



TE KURA TAKIWĀ O MANGAKAHIA

Mangakahia Area School

STRATEGIC PLAN MATRIX 2023 - 2025

Tātou pepeha – School Motto ‘to strive, to seek, to find’

Ngā Mātāpono Whānui - **Mission Statement**

Mangakahia Area School seeks to become the school of choice for families living within its catchment area focussed on a co-educational, supportive environment that promotes individual achievement and mutual respect.

Ngā uara - **Values**

- **Manaakitanga** – Caring, whakaaro Māori, encouraging, supportive, aroha, valuing, empathy, respect, values
- **Pono** – Honesty, loyal, truth,
- **Whakamana** – acceptance,
- **Mātauranga** – School Education: valuing excellence, innovation, inquiry and curiosity

He Toi Mātauranga, He Mana Tangata - **Vision**

To provide an inclusive educational experience that utilises authentic, contextualised and responsive teaching and learning strategies for learners within modern learning technologies.

“A community of learners where each is challenged and all are valued”

Challenged and valued as:

- Lifelong learners who strive for excellence.
- Contributing citizens with enduring values.
- Unique cultural entities who embrace diversity and acceptance.

Ngā Whāinga Rautaki - Strategic Priority Areas

NELPS	Priorities	MAS Strategic Goals	Progress to date
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<ol style="list-style-type: none"> 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. 2. Have high aspirations for every learner/akonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. 3. Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations. 	<p>Develop and maintain: -</p> <ol style="list-style-type: none"> 1. Cultural relationships and responsive pedagogy 2. Develop and Maintain Restorative Justice Model 3. Localised Curriculum 4. Students identify and have ownership of their community. 5. Senior students have agency in the community. 6. Education programmes that are Whānau centred learning, and go beyond the school age students 	<p>PLD, Mana Potential implemented across schools led by a Strategic team. Focus on relationships with key narratives around who we are. PLD during staff meeting PL time. Ongoing in 2024.</p> <p>Robust pastoral system/processes developed in 2022.</p> <p>Introduction of Student Executive Leadership Team.</p> <p>Inclusion of more options offered in senior school in 2023 (Media Studies, Horticulture, Te Ao Haka, Art History).</p> <p>Development of across school kaupapa of learning.</p> <p>Across school one period a week Wānanga added to 2023 timetable. Focus on academic mentoring and kaitiakitanga, giving service. Trial and error throughout 2023.</p> <p>2024, wānanga will involve yrs 8 - 13 and include either specific year level academic mentoring sessionS or attending tutoring/catch up/subject focus..</p> <p>Primary school to run own program.</p>

			<p>Reporting - New template for student reporting across school including colour coded learning habits.</p> <p>Looking at community cooperation through whole staff collaboration regarding curriculum coherency and development.</p>
<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>4. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>5. Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p>6. Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p><i>*Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</i></p>	<p>7. Maintain Structured Literacy and Numeracy programmes</p> <p>8. Maintain Te Reo across Year 1 - 13 for all students.</p>	<p>2023 introduction ALL and ALIM programs for 9/10 students. Several literacy gains made with students. Led by DP Kahla Topia. ALL Program continues in 2024 with the Numeracy component being provided within the Maths program for selected students in year 9-10 as part of options.</p> <p>Implementation of early testing including year 8 - 10 end of year examinations. Year 10 students and identified year 9 students given the opportunity to participate in the NCEA co-requisite. All year 10 students in 2023 have gained this requirement.</p> <p>Special Assessment Conditions (SAC) - Testing completed with students identified for support in 2024. Already in use during End of year exams. To be included in formative and summative assessments during the year.</p> <p>3 x Learning Support Assistants supporting classes and students as required under SENCO leadership. RTLB service, pastoral identification and LSC supports continue and strengthening early detection.</p>

<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p> <p>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<p>Develop and maintain:</p> <p>9. The school values and narrative is based on the region's whakapapa.</p>	<p>Year 9 Compulsory te reo Māori implemented in 2023. Year 10 Compulsory te reo Māori added to curriculum timetable for 2024.</p> <p>Timetable classes, staff classes with suitably qualified teachers. Staff classes next step in 2024.</p> <p>School wide focus on school values, unpacking in PL meetings to begin role modelling. Values and Kaupapa of learning visible in all classrooms including who we are posters. Ongoing values based expectations required.</p> <p>Vertical Hāpu classes developed for start of term 2 2023 from year 1 - 13. Continues in 2024. This has seen a positive tuakana/teina approach with all stakeholders involved (teachers, students, staff)</p> <p>New karakia implemented across the school 2023. Karakia ā kura implemented every Wednesday during hāpu time and end of the day to bring all staff/students together.</p> <p>Māori Achievement Collaboration Facilitator (MAC) PLD started in 2022. SLT strategic hui and staff PLD meetings throughout the year. Continues in 2024.</p>
--	--	--	--

<p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>7. Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work.</p>	<p>10. Senior School Pathways developed for individual students.</p> <p>12. Support community aspirations for their students.</p>	<p>Introduction of focussed Gateway/careers/Star path teacher has improved opportunity for senior students. 2024.</p> <p>Staff involved in NCEA Curriculum Refresh. Several all staff hui and subject PLD utilised throughout the year.</p>
--	--	---	---

Pēhea/ Putanga Ako How/Outcomes

1. Develop and maintain Cultural relationships and responsive pedagogy
 - Participate in CoL PLD contract
 - Goals and support to strengthen teacher practice is included in the Professional Growth Cycle (PGC).
 - Continue strengthening focus on Tikanga Maori environment through student and staff involvement in making observances and celebrations through a Maori medium
 - A positive and productive relationship exists between Maori students and their teachers. The environment that values things Maori is enhanced.

