

Manurewa Central School Strategic Plan 2026 - 2028

‘Ka ako ngā tamariki katoa’ ‘All children will learn’

At Manurewa Central School all children will learn - the academic, social, emotional and physical growth and development of each child towards its full potential will be of prime importance to the school.



Our vision is for tamariki who:

He Manu Rere A soaring bird - Learner Profile Ma te huruhuru ka rere te manu - Adorn the bird with feathers so it can fly			
Believe in Myself Mauria te pono	Dream Big E kore au e ngaro, he kākano i ruia mai i Rangiātea	Shape the Future Kotahi te kākano, he nui ngā hua o te rakau	Learn without Limits Ehara taku toa he toa takitahi, engari he toa takitini
<ul style="list-style-type: none"> I am proud I am proud of myself and what is special about me. 	<ul style="list-style-type: none"> I Wonder I am curious and use my imagination. 	<ul style="list-style-type: none"> I Persevere I keep trying even when things are hard. 	<ul style="list-style-type: none"> I think to learn I make sense of an idea to plan my next steps.
<ul style="list-style-type: none"> I am resilient I have the power to be stronger when something challenges me. 	<ul style="list-style-type: none"> I Inquire I ask questions to investigate my thinking. 	<ul style="list-style-type: none"> I Collaborate I connect with others to share new ideas. 	<ul style="list-style-type: none"> I reflect and respond I use my new learning in different ways.
<ul style="list-style-type: none"> I am brave I have the courage to take risks. 	<ul style="list-style-type: none"> I Challenge I discover solutions to difficult problems. 	<ul style="list-style-type: none"> I Create I work on my ideas to produce something new. 	<ul style="list-style-type: none"> I take ownership I take responsibility for my learning.
pono - belief, mauria - grab it, hold it, keep it	I am a survivor, I am destined for greatness, I have purpose	A tree comes from one seed but bears many fruit	I can learn because my ancestors are with me, to support me

Manurewa Central School Values:

Passion	<i>pursuing interests and developing talents</i>
Respect	<i>care for self, others, and the environment</i>
Integrity	<i>making the right choices</i>
Diversity	<i>accepting and celebrating the similarities and differences of themselves and others</i>
Excellence	<i>being the ‘best you can be’</i>

Strategic Goals	Link to Board Primary Objective	Links to Education Requirements	Expected Outcomes	How will we achieve/make progress towards our goals?	How will we measure success?
Strategic Goal 1: Quality Teaching and Learning - Ako To effectively enact Te Mātaiaho enhancing the quality of teaching and fostering improved outcomes for all learners	All of section 127 (1) applies	NELP Priorities 1-6 Te Mātaiaho and its implementation support pack The Literacy and Communication and Maths Strategy Ka Hikitia - Ka-hāpaitia Tau Mai te Reo The Action Plan for Pacific Education 2020 - 2030 Te Whakarōputanga guidance for giving effect to te Tiriti o Waitangi School Planning and Reporting Framework ERO's Te Ara Huarua Evaluating for Improvement Framework	Our Local School Curriculum actively reflects Te Mātaiaho and our communities priorities for their tamariki and local tangata whenua priorities for our school	We will implement the necessary curriculum refresh changes through the ongoing development of our local school curriculum and relationship with tangata whenua	Annual tracking of our local school curriculum development and implementation against Te Mātaiaho implementation guidance
			School leaders, kaiako, whānau and ākonga have a shared understanding of the curriculum - its content and progressions	We will build awareness and understanding of Te Mātaiaho with the school community	Annual ākonga, kaiako, whānau feedback methods to measure engagement and understanding of our local school curriculum
			Kaiako are clear and confident about the learning that matters in our local curriculum and they use evidence-based pedagogies effectively to engage students for improved outcomes	We will engage in Ministry of Education PLD, and also utilise both external providers and internal expertise to support professional development needs	Annual ākonga learning and progress achievement data analysis with respect to our local school curriculum
			We have established systems and processes to measure and report on individual and school-wide student progress with respect to our local curriculum	We will use Ministry of Education's School Planning and Reporting Framework and school self review processes to ensure robust evaluation and continuous improvement of our local curriculum and teaching and learning practices	Annual ākonga learning and progress achievement data analysis Annual ākonga and whānau feedback to measure satisfaction with reporting

