, people, places & events we can use as contexts for student learning Cultivate curiosity in our learners Expose students to a varied learning opportunity 	All Year Term 1 Terms,3,4 Terms 1,2,3,4 Ongoing	\$2000	All teachers

ANNUAL PLAN FOR: KĀHUI AKO GOALS

Kāhui Ako Priority: To participate fully in all Kāhui Ako areas to meet goals set in both the Tuakau Kāhui Ako & Hauraki Kāhui Ako for the benefit of our students and staff	KEY IMPROVEMENT STRATEGIES:	2023 ACTIONS:	Time Frame:	Budget/Resources:	Personnel:
	<u>Tuakau Kāhui Ako</u> 1. <u>Learning Support</u> <ul style="list-style-type: none"> Design & implement the student agency framework Identify appropriate & consistent support for students with additional learning or well-being needs 2. <u>Transitions and Pathways</u> <ul style="list-style-type: none"> Understanding the Learning Support Delivery Model (LSDM) and new models for collaboration including UDL 3. <u>Learner Agency</u>	<ul style="list-style-type: none"> Identify and collect the data/information that will allow the Kāhui Ako to create a better support network Work alongside LSC to source the support needed by any student Identify all sources of support for the student and whānau that could impact the learning journey Create a consistent whānau engagement model Localised and authentic contexts are identified Developing a continuum for learners' competencies (similar to Graduate Profile) 	All Year	\$500	Tuakau: C.McKinistry Hauraki: T.Schu L.Craggs LSC

	<ul style="list-style-type: none"> Learner agency- definition is identified and a common understanding is developed across our Kāhui Ako <p><u>Hauraki Kāhui Ako</u></p> <ol style="list-style-type: none"> To develop a capability focused curriculum across our Kāhui Ako To support positive learning and wellbeing outcomes for every learner To develop effective partnerships with families and whanau, iwi, employers, tertiary providers and community to support learners <ul style="list-style-type: none"> NZ Curriculum refresh focus across the school - aligning to Mangatawhiri School curriculum Aotearoa / NZ Histories development & implementation 	<p>across the Kāhui Network</p> <ul style="list-style-type: none"> Kāhui Network of school strengths are identified - so schools/programmes can be shared Staff/students and whanau have more opportunities to share insights and knowledge Schools understand student needs before they arrive Communication is open and transparent with ECE, external agencies and schools Support applications and information are shared with new schools Transition plans are encouraged between providers Identify, define and implement measurement dimensions that will ensure that the Kāhui Ako can monitor progress and successful achievement of milestones Teachers are engaged in relevant PLD that enhance their capabilities to create the conditions and environment that develops Learner's agency Students are self-driven and motivated Learner capability is increased and they are responsible for their own learning Students have strategies and tools to utilise and further their own learning 		\$1,000	
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ACHIEVEMENT TARGETS 2023 ~ MATHEMATICS

Strategic Aim: All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to curriculum levels

Annual Aim: By the end of 2023, 16 or more of the 22 students identified will be achieving 'at' or 'above' curriculum level expectation in Mathematics

- Target:**
- All 22 students from Year 4-8 will show progress in Mathematics by the end of 2023, with 75% (16) reaching expected NZC level.
 - Identify target students and accelerate their progress by providing them with programmes which address their specific needs
 - To improve teacher pedagogy in order to improve student outcomes
 - To involve outside agencies wherever needed to improve access and opportunities for students
 - Students will have the basic facts knowledge and place value understanding to solve number and algebra problems at the expected curriculum levels

Key Improvement Strategies:

- Class timetables to reflect adequate time devoted to the teaching of mathematics
- Students aware of their learning goals and next steps in learning
- Teachers with strengths in the teaching of mathematics, to be identified as mentors/coaches to teachers needing support
- Teachers attend beneficial maths PLD courses offered by facilitators, if and when these are available, and deemed appropriate

BASELINE DATA:**Cohort Focus for 2023:**

Year 4: 20% below NZC Level expectation in Mathematics

Year 5: 28% below NZC Level expectation in Mathematics

Year 6: 38% below NZC Level expectation in Mathematics

Year 7: 22% below NZC Level expectation in Mathematics

Year 8: 20% below NZC Level expectation in Mathematics

INDIVIDUAL TARGET STUDENTS:

YEAR:	FEMALE:	MAORI:	MALE:	MAORI:	@MS SINCE 5 YEARS:	TOTAL:
4	3	1	0	0	2	3
5	1	1	3	1	1	4
6	1	0	4	0	4	5
7	3	0	1	1	3	4
8	3	1	2	2	2	5
TOTAL	11	3	10	4	12	21
	20% of Total Female Roll Y4 & above	30% of Total Female Maori Roll Y4 & above	13% of Total Male Roll Y4 & above	28% of Total Male Maori Roll Y4 & above	57% @ MS Since aged 5 of Maths Target Students	16% of Total School Roll Y4 & above

