

# Manurewa West Primary School Strategic Plan January 2024-December 2026





# CONSULTATION

**WHAT DO WE CONTINUE TO HEAR?**



**COMMUNITY HUI/FONO**

**SEPTEMBER 2022- NOV2023/2024**

- Parent/ surveys 2xyear
- whānau hui 1xper term
- Fono and meetings with focus groups during language weeks
- Drop in “coffee mornings” with Principal Ngāti Te Ata termly hikoi through places of significance in Manurewa- narratives and Pūrākau Collaboration Ngāti Tamaoho -Ed Plan

**BOARD WORKSHOPS**

**OCTOBER 2022-NOV 2023/2024**

- Relevance of Vision, Motto, Mission, Values, Cultural competencies
- Lifting student achievement in Literacy and sustaining maths pedagogy, creativity and innovation
- Hauora and cultural identity-staff and students

**STAFF & LEADERSHIP**

**SEPTEMBER 2022-NOV 2023/2024**

- Leadership Summit in September 2022 and October 2023/2024 regular staff feedback- deep dive into who we are as a school using the themes, trends and patterns of thinking from surveys, hui and fono

**STUDENTS**

**SEPTEMBER 2022-NOV 2024/2025**

- Surveys
- Focus groups student leaders
- Anecdotal conversations
- Reflections

**WHICH BOARD PRIMARY  
OBJECTIVE DOES THIS  
STRATEGIC GOAL WORK  
TOWARDS MEETING?**

**EDUCATION (SCHOOL  
PLANNING AND REPORTING)  
REGULATIONS 2023**

(1)  
A board's strategic plan must include—

(a)

the board's vision for its school:

(b)

the board's strategic goals, as developed in consultation with the school community, for meeting the board's primary objectives as set out in section 127 of the Act:

(c)

information relating to how the board has prioritised its strategic goals:

(d)

information relating to the link between the board's strategic goals and—

(i)

the statement of national education and learning priorities issued by the Minister under section 5 of the Act; and

(ii)

any other relevant national education strategies or plans, including Ka Hikitia, the Action Plan for Pacific Education, and the oranga tamariki action plan; and

(iii)

the foundation curriculum policy statements and national curriculum statements made under section 90 of the Act:

(e)

the board's strategies for achieving or making progress towards its strategic goals based on the identities, needs, and aspirations of its school community, including, without limitation, strategies for identifying and catering to students whose needs have not yet been well met:

(f)

the board's strategies for giving effect to Te Tiriti o Waitangi, including strategies for—

(i)

working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii)

achieving equitable outcomes for Māori students; and

(iii)

taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori:

(g)

information describing the measures, evidence, and processes the board intends to use to evaluate its progress towards achieving the strategic goals.

(2)

In addition, if a board is—

(a)

the board of a Kura Kaupapa Māori, the board may develop strategic goals that reflect Te Aho Matua and local tikanga:

(b)

a specified kura board that is not the board of a Kura Kaupapa Māori, the board may develop strategic goals that reflect local tikanga.

(3)

If a board is a specified kura board,—

(a)

the requirement in subclause (1)(f) does not apply; and

(b)

the board's strategic plan must instead include a general statement about how the kaupapa of the board's school reflects Te Tiriti o Waitangi.

Manurewa West School Policies  
NELP Priorities: 1, 2, 3, 4,  
Education and Training Act 2020  
Section 127.  
Te Mātaiaho and the Common  
Practice Model  
The Te Mātaiaho Implementation  
supports pack  
The Literacy and  
Communication and Maths  
Strategy  
Attendance and Engagement  
Strategy  
Wellbeing in Education Strategy  
The New Zealand Child and  
Wellbeing Strategy  
Ka Hikitia - Ka Hāpaitia  
Tau Mai te Reo  
The Action Plan for Pacific  
Education 2020-2030  
NZSTA's guidance for giving effect to  
Te Tiriti o Waitangi

# **LINKS TO EDUCATION REQUIREMENTS**

## Six Government Priorities for Education Linked to Strategic Goals

### 1. Reducing Inequities in Education → NELP Objective 1 & 3

NELP 1: Ensure places of learning are safe and inclusive.

NELP 3: Reduce barriers to education for all, including Māori, Pasifika, and disabled students.

