



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?	Outcomes Review
Ka whawhai tonu ake, ake, ake! We will strive on for ever and ever - Make it Happen! 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). School Values - Manaakitanga - Respect - Kawenga - Responsibility - Mana - Pride	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 Staff and outside agencies to support and mentor students within the student leadership programme. Provide opportunities throughout the year for tamariki to experience their local community in an educational context 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 Developing confidence and familiarity with the new knowledge rich curriculum Working together to foster an exceptional staff culture of trust, respect and shared purpose 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	Successful collaborative planning in teams and across the school Staff know they can reach out for support from colleagues Student motivation & engagement within lessons Trending upwards in terms of positive shifts in feelings surrounding student well being Staff feel they can have a safe professional discussion, that may be robust and keep peoples Mana (different opinions - agree to disagree) Staff check-in on each other Genuine concern and support Syndicate check in Staff feel listened to and respected The ‘how we are’ with each other - having each others back How we talk with each other (tone). How staff communicate with parents (tone), how parents talk or communicate with staff. Undertake UBRS (Understanding Behavioural Expectations and Response Strategies) PLD to upskill and respond to challenging behaviours and enable staff	Weekly student leadership meetings with Leadership team to collect student voice and support to action their ideas. Sea Week - Kiwi North Term 2, 2026 Life Education Trust - Harold Term 2, 2026 Go Girls Programme Term 2, 2026 Mana Ake 2026 school year Teachers monitor fortnightly results and have conversations with students if cause for concern or continued decline in terms of students thoughts surrounding their wellbeing All staff have commenced structured literacy PLD (BSLA) including support staff and leadership team. Outside of workshops and CoP’s additional support has been provided by Rachel Robertson (BSLA Team) to assist staff in aligning this with the new curriculum including planning for a composite class, ensuring an hour a day of reading and writing is happening and learners are being exposed to the correct content. What’s on top is a regular part of weekly syndicate meetings (minuted). TA’s meet weekly with LSC / SENCO - ‘what’s on top’ is included. Opportunity for open communication and to support each other in their respective roles. TA’s value this time. Staff essential agreements reviewed and updated at the beginning of the year across all teams and are adhered to Our Guide to Positive Communication at Maungatapere School developed and utilised from the beginning of the year. Step 1 wording was updated 22/5/26 in response to board feedback around the use of email and reasonable response timeframe Full day (TOD 5/2/26) with all staff including support staff PLD - UBRS delivered by MoE. Staff meet bi-weekly with our MOE SLT to support students on their caseload, share resources, model lessons and give feedback. Specialist ORS teacher comes weekly, providing effective ongoing advice and guidance to the teacher, TA and LSC / SENCO

	Staff to continue (and maintain) Professional Development surrounding structured approaches across English and Mathematics (1 hr of reading/writing/maths per day) Explore what an integrated curriculum looks like within the refreshed curriculum particularly as other learning areas are rolled out	within the specified year continuing to develop this understanding here. Challenges evidenced in terms of how to cover when working in composite classes. Begin to explore different ways of meeting expectation	Beginning to consider the ‘other curriculum area’ first and then link mathematics and English this way. For example: Science Fair: What English am I covering? <i>Research skills, main ideas, cross referencing, plagiarism, critical thinking, writing to inform etc</i> What Mathematics am I covering? <i>Statistics, probability, number, data display, fair testing</i> Ensuring these are explicitly taught and clearly linked to the English and Mathematics curriculum as opposed to just the science English: BSLA BSLA modules, workshops and CoP’s are attended by staff at their relevant year/phase level unpacks the assessments and how to analyse the data of the students they are working with. Whole staff meeting Wk 7, Term 2 with Rachael Robertson (BSLA) unpacking how this links to the curriculum, lesson planning and assessment for learning.
