

# Manurewa Central School

## Strategic Plan 2025/2027

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Barrier Free Access - Ako	2 (a) & (b)	Ob 2 NZC Principles P.9	⇒	Learners demonstrate agency in their learning to improve their achievement outcomes. Foundation learning areas of the curriculum, including oral language, reading, writing, mathematics and science are being strengthened to help ensure all learners are able to access the wider curriculum. School practices and actions are consistently inclusive and cater well for all learners including Māori and Pacific. Learners with diverse and high needs are well supported, integrated, monitored and resourced.	⇒	Develop student inquiry model. Develop GAT provision. Provide PLD to support Implementation of refreshed maths and English curricular, science of learning pedagogy and use of curriculum progressions. Provide interventions to improve regular attendance. Investigate use of RTLIT building as a dedicated space for those with neurodiverse needs. Ensure rigour in use of teaching as inquiry practice. Promote culturally responsive practices.	⇒	Student surveys Pod tracking and reflection documents. End of Year data analysis in core subjects. EveryDay Matters data analysis - regular attendance of 70% Staffing ratios and resourcing provides a safe and inclusive environment for our ākonga. Annual targets set for reading, writing and maths are achieved
Quality Teaching and Leadership - Rangatiratanga	1 (d) & 2 (a), (b), (d)	Ob 3 NZC Principles P.9	⇒	Teachers are assessment literate and use AfL strategies to achieve equity and excellence 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 PGC Māori learners are well supported to achieve success with a strong, secure sense of their cultural identity. The school gives effect to Te Tiriti o Waitangi through its actions at Board level and through teaching and learning programmes Middle leaders are upskilled in practice analysis conversations and culturally responsive pedagogies.	⇒	Introduction of revised assessment tools. Improved moderation processes. Sustainable AfL pedagogies in self/peer assessment and goal setting. Revision of planning templates in line with curriculum refresh. Continued involvement with local history work of Nga Manu Taiko. Te Reo progression document in place Use of Hāutu, Tātaiako and Hikairo Schema Middle Leadership development. Leadership monitor, review and evaluate pedagogical approaches, programmes, systems and processes, people and resources, as we adapt to our ILE spaces.	⇒	Staff evaluation of progress against SIF rubric. Termly reporting of data to Board at Strategic Planning Meetings. Hautū evaluation Māori whānau survey Māori student survey. Teacher capability survey PGC reviews. Leadership meeting minutes and evaluations. Coaching feedback.

## Annual Implementation Plan 2025

### Summary of the Plan

- Current planning format aligns with NELPS/Board Objectives etc.
- Goals for the next two years are designed to provide continuity and enable forward planning from evaluation of the 2024 plan.
- Our improvement plan continues to set high expectations ensuring we are in a continual cycle of review - developing and embedding initiatives which focus on delivering equitable and excellent outcomes for all ākonga | students, and to be more accountable and responsive to the needs of our community.
- Outlines our MCS journey – a dynamic roadmap that ensures flexibility and allows for adjustments in planning as necessary.
- Acknowledges and celebrates student, teacher and whānau voice.
- Provides an in-depth overview of program delivery, highlighting key opportunities to enhance and expand teacher capabilities through targeted professional development and ongoing support.
- Provides alignment between goals and PLD needs.

### Where we are currently at:

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- 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 2025

Strategic Goal 1: Learners at the Centre - Whakawhanaungatanga				
Annual Target/Goal:				
Strategic Initiative	Actions	Resources	Lead	Time
Develop students' mental health and wellbeing capabilities	<ul style="list-style-type: none"> <li>Year 2 of Mitey - Year 0-3 teaching from unit plans and Year 4-6 integrating mental health education across the curriculum</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 behaviour</li> <li>Adopt practices that provide regular check-ins for students mental health and wellbeing</li> <li>Report on progression of mental health learning outcomes using 'I Can' toolkit comments</li> <li>Consider ways for student leadership in Mitey space (reviewing programmes etc)</li> <li>Design learning programmes to build on the current experiences and knowledge, including diverse cultures and worldviews</li> <li>Student well being Survey</li> </ul>	Mitey	SG & JE	Termly
		'I Can Tool Kit'	SG & JE	T3
		Student wellbeing survey	JE	T2
Key Evaluative questions	<b>To what extent:</b> <ul style="list-style-type: none"> <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>are students supported to take a leadership role in mental health and well being education?</li> <li>do programmes build on current experiences and knowledge, including diverse cultures and worldviews?</li> </ul>	<b>Indicators of progress:</b> <ul style="list-style-type: none"> <li>Programmes are in place that support mental health and wellbeing</li> <li>Survey feedback reports improvements in social skills and fewer negative behaviours</li> <li>Teachers report on progression and learning in mental health</li> <li>Students contribute to the planning implementation and review of mental health and wellbeing programmes</li> </ul>		
Strategic Initiative	Actions	Resources	Lead	Time
Enhancement of staff	<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. Mana Model/Te Whare Tapa Whā</li> </ul>	Mana Model/Te Whare Tapa Whā model	MD	Termly

