



Mangatangi School

Strategic Plan

1344

1st January 2024 - 31st December 2025



Principals' endorsement:	February 2024
School Board's endorsement:	February 2024
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Mangatangi School

Vision Values Strategy 2024-2025

Mission Statement	Growing confident, connected <u>akonga</u> who live rural, learn local and think global.
Values	Everyone in our school community will display the values of <u>Mangatangi Manaakitanga</u> through the Thirst for Learning and our Rights Respecting School.
Cultural Responsiveness	Our <u>Maaori</u> students / <u>akonga</u> will enjoy educational success as <u>Maaori</u> .

Curriculum Principles at Mangatangi School

<i>Community Engagement</i>	<i>High Expectations</i>	<i>Coherence</i>
The Mangatangi Schools' local curriculum has meaning for students, connects with their wider lives, and engages the support of families, whanau and communities in meaningful learning experiences. Reporting to parents includes formal and informal parent interviews, written reports and portfolios of pupils' work. Mangatangi School has an open door policy and parents are invited to communicate regularly with teachers. In addition to the school-wide weekly newsletter to parents and the wider community, classroom teachers send weekly pānui to the whanau of their students to ensure they remain informed of classroom teaching and learning as it relates to their child. This is also available on Skool Loop and our Facebook page. Regular reporting is made to the BOT and community. The wider community is invited to be involved in the school. Family and whanau are involved and consulted regularly through a range of methods and activities that enable them to participate in their child's learning.	The curriculum supports and empowers all students to learn and achieve personal excellence. Learning environments at Mangatangi School have high expectations in which students are encouraged to be goal setters and reflect on their ability to be the best they can be. Programmes are based on an integrated curriculum in which both play based and inquiry learning is encouraged through authentic learning experiences.	Mangatangi School provides students with a broad education that enables them to make links within and across learning areas. Strong relationships with other education providers within our community, our whanau and Kahui Ako aide smooth transitions into school, through school and beyond. Staff work alongside the whanau of our akonga to develop clear learning pathways built on their aspirations, strengths and cultures.
<i>Inclusion</i> Mangatangi School will do all it can to address learning needs in such a way that it reflects equity and equality amongst all students. Pupils who are identified as having talents in particular areas or have additional learning needs (at risk) are identified through ongoing assessment and teacher observation. Programmes to meet these needs are constantly reflected upon and modified to best utilise the staffing within the school. Teachers, Learning Assistants and support agencies are utilised alongside parent/whanau support. <i>Cultural Diversity</i> Mangatangi School will overtly demonstrate respect for, and acknowledge traditions and histories of our multicultural nation. Students are encouraged to acknowledge each other for who they are, where they come from and what they can do, with talents celebrated and needs supported.		<i>Learning to Learn</i> Mangatangi School students will be provided with opportunities to reflect on their learning and successes. Students will be supported in developing the skills and strategies required to become independent and creative life-long learners. This includes developing the knowledge, attitudes and values required to persevere when faced with a challenge, how to set and achieve specific learning goals and how to respond appropriately to feedback and feed-forward. Staff and students at Mangatangi School understand the significance of fostering positive relationships that are conducive to learning not only with each other but also with whanau and the wider community.
	<i>Future Focus</i> Together we work to ensure that programmes are in place promoting the environment, sustainability, citizenship, enterprise and globalisation. Children will increasingly become aware of their place in society and the role they play in shaping our future. As a Rights Respecting School students gain an understanding of their basic human rights and what needs to be done to uphold these. This includes gaining the understanding that with rights comes responsibility and that we all have a role to play when it comes to protecting our rights not only now but in years to come.	<i>Treaty of Waitangi</i> The curriculum acknowledges the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori, te ao Māori, tikanga and other aspects of Māori Culture and history. Whole staff inquiries have been undertaken to gain deeper understandings to ensure our Māori students enjoy educational success as Māori. Māori achievement is reported as part of the assessment and reporting cycle with self-belief and high expectations incorporating the strategies outlined in Ka Hikitia and the Tataiako competencies.



Mangatangi School

Mangatangi School is a rural, full primary School, currently employing 5 teachers and 2 Support Staff with a funded roll of 100 students. The Mangatangi district is a dairy, beef and sheep farming area approximately 32 kilometres from Pukekohe and 40 kilometres from Thames. The pupil catchment area is within a 20km radius. The diversity of the people, both rural and urban adds to the quality of school life.



A large majority of students travel to school by bus which is a service provided by a local operator. With our rural flavour we provide a country atmosphere with city convenience.

The School Board and our Home & School group provide additional funding over and above the Ministry allowance as part of their commitment to providing additional support and the best learning opportunities for our students. This support is on-going enabling purchasing of equipment to support learning.



Mangatangi School is over 100 years old. We are a well-resourced school with lovely buildings, grounds and surroundings which are well maintained and attractive. The school has its own library and computer suite, and is well resourced through B.O.T and community initiatives. The grounds consist of an amazing pool complex, an adventure playground, a rope climbing playground, the neighbouring community tennis courts, sandpit area, and a large grassed area. We also enjoy the use of the local community hall – which is within easy walking distance. The students of Mangatangi School take part in a wide range of annual events with other local schools, Franklin Schools and Hauraki Schools. Our annual Calf and Lamb Day is a highlight every year for the entire community.