Implementing the National Curriculum Quality Practice - Look at current teaching practices and use data to identify where evidence-based practices can improve instruction	Collaboratively review NZC teaching guidance sections and current practice relevant to teaching and learning levels Collaboratively design staff professional growth cycle focus in relation to curriculum and assessment Collaboratively design and create planning that meets the needs of the learner In syndicates, collectively work towards effective strategies and ideas for teaching and learning around curriculum and learning	NZ Curriculum for Years 0-10 for English and Mathematics to be fully implemented in 2026 Conduct reviews of teaching practices to show consistency and effectiveness of evidence based practices. Use assessment and learner observations to ensure alignment of quality practices. Collaborative whole staff and syndicate planning (and implementation) to occur in order to reduce load Whole staff, syndicate and individual (1:1) professional discussions to occur Align standardised testing with classroom based observations to form OTJ’s which in turn inform classroom teaching and learning	Planning evidences that all teachers are using the refreshed curriculum (October 2025) to inform planning Collaborative planning at syndicate/cohort level overseen by team leaders is another way in which we ensure this is happening Regular weekly syndicate meetings allow time to reflect on what is working well. Team goals (which are then personalised) within Growth Cycle contributes to the development of consistency and shared understanding All staff using assessment tools within BSLA as well as other mandated tools (e-asttle, 20 & 40 wk phonics checks) with moderation and discussion of results and how to use to inform practice is a regular occurrence at syndicate and whole staff level 1:1 professional discussions are also coming from PLD providers as they work alongside staff in classrooms or in their leadership roles Unpacked progress markers and descriptors and what this means / looks like in action. Have used the ministry support tools i.e. alignment with e-easttle assessments etc to ensure consistency Teachers provide ongoing explicit instruction to TA’s for ICS students so that the learning is focused on current classroom teaching and learning
Implementing the National Curriculum Supports and Resources - Collaboratively align existing resources to the updated curriculum - - Prepare for curriculum days for 2026 considering the timing of content needed for our school.	Integrate existing and available resources for structured literacy and mathematics	Regular checks that resources are being used effectively and are having a positive effect on learning Ensure resources are consistent and aligned with the national curriculum Evidence of effective resource use within planning and classroom practice Regular collaboration and review with staff on effective resourcing	As a whole staff we have unpacked both the draft Science and Health & PE Curriculums and provided feedback to the MoE Structured literacy - BSLA so resources used = Phonics Plus series, Junior Journals, School Journals and connected series. Additional copies of these along with supporting resources have been ordered from Down the Back of the Chair to ensure teachers have access to what they need without having to compete with others for resource access (links to BSLA notes above) Maths Aotearoa purchased and made available schoolwide sitting alongside the PLD staff are receiving around structured mathematics. With Charlotte’s help - these have been aligned to the refreshed curriculum. This is about sustaining structured literacy in mathematics particularly when ministry no longer funds text resources (workbooks) (links to mathematics - Charlotte Wilkinson above) Maths No Problem (our chosen resource provider) is also curriculum aligned and available to staff to use should they wish to use Schoolwide PLD occurred in 2023 around spelling programmes. The provider was Liz Kane Literacy and focused on the use of The Code. This is gradually being phased out and replaced with the PHOM component of BSLA as staff develop understandings through their professional development

	Attend curriculum days and professional learning and apply them to learning design and lesson planning Utilise the Science of Learning and NZC teaching guidance sections to inform curriculum implementation 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)		Handwriting is now a regular occurrence in all classes and is informed by the Ministry provided Handwriting Guide & Resources including the lesson plans to assist staff in developing understandings of what this looks like at their specific year level and to develop consistency across the school. Refer above comments in regards to Professional Development and curriculum days Refer above in regards to Science of Learning - curriculum days and links to staff members Professional Growth Cycle Refer Community consultation and BYOD notes above