Hauora	<ul style="list-style-type: none"> <li>model</li> <li>Incorporate a wellbeing question in PGC discussions</li> <li>Consider team building activities to further strengthen Mana Whānau in our environment</li> </ul>			
<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>	<b>Indicators of progress:</b> <ul style="list-style-type: none"> <li>Selfcare is practised and modelled</li> <li>Wellbeing strategies are embedded in school culture</li> <li>Staff recognise that their own mental health and wellbeing has an impact on students and colleagues</li> </ul>		
<b>Strategic Initiative</b>	<b>Actions</b>	<b>Resources</b>	<b>Lead</b>	<b>Time</b>
Community Engagement	<ul style="list-style-type: none"> <li>Board review 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>Board involvement in Mitey Initiative to actively engage the community in Mitey Mental Health Education, so that there is a shared language and systems in place to support the positive mental health and wellbeing of students</li> <li>Community Consultation Survey</li> </ul>	Community Engagement Plan 2022 Community Consultation Survey	Board	T2
<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>	<b>Indicators of progress:</b> <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>Parents report increased opportunities to engage in their child's learning and support achievement of learning goals</li> <li>The board works in partnership with whānau, hapū, iwi and the wider community to understand what positive mental health and wellbeing means in relation to our school's mission and vision, and their importance for ākonga.</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>Raise the profile of our student inquiry model through visual representation and communication with our school community</li> <li>Review of provision for our Gifted and Talented Learners - goal setting and focus on differentiation</li> <li>Create a learning culture that builds resilience, confidence and risk taking</li> </ul>	Parent community - graphic designer  He Manu Rere/Learning Pit	MD  TS Teachers	T2  T1 Ongoing
<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 we cater for the diverse needs of our GAT students?</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 report greater resilience and confidence, and are prepared to take risks</li> <li>Draft Inquiry Model is finalised</li> <li>GaT learners needs are identified and catered for</li> </ul>		
Strategic Initiative	Actions	Resources	Lead	Time
Rigour in teaching of core curriculum areas	<ul style="list-style-type: none"> <li>Implementation of the refreshed maths and English curriculum - use of progress outcomes in long and short term planning</li> <li>PLD in oral language, reading and writing, including provision for ELLs - Outside providers 'Tools4Teachers'</li> <li>PLD in maths - Outside provider 'The Learner First' with Alfriston Kāhui Ako cluster</li> <li>Aligning Science of Learning to structured approaches to maths and English - Inhouse PLD to compliment external providers input and provide opportunities for sharing of practice, review and evaluation of programmes</li> <li>Structured literacy - PLD for leadership team</li> <li>Implement rigorous moderation approach in the core subjects</li> <li>Support teachers to use evidence based comments to evaluate the impact of our teaching practice and goals (impact statements to appear in performance management paperwork, evaluations, feedback, reflections etc - teaching as inquiry).</li> </ul>	Tools4Teachers - outside providers  The Learner First - outside provider Staff meetings  CORE Education	Erin McKechnie  WiS - TBC MD  SLT SLT SLT	TOD 07/02 SM 24/02, 24/03, 21/07, 18/08 T1-4  T1-3 Twice termly Ongoing