ACHIEVEMENT TARGETS 2023 ~ READING**Strategic Aim:** All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to curriculum levels**Annual Aim:** By the end of 2023, 14 or more of the 18 students currently enrolled will be achieving 'at' or 'above' national expectation in Reading**Target:**

- All 18 students from Year 4-8 will show progress in Reading by the end of 2023, with 75% (14) reaching expected NZC level.
- Identify target students and accelerate their progress by providing them with programmes which address their specific needs
- To improve teacher pedagogy in order to improve student outcomes
- To involve outside agencies wherever needed to improve access and opportunities for students
- Students will have the basic facts knowledge and place value understanding to solve number and algebra problems at the expected curriculum levels

Key Improvement Strategies:

- Structured literacy approach to reading in junior classes
- Review assessment data (Running Records, formal and informal classroom observations) to determine the particular learning needs of the target students
- Target students are to have instructional reading daily
- Provide regular opportunities for the target students to read to, and read with an adult to ensure reading mileage
- Provide a range of reading material that will engage the reader in meaningful contexts and will expose them to reading across the curriculum
- Develop a range of comprehension strategies to ensure these students are reading for meaning
- Liaise with families to encourage and promote reading in the home, advice and resources to support learning at home
- Access outside agencies: RTLit/ RTLB/ LSC where deemed necessary and helpful
- Literacy team to run staff meetings to upskill teachers on specific target students and groups
- Running records completed on all target students at least once a term

BASELINE DATA:

Cohort Focus for 2023:

Year 4: 26% below NZC Level expectation in Reading

Year 5: 14% below NZC Level expectation in Reading

Year 6: 28% below NZC Level expectation in Reading

Year 7: 20% below NZC Level expectation in Reading

Year 8: 22% below NZC Level expectation in Reading

INDIVIDUAL TARGET STUDENTS:

YEAR:	FEMALE:	MAORI:	MALE:	MAORI:	@MS SINCE 5 YEARS:	TOTAL:
4	3	1	1	0	3	4
5	0	0	4	2	1	4
6	0	0	4	1	3	4
7	2	0	1	1	3	3
8	1	0	3	1	1	4
TOTAL	6	1	13	5	11	19
	11% of Total Female Roll Y4 & above	10% of Total Female Maori Roll Y4 & above	17% of Total Male Roll Y4 & above	36% of Total Male Maori Roll Y4 & above	58% @ MS Since aged 5 of reading target students	15% of Total School Roll Y4 & above

ACHIEVEMENT TARGETS 2023 ~ WRITING

Strategic Aim: All students are successfully able to access the New Zealand Curriculum as evidenced by achievement in relation to national expectations.

Annual Aim: By the end of 2023, 18 or more of the 25 students currently enrolled will be achieving 'at' or 'above' national expectation in Writing

Target:

- All 25 students from Year 4-8 will show progress in Writing by the end of 2023, with 75% (18) reaching expected NZC level.
- Identify target students and accelerate their progress by providing them with programmes which address their specific needs
- To improve teacher pedagogy in order to improve student outcomes
- To involve outside agencies wherever needed to improve access and opportunities for students

Key Improvement Strategies:

- Students working well below their chronological age are to have instructional writing daily
- Moderation between classes to ensure consistency school wide
- Provide regular opportunities for the target students to write on a range of contexts that are meaningful and relevant to their world
- Structured literacy approach to spelling skills and knowledge
- Provide regular experiences for the students to write about
- Liaise with families to encourage and promote the sharing of writing in the home
- Access outside agencies: RTLit/ RTLb/ LSC where deemed necessary and helpful
- Literacy team to run staff meetings to upskill teachers on specific target students and groups
- PACT Assessment tool for moderation. Teaching and learning utilised across the school

BASELINE DATA:

Cohort Focus for 2023:

Year 4: 44% below NZC Level expectation in Writing

Year 6: 55% below NZC Level expectation in Writing

Year 8: 48% below NZC Level expectation in Writing

Year 5: 5% below NZC Level expectation in Writing

Year 7: 10% below NZC Level expectation in Writing

INDIVIDUAL TARGET STUDENTS:

YEAR:	FEMALE:	MAORI:	MALE:	MAORI:	@MS SINCE 5 YEARS:	TOTAL:
4	3	1	1	0	3	4
5	0	0	3	2	1	3
6	0	0	8	3	4	8
7	1	0	1	0	1	2
8	1	0	8	2	5	9
TOTAL	5	1	21	7	14	26
	50% of Total Female Roll Y4 & above	10% of Total Maori Roll Y4 & above	28% of Total Male Roll Y4 & above	50% of Total Maori roll Y4 & above	54% @ MS Since aged 5 of writing target students	20% of Total School Roll Y4 & above