

Te Kura o Mangorei

Community Vision for Mangorei

'Knowing myself, knowing our place, finding my future'



The Vision for Mangorei School was implemented in 2023 after consultation with community, school board, students and staff.

The Vision reflects the desire from those stakeholder groups to have a vision that is

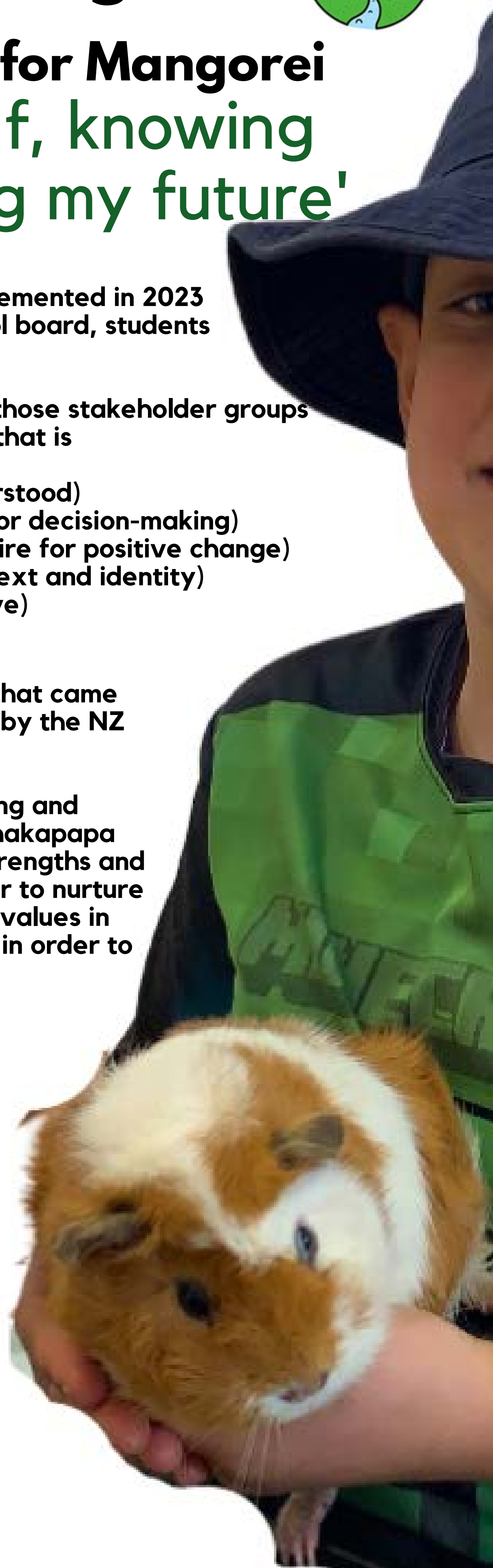
Specific	(Clear and easily understood)
Magnetic	(It provides direction for decision-making)
Aspirational	(Creates hope and desire for positive change)
Relevant	(To the Mangorei context and identity)
Call to action	(A challenge to improve)

The Vision collates three key elements that came through in consultation and is enhanced by the NZ Curriculum

Knowing Myself, This is the understanding and valuing of one's cultural background, whakapapa and heritage. It is the finding of one's strengths and the confidence to try new things in order to nurture a growth mindset. It is the grounding of values in action and the journey to loving oneself in order to love others.

Knowing our place, This is the understanding and valuing of our combined histories and connections to our local area, our city, our region and our country, as well as places special to us.

Finding my future, This is the building blocks of confidence that are built over time. It is the positioning of ākonga in a place that the education and learning they have at Mangorei opens future pathways. This is for continued learning and ultimately for all careers options to remain open for them as passions are discovered.



Te Kura o Mangorei



'Knowing myself, knowing our place, finding my future'
' E mohio pū ko wai au, e mohio pū ki tāku turanga, kia rapu
tāku huarahi'

Consultation

Whānau

Data to support planning is collected both formally and informally. Face to face discussions over the year, combined with digital surveys through the school newsletter, and feedback to staff over the year. In 2023 we trialled Year 8 students interviewing family members on community days which in itself saw over 90 responses on it's own. Once collated these are reviewed to look for responses on a similar theme to be included in the planning.