Implementing the National Curriculum Reporting & Assessment - 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 - Review report format to align with new ministry expectations	PLD surrounding assessment tools is to continue as new assessments are mandated to develop teachers ability to understand, interpret and use these revised tools 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). 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) Staff to become familiar with the Progress Indicators and Markers within the English and Mathematics curriculum for all year levels Moderation of e-asTTle writing to continue throughout 2026. Whole staff developing understanding of BSLA assessment tools and how to use outcomes to inform teaching and learning. Continue staff professional learning and understandings of assessment FOR learning Build capacity analysing data to reflect upon teaching practices to meet learner needs, and set future school targets and allocate school resources	Established systems that ensure sustainability of quality assessment practice Follow the MOE guidelines for assessment implementation timeline Teachers able to support students identifying/articulating their areas of strengths, and their next learning steps and inform classroom programmes High expectations with student achievement shown as an increase in cohort targets and results	Have continued to moderate e-asttle writing at syndicate level as these assessments are completed Discussion around mandated tools (20 & 40 wk phonics checks, e-asttle) continue at syndicate level to ensure shared understanding BSLA modules, workshops and CoP’s are attended by staff at their relevant year/phase level unpacks the assessments and how to analyse the data of the students they are working with. Whole staff meeting Wk 7, Term 2 with Rachael Robertson (BSLA) unpacking how this links to the curriculum, lesson planning and assessment for learning. As students (cohorts, year groups) attain set targets we continue to push these out further to ensure high expectations remain and data does not stagnate at a particular ‘level of achievement’ Whole school unpacking of progress markers, descriptors and indicators to ensure a shared understanding A new report format has been developed and unpacked as a whole staff that meets the new Ministry requirements. Reporting to whānau using the new format used for mid-year Mid-year reporting to Board will reflect the new language and data in line with new parent reporting expectations 2 full time staff members and 2 part-time staff members completed BSLA training in Term 1 2026 6 full time staff members completed BSLA training in Term 2 2026 All remaining staff including teacher aids will complete training in Term 3 2026
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 2025 (Minister of Ed Target by 2030).	Staff adopt a structured literacy approach, utilising their knowledge of the refreshed curriculum and pedagogical approaches developed through BSLA professional development - all levels of the school. Tier 2 literacy intervention: 0.3 FTTE specifically targeting 0-6 student needs identified in the data (LSC implementing).	Assessment for learning: Data for reporting purposes and for informing teaching and learning. (BSLA, e-Asttle, 20 & 40 week phonic check, classroom OTJs). Teachers have built their capability in terms of knowledge and understanding of literacy and numeracy progressions.	Assessment schedule reflects change in assessment expectations and etap updated to accommodate this. Unpacked and discussed at whole staff and syndicate level Training in Tier 2 intervention in structured literacy has commenced and programme has begun with groups of students
Mathematics highest need targeted intervention for Y4	Teachers having learning conversations with their students based on the assessment outcomes Further develop the use of data and evidence to inform teaching and learning as ‘normal’ practise and when reporting to key stakeholders	Targets set based on end of year data - require adjusting with new NZC expectation publishing and implementation Identifying patterns and trends within cohorts	Mathematics support programme underway in senior school
Reading highest need targeted intervention for Y0-3	e-asTTle will aid consistency through its explicit instructions on test administration to ensure it remains a ‘standardised’ assessment -		Tier 2 intervention in structured literacy has commenced with support going to our Year 0-3 cohort who have had a minimum of 10 weeks Tier 1 teaching and learning within the BSLA programme

Writing highest need targeted intervention for Y2 & Y7	outcomes should remain consistent if students move from one school to another - assessment that is reliable, fair and valid Coordination of outside agencies through LSC to develop programmes to best meet the needs of students. LSC organises PLD opportunities and support for teachers and students in regards to specific learning needs The leadership team (team leaders/DP curric/assessment/principal/LSC) to collaboratively plan interventions for the highest need cohorts.		Neurodiverse / Learning Support students are making progress e.g., TA's working effectively with teachers to support ICS students with targeted literacy and numeracy instruction, directly aligned with classroom programmes. LSC / SENCO have regular conversations with teachers about supporting learners, including accessing necessary agencies. Staff collectively promote student well being during weekly pastoral care discussions which supports the strengthening of our school culture and values. LSC / SENCO and Principal: Attend MOE Learning Support hui each term which supports awareness and understanding of what services and agencies are available. Our RTLB comes to school for a full day each week to collaborate and support learning and behaviour. For example, RTLB and LSC /SENCO recently undertook training to be able to do screening assessments for students who are potentially dyslexic, working through analysis, feedback and next step processes. Available to assist and respond to teacher queries e.g., funding of resources, support strategies, and to provide a listening ear. Robust discussions to prioritise interventions for identified learner needs. Data, teacher knowledge, student and whanau voice is included. RTLB currently running a maths intervention for students in Years 5-8
