


# Manurewa Central School

## Strategic Plan 2024/2025

<p><b>Vision Statement - 7 (a)</b></p> <p style="text-align: center;"><b>‘Ka ako ngā tamariki katoa’</b> <b>‘All children will learn’</b></p>	
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**Summary of Information used to develop this plan - 7 (c)**  
Data used to inform this plan includes: Mitey self audit 2023, Māori Hui 2023 feedback, Learning support needs analysis, OTJ data analysis, Year 1 AfL Evaluation, informal observations of teaching programmes, Everyday Matters Analysis, Māori Student Survey, ERO Indicators.  
Key themes emerging from community engagement include: Hopes and dreams, worries and concerns, learning and teaching, whānau/school partnerships  
Prioritisation of strategic goals: Goals, actions and initiatives in this plan are the result of rigorous analysis of data and review of prior implementation plans. The strategic goals have been prioritised to ensure best possible outcomes for all students as a result of ongoing monitoring and evaluation.

Strategic Goals	Board Primary Objectives Section 127	Links to Education Requirements NELPs/NZC		Expected Outcomes		How will we achieve/make progress towards our goals?		How will we measure success?
Learners at the Centre - Whanaungatanga	1 (a) - (d)	Ob 1 NZC Principles P.9	⇒	Students develop social and emotional competencies. Staff hauora is enhanced. Increased participation in PE/fitness programmes Whānau aspirations for their tamariki are identified and actioned. Parent programmes reinstated. Involvement of Board in community level activities. Impact of parental engagement and reciprocity of systems/processes for whānau school	⇒	Introduction of Mitey Programme. Staff self care strategies supported with access to appropriate resources. PMP Motor skills and Healthy Active Learning programmes introduced. Involvement of Te Rōpū Whānau in setting strategic goals for our Māori learners. Review of Community Consultation Plan to engage other 'community groups' in 2024.	⇒	Mitey self evaluation tool. Staff Wellbeing Survey Student Wellbeing Survey/Me & My School Survey Feedback from Te Rōpū Whānau. Parental Engagement Action Plan in place.

				partnerships is measurable				
<b>Barrier Free Access - Ako</b>	2 (a) & (b)	<b>Ob 2 NZC Principles P.9</b>	⇒	All students display self efficacy, agency and a growth mindset that enables them to reach their goals. Annual targets set for reading, writing and maths are achieved at Years 4, 5 and 6. Improved attendance rates for Pacific ākonga. PGCs incorporate understandings of Tapasā. Intervention programmes accelerate learner progress. MoE provide resourcing that enable those with learning needs to thrive in our setting.	⇒	Embed He Manu Rere Learner Profile. Develop student inquiry model. Develop GAT provision. Core curriculum areas are prioritised in Years 4-6 through robust inquiry into effective differentiation and pedagogical approaches. Incentive strategies to support regular attendance at school and reduce lateness. ESOL provision review. Introduction of literacy and motor skills interventions. Consider options to provide dedicated space for those with neurodiverse needs. Lobby MoE to provide additional FTTEs to support growing number of ORS.	⇒	Student surveys - Me & My School/Student Wellbeing Pod tracking and reflection documents. End of Year data analysis in core subjects. EveryDay Matters data analysis - 70% regular attendance Staffing ratios and resourcing provides a safe and inclusive environment for our ākonga. Data analysis of effect of intervention programmes on progress.
<b>Quality Teaching and Leadership - Rangatiratanga</b>	1 (d) & 2 (a), (b), (d)	<b>Ob 3 NZC Principles P.9</b>	⇒	Teachers use AfL capabilities to ensure improved student outcomes for all students. Leaders ensure teaching as inquiry processes and collaborative inquiry are embedded in practice, facilitating high quality discussions, reflection and systematic processes through a robust PLG. Culturally responsive teaching is enhanced through development of te ao Māori and Mātauranga Māori. Teachers become more confident in extending students in acquisition of te reo Māori. PGCs incorporate understandings of Tātaiako.	⇒	AfL PLD. Assessment Literacy Develop planning - long and short term to ensure coverage of the refreshed curriculum and greater accountability in line with progress outcomes. Middle Leadership development. Leadership monitor, review and evaluate pedagogical approaches, programmes, systems and processes, people and resources. Continued involvement with local history work of Nga Manu Taiko. Te Reo Māori PLD. Introduction of Mahi Pai programme Years 1-4. Development of te reo Māori progressions and resources Year 4-6.	⇒	AfL evaluation from external providers. Staff evaluation of progress against SIF rubric. Coaching feedback. Termly reporting of data to Board at Strategic Planning Meetings. Te ao Māori and Mātauranga Māori is integrated into our local curriculum. Māori student survey. PGC reviews.