Strategic Goals	Link to Board Primary Objective	Links to Education Requirements	Expected Outcomes	How will we achieve/make progress towards our goals?	How will we measure success?
Strategic Goal 2: Equity and Inclusion - Mana Taurite To foster a nurturing and inclusive learning environment where all ākonga feel a strong sense of belonging, and where diverse backgrounds are celebrated as a source of strength	All of section 127 (1) applies	NELP Priorities 1-6 Te Mātaiaho and its implementation support pack Ka Hikitia - Ka-hāpaitia Tau Mai te Reo Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy The Action Plan for Pacific Education 2020 - 2030 Te Whakarōputanga guidance for giving effect to te Tiriti o Waitangi Accelerating Progress - Leadership Guidance ERO's Te Ara Huarua Evaluating for Improvement Framework	We specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori, through use of culturally responsive teaching to contextualise learning	We will use a culturally responsive pedagogical approach to contextualise learning experiences that prioritise the learners' identity, language culture, backgrounds and interests.	Annual ākonga/whānau/kaiako surveys/measures
			Leaders and kaiako are confident in creating the conditions, and implementing the targeted support needed, to ensure accelerated progress for students with diverse needs	We will use evidence to make decisions about targeted supports, and plan, implement and sustain effective teaching approaches to accelerate progress	Annual ākonga learning and progress achievement data analysis with respect to targeted intervention support
			Our student wellbeing programmes are embedded in practice and students feel confident in all aspects of their social and emotional learning	We will incorporate social and emotional aspects of learning, throughout our curriculum, so that ākonga develop the necessary skills to become confident, resilient, healthy young people who can build meaningful relationships	Annual ākonga wellbeing and belonging measures Annual tracking of our local curriculum design and implementation

Strategic Goals	Link to Board Primary Objective	Links to Education Requirements	Expected Outcomes	How will we achieve/make progress towards our goals?	How will we measure success?
Strategic Goal 3: Collaborative Partnerships - Mahi Tahi To work constructively with colleagues, parents/whānau and the community to support the learning and wellbeing of each learner	All of section 127 (1) applies	NELP Priorities 1-6 Te Mātaiaho and its implementation support pack Attendance and Engagement Strategy Ka Hikitia - Ka-hāpaitia Tau Mai te Reo Wellbeing in Education Strategy The New Zealand Child and Wellbeing Strategy The Action Plan for Pacific Education 2020 - 2030 Te Whakarōputanga guidance for giving effect to te Tiriti o Waitangi Engaging with whānau and the Community The Code, Our Standards + (The 2026 Standards for the teaching profession) ERO's Te Ara Huarua Evaluating for Improvement Framework	Our collaborative systems and processes support kaiako to address challenges of practice, and engage in learning focused collegial discussions and networks	We will participate in a Professional Growth Cycle that capitalises on authentic, naturally occurring learning collaborations, effective inquiry practices, and evidence-informed approaches to ensure our efforts are targeted to meet the needs of all ākonga	PLG conferences Termly Tracking and Reflection Documents Progress and achievement data
			Parents/whānau are essential partners in their child's education and are actively involved in the decision-making and learning process, including improving regular attendance rates	We will work in partnership with parents/whānau to create a cohesive system of support for ākonga learning, wellbeing and attendance	Whānau snapshot surveys Biennial Community Consultation Attendance Statistics
			Our engagement with external agencies and the community provides a meaningful curriculum, and ongoing resourcing/services to ensure the long term success of ākonga	We will actively collaborate with outside groups to provide the very best learning opportunities for our ākonga, ensuring the curriculum is relevant and responsive to their needs	Participation and engagement measures Annual ākonga/whānau/kaiako surveys/measures