Attendance Attendance: 80% of students present for more than 90% of the term by 2030.	Continue to utilise the new attendance codes accurately Maintain staff understanding of attendance procedures, and <u>actively</u> target attendance concerns. Connect with Student Support Services Nga Ratonga Tautoko regarding attendance support launched in 2026 T1. Ensure our school attendance systems and processes are clearly understood by staff Monitor students weekly pulse check-ins and react to any causes of concern that may impact a students well-being and ultimately attendance.	School attendance 80% present for more than 90% by 2030 Maintain / re-establish relationships with whanau Home learning opportunities provided when necessary. Record attendance information accurately - this includes the use of the correct codes Monitor trends and patterns, responding to concerns	Staff meetings are utilised to deliver PLD around changes in attendance requirements including the need to communicate with parents as students move from one threshold to another. Schoolwide letters have been developed for this purpose. When absences are a result of extended illness offers to provide home learning are made In addition to using the correct codes the school SMS system is used to record additional notes pertaining to regular or extended absences to assist with monitoring patterns and trends Regular communication is had with Nga Ratonga Tautoko as and when required and extends to include our MoE Advisor 1048 Attendance Final EDM Term 1 2026 (82% present for more than 90% of the time in Term 1) All staff responsible for monitoring the outcomes of weekly pulse check-ins for their own class. Senior School Team leader also has the responsibility for checking this information from a whole school perspective and has conversations around this with staff and students as and when required
Strengthening School/Team/Staff Leadership (Supported by 'The Education Group Ltd.)	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 Implement and refine the Leadership Structure of Maungatapere School for 2026 and beyond		Reviewed beginning of Term 1, 2026 and continue to be adhered to. Will be revisited by junior syndicate in Term 3 when a new staff member joins the team

	Implement Professional Growth Cycles Ensuring all staff participate in quality conversations which grow their practice		Growth Cycles in place for staff Happens on a weekly basis formally through staff and syndicate meetings as well as 1:1 with colleagues (i.e. BT/Mentor) and team leaders
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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?	Outcomes Review
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Ka whawhai tonu ake, ake, ake! We will strive on for ever and ever - Make it Happen! Vision - Nurturing confident, capable and connected learners who strive to fly high. School Values - Manaakitanga - Respect - Kawenga - Responsibility - Mana - Pride	Establish Class/School Culture integrated inquiry Term 1 & revisit throughout the year Use the school wide well-being model (which includes school values and whanaungatanga) During Term 4, 2026 the overarching inquiry focus for 2027 will be set	Students can discuss the well being model - what it is to be healthy (whole child) 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 Have a good understanding of ‘tūrangawaewae’ in student learning - what is and how it relates to them. At junior level: Seen within capabilities during discovery learning and in language during the day 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 Students are able to communicate their learning process (inquiry learning) with all stakeholders	Throughout Term 1 classroom teachers unpacked the school well-being model with students using this as the base on which to build their classroom culture. Classroom displays evidence the different ways in which this was done reflecting the uniqueness of each class and the individuals within this. This display serves as a reference point that can be revisited throughout the year as and when required i.e. when a new student joins the class, when particular rules or values need to be revisited. Students are able to talk about what the various ‘parts’ within the model represent and how this relates to them personally, to the class as a whole and ultimately the school itself. Their ability to articulate this clearly increases as they progress throughout their schooling. Students have a clear understanding of our school rules and what happens when they are not followed (behaviour management plan). They are aware of the high expectations the school holds and that school is a safe place to be. School newsletters feature articles, artwork, sporting endeavours, and academic successes (among other things) reported by both staff and students as a way of celebrating learning and personal achievement. This not only provides an opportunity to acknowledge a job well done but also creates a sense of ownership by students of the ways in which we share these things with the wider community The school continues to celebrate success of students during whole school assemblies this includes awarding principal awards and certificates.