Schools must foster culturally responsive environments and ensure every child has equitable opportunities to succeed. Initiatives like Te Hurihanganui and the Learning Support Action Plan address systemic inequities.

### 2. Lifting Literacy, Numeracy, and Attendance → NELP Objective 5

NELP 5: Strengthen teaching to ensure every learner has the skills they need.

The focus on structured literacy, numeracy strategies, and attendance improvement supports this goal. The Literacy & Communication and Maths Action Plans provide clear pathways for skill development.

### 3. Supporting Māori and Pasifika Success → NELP Objective 2 & 3

NELP 2: Have high aspirations for every learner.

NELP 3: Reduce barriers to education.

Ka Hikitia – Ka Hāpaitia and the Action Plan for Pacific Education guide culturally responsive teaching. Schools are encouraged to embed Te Reo Māori and Pasifika languages and cultures

### 4. Strengthening the Teaching Workforce → NELP Objective 4 & 5

NELP 4: Future-proof the education workforce.

NELP 5: Strengthen teaching.

More professional learning and support for teachers to improve practice.  
Focus on recruiting and retaining teachers, particularly in high-need areas.

### 5. Refreshing the Curriculum → NELP Objective 2 & 5

NELP 2: Have high aspirations for all learners.

NELP 5: Strengthen teaching and curriculum.

The curriculum refresh ensures learning is inclusive, relevant, and engaging. Schools are supported in implementing new NCEA standards and localised learning approaches

### 6. Enhancing Wellbeing and Mental Health Support → NELP Objective 1

NELP 1: Ensure learning environments are safe and inclusive.

Investment in mental health services, Wellbeing in Schools initiatives, and pastoral care. Trauma-informed practices and student wellbeing at the centre of education policies.

# Te Tiriti o Waitangi Statement

Manurewa West Primary School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

## Partnership

Manurewa West Primary School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

## Protection

Manurewa West Primary School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia Website link icon.

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

## Participation

Manurewa West Primary School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2).



# Manurewa West Primary School

**Vision**  
**Dream, Believe, Fly**

**Motto**  
**FUTURE READY**

**Mission**  
**Through innovation and imagination, empowering our students to navigate the future**

**Whakatauki**  
**Mā te Huruhuru ka Rere te Manu" (It is the feathers that enable the bird to fly)**

**Values**  
**Kaitiakitanga, Manaakitanga, Whanaungatanga, Rangatiratanga**

## Strategic Goals

**1.**  
**Growing a  
Strong  
Teaching and  
Learning  
Culture**

**2.**  
**Strengthening  
Cultural  
Identity and  
Hauora**

**3.**  
**Extending  
Innovation  
and  
Imagination**

# Growing a Strong Teaching and Learning Culture

To raise student achievement by building a strong school culture of learning that nurtures achievement, sustainability and excellence

*Implementation Of Strategic Goals 2024 - Embedding of Strategic Goals 2025-Sustaining of Strategic Goals 2026*

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
All ākonga to thrive and reach their potential	Strong focus on structured literacy to lift literacy achievement across the school	<ul style="list-style-type: none"> <li>• Working with PLD provider</li> <li>• Classroom observations</li> <li>• Feedback/feedforward</li> <li>• Assessment changes in literacy and maths</li> <li>• Regular analysis of achievement data</li> <li>• Focus on PACT and Formative Assessment</li> <li>• Effective transition processes into school and into Intermediate and within school to ensure students are set up for success</li> <li>• Regular IEP meetings and tracking of students' goals</li> <li>• School goal books for every student , self-manage learning goals</li> <li>• Student/Staff/Whanau surveys/hui</li> <li>• Staff meetings/T.O.D PLD in Te Mataiaho,CPM and Maths and Literacy Strategy</li> <li>• Track attendance data and respond accordingly</li> </ul>
Achieve equity for ākonga through de-streaming and employing a mixed ability pedagogy	Continue to sustain de-streaming and mixed ability problem solving approach to Maths pedagogy	
Akonga feel included, valued, supported, and motivated to thrive academically and emotionally	Strong focus on attendance and engagement and inclusive practice	
Kaiako develop clarity and confidence on the learning within Te Mataiaho towards implementation in 2027	Engaging in ongoing Ministry of Education professional development opportunities about Te Mātaiaho for school leaders and kaiako	

