



MAUNGATAPERE SCHOOL ▶ VISION ▶ VALUES ▶

Ka whawhai tonu ake, ake, ake!

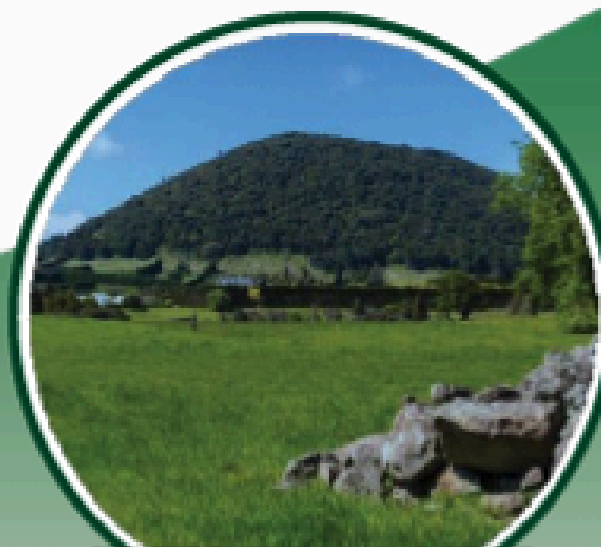
We will strive on for ever and ever - Make it Happen!

Vision

Values



Nurturing confident, capable and connected learners who strive to fly high.



**MANAAKITANGA
RESPECT**

Connected students, staff, whanau and community.



**KAWENGA
RESPONSIBILITY**

Supporting learning, others and the environment.



**MANA
PRIDE**

Stand tall, stand strong.

Strategic Goals

ENGAGED LEARNERS

- Learning through integrated inquiries
- Resilient, cooperative learners
- Learning through authentic and culturally inclusive experiences

ENGAGED STAFF

- Staff growing and learning together
- Using cooperative and integrated learning
- Strengthening culture & local authentic learning

ENGAGED COMMUNITY

- Share our school culture and identity
- Maintain and utilise communication and consultation systems
- Continue strengthen relationships and wider community groups

ENGAGED STAFF

Goals:

Staff growing and learning together

- Using cooperative and integrated learning
- Strengthening school culture, local authentic learning

What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you monitor success?	Minister Priorities	Outcomes Review
<p>Ka whawhai tonu ake, ake, ake! We will strive on for ever and ever - Make it Happen!</p> <p>Vision - Nurturing confident, capable and connected learners who strive to fly high. (Link NZC Principle: Hold high expectations for all akonga/learners p15 draft NZC).</p> <p>School Values</p> <ul style="list-style-type: none"> - Manaakitanga - Respect - Kawenga - Responsibility - Mana - Pride 	<p>Establish ambitious, equitable, and inspiring learning environments that set high expectations for achievement while actively cultivating students' knowledge, responsibility, creativity and well-being. This translates into instructional practices that empower every student regardless of background to become self-directed lifelong learners, fostering the skills necessary to succeed as future innovators, carers and leaders</p> <p>Developing confidence and familiarity with the new knowledge rich curriculum</p> <p>Working together to foster an exceptional staff culture of trust, respect and shared purpose</p> <p>Provide opportunities throughout the year for tamariki to experience their local community in an educational context</p> <p>Monitor students weekly pulse check-ins and respond to any causes of concern that maybe impacting a students well-being and ultimately engagement and confidence</p> <p>Sustain targeted Professional Learning and Development (PLD) for all staff, drawing on internal and external 'experts in their field' to grow collective understanding of our diverse learners, their specific needs, and effective inclusive practices</p> <p>Staff and outside agencies to support and mentor students within the student leadership programme.</p>	<p>Successful collaborative planning in teams and across the school</p> <p>Staff know they can reach out for support from colleagues</p> <p>Staff feel they can have a safe professional discussion, that may be robust and keep peoples Mana (different opinions - agree to disagree)</p> <p>Staff check-in on each other</p> <p>Genuine concern and support</p> <p>The 'how we are' with each other - having each others back</p> <p>How we talk with each other (tone). How staff communicate with parents (tone), how parents talk or communicate with staff.</p> <p>Syndicate check in</p> <p>Staff feel listened to and respected</p> <p>Undertake UBERS (Understanding Behavioural Expectations and Response Strategies) PLD to upskill and respond to challenging behaviours and enable staff to adopt a team approach to upholding our school Learning and Behaviour plan and managing our diverse learners</p>		<p>Note to the board:</p> <p>There are sections we have not completed the 'how will you monitor success sections.</p> <p>The NELPs have been removed (National Education Learning Priorities).</p> <p>The changes to the Ed Act have impacts that I have not yet been able to give full attention to. The Minister may send more information for this to be addressed.</p>
<p>Communicate Maungatapere school curriculum with community</p>	<p>School community updated regularly of the changes and developments within the refreshed curriculum in a timely manner</p>	<p>Community consultation and feedback is sought in response to the information provided i.e. BYOD, sexuality education</p>		