Community



Ākonga

Student voice in school direction is captured through an active Mangorei School Council who, through elected Councillors meet regularly to look at common positives and work ons across the school. The council then plan to provide opportunities or solutions. All students in Year 4 to 8 completed anonymous wellbeing surveys to capture voice on sense of belonging, acknowledgement of school and individual culture and safety at school. Teachers are at the forefront of hearing student voice everyday and are encouraged to share this with senior staff.

Students

Kaimahi Kura

Staff contribute to school direction through the collation of data (to support target learners) and support for professional development initiatives by actioning new pedagogical approaches in classes. Staff voice is collected in regular staff and syndicate meetings and are encouraged to discuss priority learners with syndicate leaders and the school SENCO (Special Education Needs Co-ordinator). School Leaders work on having open lines of communication throughout the year to discuss our tamariki and their progress.

Staff



Te Tiriti o Waitangi



Within our localised curriculum, our daily interactions and our school culture we are committed to honouring and giving effect to the principles and values of Te Tiriti o Waitangi .

Strategies to do so are:

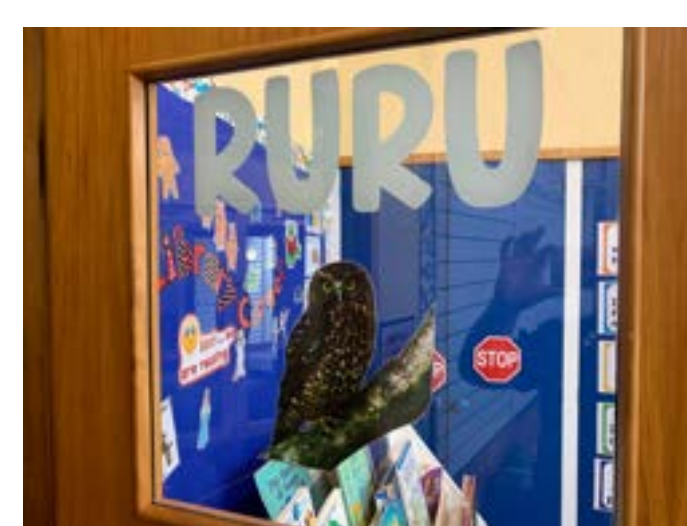
Providing a localised curriculum that focuses on the potential of all learners to thrive without compromising who they are

Recognising and embracing the increasing cultural diversity of our learners and community through inquiry

Strengthening our awareness, knowledge, understanding and use of Te Reo Māori, Tikanga Māori and Mātauranga Māori. (Mātaiaho - weaving of the learning strands)

Embedding the whakapapa of Te Mātaiaho (Refreshed New Zealand Curriculum)

Our Aotearoa New Zealand Histories is interwoven into all aspects of our school context (past, present and future), culture and learning programmes. Direct links and connections are made to our local whenua (land), pūrākau (local stories) and Tangata Whenua, namely Ngāti Tūparikino who historically lived in the land that our kura now stands on. (Mātaiahika - relationships with and learning from local hāpu)



Te Kura o Mangorei



Strategic Plan 2024-2025

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Strategic Goals

He Tāngata

People

Strengthen community partnerships, communication and staff capabilities

He Turangawaewae

Place

Develop a relevant, place based curriculum

He Tikanga

Purpose

Strengthen Hauora and Wellbeing practices for students and staff

Success Statements

Students will thrive from having capable staff that develop collaborative relationships with parents and hapū

Students will experience a place based curriculum that is rich, culturally sustainable and future focussed

Learning and teaching will be supported with strong Hauora Practices

Leading to...

