



Strategic Plan 2025-2027

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
Inquiry focus	Scope and Sequence <ul style="list-style-type: none"> - Continue to develop our Scope and Sequence so that it's theme each term covers either Te Ao Tangata, Science, Technology, The Arts or Nga Tapa Wha themes relevant to our kura 	Leadership - time to look at and update Consultation with Hohepa	Learning that students can connect with, is purposeful, relevant and engaging. Themes that offer lots of opportunities for cross curriculum learning	On-going ▾
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 - Marae Visit - Kenana, Parapara - Each term have Hohepa provide opportunities for Te Ao Maori - A specific te reo focus/shared slides of lessons e.g. Term Celebrate Te Wiki o te Reo Maori with students leading this. 2025 50 Years - 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 - Tuakana Teina classes working together regularly 	Develop a Te Reo Plan for 2025	Increased the use of Te Reo Māori kupu by both kaiako and tamariki within classrooms and playground T1 Ko wai koe T2 Ko wai tera? Ko waiti tera. He aha tona mahi? T3 He aha te tima? T4 He aha tenei 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.	Not started ▾
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 whānau wellbeing of ākonga are protected and nurtured. Use rubric to support implementation of actions to 	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><i>support workstream</i></p> <ul style="list-style-type: none"> - Tu Tangata Marama: continue 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: ākonga have ownership of their learning and future direction through agentic participation in the learning process. Report to iwi at Term meetings on school progress - Within school leader to support and provide Teacher PLD/communication around this - Kahui Ako to support WSL/teachers with PLD for new curriculum 		<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>	
Review Policy and Procedures	<ul style="list-style-type: none"> - Review Policies and Procedures using 'SchoolDocs' review schedule. 	Board of Trustees		

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. - Training of Tier 2 Reading Recovery teacher - All students identified 'Below' their expected Level for Maths and Literacy are Targeted (Tier 2 Student) - Investigate Whanau learning centred relationships. Build shared understandings of learning and ways whanau can help at home - Engaging parents, whānau to enhance the achievement of Māori students. Developing both online and offline resources - Support good attendance at school. Develop attendance plan. Regular review of attendance. 	<p>Tier 2 Kaiako - PLD 2025 to support Tier 2 programme (MOE.2 School.2)</p> <p>Check data - target students for intervention</p> <p>Tier 2</p> <p>. SENCO to meet regularly with staff regarding Tier 2 students to talk through planning</p>	<p>Students who are working 'Below' are identified early.</p> <p>Teachers working collaboratively and Target students making progress</p>	



	<ul style="list-style-type: none"> - A commitment to and understanding of Māori enjoying and achieving education success as Māori - Ka Hikiatia 			
Be committed to the Manaiakalani initiative	<p>Manaiakalani</p> <ul style="list-style-type: none"> - Attend MK hui each term - Teachers to engage in PLD offered (RPI, MPI, DFI, toolkits, online hui). - All classrooms are 1:1 digital device environments. - Learn Create Share kaupapa entrenched in planning, delivery and assessment. - Review/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. - Apply analysed 'Sense Making' data to increase equitable outcomes for all students - Offer chromebook purchasing to whānau from year 3 and up. 	<p>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>
Review, refine and strengthen senior school learning programme	<p>Lauren and Lou Review</p> <ul style="list-style-type: none"> - Year 6 leader profile - Filming/the arts - Goal for snr school 	Purchase of resources to support		
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>Structured Mathematics</p> <ul style="list-style-type: none"> - Decide on a Structured Maths Programme - Access PLD to support programme - Identify best online Maths programme to support classroom programme - Develop and sustain problem solving - Provide opportunities for whānau to learn about our mathematics and how they can help at home - Utilise iRIS as a resource bank and tool for improving pedagogy and learning - Develop a clear expectation of what our mathematics programmes look like 	<p>Regular 10 - 15 min slots in staff meetings for the mathematics leader to share resources, 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>Budget to support purchase of mathematics resources / subscriptions across the school.</p>	<p>Shared understanding of an effective mathematics programme across the whole school (in line with our PLD expectations and learning).</p> <p>Implementation of a school-wide Structured Maths programme</p> <p>Whole class / individual data gathered school wide (twice per year).</p> <p>Ongoing data collection gathered by teachers (eg. anecdotal notes, workbooks, reflections).</p>	<p>In progress ▾</p>