## Annual Implementation Plan 2024

### Summary of the Plan:

- Revised planning format aligns with NELPS/Board Objectives etc.
- Goals for the next two years are formulated to provide continuity and forward planning from evaluation of 2023 plan.
- Improvement plan continues to set high expectations to ensure we are in a continual cycle of review - developing and embedding initiatives to improve outcomes for all students.
- Details the school's journey - a progressive map that provides fluidity and opportunities to adapt planning when needed.
- Acknowledges student, teacher and whānau voice.
- Details programme delivery and opportunities for growing teacher capability.
- Provides alignment between goals and PLD needs.

### Where we are currently at:

- Board puts learners at the centre when making resourcing decisions.
- Middle leadership is continuing to develop. Board recognises the need to grow capacity in teaching and non teaching staff.
- AfL PLD acknowledges the need to build teacher confidence - adopting different teaching styles and methods to reduce barriers for students.
- Diversity is a strength of our school - plan recognises and responds accordingly to the needs of its community.
- Our Strategic Plan, and Annual Implementation Plan, are examples of growth in the leadership's evaluative capability. Data is analysed to provide next step planning.

### How will our targets and actions give effect to Te Tiriti o Waitangi?

- Quality Teaching and Leadership - Rangatiratanga goal - details the actions to be taken to support Māori achieving success as Māori.
- Woven through the three goals are the principles of protection, partnership and participation.
- Engagement with Te Rōpū Whānau, and iwi through Ngā Manu Taiko, provides meaningful consultation and authentic collaboration when setting strategic direction.
- Local curriculum, policies and plans reflect tikanga Māori and te reo Māori.

## Annual Implementation Plan 2024

<b>Strategic Goal 1: Learners at the Centre - Whanaungatanga</b>				
<b>Annual Target/Goal:</b>				
<b>Strategic Initiative</b>	<b>Actions</b>	<b>Resources</b>	<b>Lead</b>	<b>Time</b>
Develop students' social and emotional competencies	<ul style="list-style-type: none"> <li>Provide PLD for, and adoption of, the Mitey Resilience Programme (5 aspects of mana endorsed by the Mental Health Foundation)</li> <li>Use of MoE Resource "Mental Health Education" to provide PLD to support staff to manage behaviours through: restorative conversations, building capacity for students to relate well to others, and recognising types of bullying behaviours</li> <li>Use of regular mindfulness/circle time sessions to promote social skills</li> <li>Introduction of PMP Motor Skills Programme at entry level and Healthy Active Learning (CLM) in Senior School.</li> </ul>	<p>Mitey to provide</p> <p>CLM PLD (team meetings)</p>	SG & JE	Termly
<b>Key Evaluative questions</b>	<p><b>To what extent:</b></p> <ul style="list-style-type: none"> <li>does our PLD programme support teachers to provide consistent and sustainable intervention strategies?</li> <li>are teachers using 'hard data' to change and adapt programmes?</li> <li>do our programmes build capacity for students to relate well to each other?</li> <li>do our students take part in regular physical activity?</li> </ul>	<p><b>Indicators of progress:</b></p> <ul style="list-style-type: none"> <li>Programmes are in place that support social and emotional aspects of learning</li> <li>Survey feedback reports improvements in social skills and fewer negative behaviours</li> <li>Students participate in regular physical activity.</li> </ul>		
<b>Strategic Initiative</b>	<b>Actions</b>	<b>Resources</b>	<b>Lead</b>	<b>Time</b>
Enhancement of staff Hauora	<ul style="list-style-type: none"> <li>Involvement in mental health education for staff through the Mitey Project</li> <li>Use of wellbeing resources to promote hauora with staff e.g. Mental Health Foundation, Gold Star &amp; Health Promotion Agency - self help ideas</li> </ul>	<a href="https://docs.google.com/document/d/1cWXNfhpevP4XzEVrgfyilDV5RgPdXqbjlECnEuSVQ/edit">https://docs.google.com/document/d/1cWXNfhpevP4XzEVrgfyilDV5RgPdXqbjlECnEuSVQ/edit</a>	MD	Termly
<b>Key Evaluative questions</b>	<p>To what extent:</p> <ul style="list-style-type: none"> <li>is wellbeing, connection and belonging being enhanced by promotion of self care strategies?</li> <li>are wellbeing strategies embedded in school culture?</li> </ul>	<p><b>Indicators of progress:</b></p> <ul style="list-style-type: none"> <li>Selfcare is practised and modelled</li> <li>Wellbeing strategies are embedded in school culture</li> </ul>		