Increased Student Engagement and improved learning outcomes for students across all curriculum areas





' Knowing myself, knowing our place,
finding my future'

He Tāngata

Our People

Strategic Goal 1



Strengthen
community
partnerships,
communication
and staff
capabilities

Strategic Initiatives

Professional
growth cycle and
PLD
that strengthens
staff capabilities
in providing
equity for all
learners

Collaborative
Partnerships
with
Ngāti
Tuparikino

Real time
reporting, goal
setting and
communication
with Whānau

Deliberate Actions

Coaching model
developed for staff using
Mangorei UNPIC model
PGC Template trialed for
teachers and principal
Staff capabilities in Te
Reo me ngā Tikanga
evident in daily interactions
and provision made for
continued PLD in Te Reo
Whole school PLD in
Structured Literacy
including school-wide long
term plan developed.

Building up of further
purakau from Ngāti
Tūparikino to share in
unit planning
Actively seeking ways
we as a school can
support our local hāpu in
ways that will enrich our
tamariki's learning

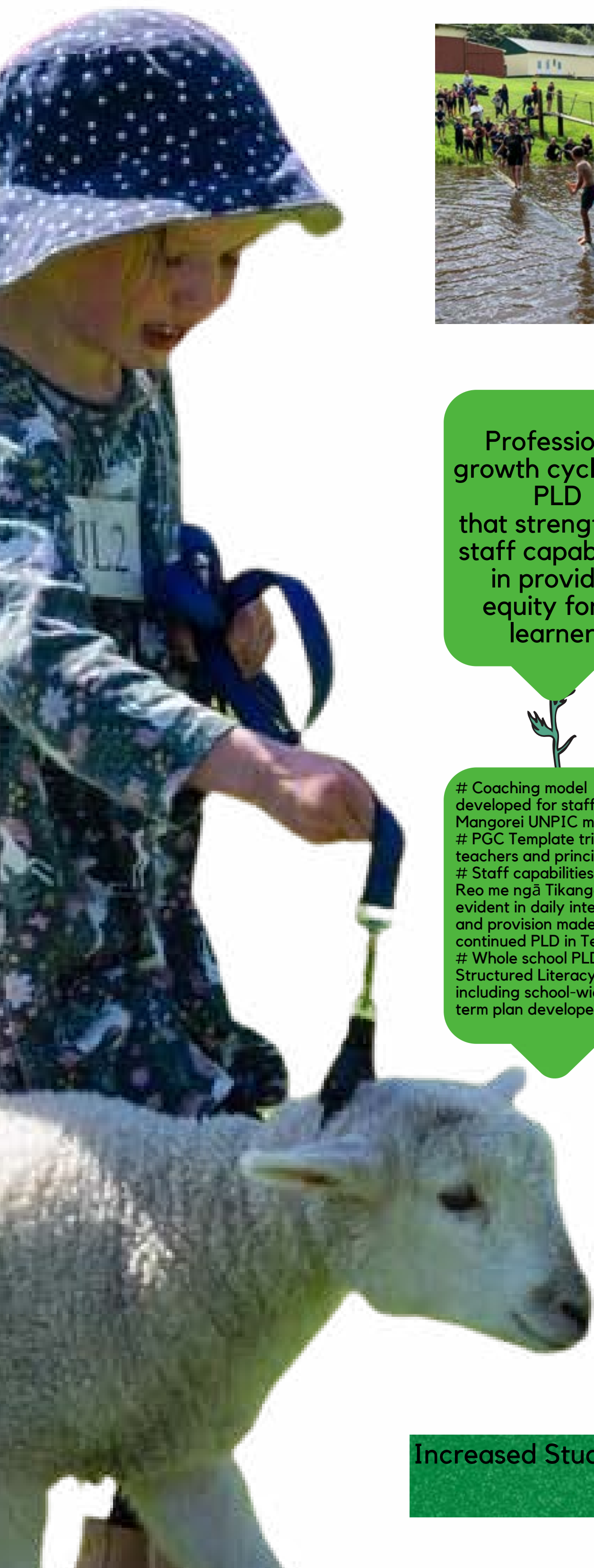
Continued managed
transition of community to the
communication aspects of the
HERO SMS system including
collating feedback from 2023 in
order to improve and activating
of the school calendar for
parents to view
Teacher's use of goals on
HERO to use real time reporting
to inform parents of their child's
progress and achievement
Creation of a managed school
social media site and updated
website used for celebration,
education and communication
with our whānau