# Strengthening Cultural Identity and Hauora

To raise student achievement by recognising and valuing the inherent importance of language and culture in shaping identities, experiences and sense of belonging and safety for all

Implementation Of Strategic Goals 2024 - Embedding of Strategic Goals 2025-Sustaining of Strategic Goals 2026

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p>Ākonga are able to regulate their emotions and physical actions, and feel safe, supported and valued.</p>	<p>Embed a range of well-being strategies to build a safe and inclusive culture and environment for our all ākonga at school.</p>	<ul style="list-style-type: none"> <li>• Wellbeing surveys for staff and students</li> <li>• Daily timetabled sessions for PBS and Zones of Regulation</li> <li>• Monitoring /Tracking the frequency of behavioural/pastoral care issues</li> <li>• Monitor weekly attendance report on Edge (SMS)</li> <li>• Send letters home for students of concern</li> <li>• Engage attendance service especially following a Covid year</li> <li>• Refer to SWIS worker students with unexplained absences</li> <li>• Engage with whānau through whānau hui &amp; Fono and other school events</li> <li>• Workshops for parents/whānau/aiga to support home-school learning</li> <li>• Track progress of students and staff using the in school curriculum progressions for Te Reo Maori and Tikanga Maori</li> <li>• Collection student and whanau voice during termly whanau hui</li> <li>• PLD Tautai o le Moana</li> <li>• Funding for Resources</li> <li>• Whanau hui x1 per term</li> <li>• Pasifika Fono</li> <li>• Hui with Mana Whenua and the ability to connect on a regular basis</li> </ul>
<p>To improve student attendance by building relationships with whānau/aiga and community partners</p>	<p>Target for regular attendance 70% of our students reaching 90%/above attendance</p>	
<p>The Principles of Te Tiriti o 'Waitangi frame our culturally responsive practice</p>	<p>Te Reo Māori, Tikanga Māori and Mātauranga Māori is being naturally integrated into daily teaching and learning programmes</p>	
<p>Students proudly embrace their heritage while learning about and respecting the traditions of others</p>	<p>Foster a school environment that values diverse cultural backgrounds, ensuring every learner feels supported, respected, and empowered to uphold their cultural identity.</p>	
<p>Effective and authentic relationships with whānau, hapū, and iwi as well as aiga and parents to support the strengthening of cultural identity</p>	<p>Grow and embedded shared decision-making partnership with whānau, hapū, iwi, aiga, and other families to co-design educational opportunities for all students</p>	

# Extending Innovation and Imagination

To raise student achievement by  
developing an engaging and innovative curriculum that empowers confident and creative learners.

*Implementation Of Strategic Goals 2024 - Embedding of Strategic Goals 2025-Sustaining of Strategic Goals 2026*

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?
<p>Integrate accessible and equitable digital technology in all classes by implementing solutions that cater to diverse learning styles and needs.</p> <p>KA: AC 3 -to improve achievement by developing an integrated approach to learning through the application of STEAM</p>	<p>Empower ākonga to become digitally fluent, creative, and innovative technology users by integrating hands-on digital learning experiences, collaborative projects, and adaptive resources that cater to diverse learning styles.</p>	<ul style="list-style-type: none"><li>• ākonga/students to take control of their own learning-passion projects</li><li>• Willingness to be get involved and be creative and engage with technology</li><li>• PLD for staff on DT tools</li><li>• PLD in science for teachers - understanding the science strands</li><li>• Assessing the understanding of big ideas over time at school</li><li>• Evidence of understanding key concepts in science and DT</li><li>• Develop a set of criteria for each science capabilities overtime</li></ul>
<p>Embed science integration throughout the MWPS Local Curriculum to ensure inquiry-based learning and scientific literacy are central to student success.</p>	<p>Local curriculum implementation ,promoting problem-solving, questioning, risk-taking, critical thinking and an authentic action at the end of the inquiry</p>	
<p>Students maximising learning opportunities to showcase their innovation and creativity in sports, the arts, cultural performing arts and life skills</p>	<p>Offer a diverse range of weekly learning opportunities—such as Kapa Haka, Cultural Dance, Visual Arts, School Choir, and Food Tech—that empower students to pursue their passions and foster creative growth.</p>	