Annual Implementation Plan 2026

Summary of Information/data used to develop this plan:

Mitey self audit 2025, Navig8 survey, Whānau Snapshot survey March 2025, Community Consultation survey August 2025, Student Wellbeing survey 2025, Teacher Self-care survey, Leadership meeting feedback and reflections, Accelerated Learning checklist, Kahui Ako WiS inquiry - Pūrongorongo feedback, PTAP evaluations, Learning intervention evaluations, AfL feedback, OTJ data analysis, E-asTTle data analysis, RTLB evaluation of literacy assessments, Curriculum Insight Study data, informal/formal observations of teaching programmes (termly tracking and reflection documents), PGC outcomes, Everyday Matters Analysis, ERO Indicators.

Key themes emerging from community engagement include: review provision for extra curricular activities, homework and GAT; improving website, clearer communication about our health programme and continuing to build positive relationships with all parents.

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.

Summary of the Plan

- Current planning format aligns with NELPS/Section 127 of the Education Act 2020 Board Objectives and the 2026 School PLanning and Reporting Framework e
- Goals for the next three years are designed to provide continuity and enable forward planning from evaluation of the 2025 plan.
- Our improvement plan continues to set high expectations ensuring we are in a continual cycle of review - developing and embedding initiatives that 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, whānau and community 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 (aligned with our Strategic Goals)
- Is evidence-informed through robust analysis of data, both quantitative and qualitative

Where we are currently at:

- Board puts learners at the centre when making resourcing decisions.
- Board recognises the need to grow capacity in leadership, teaching and non teaching staff.
- Te Mātaiaho PLD acknowledges the need to build teacher confidence in content delivery and curriculum progression, using science of learning principles.
- Diversity is a strength of our school - plan recognises and responds accordingly to the diverse needs of its community.
- Board acknowledges the importance of strong, professional relationships with, and between, students, parents, whānau and the wider community.
- Our Strategic Plan, and Annual Implementation Plan, are examples of growth in the leadership's evaluative capability. Evidence-informed data is analysed to provide next step planning.

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

- Equity and Inclusion - details the actions to be taken to support Māori to achieve educational success as Māori.
- Woven through the three goals in our planning and reporting processes are Te Tiriti o Waitangi principles of protection, partnership and participation.
- Engagement with iwi/hapu through Ngā Manu Taiko, and our Māori whānau, provide meaningful consultation and authentic collaboration when setting strategic direction.
- Local curriculum, policies and plans reflect tikanga Māori and te reo Māori, and reflect meaningful relationships with Māori whānau, iwi and hapu.

Annual Implementation Plan 2026

Strategic Goal 1: Quality Teaching and Learning - Ako To effectively enact Te Mātaiaho enhancing the quality of teaching and fostering improved outcomes for all learners				
Annual Target/Goal: Effective teaching and learning will be improved as we develop our understanding of Te Mātaiaho and put it into practice				
Strategic Initiative	Actions	Resources	Lead	Time
Professional Learning Development	<ul style="list-style-type: none"> Implement a comprehensive professional development programme that equips all teachers with the pedagogical expertise and resources necessary to effectively enact Te Mātaiaho <ul style="list-style-type: none"> MoE revised Mathematics and Statistics Learning Area TLF Maths Cluster workshops - Year 2 Unpacking the Prime material Unpacking the revised English Curriculum Accelerating learning in literacy and mathematics to ensure alignment with year level expectations (see Goal 2 for more detail) RTLB support to continue the development of a consistent approach to structured literacy across the school Use of assessment tools 	3 TOD in 2026 Prime Materials/SM Team meetings Team meetings New MoE tools	Craig Hansen TBC SLT SLT/TS RTLB SLT	(1) 28/01 (2,3) TBC TBC T1 Wk 2 Ongoing Ongoing TBC TBC
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> do our school leaders and kaiako have a shared understanding of the curriculum - its content and progressions? are new learnings from PD incorporated into our planning and teaching and learning programmes? are our schoolwide approaches to literacy and mathematics consistent and sustainable? are we consolidating our PLD by taking a 'deep dive'? is our assessment practice informing next steps to ensure progress? 	Indicators of progress: <ul style="list-style-type: none"> Planning and assessment reflects an understanding of Te Mātaiaho - its content and progressions Evidence-based pedagogies are used effectively to improve learner engagement and outcomes School-wide systems and processes are in place to sustain effective literacy and mathematics teaching and learning 		
Strategic Initiative	Actions	Resources	Lead	Time
Delivery of Local	<ul style="list-style-type: none"> Alignment of the MoE 'Make it Write' plan with MCS writing expectations e.g. curriculum delivery, PLD provision, monitoring and assessment, student support, and 	'Make it Write' Action Plan	SLT	T2/3