Success Statement

Students will
thrive from having
capable staff that
develop
collaborative
relationships with
parents and hapū
that strengthen
teaching and
learning



Increased Student Engagement leading to improved learning outcomes for students
across all curriculum areas



' Knowing myself, knowing our place,
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He Turangawaewae

Our Place

Strategic Goal 2



Develop a
relevant,
place based
curriculum



Strategic Initiatives

Develop
culturally
sustainable units
incorporating
Matauranga
Māori, with our
'local place'
as the focus

Implement Te
Mataiaho - The
Refreshed NZ
Curriculum

(Currently CPM, English
and Maths are under a new
review as of Nov 2023)

Curriculum
development
reflects
kaitiakitanga
for our
environment

Strengthen
relationships with TOPEC
in our backyard and
investigate ways to have
wider school
participation at this
significant site
Planning and teaching
of a localised ANZAC
Unit across all levels in
the school, including
local hapū knowledge.

NZ English and
Mathematics with
Statistics refreshed
curriculum areas ready
for implementation start
of 2025
Common Practice
Model explored by
Leadership team and
planning in place for
dissemination to
teaching staff

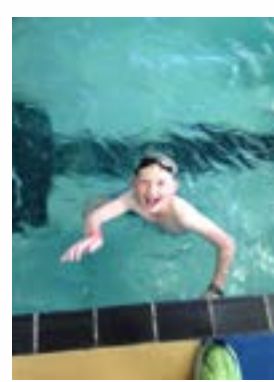
Development of new
garden and
maintaining of orchard
space as an outside
learning opportunity
for students through
community
involvement
Entrench
environmentally sound
practices throughout the
school with waste and
pests

Success Statement

Students will
experience a
place based
curriculum that
is rich,
culturally
sustainable
and future
focussed



Increased Student Engagement leading to improved learning outcomes for
students across all curriculum areas





' Knowing myself, knowing our place,
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He Tikanga

Our Purpose Strategic Goal 3

Learning and
teaching will
be supported
with strong
Hauora
Practices



Strategic Initiatives

Increase more active transport to school and more active and creative play
(76.8% of students are not actively travelling to school (Feb 2024)

(A snapshot showed 19% of students not engaged in any active play during lunchtime (Dec 2023)

Make visible the school's commitment to valuing our cultural diversity that makes Mangorei special
(In 2023, 74.6% of students felt teachers were 'interested in my family background')

Developed Graduate Profile that reflects our holistic approach
Parent consultation in Nov 2023 saw 42% of parents respond

Deliberate Actions

Investigate and collect spare parts objects that will promote creative thinking and play

Measure and promote active transport to and from school to improve learning engagement through hauora

Coordinate a school multicultural celebration with community involvement with the focus on it becoming an annual/biannual event

Coordinate a school Matariki celebration with community involvement that transitions into an annual event

Collation of community, staff and student perspectives on what qualities and skills a Year 8 leaver should have
Profile shared with community and used as a measuring tool for how this can be built on across the year levels

Success Statement

Learning and
teaching will
be supported
with strong
Hauora
Practices



Increased Student Engagement leading to improved learning outcomes for students across all curriculum areas

Annual Implementation Plan

' Knowing myself, knowing our place,
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He Tāngata - Our People