Strategic Initiative	Actions	Resources	Lead	Time
Community Engagement - whānau/school partnerships	<ul style="list-style-type: none"> <li>Delivery of our Community Engagement Plan (2022) to enable community aspirations and voice to be actioned through our strategic planning</li> <li>Termly Te Rōpū Whānau Hui to provide authentic consultation and collaboration with whānau - partnering with whānau to equip every Māori learner to realise their potential</li> <li>Development of an Action Plan and tools to measure impact of parental engagement and reciprocity of systems/processes for whānau school partnerships.</li> <li>Reinstate information evenings to support understanding of curriculum delivery and how parents can help at home e.g. Reading Together, Making Maths Count.</li> </ul>	<p>Community Engagement Plan 2022</p> <p>Reading Together &amp; Making Maths Count preprepared packs</p>	<p>Board</p> <p>MD/SG</p>	<p>Termly</p> <p>T2 &amp; T3</p>
<b>Key Evaluative questions</b>	<p>To what extent:</p> <ul style="list-style-type: none"> <li>do we provide opportunities for our local school community to add voice to the strategic direction of our school?</li> <li>is our community participating in, and making decisions about, the education of their children?</li> <li>are our community aspirations evident in outcomes?</li> <li>are parents actively involved in curriculum design and implementation?</li> <li>are parents actively involved in the assessment and reporting process?</li> <li>are our digital platforms enhancing home/school partnerships?</li> <li>are our home/school partnerships, a reciprocal process?</li> </ul>	<p><b>Indicators of progress:</b></p> <ul style="list-style-type: none"> <li>Board play an active role in engaging community with school initiatives</li> <li>Community report greater engagement with the strategic direction of the school</li> <li>Whānau voice and local community involvement/initiatives are present in unit planning</li> <li>Reading Together and Making Maths Count workshops are well attended</li> <li>Parents report increased opportunities to engage in their child's learning and support achievement of learning goals</li> </ul>		

## Strategic Goal 2: Barrier Free Access - Ako

### Annual Target/Goal:

Strategic Initiative	Actions	Resources	Lead	Time
Student Agency and Engagement	<ul style="list-style-type: none"> <li>Continue to embed the language of He Manu Rere in classroom programmes and through tools such as the "learning pit". Celebration of student achievement of dispositions in assemblies etc.</li> <li>Raise the profile of our student inquiry model through visual representation and communication with our school community</li> <li>NZCER Me &amp; My School Survey</li> <li>Use of Choice Boards to provide voice and choice to our more capable learners (GaT)</li> <li>Redevelopment of the library and ICT Suite - AMSLT Information Centre Project</li> </ul>	<p>Design Company</p> <p>NZCER Me &amp; My School Survey</p>	<p>Middle L</p> <p>SLT JE</p> <p>TS AMSLT/SLT</p>	<p>Ongoing</p> <p>T1 T1</p> <p>T2 T3</p>