<p>To support equity and excellence, reflecting the Treaty of Waitangi</p> <p>Continue to strengthen use of te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>Integrate and develop authentic, inclusive and culturally responsive learning and experiences across all curriculum areas.</p> <p>Staff PLD with taumata, so this becomes the norm in classes.</p> <p>Whangarei Hub Resource Centre - cultural narrative videos https://vimeo.com/showcase/11720239?fl=so&fe=fs</p> <p>The knowledge in the learning areas to be carefully selected for the NZ context. It includes national and global content, including knowledge that reflects te ao Maori, our place in the Pacific, and our multicultural society.</p> <p>Provide opportunities for students to learn tikanga Maori and te reo Maori.</p>	<p>Whole staff and team collaborative planning reflects an integrated curriculum that naturally weaves te reo, te ao Māori and tikanga Māori throughout as and when appropriate</p>		<p>2027 - staff to review the 'Maungatapere Inquiry Learning Model' once the refreshed curriculum is implemented - does it have a place going forward / or is inquiry integrated into the refreshed curriculum?</p>
<p>Implementing the National Curriculum Knowledge Rich Curriculum</p> <ul style="list-style-type: none"> - Use MOE resources to become familiar with essential knowledge, skills and capabilities for learners - Use year-by-year teaching sequences in curriculum to provide clarity on what is taught and when - Engage in professional development to build curriculum subject matter knowledge 	<p>Collaboratively build a solid understanding of the Science of Learning and structured approaches to curriculum delivery</p> <p>Continue BoT funded PLD with Charlotte Wilkinson - mathematics - (over and above MOE allocated PLD) to ensure staff are best equipped to deliver the refreshed curriculum, adopting an integrated approach (to ensure 1 hour mathematics)</p> <p>Explore what an integrated curriculum looks like within the refreshed curriculum particularly as other learning areas are rolled out</p> <p>Staff to continue (and maintain) Professional Development surrounding structured approaches across English and Mathematics (1 hr of reading/writing/maths per day)</p>	<p>Staff understand and are confident in the delivery and implementation of inclusive, explicit whole class teaching, differentiation within group work and targeted 1:1 support to enable students to attain End of Year expectations</p> <p>Staff participate in all PLD opportunities on offer and reflect new learnings within the classroom programme</p> <p>Staff develop a strong understanding of the changes within each curriculum area including the shift in expectations as outlined within the refreshed curriculum</p> <p>Staff utilise the Year-by-Year teaching sequences to inform planning and to ensure all content is taught within the specified year</p>		
<p>Implementing the National Curriculum Quality Practice</p> <ul style="list-style-type: none"> - Look at current teaching practices and use data to identify where evidence-based practices can improve instruction 	<p>Collaboratively review NZC teaching guidance sections and current practice relevant to teaching and learning levels</p> <p>Collaboratively design staff professional growth cycle focus in relation to curriculum and assessment</p> <p>Collaboratively design and create planning that meets the needs of the learner</p> <p>In syndicates, collectively work towards effective strategies and ideas for teaching and learning around curriculum and learning</p>	<p>NZ Curriculum for Years 0-10 for English and Mathematics to be fully implemented in 2026</p> <p>Conduct reviews of teaching practices to show consistency and effectiveness of evidence based practices.</p> <p>Use assessment and learner observations to ensure alignment of quality practices.</p> <p>Collaborative whole staff and syndicate planning (and implementation) to occur in order to reduce load</p>		