Strengthen
community
partnerships,
communication
and staff
capabilities

Mangorei Expectation	What will we do differently?	When will it be achieved by?	Who is leading the success of this?	How will we measure success?
Coaching model developed for staff using Mangorei UNPIC Model	Match the GROWTH model with the school UNPIC model Experiment with the model as a staff or Roopu to consolidate	By end of Term One 2024 By end of Term One 2025	Principal Leadership Team Principal Leadership Team Staff	Having a completed coaching model ready to trial All staff are aware of a new model and have experimented with it
Professional Growth Cycle template trialled for teachers	Look at various models and use in the refresh of our current model PGC template trialled	By end of Term 1 2024 Developed by end of Term 2 2024, trialled Terms 3 and 4	Principal Deputy Principal Principal Leadership Team Staff	Current model refreshed and ready to use Evidence of this in use with every teaching staff member
Staff capabilities in Te Reo me ngā Tikanga evident in daily interactions and provision made	Mangorei Expectations shared with all staff -Use of Karakia /Waiata /Pepeha /Roll taken in Te Reo each day As part of the PGC, Te Reo and Tikanga goals incorporated and measured	In First Staff Meeting, followed up on before end of Term 1 2024 Measured over Term 3 and 4 As part of PGC trial in Terms 3 and 4	Principal Principal Leadership Team	Staff Meeting discussions and seen in Class Walkthroughs All tamariki know and can lead the school pepeha/karakia in class PGC for all teachers shows written goals in this area
Whole School PLD in Structured Literacy, including school-wide long term plan developed	Continue with Learning Matters specialist in PD sessions, classroom observations and staff professional development Finalise induction plan for new staff and long term planning for ongoing commitment to SL.	Terms 2 and 3 2024 End of Term 2, 2024	Deputy Principal Deputy Principal Leadership Team Literacy Specialist	Positive Feedback and feedforward from Structured Literacy Expert Plan completed and reviewed by Structured Literacy Specialist

Building up of further purakau from Ngati Tūparikino and incorporating into unit planning	Organising of termly catch ups with Hapū members (Shane Cassidy/Rita Rukuwai) and sharing of long term planning and school direction	Termly from Term One 2024	Principal	Hui have been had each term and for any school-wide units there is a Te Ao Māori component which reflects our local Hapū values and perspectives
Actively seeking ways we as a school can support our local hapū in ways that will enrich learning	Termly catch ups includes discussion around what is on top with the Hapū and if it is appropriate for the school to include our tamariki in a way to assist and learn by explicitly asking so	Termly from Term One 2024 By end of 2024 Mangorei School Tamariki have made a difference in supporting our local Hapū that has also provided a context for learning	Principal Staff	The question around how the school can support the Hapū is asked and explored each hui as part of agenda There has been an action made that supports Ngati Tūparikino and the learning of our tamariki
Activating, updating and promoting the school calendar on HERO	Checks in place for all dates placed on the shared calendar Promotion of Calendar to occur once all 'locked in' dates for 2024 set Calendar checks made weekly to ensure most recent information is transferred to caregiver calendar	Ongoing from Term One 2024 Mid -Term One 2024 and ongoing Weekly	Hauora Whānau Leader Office Administration Principal Hauora Whānau Leader Office Administration Principal Office Administration	Surveying done of caregiver community completed in Term 3 2024 to check on impact and improved communication Feedback from staff on effectiveness
Real time reporting and use of goals to inform caregivers of progress and achievement	A plan is made that maps out Teacher use of HERO for 2024 and 2025 in a sequential and manageable way that supports improved communication with caregivers over their child's learning, achievement of year level appropriate goals. Regular sharing of this plan and 'what's on top' and 'what's coming up' in staff situations	End of Term One 2024 Monthly at least	Hauora Whānau Leader Hauora Whānau Roopu Hauora Whānau Leader	Surveying done of caregiver community completed in Term 3 2024 to check on impact and improved communication Feedback from staff on effectiveness
Creation of a managed school social media site and updated website used for celebration, education and communication with our whānau	Establishment of a Whānau Roopu who will investigate and present a plan for how such a site can be managed including live streaming, privacy and use to improve communication and celebration with whānau Our ICT specialist will have stronger support from experts	End of Term One for investigation End of Term Two for execution Up and running by end of 2024	Hauora Whānau Leader Hauora Whānau Roopu ICT Specialist	Social Media site set up, fit for purpose and positive data collected by caregiver community including next steps New website created and feedback received by staff and community and feedback actioned if warranted