Curriculum	<ul style="list-style-type: none"> handwriting resource Integrating local stories and knowledge - use of Manurewa Maunga, Awa and Moana modules when studying local history and pepeha Prepare for 2027 implementation of learning areas: technology, science, the arts, health and physical education, and learning languages - reviewing our local curriculum in 2026 when drafts become available Help students see themselves in our learner profile - He Manu Rere - by consistently connecting it to their everyday actions, learning foci and strengths Promote consistent use of the Student Inquiry Model, and communicate with parents, uploading graphic onto the school website to support shared understanding of the 'cycle of learning' 	<p>Alfriston Cluster Pepeha Modules/SM</p> <p>Tāhurangi - Implementation Supports</p> <p>He Manu Rere graphics/certificates Student Inquiry Cycle SM</p>	<p>JW</p> <p>SLT</p> <p>Teachers</p> <p>SLT</p>	<p>T1 Wk 2</p> <p>Ongoing</p> <p>T2 Wk 2</p>
Key Evaluative questions	<p>To what extent:</p> <ul style="list-style-type: none"> are Ngati Tamaoho local histories incorporated into our Aotearoa NZ local history curriculum? are we prepared for the 2027 implementation of revised learning areas? do we provide opportunities for learners to engage in 'learning to learn' principles? is He Manu Rere used to support student learning and engagement? do we have a shared language of learning? do we have consistent use of our student inquiry model? are we ready to formalise the 2026 Standards for implementation in 2027? 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> MCS has a targeted plan to lift writing achievement Pepeha modules are incorporated and used to promote local iwi stories/histories Students recognise the connection of Manurewa to significant landmarks Curriculum/Assessment timeline deadlines are met Promotion of student agency through He Manu Rere and our Student Inquiry Model is evident in teacher practice (as evidenced in our Quality Practice Statements) Students report greater understanding and application of the dispositions 		
Strategic Initiative	Actions	Resources	Lead	Time
Assessment and Reporting	<ul style="list-style-type: none"> Introduction of the new Year 3 - 6 SMART (Student Monitoring, Assessment and Reporting Tool) - to run alongside termly e-asTTle assessments in 2026 for Year 4 -6 Introduction of MoE Maths Year 2 check Inquire into the effective application of 20 and 40 week phonics checks Review school's assessment systems and adjust use of existing assessment tools that do not align with the new curriculum content Align the emerging assessment system with the principles of effective AfL practice and our HIAM (High Impact Assessment Model) Monitor and evaluate the use and impact of AfL on teaching, learning and progress Monitoring of planning to ensure high expectations against the teaching sequences for each year level. 	<p>Tāhurangi Assessment Timeline and Resources</p> <p>AfL Archway slides HIAM/SM</p> <p>PGC lesson obs</p> <p>Te Mātaiaho</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>T1-4 & T2/4</p> <p>Ongoing</p> <p>T2 Wk 8</p> <p>2 obs in year Ongoing</p>