		<p>Whole staff, syndicate and individual (1:1) professional discussions to occur</p> <p>Align standardised testing with classroom based observations to form OTJ's which in turn inform classroom teaching and learning</p>		
<p>Implementing the National Curriculum Supports and Resources</p> <ul style="list-style-type: none"> - Collaboratively align existing resources to the updated curriculum - Prepare for curriculum days for 2026 considering the timing of content needed for our school. 	<p>Integrate existing and available resources for structured literacy and mathematics</p> <p>Attend curriculum days and professional learning and apply them to learning design and lesson planning</p> <p>Utilise the Science of Learning and NZC teaching guidance sections to inform curriculum implementation</p> <p>Review the long term ICT digital device and MOE resource supports and how this impacts on budget/infrastructure/device use etc based on curriculum requirements (1 to 1 devices? BYOD, handwriting demands)</p>	<p>Regular checks that resources are being used effectively and are having a positive effect on learning</p> <p>Ensure resources are consistent and aligned with the national curriculum</p> <p>Evidence of effective resource use within planning and classroom practice</p> <p>Regular collaboration and review with staff on effective resourcing</p>		
<p>Implementing the National Curriculum Assessment</p> <ul style="list-style-type: none"> - Continue to review quality and consistent assessment practices and schedule to align with the curriculum - Decide on which assessment tools will be utilised to conduct the 'twice yearly' assessments required by the Ministry and implement these 	<p>PLD surrounding assessment tools is to continue as new assessments are mandated to develop teachers ability to understand, interpret and use these revised tools</p> <p>Y0-3 staff gain confidence as they utilise the assessment tools mandated by the MOE as and when they come available (20 & 40 week phonics check, Year 2 maths check).</p> <p>Year 3-8 staff gain confidence as they utilise the assessment tools mandated by the MOE as and when they come available (SMART tool/e-Asttle)</p> <p>Staff to become familiar with the Progress Indicators and Markers within the English and Mathematics curriculum for all year levels</p> <p>Moderation of e-asTTle writing to continue throughout 2026.</p> <p>Whole staff developing understanding of BSLA assessment tools and how to use outcomes to inform teaching and learning.</p> <p>Continue staff professional learning and understandings of assessment FOR learning</p> <p>Build capacity analysing data to reflect upon teaching practices to meet learner needs, and set future school targets and allocate school resources</p>	<p>Established systems that ensure sustainability of quality assessment practice</p> <p>Follow the MOE guidelines for assessment implementation timeline</p> <p>Teachers able to support students identifying/articulating their areas of strengths, and their next learning steps and inform classroom programmes</p> <p>High expectations with student achievement shown as an increase in cohort targets and results</p>		
<p>Target - to raise end of year achievement in reading/writing/maths for our</p>	<p>Staff adopt a structured literacy approach, utilising their knowledge of the refreshed curriculum and pedagogical</p>	<p>Assessment for learning: Data for reporting purposes and for informing teaching and</p>		