<b>Key Evaluative questions</b>	<b>To what extent:</b> <ul style="list-style-type: none"> <li>do we provide opportunities for learners to engage in 'learning to learn' principles?</li> <li>is He Manu Rere used to support student learning and engagement?</li> <li>do we have a shared language of learning?</li> <li>do choice boards cater for the needs of our GaT learners?</li> </ul>	<b>Indicators of progress:</b> <ul style="list-style-type: none"> <li>Promotion of student agency and He Manu Rere is evident in teacher practice (as evidenced in our Quality Practice Statements)</li> <li>Students can articulate the dispositions/attributes of He Manu Rere</li> <li>Draft Inquiry Model is finalised</li> <li>GaT learners needs are identified and catered for</li> <li>Information Centre refurbishment complete</li> </ul>		
Strategic Initiative	Actions	Resources	Lead	Time
Rigour in teaching of core curriculum areas	<ul style="list-style-type: none"> <li>1 hour of dedicated teaching to the core subjects of reading, writing and mathematics - 5 days/week. Planning monitored and programmes regularly evaluated for impact on learning outcomes.</li> <li>Year 5 - pod organised into 4 mixed ability groups for writing (outliers may be grouped together).</li> <li>Review of MCS reading and writing progression documents - investigation of PACT learning progressions to support revised MCS documentation for improved moderation and OTJs.</li> <li>Continuation of WIS mathematics inquiry - introduction of concrete maths materials in senior school and PLD to improve inquiry maths teaching knowledge base.</li> <li>E-asTTle workshops for 4 senior teachers</li> <li>Reading assessment workshops to support use of tools - Running records/PM Benchmarks/Probe/IPI</li> <li>Differentiation - a focus for pods and teams in reflective conversations about meeting the needs of all students.</li> </ul>	MD  PACT Tool  Concrete maths materials  E-asTTle Benchmark kits/IPI/Probe	Middle L  SLT DM JE SG  Middle L	Ongoing  T1 T2 March 6 T2 Ongoing
<b>Key Evaluative questions</b>	<b>To what extent:</b> <ul style="list-style-type: none"> <li>do teachers use assessment methodology and MCS learning progressions to plan and deliver differentiated learning programmes?</li> <li>are we raising achievement levels in reading, writing and mathematics?</li> <li>does our mathematical inquiry meet Kahui Ako/school strategic goals and expectations?</li> <li>are our programmes supporting achievement of cohort targets in reading, writing and mathematics?</li> <li>are our learners exposed to low/floor high ceiling learning opportunities that meet the needs of <u>all</u> learners</li> </ul>	<b>Indicators of progress:</b> <ul style="list-style-type: none"> <li>Differentiation provides different starting points for students, allowing individuals and groups to attain their goals</li> <li>Teachers' planning and programmes incorporate understanding of curriculum progressions in core subjects</li> <li>Cohorts meet curriculum targets</li> <li>WIS mathematics inquiry supports implementation of school goals</li> </ul>		
Strategic Initiative	Actions	Resources	Lead	Time
Inclusion - valuing diversity	<ul style="list-style-type: none"> <li>Improve regular attendance rates and incidences of lateness (particularly for our Pacific learners) - introduction of attendance initiatives.</li> <li>Revisiting Tapasā through our PGC elements to build on understandings of the diverse cultural heritages and languages of Pacific akongā.</li> <li>Redesign ESOL provision and programming.</li> </ul>	Vouchers etc.  Tapasā	SG & JE  Leadership Group	Termly  T3