	<ul style="list-style-type: none"> Formalise a system for moderation of all core subjects across the school Continue to promote use of the curriculum progressions, and effective differentiation, to support teacher understanding of year level expectations, and to provide for low floor/high ceiling learning opportunities Informal walkthroughs to gather evidence of AfL practice - observing AfL in action Continued involvement in the work of the Curriculum Insights and Progress Study Develop understanding, at Board level, of the School Planning and Reporting Framework 	Kalika - Curriculum Insights contact Tāhurangi School Assessment and Reporting Framework	Principal Board	T1-4 TBC T1
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> are the new assessment tools supporting next steps for teachers and students? do teachers adapt their current practice to meet the requirements of the 'mandated' curriculum, and the needs of their learners? do teachers use assessment methodology and NZ curriculum progressions to plan and deliver differentiated learning programmes? are we raising achievement levels in reading, writing and mathematics? are our programmes supporting achievement of cohort targets in reading, writing and mathematics? are our learners exposed to low floor/high ceiling learning opportunities that meet the needs of <u>all</u> learners are teachers using 'hard data' to change and adapt programmes? is AfL practice embedded? is moderation supporting overall teacher judgements? is the Board familiar with their role in school planning and reporting? 	Indicators of progress: <ul style="list-style-type: none"> Assessment systems align with MoE expectations Teachers have a shared understanding of the expectations of effective assessment practice and assessment literacy at MCS Adaptive planning is evident Differentiation provides different starting points for students, allowing individuals and groups to attain their goals Cohorts meet curriculum targets Teachers have increased confidence and ability to respond to learning needs using AfL capabilities. Moderation processes are embedded in practice Board play an active role in engaging with school planning and reporting processes 		

Strategic Goal 2: Equity and Excellence - Mana Taurite

To foster a nurturing and inclusive learning environment where every student feels a strong sense of belonging, and where diverse backgrounds are celebrated as a source of strength

Annual Target/Goal: We will develop an understanding of the diverse needs of students, and the learning strategies needed to support them to achieve success

Strategic Initiative	Actions	Resources	Lead	Time
Māori achieving	<ul style="list-style-type: none"> Mitey project - informed by Mātauranga Māori, te ao Māori, and te Tiriti o Waitangi to ensure learning builds on current experiences, diverse cultures and worldviews 	Mitey	Mitey Facilitator	Ongoing

educational success as Māori	<ul style="list-style-type: none"> Strengthen cultural responsiveness developing and embedding practices that demonstrate genuine interest in students' diverse cultures, and family backgrounds - seek ways to integrate Māori cultural activities into the curriculum for all children Enhance school environment to provide a sense of identity for Māori learners and whānau e.g; consideration of waharoa at office entrance, Māori displays/use of te reo, and use of 'oak tree deck' as a marae ātea space for whakatauki Introduction of whakatau to welcome new families, visitors etc to MCS Continue work with Ngā Manu Taiko to complete the Moana module linked to the Manurewa pepeha gifted by Ngāti Tamaoho Include two deliberate acts of te reo Māori teaching per week in addition to use across all curriculum areas Kapa Haka to be taught in curriculum time Develop and roll out the reporting self assessment template - Pūrongaronga for Māori students in the senior school Schoolwide review of te reo Māori and Tikanga Māori practice - using MAC framework Embedding Tātaiako in PGC practice Share outcomes of Curriculum Insights and Progress Study with teachers: Supporting Akonga Māori in Writing - developing strong classroom practice across the 6 pou 	<p>Local tangata whenua expertise</p> <p>Ngā Manu Taiko</p> <p>MAC slides</p> <p>Pūrongrongo</p> <p>Te Reo Māori Review</p> <p>Tātaiako</p> <p>Curriculum Insights Study/SM</p>	<p>Iwi/SLT</p> <p>JE/JW</p> <p>Teachers</p> <p>JW</p> <p>JE/SG</p> <p>SLT</p> <p>SLT</p>	<p>TBC</p> <p>Termly</p> <p>Ongoing</p> <p>T1</p> <p>T1</p> <p>PGC discussions T1 Wk 8</p>
Key Evaluative questions	<p>To what extent:</p> <ul style="list-style-type: none"> does our local curriculum promote te ao Māori, Mātauranga Māori and Te Tiriti o Waitangi? do leaders/teachers have the knowledge and skills to support the development of culturally responsive pedagogies? does our school environment reflect Māori, identity, culture and language? are we practicing whakatau to welcome new families/visitors? are we engaging with mana whenua to support local curriculum delivery? is our te reo programme offering progression as our students move through the school? are we valuing the importance of kapa haka, and prioritising its development? is the Pūrongaronga self assessment tool supporting ākonga identity? are we improving/accelerating outcomes for Māori learners? are professional learning conversations focused on the expectations of Tātaiako? 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> Te reo Maori is taught in a progressive way across the school. 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 Māori learners are achieving excellent and equitable educational outcomes PGCs incorporate understandings of Tātaiako. Te ao Māori, Mātauranga Māori and the principles of Te Tiriti o Waitangi are integrated into our local curriculum.with connections to mana whenua extended to enhance provision Teachers are more confident in their delivery of culturally responsive pedagogy 		
Strategic Initiative	Actions	Resources	Lead	Time
Accelerating Learner Progress	<ul style="list-style-type: none"> Update GAT register using reviewed identification tools to plan for effective supports and programming in 2026 Consider UDL PLD to support teachers and teacher aides to meet the needs of neurodiverse students in the classroom, and to support accelerated learning 	<p>GAT Register.Identification tools/SM</p> <p>RTLb TBC</p>	<p>TS</p> <p>SG</p>	<p>T1 Wk 4</p> <p>TBC</p>