<p>Y4-8 students to 80% at or above by the end of 2025 (Minister of Ed Target by 2030).</p>	<p>approaches developed through BSLA professional development - all levels of the school.</p> <p>Tier 2 literacy intervention: 0.3 FTTE specifically targeting 0-6 student needs identified in the data (LSC implementing).</p>	<p>learning. (BSLA, e-Asttle, 20 & 40 week phonic check, classroom OTJs).</p> <p>Teachers have built their capability in terms of knowledge and understanding of literacy and numeracy progressions.</p>		
<p>Mathematics highest need targetted intervention for Y4</p>	<p>Teachers having learning conversations with their students based on the assessment outcomes</p>	<p>Targets set based on end of year data - require adjusting with new NZC expectation publishing and implementation</p>		
<p>Reading highest need targetted intervention for Y0-3</p>	<p>Further develop the use of data and evidence to inform teaching and learning as 'normal' practise and when reporting to key stakeholders</p>	<p>Identifying patterns and trends within cohorts</p>		
<p>Writing highest need targetted intervention for Y2 & Y7</p>	<p>e-asTTle will aid consistency through its explicit instructions on test administration to ensure it remains a 'standardised' assessment - outcomes should remain consistent if students move from one school to another - assessment that is reliable, fair and valid</p> <p>Coordination of outside agencies through LSC to develop programmes to best meet the needs of students.</p> <p>LSC organise PLD opportunities and support for teachers and students.</p> <p>The leadership team (team leaders/DP curric/assessment/principal/LSC) to collaboratively plan interventions for the highest need cohorts.</p>			
<p>Attendance Attendance: 80% of students present for more than 90% of the term by 2030.</p>	<p>Continue to utilise the new attendance codes accurately</p> <p>Maintain staff understanding of attendance procedures, and <u>actively</u> target attendance concerns.</p> <p>Monitor students weekly pulse check-ins and react to any causes of concern that maybe impacting a students well-being and ultimately attendance.</p> <p>Connect with Student Support Services Nga Ratonga Tautoko regarding attendance support launched in 2026 T1.</p>	<p>School attendance 80% present for more than 90% by 2030</p> <p>Maintain / re-establishj relationships with whanau</p> <p>home learning opportunities provided when necessary.</p>		
<p>Strengthening School/Team/Staff Leadership (Supported by 'The Education Group Ltd.)</p>	<p>Remain open to sharing our thoughts and feelings around team essential agreements, making an honest attempt to abide by these agreements i.e. having courageous conversations</p> <p>Implement and refine the Leadership Structure of Maungatapere School for 2026 and beyond</p> <p>Implement Professional Growth Cycles</p> <p>Ensuring all staff participate in quality conversations which grow their practice</p>			

ENGAGED LEARNERS

Goals:

- Learning through integrated curriculum inquiries
- Resilient, cooperative learners
- Learning through authentic and culturally inclusive experiences

What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you monitor success?	Minister Priorities	Outcomes Review
<p>Ka whawhai tonu ake, ake, ake! We will strive on for ever and ever - Make it Happen!</p> <p>Vision - Nurturing confident, capable and connected learners who strive to fly high.</p> <p>School Values</p> <ul style="list-style-type: none"> - Manaakitanga - Respect - Kawenga - Responsibility - Mana - Pride 	<p>Establish Class/School Culture integrated inquiry Term 1 & revisit throughout the year</p> <p>Use the school wide well-being model (which includes school values and whanaungatanga)</p> <p>During Term 4, 2026 the overarching inquiry focus for 2027 will be set</p>	<p>Students can discuss the well being model - what it is to be healthy (whole child)</p> <p>Students can identify, explain and talk about the school values and how they relate to themselves, their learning - walk the talk - School logo / Well-being model / school culture</p> <p>Have a good understanding of 'tūrangawaewae' in student learning - what is and how it relates to them.</p> <p>At junior level: Seen within capabilities during discovery learning and in language during the day</p> <p>Students are able to see opportunities within the school that enable them to strive for <u>personal</u> excellence, growth and achievement of the school values for themselves</p> <p>Students are able to communicate their learning process (inquiry learning) with all stakeholders</p>		<p>School wellbeing model needs to be covered during TOD for all staff</p>
<p>Well - being / resilience</p>	<p>Students engage in fortnightly well-being check-ins (Pulse) via their google account, sharing feelings, concerns etc</p> <p>Pulse monitoring of student (senior) activity, emotions and needs</p> <p>Mana Ake - engage in positive relationship building activities in normalised group/class settings - a positive role model - culturally responsive activities</p> <p>Participation in programmes that promote well-being such as Pause, Breathe, Smile</p> <p>Continue to implement the school Learning & Behaviour Management plan whereby students understand the consequences for their actions</p>	<p>Fortnightly student complete pulse survey with results made immediately available to staff</p> <p>Students know their voices are heard, valued and addressed in a way that keeps their mana intact</p> <p>Student resilience and ability to self regulate, identify, name feelings is evident</p> <p>A reduction in repeated behaviours across the school, individual and group and school wide</p> <p>Students get consistent messages/consequences from staff regarding learning and behaviour and can articulate this</p>		