2. Review school wide behaviour management approach including developing and maintaining Restorative Justice/Practice Model
 - Continue to maintain pastoral care system and processes through regular reviews.
 - Ensure consistent school wide approach to managing student behaviour and wellbeing is identified through Mana Potential.

3. Localised Curriculum
 - Continue connecting with members working on narratives across the area (Anaru Kaipo)
 - 12 month overview plan developed
 - Formal learning outcomes are identified using localised curriculum to guide teaching.
 - The school values and narrative is based on the region's whakapapa (Refer SP 9)

4. Students identify and have ownership of their community
 - Staff brainstorm possible framework, look at community cooperation

- To maintain a special needs register that identifies student needs and communicates this to staff. The creation of this register identifies and addresses potential barriers to learning for individual students and encourages collaborative problem solving.
5. Senior students have agency in the community.
 - Identify projects and curriculum opportunities eg Tech projects in community
 - Build upon Academic mentoring program to include opportunities in individualised student plans/pathways
 - Maintain student leadership across the school.
 6. Education programmes that are Whānau centred learning, and go beyond the school age students
 - Individualised planning for senior students includes tertiary and employment goals beyond school
 7. Maintain Structured Literacy and Numeracy programmes
 - Evaluate effectiveness of programmes tailoring to individual learning needs as required.
 - Maintain engagement with CoL Structured Literacy PLD
 8. Maintain Te Reo across years 1 - 13 and programmes to better engage Maori learners consistent within Mana Potential and Kia Eke Panuku aims and objectives
 - Timetable classes, staff classes with suitably qualified teachers
 - Maori language learning continues to be profiled and valued leading to improved student uptake.
 - A detailed report of Maori achievement in key areas of performance is generated
 - Gather and analyse achievement data for Maori students using nationally referenced tests and common assessment tasks
 10. Senior School Pathways developed for individual students (Links to 5 & 6)
 - Continuing work with senior students identifies possible future pathways.
 - Continue to expose students to future careers options.
 11. Continue community aspirations for their students.
 - Develop Student Graduate Profile
 - The Enrolment process identifies early needs for early students.
 - Student Leaver, transition information gathered
 - To maintain review process focus on student needs and achievement outcomes
 - Policy and procedure statements accurately reflect practice and provide effective guidance for compliance

- Subject departmental reports and school generated achievement reports are accurate and are completed in a timely fashion to inform further planning

NON STRATEGIC ACTIVITIES 2023 - 2025

AREA	GOAL	OUTCOME	DOCUMENTS
PROPERTY PLANNING	<p>To complete scheduled property management tasks for both cyclical maintenance and capital works in accordance with approved plans.</p> <p>Maintenance: Scheduled 10YPP actions Capital works: Planned 5YPP projects</p> <p>To complete Condition Assessment and develop 5YPP</p>	<p>Scheduled maintenance work is completed in accordance with 10YPP.</p> <p>5YPP negotiated</p> <p>Strategic goal of providing a quality resources for teachers and students supported</p>	<p>Finance and Property Management Policy group documents</p> <p>5YPP and 10YPP documents</p>
FINANCIAL PLANNING	<p>To continue managing school's financial resources in a fiscally prudent manner through accurate budgeting and the effective control of expenditure.</p> <p>To prepare and present annual accounts for audit to verify school processes and provide assurance of financial health. even"</p>	<p>Budget provisions are managed through strengthened processes and effective monitoring</p> <p>School accounts show planned break even or better</p> <p>School accounts audited and approved</p>	<p>School Budget 2018</p> <p>Finance and Property Management Policy group documents</p> <p>School Annual Accounts</p> <p>Audit Report</p> <p>Monthly financial reports</p>

<p>PROFESSIONAL DEVELOPMENT</p>	<p>To involve all staff in effective PD based on:</p> <p>Ongoing development of Culturally responsive and relationship pedagogical Practice in the school</p> <p>Ongoing development of Restorative Practice in the school</p> <p>School and faculty goals as identified in performance management documents. Personal, professional development goals</p>	<p>All staff will take the opportunity to engage in effective, timely PD</p> <p>Staff professional practice shows growth as a result of ongoing training and development</p>	<p>PD Planning documents</p> <p>Performance Management documents</p> <p>Personal reflection statements</p> <p>Departmental reports</p>
<p>HUMAN RESOURCES</p>	<p>Ensure all staff members are involved and participating in the Professional Growth cycle (PGC) process and appraised against relevant criteria outlined in the Area School Teachers' Professional Standards, through a process of goal setting, classroom observation, feedback, student achievement analysis and personal professional reflection</p>	<p>Staff are willingly and actively involved in a process of professional growth that develops capacity and effectiveness</p>	<p>Personnel policy</p> <p>Performance Management Policy</p> <p>Appraisal templates</p> <p>PD course documents</p>
<p>EQUAL EMPLOYMENT OPPORTUNITIES</p>	<p>Ensure all appointments are consistent with Equal Employment Opportunities policy</p> <p>To ensure that employment data is collected and analysed</p>	<p>Recruitment data is maintained as current</p> <p>Regular Recruitment Report furnished to the Board of Trustees</p>	<p>Personnel policies</p> <p>EEO Report to BOT</p>

HEALTH AND SAFETY	All policies and procedures outlined in school policy documents are enacted to meet health and safety regulations	Hazards register is up to date. Accident and Injury log is current. Student health provisions are supported. Health promoting school practices are followed. The school maintains a safe and healthy physical and emotional environment.	Health and Safety policies Hazards Register Accident and Injury register Healthy choices documents
-------------------	---	--	---