	<p>pedagogies for all learners</p> <ul style="list-style-type: none"> • Embed learning from 2025 PTAP programme, and Tools4Teachers PLD, to improve ELLs provision • Use of ELLP Pathway as a key planning, teaching and assessment resource for ELLs • Monitoring of planning to ascertain support needed to scaffold, differentiate for different abilities against revised curriculum expectations, and to ensure high expectations against the teaching sequences for each year level • SLT/Learning Support team to explore the teacher guidance in Tāhurangi - Accelerating progress in literacy, and mathematics and statistics to support planning for accelerated learning and progress • Investigate the applicability of MoE Maths Accelerating Programme (MAP targeted staffing) to support individual teachers to accelerate the learning of identified students • Implement a 30 week RTLiT intervention programme • Revisit the AfL archway with teachers, with particular reference to the resources that support students' active participation in the learning process, including importance of self and peer assessment • Introduce schoolwide, consistent procedures for student goal setting and the sharing of these goals with students, parents and whānau • Develop a schoolwide overview framework (system) to track students at risk of underachieving - DPs to monitor • Continue to provide the Board with termly evaluations of the impact of learning support programmes • Tāpasa support from RTLB 	<p>PTAP resources</p> <p>ELLP Pathway Planning expectations</p> <p>Tāhurangi - Accelerating Progress</p> <p>MAP</p> <p>RTLiT Intervention Programme</p> <p>AfL Archway slides/SM</p> <p>Goal setting procedure/SM</p> <p>Target student register</p> <p>Learning support programme reports</p> <p>Tāpasa</p>	<p>JE</p> <p>J E/teacher SLT</p> <p>SG</p> <p>SLT</p> <p>RTLiT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>Learning support team</p> <p>RTLB</p>	<p>Ongoing</p> <p>Ongoing Termly</p> <p>T1</p> <p>T2</p> <p>T1</p> <p>T2 Wk 8</p> <p>T2 Wk 8</p> <p>T1</p> <p>Termly</p> <p>TBC</p>
Key Evaluative questions	<p>To what extent:</p> <ul style="list-style-type: none"> • do we cater for the diverse needs of our GAT students? • are learning needs being addressed for our neurodiverse/ORS students? • do we engage our ELLs across the curriculum? • is planning differentiated to meet the needs of all learners? • are the principles of AfL used to support student engagement in learning and goal setting? • is student progress accelerated by involvement in intervention programmes? • are students making accelerated progress towards the outcomes for their year level? • are professional learning conversations focused on Tapasā? 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> • GaT learners needs are identified and catered for • Our Neurodiverse students are making progress against their IEPs and individualised plans • ELLs students are supported to achieve year level outcomes • Planning and curriculum delivery reflects an understanding of learners' contexts and is differentiated effectively • Teacher understanding of AfL pedagogy supports student goal setting processes • Interventions provide value added and accelerated learning for children with specific needs • Tapasā is a live document, understood and incorporated into teaching and learning 		
Strategic Initiative	Actions	Resources	Lead	Time