<p>Student leadership roles</p> <ul style="list-style-type: none"> - Ambassadors - Council - House Captains - Kapa Haka 	<p>Year 5-8: Continue to develop leadership capabilities and responsibilities with current student leaders throughout the year - to further a sense of belonging, strengthen school-wide relationships, and create future leadership pathways</p>	<p>Student showing increase confidence in themselves and the role tuakana/teina Student leaders are taught leadership skills and time management skills.</p> <p>Increased confidence - initiative and independence</p> <p>Junior students are inspired by our senior student leaders and aspire to these school roles in the future.</p> <p>High attendance and representation at school and community events</p>		
<p>Giving effect to Te Tiriti o Waitangi</p> <p>Continue to strengthen use of te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>All students will be able to share their pepeha with a wider audience, by the time they leave in Y8</p> <p>All students to participate in daily taumata</p> <p>Development of Y5-8 languages programme to reflect targeted and planned weekly learning in Te Reo / Tikanga</p> <p>Student led powhiri - at the beginning of each term</p>	<p>Regular opportunities in class for student pepeha. Weekly assemblies begin with students hosts shaing their pepaha (over the course of the year every Year 7 & 8 student will have shared pepaha in front of the whole school)</p> <p>All classes have a planned and taught Te Reo lessons applicable to level All classes commence day with taumata - extend this to be the norm in all classes</p> <p>An increased understanding and command over Te Reo / Tikanga</p>		<p>Update this section after meeting with Matua H next week Although his proposal specifically is based around Kapa Haka we could look at modifying this to inform school practices outside of this ALIGNMENT</p>
<p>Target - to raise end of year achievement in reading/writing/maths for our Y4-8 students to 80% at or above by the end of 2030 (Minister of Ed Target).</p> <p>We expect all students to make progress across the curriculum.</p>	<p>Build the students ability to have learning conversations about their assessment pathways</p> <p>Review learning goals with students and how to attain these</p>	<p>Students understand outcomes from their assessments including the ability to identify/articulate their areas of strengths, and their next learning steps</p> <p>Students understand what they need to do in order to progress further in their learning and are inspired to do so.</p>		
<p>Mathematics highest need targeted intervention for Y4</p>				
<p>Reading highest need targeted intervention for Y0-3</p>				
<p>Writing highest need targeted intervention for Y2 & Y7</p>				
<p>Attendance Attendance: 80% of students present for more than 90% of the term by 2030.</p>		<p>Teachers/school work with whanau to get students wanting to come to school</p>		

ENGAGED COMMUNITY

Goals

- Share our school culture and identity
- Maintain and utilise communication and consultation systems
- Continue to strengthen relationships with whānau, school support groups and across the wider community

What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you monitor success?	Minister Priorities	Outcomes Review
<p>Partnering with whānau and the wider community to support the educational aspirations and needs for their child/children in a way that responds to their needs and sustains their identities, language and culture</p> <p>Foster strong, collaborative relationships with whānau and the wider community to support the holistic well-being and learning of all students</p>	<p>As the school develops their understanding of the curriculum refresh, hold community conversations about the changes and what this looks like at Maungatapere School.</p> <p>Share our learning journey as a staff/student learning data with the board and community through regular updates in the school newsletter, board reports and school Facebook page etc</p> <p>Reporting to parents - written, interviews, celebrations of learning, community events</p> <p>Communicate and support our parents to access the MOE parent portal as a means of understanding and supporting their child's educational journey, including how to support their child's learning at home.</p> <p>Continue to support the BoT, AG Day Committee, PTA and major fundraising committees</p> <p>Participation of whānau and the wider community in schoolwide events including EOTC opportunities</p> <p>Meet with whānau to develop support plans for students who require them to ensure that all activities are inclusive and accessible to all</p> <p>LSC to develop relationships with whānau alongside the classroom teacher in support of students; in class support, delivery of structured literacy interventions, facilitation of IEPs, CAPs etc, arranging for 'experts in their field' to deliver PLD to grow staff understanding of our diverse learners and their needs</p>	<p>Learning and achievement shared regularly in the newsletter</p> <p>Curriculum staff teams report to the Board through the BOT staff rep.</p> <p>Open evenings with whānau - high attendance</p> <p>Parent teacher interviews - high attendance</p> <p>High level of attendance on school trips / EOTC events</p> <p>High attendance of staff at community events - engagement opportunities</p> <p>High attendance at powhiri, kapa haka festivals, prize giving, visits for new students, Back to Basics new entrant class regular visits for transition, colour run, rest home, Lions events</p> <p>Learning support is working and LS children are experiencing success and are mainstreamed</p>		