He Turangawaewae - Our Place

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tāku turanga, kia rapu tāku huarahi'

Develop a
relevant,
place
based
Curriculum

Mangorei Expectation	What will we do differently?	When will it be achieved by?	Who is leading the success of this?	How will we measure success?
Investigate and action ways to have wider school participation and connection with TOPEC	Deliberate planning and then execution of how all tamariki can be exposed to the learnings of this part of our local area, history and significance of this site to local hapū	Plan in place by end of Term One 2024 All tamariki to have had this learning experience reinforcing our Kaitiaki responsibilities by end of year 2025	Hauora Tinana Leader Hauora Tinana Roopu	Plan has been created, shared and discussed with leadership All tamariki have visited TOPEC and learnt the significance of this site to local hapū through a kaitiaki lens
Plan and teach a localised ANZAC unit across all levels and incorporating local hapū knowledge	Using the refreshed Social Sciences and ANZH Curriculums, plan a schoolwide sequenced unit of learning for Year 1 to 8 exploring ANZAC Days significance, Mangorei students who served in World War 2 and Bert Wipiti's role	Planning completed by Week 8 Term One 2024, unit taught end of Term One or start of Term Two	Principal Roopu Leaders Class Teachers Lane Clark	Plan has been created, Unit has been taught, assessed and evaluated
English and Mathematics & Statistics refreshed curriculum areas ready for 2025 implementation	Use of Ministry Advisors to assist with the unpacking of the refreshed areas Designated Teacher Only days provided Comparison with how current programmes (Structured Literacy and PRIME) support the new documents. Unpacking of Te Mataiaho and the whakapapa of the refresh	Assigned days in Terms 2 and 4 On allocated Leadership days in Terms 1,2 and 3, completed by Term 3	Principal MOE Principal Deputy Principal	Teacher Only days are had and school and staff clarity around the English and the Mathematics and Statistics documents is present in staff discussions The Mangorei School Curriculum includes the new refreshed areas
Common Practice Model explored and incorporated into the Mangorei Curriculum	Common Practice Model (once released) is used to measure up against current Pedalogical Practices and programmes here at Mangorei Induction Plan regarding Lane Clark Processes developed for new staff	Dependent on release of finalised document and expectations from the Ministry End of Term 3	Principal Leadership Team Principal Leadership Team	Components of the Common Practice Model are compared to the Mangorei Pedalogical Practices and Programmes. Staff and leadership team have discussed the similarities and differences and have worked through making connections

With student learning at the forefront, develop a Matariki Mara and maintain the school orchard

Development of a community team to support this kaupapa

Establish a two year plan of placement, construction and maintenance

Garden is linked to learning for the whole school, although coordinated by envirogroup seniors

Mara constructed

By end of Term 1 2024

By end of Term 2 2024

By end of Term 3 2024

By end of Term 3 2024

Hauora Tinana Group School Community

Hauora Tinana Leader Principal

Hauora Tinana Roopu Principal Leadership Team

Hauora Tinana Roopu Caretaker Team Principal

There is a constructed Matariki Mara which has a plan for its upkeep over two years

There is a team of community volunteers who support students in the running and upkeep of the garden

There is a petite inquiry planned which connects the Mara to the living world strand in Science, Matauranga Maori and Matariki

Entrench enviro practices around waste and pest control with tamariki

Data Gathering, investigation and UNPIC around the reduction of overall waste on special Mangorei Days by a team.

Work in conjunction with PTA for recyclable packaging on sold products

The running of the Pest Control Group. Promoting this team in the school and how they are protecting our birdlife in and around the school