Student Wellbeing	<ul style="list-style-type: none"> Continuation of Mitey programme - explicit teaching of units, embedding LOs across the curriculum and active use of the 'I can' statements with children and parents Seek Mitey facilitator support to develop resources and the most effective way to assess and report on progression Continue to develop the 'Mitey Champion's' initiative with student leaders empowering student voice in Mitey space and curriculum development Ensure Board induction and understanding of role in promoting the Mitey programme across the community Consider the re introduction of Skodal Me and My School survey Continuation of Navig8 programme 	Mitey LOs and I can statements School Student Leaders Board Skodal Me & My School Survey Navig8 facilitators	Mitey Facilitator/ teachers JE Board SLT JE	Ongoing T2 T1 T2 TBC
Key Evaluative questions	<p>To what extent:</p> <ul style="list-style-type: none"> do our programmes build capacity for students to relate well to each other? are students supported to take a leadership role in mental health and well being education? do programmes build on current experiences and knowledge, including diverse cultures and worldviews? are student wellbeing strategies embedded in school culture? 	<p>Indicators of progress:</p> <ul style="list-style-type: none"> Students can manage their own feelings and those of others Students can stand up for themselves, ask for help and support others to do the same 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. Programmes are in place that support mental health and wellbeing Survey feedback reports improvements in social skills and fewer negative behaviours Teachers report on progression and student learning in mental health Students contribute to the planning implementation and review of mental health and wellbeing programmes 		

Strategic Goal 3: Professional Relationships - Mahi Tahī

To work constructively with colleagues, parents/whānau and the community to support the learning and wellbeing of each learner

Annual Target/Goal: We will strengthen reciprocal relationships with parent/whānau and the wider community to create a collaborative and supportive learning environment for all children

Strategic Initiative	Actions	Resources	Lead	Time
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Reciprocal collaboration with leaders, teachers and other colleagues	<ul style="list-style-type: none"> Unpack the findings of the 2025 Teacher Selfcare survey, with staff, to plan next steps; enhancing work-life balance, fostering equitable workload distribution, enhancing communication and strengthening community and recognition Induct new staff - collaborative practices and the teaching as inquiry cycle Review job descriptions, performance management and PGC documentation in line with the 2026 Standards for Teachers Middle leadership PLD in coaching, mentoring and practice analysis conversations to build professional capital and a collaborative learning culture Facilitate a common understanding of the 2026 Standards for Teaching and our QPS 	Teacher Selfcare Survey 2025	SLT	Ongoing
		MCS Teaching as Inquiry Cycle/Termly tracking and reflection docs, PGC documentation	SLT	T1
		Leadership meetings	SLT	Ongoing
		Quality Practice Statements	SLT	Ongoing
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> is wellbeing, connection and belonging being enhanced by promotion of self care strategies? do our induction processes support new teachers to gain an understanding of our collaborative practices? are staff wellbeing strategies embedded in school culture? do teachers engage in robust teaching as inquiry practices? are our collaborative practices and teaching as inquiry cycle supporting teachers to work collegially for ongoing improvement to organisational culture, practice and student outcomes? are our professional conversations impacting on learning? do job descriptions, performance management and PGC documents align with changes to the 2026 Standards for Teaching? do teachers feel empowered to give improvement- focused feedback to teachers about their practice? are our quality practice statements guiding our teaching and learning practice? 	Indicators of progress: <ul style="list-style-type: none"> Selfcare is practised and modelled Wellbeing strategies are embedded in school culture Teaching as inquiry processes and collaborative inquiry are embedded in practice, facilitating high quality discussions, reflection and systematic processes through a robust PGC PLG documentation aligns with 2026 Standards Teachers initiate practice analysis conversations that positively impact the quality of teaching and learning Teachers demonstrate effective teaching practice in line with our QPS 		
Strategic Initiative	Actions	Resources	Lead	Time
Learning focused relationships with parents/whānau	<ul style="list-style-type: none"> Review written report format for parents/whānau in line with curriculum/assessment expectations of Te Mātaiaho Communicate goal setting procedures and shared expectations with parents/whānau Communicate details of the school's Health curriculum Review provision for extra curricular activities and homework expectations and communicate with parents/whānau Continue to feedback outcomes of whānau snapshot surveys and Community Consultations through the school newsletter. Consider use of scale in snapshot surveys Attendance - engaging with whānau to improve regular attendance rates in line with the school's Attendance Management Plan 2026 (AMP), continuation of 2025 attendance initiatives, involvement with Alfriston Attendance Service Further development of the school website 	Report expectations	SLT	T1
		Goal setting procedures/SM	SLT	T2 Wk 8
		Community Consultation Survey/newsletter	SLT	Ongoing
		Schoolwide homework expectations	Leadership group	T1
		Surveys	SLT	Ongoing
		Every Day Counts/STAR/AMP	SLT	Ongoing
		Alfriston Attendance Service	SLT	Ongoing
		Website	SLT	TBC