Well - being / resilience	Students engage in fortnightly well-being check-ins (Pulse) via their google account, sharing feelings, concerns etc Pulse monitoring of student (senior) activity, emotions and needs Mana Ake - engage in positive relationship building activities in normalised group/class settings - a positive role model - culturally responsive activities Participation in programmes that promote well-being such as Pause, Breathe, Smile Continue to implement the school Learning & Behaviour Management plan whereby students understand the consequences for their actions	Fortnightly student complete pulse survey with results made immediately available to staff Students know their voices are heard, valued and addressed in a way that keeps their mana intact Student resilience and ability to self regulate, identify, name feelings is evident A reduction in repeated behaviours across the school, individual and group and school wide Students in Years 3-8 participate in the Wellbeing Survey (NZCER), addressing areas of development for the school in terms of student well-being Students get consistent messages/consequences from staff regarding learning and behaviour and can articulate this Duty teachers have noticed that when this seat in being used other students are quick to support by encouraging them to join their games or to locate their friends elsewhere in the playground	Senior syndicate students complete the fortnightly check in and monitor shifts in trends. The senior syndicate leader is also responsible for overseeing this and analysing outcomes - initiating conversations with classroom teachers and/or students as and when required. At the beginning of T2, a selected group of girls participated in the ‘Go Girls’ programme aiming to lift self-esteem whilst promoting a positive mid-set and developing overall well-being. Both the junior and senior syndicate access Mana Ake through the classroom setting (rostered) as a means of fostering culturally responsive, positive relationships. All students actively engage during these sessions. Students develop self-awareness of emotions and how to regulate these through voluntary use of calm corners made available in some classroom settings. Teachers have the freedom and flexibility to implement this how they wish within their own classrooms to best meet the needs of their students. Pause, Breathe, Smile - developing common language & use of targeted strategies that teachers find successful i.e. body scans, breathing techniques etc. Students fully understand that actions have consequences and they know what to expect when they do not live up to schoolwide expectations (contact with home, relationship walks etc). Students are very good at encouraging or assisting others to make the right choices in the playground. At the beginning of Term 2 a ‘friendship chair’ was introduced for our Year 0-2 students. This is located beside the junior playground. Students who need support locating their friends, or in need of a friend utilise this seat.
Student leadership roles - Ambassadors - Council - House Captains - Kapa Haka	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	Student showing increase confidence in themselves and the role tuakana/teina Student leaders are taught leadership skills and time management skills. Increased confidence - initiative and independence	Application and interview process completed and students appointed to various roles Within the student council students have assigned positions and are all carrying out these roles with pride. Students liaising with staff and PTA to organise school wide and community events Within the Kapa haka lead roles have been assigned with students in these positions running / leading powhiri twice a term.

		Junior students are inspired by our senior student leaders and aspire to these school roles in the future. High attendance and representation at school and community events	Student leadership roles and responsibilities are increasing through their representation at Central Day, Armistice Day, ANZAC Day, student led powhiri, the running of school wide sporting events, AG Day etc It is clearly evident that students are thriving within their respective roles and strive to do their best at all times.
Giving effect to Te Tiriti o Waitangi Continue to strengthen use of te reo Māori and tikanga Māori into the everyday life of the place of learning	All students will be able to share their pepeha with a wider audience, by the time they leave in Y8 All students to participate in daily taumata Development of Y5-8 languages programme to reflect targeted and planned weekly learning in Te Reo / Tikanga Student led powhiri - at the beginning of each term	Regular opportunities in class for student pepeha. Weekly assemblies begin with students hosts shaing their pepha (over the course of the year every Year 7 & 8 student will have shared pepha in front of the whole school) 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 An increased understanding and command over Te Reo / Tikanga	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
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). We expect all students to make progress across the curriculum.	Build the students ability to have learning conversations about their assessment pathways Review learning goals with students and how to attain these	Students understand outcomes from their assessments including the ability to identify/articulate their areas of strengths, and their next learning steps Students understand what they need to do in order to progress further in their learning and are inspired to do so.	Teachers share assessment outcomes with students and celebrate their success when meeting or exceeding personal goals. Students are taking increasing ownership over their learning, identifying next steps with constant reflection (self-assessment) of their progress towards these goals. This is leading to higher motivation and engagement (with appropriate teacher scaffolding and own knowledge of the learner).
Mathematics highest need targeted intervention for Y4			
Reading highest need targeted intervention for Y0-3			All students are engaging in whole class structured literacy lessons (BSLA) tier 1. Identified students are participating in tier 2 intervention (or on wait list)
Writing highest need targeted intervention for Y2 & Y7			
Attendance Attendance: 80% of students present for more than 90% of the term by 2030.	Ensure our school attendance systems and processes are clearly understood. Parent communication includes the sharing of attendance expectations that schools must adhere to	Teachers/school work with whanau to get students wanting to come to school	Term 1 data showed we had 82% of students present for more than 90% of the time Communication with whānau occurs if students cross from one threshold into the next, letters sent etc as per attendance management plan (located on school website) Communication with attendance services as and when required. Students work with syndicate leader and/or classroom teacher to set attendance goals

ENGAGED COMMUNITY

- Goals**
- Share our school culture and identity
 - Maintain and utilise communication and consultation systems
 - Continue to strengthen relationships with whanau, 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?	Outcomes Review
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	Parents are aware of the multiple communication modes that the school offers Clearly communicate our ‘Guide to Positive Communication at Maungatapere School’ at the beginning of each year	Learning and achievement shared regularly through the school newsletter and on Facebook Parents feel informed and updated in and around school happenings Parents follow the ‘Guide to Positive Communication at Maungatapere School’	School newsletters feature articles, artwork, sporting endeavours, and academic successes (among other things) reported by both staff and students as a way of celebrating learning and personal achievement. This not only provides an opportunity to acknowledge a job well done but also creates a sense of ownership by students of the ways in which we share these things with the wider community.