A strong community spirit exists within the area and both parents and the wider community are actively involved, interested and supportive of their rural school. Newsletters are emailed to parents/caregivers/community members each week and are on the school website www.mangatangi.school.nz. In addition, individual classroom emails are sent on a weekly basis to parents and the Skool Loop App provides immediate communication with parents who have downloaded the app, as does our school Facebook page.

The high-quality Staff and Board of Trustees are committed to ensuring that the needs of our students are paramount and that we provide a secure environment for children to learn and develop, and are committed to excellence in education.



Strategic Goals

Strategic Goal	NELPS/INITIATIVES	STRATEGIES	OUTCOMES for 2024
1. Curriculum Development Deliver a responsive Curriculum that ensures all students can achieve and develop capabilities 	a) Learners at the centre implement an innovative school curriculum that is personalised to the needs of our students and their interests within our rural community. b) Great education opportunities and outcomes are within reach for every learner. Students will be aware of their learning needs, and have access to resources needed to succeed c) Quality teaching and leadership Quality teaching and leadership make the difference for learners and their whanau. d) Future proofing our learning Learning should be relevant to our students as New Zealanders today and in the future.	➔ Teachers learn how to be evaluative thinkers about their programmes so they deliver a responsive curriculum. ➔ Students will be active and committed participants to their learning ➔ Teachers develop their assessment capabilities ➔ Use digital technologies to enhance but not dominate students' learning. Giving students access to the curriculum whilst teaching them digital awareness.	➤ teachers constantly reflecting on their practices ➤ It is clearly evident in classrooms that there is a quality relationship between teachers and their students and the student and their success is built on that quality relationship. ➤ embedded into teacher practice is Liz Kane's Structured Literacy and Wilkie Way Maths. ➤ students will use digital technology for authentic ways to create, combine, store, develop, retrieve and share digital content.

2.Cultural Capability and Responsiveness

Ensuring equity frames our learning



- a) Learners at the centre
Our school environment will reflect multiculturalism
- b) Great education opportunities and outcomes are within reach for every learner.
We believe every child can succeed.
- c) Quality teaching and leadership
Using our community as a valued resource to utilize cultural practice and diversity
Tracking and monitoring all students
- d) Future proofing our learning
Provide opportunities for quality engagement to be fostered so high expectations are achieved.

- ➔ Partnership - working with our Māori communities to achieve educational goals for our Māori students.
- ➔ Protection - using identity, language and culture as a means of expressing Te Tiriti.
- ➔ Participation - equity for Māori by increased participation and success.

- Uphold the commitments of the Treaty of Waitangi
- Foster New Zealand's multicultural society
- foster the goals set by the Kahui Ako
- Encourage Parent / community voice
- Equitable educational outcomes for all
- Individuals can identify what is important in their culture and in the culture of others.
- All students will be exposed to Te Reo on a regular basis
- All students will experience Waiata / Kapa Haka

3. Leadership building Leadership capabilities to increase capacity 	a) To develop student leadership and student voice. b) Having a programme around student leaders which provides opportunities on how to be a leader. c) Promoting leadership in our school and in our classrooms giving access to all students. d) To grow and develop School Board skills to contribute effectively to governance of Mangatangi School. e) Professional development for Staff	→ to continue to build a coaching and mentoring culture within our school → foster risk-taking which will in turn foster leadership capabilities → students leading and contributing to conversations about learning → student being aware of and following the Mangatangi Manaakitanga and through the Rights of the Child. → Staff will feedback from PD courses	➤ high trust professional relationships are evident in our school ➤ foster risk-taking that will develop and grow leadership capabilities ➤ students leading and contributing to conversations about learning ➤ students having a strong awareness of how they can contribute and participate at Mangatangi School and beyond.
4. Well-being - Hauora Developing lifelong skills and strategies to manage and have awareness of self.	a) Grow a shared understanding of wellbeing in our Mangatangi School Community and beyond	→ implement and embed the culture of Mangatangi Manaakitanga/ THIRST for learning into all classrooms. → teachers and students can use the common language from the Convention of UNCRC Rights of the Child	➤ Effective practices to meet the needs of the students and staff ➤ students are using skills and strategies of Mangatangi Manaakitanga ➤ students are able to identify what rights and responsibilities they are dealing with on a daily basis ➤ a decrease in anti-social behaviour in our students

5. Continuous Improvement Embedding a culture in the school of continuous improvement with robust self-review and evaluative thinking 	a) Strengthen links between the Professional Growth Cycle and coaching (if still applicable) b) Maximise our SMS Hero to ensure families and whanau can view their child's learning c) Deliver targeted property projects	➔ Professional development ➔ Support Staffing to assist with children's learning ➔ High standard of facilities to support learning and teaching	➤ Teachers collaborate on our school wide focus. ➤ coaching and mentoring will be an integral part of all teachers professional lives ➤ to have a clear, coherent and user friendly learning support register ➤ to have a quality physical learning environment that supports our teaching