Ongoing from first Whānau Kai Tahī day through to Pets Day

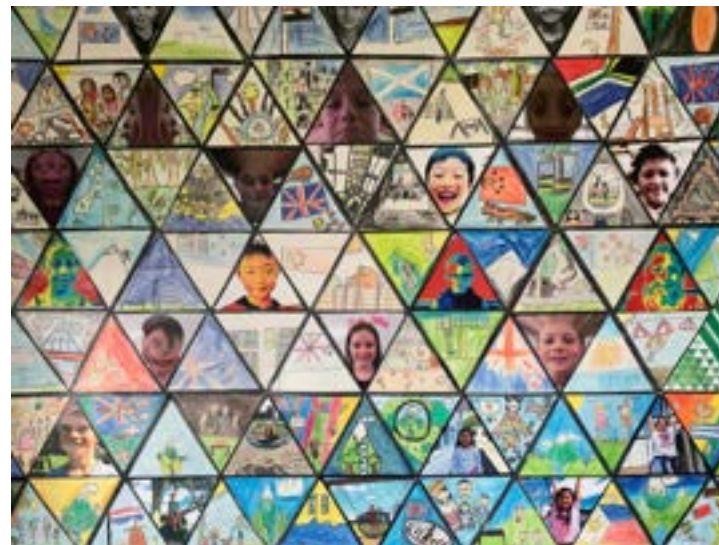
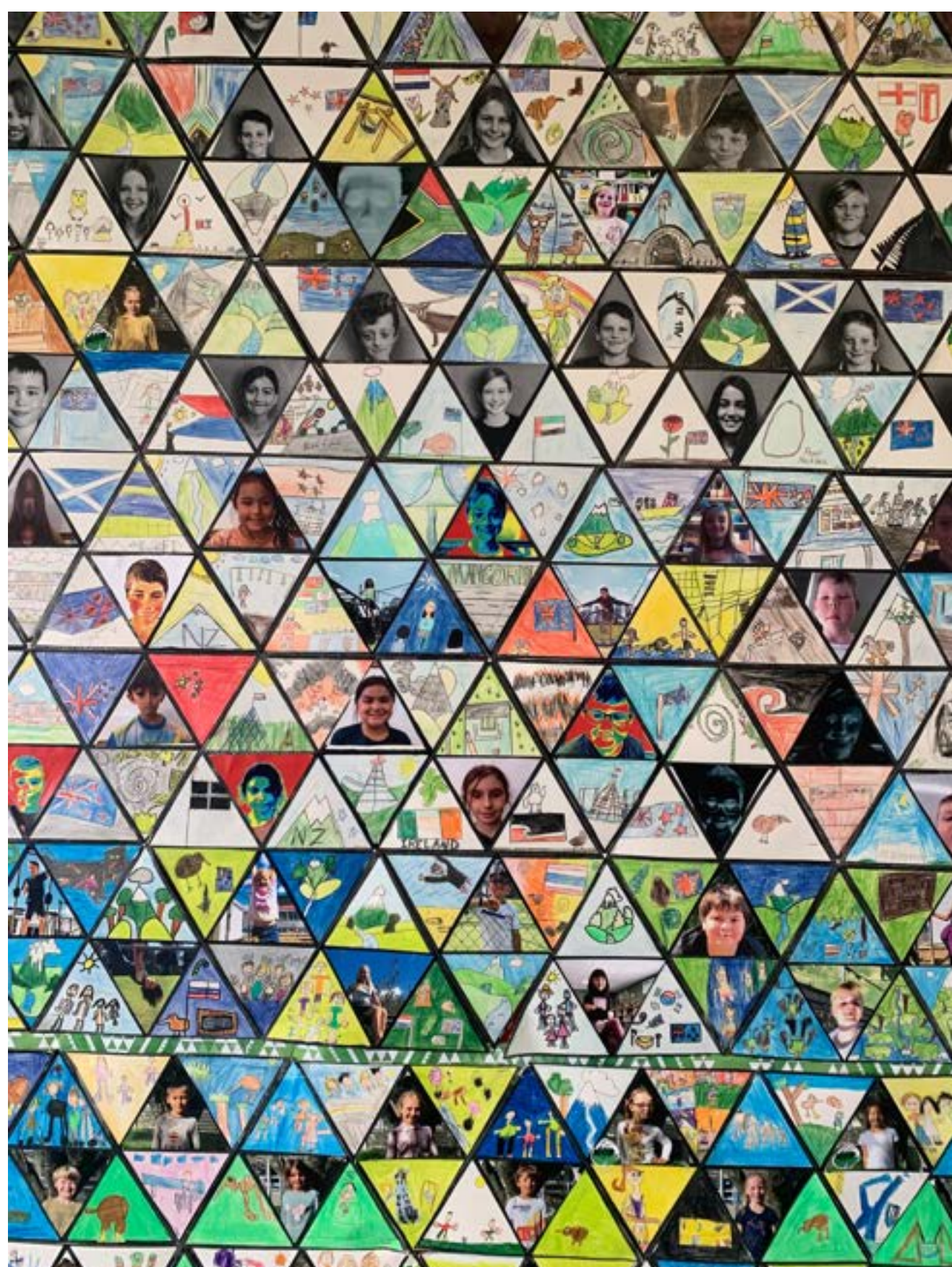
By end of Term 1