Foster strong, collaborative relationships with whānau and the wider community to support the holistic well-being and learning of all students		Parents feel that their feedback and feedforward is valued and listened to	In addition to the newsletter being sent out to families via the school app, it is also shared via our school Facebook page and website to ensure there are opportunities for the wider community to access regular updates from the school.
	Continue to support the BoT, AG Day Committee, PTA and major fundraising committees	Curriculum staff teams report to the Board through the BOT staff rep. High attendance of staff at community events - engagement opportunities	Staff rep providing report to the BoT at each meeting updating on recent developments from across the curriculum High number of staff attended Maunga Mayhem in March this year filling various roles required by the committee Staff member released to support set up on the day Staff rep on PTA liaising between the PTA and staff to ensure effective communication and support occurs as and when required. In Term 2 this included acting as a liaison between the PTA and the student council to assist in the set up and organisation of a mid-winter Matariki Community Disco and Light Display
	Reporting to parents - written, interviews, celebrations of learning, community events 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.	Parent teacher interviews - high attendance Open evenings with whanau - high attendance	Formal reports sent twice yearly (Mid-year and End-of-year). These reports have evolved over the past two years to reflect changes required by the ministry. This includes using progress descriptors, reporting in plain language and making links to the MoE Parent Portal to further develop parent understanding. In addition to the twice yearly reporting, parents of students in their first year of school also receive reports and results which identify and explain the outcomes of their child's 20 week and 40 week phonics checks. This report is supported by the offer of a follow up meeting should they choose to as well as a direct link to the Phonics Check information within the Parent Portal Parent/Teacher interviews are offered to parents twice a year with almost all parents attending
	Participation of whānau and the wider community in schoolwide events including EOTC opportunities	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 High level of attendance on school trips / EOTC events	Now that we have adopted a cohort entry (start date) student-led powhiri's are held twice a term. In most cases all parents attend and at times extended family will also attend. This year was our largest turnout at the beginning of year school picnic, welcoming families back to the new school year. Back to Basics visit every Tuesday as part of the transition to school programme and will stay for the morning block. In addition to participating in the learning they also attend Junior Waiata with Matua Horohi with the junior syndicate (Year 0-4) which allows them to be exposed to and learn waiata sung at powhiri. In addition to these visits families are also able to arrange school visits outside of this as the child nears their school starting date gets closer. The colour run continues to evolve with it becoming a highlight on the school calendar with many families wanting to be involved in the day. Last year saw this extend to include the Back to Basics students who had been visiting throughout the year - this will happen again in 2026 The Kapa Haka ropu are well supported at festivals by families with this often being a highlight for the whānau of these students. EOTC activities/school trips continue to see more parents volunteer their time than what we actually need. Parents who are not required in a volunteer role often elect to still attend in a supporting role.
	As the school develops their understanding of the curriculum refresh, hold community conversations about the changes and what this looks like at Maungatapere School. 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	Attendance at information evenings Uptake on use of parent portal Board reports Newsletter/Facebook updates	Principal board reports and data reports update the board as and when information comes to hand

	Meet with whānau to develop support plans for students who require them to ensure that all activities are inclusive and accessible to all 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	Learning support is working and LS children are experiencing success and are mainstreamed	Individualised support plans are completed by both the classroom teacher and LSC to enable full participation in EOTC activities (this includes, learning, social and medical needs) RTLb /LSC in communication with whānau in and around student involvement in Tier 2 interventions (mathematics and BSLA) PLD organised by LSC (delivered by RTLb) in and around the zones and regulation
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