<b>Key Evaluative questions</b>	<p>To what extent:</p> <ul style="list-style-type: none"> <li>do teachers use assessment methodology and NZ curriculum 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> <li>are we consolidating our PLD by taking a 'deep dive'?</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> <li>PLD informs effective change to practice</li> </ul>		
<b>Strategic Initiative</b>	<b>Actions</b>	<b>Resources</b>	<b>Lead</b>	<b>Time</b>
Inclusion - valuing diversity	<ul style="list-style-type: none"> <li>Monitoring and intervention for students with irregular attendance, and culturally responsive strategies to eliminate ethnic disparities in attendance rates</li> <li>Revisiting Tapasā through our PGC elements to build on understandings of the diverse cultural heritages and languages of Pacific students</li> <li>Consider options to provide dedicated space for those with neurodiverse needs.</li> <li>Continue to review ESOL provision and programmes to support barriers to curriculum engagement</li> <li>Provide progress reports for those students on interventions</li> </ul>	<p>Vouchers etc.</p> <p>Tapasā</p>	<p>SG &amp; JE</p> <p>Leadership Group MD &amp; SG JE</p> <p>TS</p>	<p>Termly</p> <p>T2</p> <p>Ongoing Ongoing</p>
<b>Key Evaluative questions</b>	<p>To what extent:</p> <ul style="list-style-type: none"> <li>do our attendance strategies promote parental engagement and improved attendance?</li> <li>are professional learning conversations focused on Tapasā?</li> <li>are learning needs being addressed for our neurodiverse/ORS students?</li> <li>do we engage our ELLs across the curriculum?</li> <li>Is student progress accelerated by involvement in intervention programmes?</li> </ul>	<b>Indicators of progress:</b> <ul style="list-style-type: none"> <li>Regular attendance rates improve for our learners - 70%</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>Staffing ratios and resourcing provides a safe and inclusive environment for our ākonga.</li> <li>Interventions provide value added and accelerated learning for children with specific needs</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>Development of te reo Māori progressions and resources</li> <li>Inclusion of Tātaiako in teacher's Performance Management Agreements to ensure PLG cycle and professional conversations monitor teachers' growth.</li> <li>Implementation of our NZ Local History Curriculum through the work of Ngā Manu Tāiko</li> <li>Curriculum planning to incorporate Te Ao Māori lens.across the curriculum</li> <li>Board engagement with Hautū</li> <li>Giving effect to Te Tiriti o Waitangi through culturally responsive teaching and learning e.g. class treaties aligned with Tiriti Articles</li> <li>Strengthen partnerships with Māori whānau for greater reciprocal relationships</li> </ul>	<p>TBC Tātaiako</p> <p>Ngā Manu Taiko Teachers</p> <p>Hautū The Hikairo Schema</p>	<p>TBC SLT</p> <p>MD</p> <p>Board SLT</p> <p>Teachers</p>	<p>T2 - T4 Ongoing</p> <p>T1 Termly T1 - 4 T2</p> <p>Ongoing</p>
<b>Key Evaluative questions</b>	<p>To what extent:</p> <ul style="list-style-type: none"> <li>is our te reo programme offering progression as our students move through the school?</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> <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 Māori 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>are we giving effect to Tiriti o Waitangi?</li> </ul>	<p><b>Indicators of progress:</b></p> <ul style="list-style-type: none"> <li>Te reo Maori is taught in a progressive way across the school.</li> <li>Maori learners and whānau tell us that their identity, language and culture is valued and they have a strong sense of belonging in our school</li> <li>Māori learners are achieving excellent and equitable educational outcomes</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>Teachers are more confident in their delivery of culturally responsive pedagogy</li> </ul>		
Strategic Initiative	Actions	Resources	Lead	Time
Assessment for	<ul style="list-style-type: none"> <li>Implementation of e-asTTle in reading, writing and mathematics - PLD to support data analysis - a tool for differentiated approaches to curriculum delivery</li> </ul>	Provided by EA	Evaluation Associates	T1 - T4



Learning	<ul style="list-style-type: none"> <li>Implementation of new NE School Entry Assessments, Y1 Phonic checks and Year 2 Skills checks when available</li> <li>Explore consistent and sustainable AfL pedagogies to embed schoolwide expectations in differentiation, self and peer assessment, goal setting processes and assessment literacy for students (support through use of PACs)</li> <li>Revise Quality Practice Statements and disseminate as part of teachers' PGC.</li> <li>Continue to monitor, review and evaluate pedagogical approaches, systems and processes, people and resources as we embed best collaborative and reflective practice in our ILE spaces</li> </ul>	TBC  HIAM	SLT  SLT	T1  Ongoing
<b>Key Evaluative questions</b>	<p>To what extent:</p> <ul style="list-style-type: none"> <li>are teachers using data to plan differentiated learning programmes - assessment literacy?</li> <li>are teachers confident 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>	<b>Indicators of progress:</b> <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 practice and assessment literacy at MCS</li> <li>Our planning aligns with the NZ Curriculum refresh expectations</li> <li>Moderation processes are embedded in practice</li> <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 Practice Analysis Conversations</li> <li>Provide PLD in culturally responsive teaching using the Hikairo Schema, Tātaiako and Tapasā</li> <li>Review leadership job descriptions with support of Educational Leadership Capability Framework - roles and responsibilities as they pertain to this goal.</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> <li>Involve leadership team in monitoring, review and reporting processes to build their evaluative capability</li> </ul>	PLD providers tbc  Leadership job descriptions Educational Leadership Capability Framework	SLT SLT  MD Leadership Group Noline Skeet MD	Ongoing T2  T1 Ongoing  T1 - T4 Ongoing
<b>Key Evaluative questions</b>	<p>To what extent:</p> <ul style="list-style-type: none"> <li>do leaders feel empowered to give improvement- focused feedback to teachers about their practice?</li> <li>do leaders have the knowledge and skills to support teachers develop culturally responsive pedagogies?</li> <li>do leaders understand their roles and responsibilities?</li> <li>do leaders set the expectations for robust teaching as inquiry practices?</li> <li>have leaders strengthened their evaluative capabilities?</li> </ul>	<b>Indicators of progress:</b> <ul style="list-style-type: none"> <li>Leaders initiate practice analysis conversations that positively impact the quality of teaching and learning</li> <li>Leaders strengthen cultural capabilities of teachers</li> <li>Leadership job descriptions clarify expectations relevant to this strategic goal</li> <li>Teaching as inquiry processes and collaborative inquiry are embedded in practice,</li> </ul>		

		<p>facilitating high quality discussions, reflection and systematic processes through a robust PGC</p> <ul style="list-style-type: none"><li>• Leaders have strengthened their evaluative capabilities.</li></ul>
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