Hauora Tinana Leader Hauora Tinana Roopu

Hauora Tinana Leader Hauora Tinana Roopu

15% reduction in waste on special days (increases in recycling)

Pest Control Group have operated through out year. They have a profile in the school through HERO/Social Media/Newsletter posts



He Tikanga - Our Purpose

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Learning and Teaching will be supported with strong Hauora Practices

Mangorei Expectation	What will we do differently?	When will it be achieved by?	Who is leading the success of this?	How will we measure success?
Investigate and collect spare parts objects that will promote creative thinking and engagement in active play	Data Collecting to identify the percentage of students disengaged from active play Have a planned approach to the introduction and management of equipment over time	By end of Term Four	Hauora Hinengaro Leader Hauora Hinengaro Roopu	Reduction from 19% disengaged to 10% by end of Term Four
Increase active transport to and from school	Data Collect over the year, engage with 'Let's Go' and highlight the our brand new new footpath and benefits of exercise before learning	Term 1 2024 to Term 1 2025	Hauora Hinengaro Leader Hauora Hinengaro Roopu	Increase from 23.2% to 40% active travel to and from school
Coordinate a school multicultural celebration with community involvement, with the focus on it becoming an annual/biannual event	Identification of all current cultures at Mangorei	During Term One 2024	Hauora Wairua Leader	When completing a Health and Wellbeing survey with our students we see a 10% increase in the results relating to students feeling their cultures are aknowledged and valued (74.6% in 2023)
	Engagement with Whānau from different cultures and being guided by their thoughts on engagement	During Term Two 2024	Hauora Wairua Leader Hauora Wairua Roopu	
	Establishing a context in which to celebrate and have these cultures shared with the community and all tamariki	By End of Term Three 2024	Hauora Wairua Leader Hauora Wairua Roopu School Staff	
Coordinate a school Matariki celebration with community involvement that transitions into an annual event	Creation of a Matariki Mara that will be a feature from 2025 onwards in this	During Term Three 2024	Hauora Tinana Roopu Community Crew	Hapū have been consulted and collaborated with about a Matariki Celebration. The community event has been held close to Matariki and our students understanding and learning around this has been seen across all classrooms
	Creation of a team who will develop this idea that supports and explores this learning in class	Start of Term One 2024	Hauora Wairua Leader Hauora Wairua Roopu	
	Engage with local Hapū well in advance to consult and collaborate around involvement	By End of Week 7, Term One 2024	Hauora Wairua Leader Principal	
Collation of community, staff and student perspectives on what qualities and skills a Year 8 leaver should have including the 'WHY'. Profile shared with community and used as a measuring tool for how we can plan to have our students attain this by time they transition to High School	Staff responses include the why and include skills and knowledge as well as personal attributes	By end of Term Two 2024	Principal Leadership Team School Board	Mangorei School Graduate Profile completed and shared with community
	Student responses collated in senior classes	By end of Term Two 2024		
	Local Hāpu consulted on aspirations for Tamariki from a Te Ao Māori Perspective	By end of Term Three 2024		
	Staff/Leadership/ Board look at and collate responses to a completed profile	By end of Term 4 2024		
	Profile shared with community	By end of Term One 2025		