	<ul style="list-style-type: none"> <li>Develop Reading Recovery programme to include Early Literacy support groups.</li> <li>Continue partnership with RTLB to support phonic awareness programmes - Letters and Sounds (0-3) and Agility with Sounds (4-6).</li> <li>Consider options to provide dedicated space for those with neurodiverse needs.</li> <li>Lobby MoE to provide additional FTTEs to support growing number of ORS students.</li> </ul>		SG	T1
			Board/SLT	Ongoing
<b>Key Evaluative questions</b>	<p>To what extent:</p> <ul style="list-style-type: none"> <li>do our attendance strategies promote parental engagement?</li> <li>are professional learning conversations focused on Tapasā?</li> <li>do we create an environment where learners are confident in their identities, languages, cultures and abilities?</li> <li>does our ESOL programme provide rigour and value added intervention?</li> <li>are learning needs being addressed through our literacy intervention programmes across the school?</li> <li>are learning needs being addressed for our neurodiverse/ORS students?</li> </ul>	<p><b>Indicators of progress:</b></p> <ul style="list-style-type: none"> <li>Regular attendance rates improve for our Pacific learners - 70% target</li> <li>Tapasā is a live document, understood and incorporated into teaching and learning</li> <li>Planning and curriculum delivery reflects an understanding of learners' contexts</li> <li>Students are confident in their language, culture and identity</li> <li>Interventions (including ESOL) support accelerated progress for learners</li> <li>Staffing ratios and resourcing provides a safe and inclusive environment for our ākongā.</li> </ul>		

### Strategic Goal 3: Quality Teaching and Leadership - Rangatiratanga

#### Annual Target/Goal:

Strategic Initiative	Actions	Resources	Lead	Time
Māori achieving success as Māori	<ul style="list-style-type: none"> <li>Involvement in WiS inquiry to find the best pedagogical approach to the teaching of te reo Māori - introduction of Mahi Pai (Manurewa Marae initiative) in Years 1 - 4.</li> <li>Development of te reo Māori progressions and resources Year 4-6. Collaborative team trialling Te Puna Reo PD.</li> <li>Inclusion of Tātaiako in teacher's Performance Management Agreements to ensure Professional Growth Cycle and professional conversations monitor teachers' growth.</li> <li>Forge stronger relationships with mana whenua through the development of our NZ History Curriculum and the work of Ngā Manu Taiko.</li> <li>Board engagement with Hautū through MAC Project facilitator.</li> </ul>	<p>Mahi Pai Te Puna Reo</p> <p>Tātaiako</p> <p>George Ihimaera (MAC) Hautū</p>	<p>KS</p> <p>Leadership Group MD/KS</p> <p>Board</p>	<p>T1 - T4</p> <p>T2 Ongoing</p> <p>T1</p>
<b>Key Evaluative questions</b>	<p>To what extent:</p> <ul style="list-style-type: none"> <li>do teachers' incorporate te reo Maori in their weekly programme?</li> <li>do staff use te reo Maori within and outside of classrooms?</li> <li>do we provide opportunities for staff/Board to understand and acknowledge the histories, heritages, languages and cultures of the partners of Te Tiriti o Waitangi?</li> </ul>	<p><b>Indicators of progress:</b></p> <ul style="list-style-type: none"> <li>Teachers become more confident in extending students in acquisition of te reo Māori</li> <li>Te reo Maori is taught in a progressive way across the school.</li> <li>Maori learners and whānau tell us that their</li> </ul>		