		Allow teachers to attend extra PLD that supports current mathematics PLD contract (eg. conferences).	Resources and opportunities provided for whānau to gain a better understanding of our mathematics programmes across the school.	
Ensure all students gain sound foundation skills in literacy.	Better Start Literacy Approach (BSLA) <ul style="list-style-type: none"> - Continue to support in Junior area of the school - Continue to support and extend into Senior area (Phase 2) of the school - Investigate best ways to support Tier 2 students - Train LAT for Tier 2 students - School-wide PLD - Data shared with BOT and staff 	Release Attend PLD	Trained teachers.	In progress ▾
Ensure students transition to school is smooth and positive for the ākonga and their whānau.	Purposeful Play <ul style="list-style-type: none"> - Continue to develop a support Play based learning so that programme is based on strong pedagogical foundations. - Teachers work together to plan provocations for students 	Apply funding Attend PLD Visit other schools	Students start Mangonui School in a challenging and exciting 'Learning Through Play environment	In progress ▾
Developing our curriculum that has a local flavour	Development school Curriculum <ul style="list-style-type: none"> - Ensure our curriculum aligns with the 'Refreshed Curriculum' and other significant MOE documents - Review of Scope and Sequence - Consultation with iwi and hapu 	Attend PLD Focus on Maths	<p>We have a shared understanding and consistent school-wide approach to implementation of our curriculum</p> <p>School whanau have a clear understanding of our ambitions and actions How, Why and When</p>	In progress ▾



	- 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 (Focus group that represent different hapu) - 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 taurira - 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 - Consult with whānau on what are our important attributes. What makes our community special.	Meet/talk with whānau about what they want to see. Google form questionnaire to send to whānau for input	Gather information from whānau questionnaire	In progress ▾
Te Whare Tapa Wha - Hauora	- Implementation Annual review of Mangonui School Te Whare Tapa Wha framework Whare Tapa Wha Framework	Regularly check this as a leadership team, add and make changes as needed.		In progress ▾
Develop an understanding that - Whenua is our whanau	Whenua is our whanau - connecting to our Pepeha - Each class to have school garden/ project - Gratitude Project - 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, research plants, grow plants, collect seeds - Propagation of Native plants - Develop concept 'If the land is well so are we' - Get out once a term and connect	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. All classrooms are involved in a school project over the year. Each project will enhance the local school environment.	In progress ▾
Establish a school wide approach to developing positive behaviour	PB4L - Continue PB4L Tier 1 schoolwide training. - Implement Think and Be me - Daily Mindfulness strategies using Pause Breathe Smile - Establish school climate - Continue to promote PB4L focus through kaitiaki certificates	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			
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Increase school library resourcing to increase student engagement in	School Library - Purchase new books - Promote the use of the library to classes	Funding applications	Library looks exciting, engaging and inviting. Classes are using the library weekly.	In progress ▾



<p>this area.</p>	<ul style="list-style-type: none"> - Train our library monitors to keep the library tidy and organised. 	<p>Release time for books to be put into the library system</p>		
<p>Ensure senior school create space is fully equipped and utilised</p>	<p>Senior school create space development</p> <ul style="list-style-type: none"> - Purchase sound equipment, green screen, TV. - Shelving set up - Toby to work with students/staff on how we use the equipment 	<p>Funding applications</p> <p>Work with Toby to decide on equipment that we need and quotes</p> <p>PLD with Toby</p>	<p>All equipment set up in this space.</p> <p>Senior school use this space regularly as part of their learning.</p> <p>Teachers feel confident using the equipment and regularly meet with Toby</p>	<p>In progress ▾</p>
<p>Development of additional learning/play spaces</p>	<p>Development of the Piggy track and Fruit Garden (2025)</p> <ul style="list-style-type: none"> - Develop new areas to explore our flora and fauna. Extension to Playground. - Bush area utilised - different things in different spaces, areas for learning in / through / about - Plant more fruit trees 	<p>Funding</p> <p>Board approval</p>	<p>Dave and Lole to work together on the Piggy Track space.</p>	<p>In progress ▾</p> <p>Not started ▾</p>
<p>Development of EOTC shed to house equipment safely.</p>	<ul style="list-style-type: none"> - Develop 3 Bay EOTC shed to house school van, EOTC trailer, kayaks paddle boards and surfboards 	<p>Funding applications</p>		<p>Not started ▾</p>
<p>Develop the stage area to be more multifunctional</p>	<p>Development of the stage area space (2026)</p> <ul style="list-style-type: none"> - Re Concrete - New Covered area and stage area - Open marae style 	<p>Funding</p>		<p>Not started ▾</p>