	<ul style="list-style-type: none"> • Ensure Māori whānau feel supported in the Mitey space • Delivery of consistent communications across the school via dojo • Board to consider the nature of their next 'community engagement' project 	Mitey Evaluation Dojo	Mitey Facilitator/ Teachers Board	TBC T1
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> • do our reports to parents/whanau provide a clear understanding of progress, achievement and success? • is our community participating in, and making decisions about, the education of their children and their goals? • are parents actively involved in the assessment and reporting process? • are parents actively involved in curriculum design and implementation? • do we facilitate community understanding of the health curriculum, extra curricular activities and homework expectations? • are our community aspirations evident in outcomes? • do we provide opportunities for our parents/whānau to add voice to the strategic direction of the school? • do our attendance strategies promote parental engagement and improved attendance? • are our digital platforms enhancing home/school partnerships? • are our home/school partnerships, a reciprocal process? 	Indicators of progress: <ul style="list-style-type: none"> • Report formats are informative and clear about progress towards curriculum expectations, strengths and areas for development • Parents report increased opportunities to engage in their child's learning and support achievement of learning goals • A cyclical process (feedback loop) is established in response to parent/whānau voice • Community report greater engagement with the strategic direction of the school • Regular attendance rates improve for our learners - 80% regular attendance • Dojo is used across the school to ensure consistency of approach • Board engagement projects are timetabled 		
Strategic Initiative	Actions	Resources	Lead	Time
Engagement with wider school community	<ul style="list-style-type: none"> • Participate in the Garden to Table Programme • Begin application process to Auckland Council to returf and install a canopy to create an all-weather venue that supports multi sport opportunities • Seek grants, and develop fund raising initiatives to support turf canopy project • Utilise strengths in the community to support sustainability of Kapa Haka 	Enviroschool Manurewa Local Board Sport and Recreation Facilities Fund Grant letter	ML Principal Fund raising committee JE	Ongoing Feb 2026 Ongoing
Key Evaluative questions	To what extent: <ul style="list-style-type: none"> • is there a shared responsibility across the school for growing food for harvest, preparation and 'cooking'? • have we engaged our wider community in our efforts to fund raise for our turf canopy project? • are we proactive in engaging community strength to support cultural groups? 	Indicators of progress: <ul style="list-style-type: none"> • Garden to Table is a sustainable project • Grant application is successful and work on canopy project is underway for 2026/2027 • Whānau are involved in supporting our Kapa Haka group 		