	<ul style="list-style-type: none"> <li>do our policies and procedures reflect manu whenua identity and the identities, languages and cultures of learners?</li> <li>are we improving/accelerating outcomes for Maori learners?</li> <li>are professional learning conversations focused on the expectations of Tātaiako?</li> <li>does our local curriculum promote te ao Māori and Mātauranga Māori?</li> <li>does our curriculum engage with mana whenua?</li> <li>is our WIS inquiry impacting on student learning?</li> </ul>	<p>identity, language and culture is valued and they have a strong sense of belonging in our school</p> <ul style="list-style-type: none"> <li>Māori learners are achieving excellent and equitable educational outcomes</li> <li>Evaluation identifies the impact of decisions and strategies on accelerating the progress of Maori learners to provide next steps</li> <li>Policy and procedures reflect Board understanding of their obligations under Te Tiriti o Waitangi</li> <li>PGCs incorporate understandings of Tātaiako.</li> <li>Te ao Māori and Mātauranga Māori is integrated into our local curriculum.with connections to mana whenua extended to enhance provision</li> <li>WIS te reo Māori inquiry supports implementation of school goals</li> </ul>		
Strategic Initiative	Actions	Resources	Lead	Time
Assessment for Learning	<ul style="list-style-type: none"> <li>Provide external PLD to upskill teachers in use of the 6 AfL capabilities from the effective teaching AfL archway. Particular focus on: active reflection, promoting further learning, and closing the gap strategies involving co-construction of goals to clarify learning and sharing of assessment info - mathematics focus for 2024.</li> <li>Maximise our new learning, through our AfL PLD, to inform collaborative discussions and reflective practices.</li> <li>Assessment literacy PLD focused on the development and shared understanding of MCS HIAM (High Impact Assessment Model).</li> <li>Develop planning - long and short term to ensure coverage of the refreshed curriculum and greater accountability in line with progress outcomes.</li> <li>Continue to monitor, review and evaluate pedagogical approaches, systems and processes, people and resources as we adapt to our ILE spaces</li> </ul>	<p>Provided by EA</p> <p>HIAM</p>	<p>Evaluation Associates</p> <p>MD</p> <p>SLT</p> <p>Leadership Group</p>	<p>T1 - T4</p> <p>T2</p> <p>Ongoing</p> <p>Ongoing</p>
Key Evaluative questions	<p>To what extent:</p> <ul style="list-style-type: none"> <li>are teachers confident in using 6 AfL capabilities, making OTJs and reporting?</li> <li>are our professional conversations impacting on learning?</li> <li>are our Quality Practice Statements guiding our teaching and learning practice?</li> <li>are AFL practices embedded to support the learners in an ILE context?</li> <li>does our planning align with the NZ Curriculum refresh?</li> <li>are we providing an inclusive learning environment, where the needs of all students are met, in the ILE context?</li> </ul>	<p><b>Indicators of progress:</b></p> <ul style="list-style-type: none"> <li>Students are able to articulate what they are learning, how they know they are successful and what they need to do next.</li> <li>Teachers have increased confidence and ability to respond to learning needs using AfL capabilities.</li> <li>Teachers have a shared understanding of the expectations of effective assessment practices at MCS</li> <li>Our planning aligns with the NZ Curriculum</li> </ul>		



		refresh expectations <ul style="list-style-type: none"> <li>Our ILEs provide an inclusive education that meets the needs of all students</li> </ul>		
<b>Strategic Initiative</b>	<b>Actions</b>	<b>Resources</b>	<b>Lead</b>	<b>Time</b>
Middle Leadership Development	<ul style="list-style-type: none"> <li>Provide PLD in team building and the important role of consultation and feedback in decision making.</li> <li>Provide PLD in conflict resolution, personal responsibility and above the line behaviours.</li> <li>Review leadership job descriptions with support of Educational Leadership Capability Framework - roles and responsibilities as they pertain to this goal.</li> <li>Maximise opportunities for collaborative decision making - all voices heard and contributions valued.</li> <li>Strengthen links between collaborative inquiry and our Professional Growth Cycle (PGC).</li> <li>Participation in middle leaders coaching sessions with Noline Skeet.</li> </ul>	PLD providers tbc  Leadership job descriptions Educational Leadership Capability Framework	SLT  MD  Leadership Group Noline Skeet	T4  T1  Ongoing T1 - T4
<b>Key Evaluative questions</b>	To what extent: <ul style="list-style-type: none"> <li>do staff feel empowered to manage conflicts and deal with challenges?</li> <li>is leadership role modelling high trust relationships?</li> <li>are decisions justified through the process of a feedback loop?</li> <li>do leaders understand their roles and responsibilities?</li> <li>do leaders set the expectations for robust teaching as inquiry practices?</li> </ul>	<b>Indicators of progress:</b> <ul style="list-style-type: none"> <li>Leaders report that they feel empowered to make decisions</li> <li>Teachers report greater transparency and accountability in leadership decision making</li> <li>Staff report greater confidence in resolving issues with the person involved</li> <li>Leadership job descriptions clarify expectations relevant to this strategic goal</li> <li>Leaders feel appreciated and valued for the contribution they make to the collective</li> <li>A high trust model exists</li> <li>Teaching as inquiry processes and collaborative inquiry are embedded in practice, facilitating high quality discussions, reflection and systematic processes through a robust PGC</li> </ul>		