

Te Kura o Mangorei
Mangorei Full Primary School

Annual
Implementation
Plan

2026



The Three Strategic Goals

Our strategy focuses on three key areas to support meaningful, measurable outcomes for our tamariki.



He Tāngata Our People

Strengthen community partnerships, communication and staff capabilities.



He Turangawaewae Our Place

Develop a relevant, place-based curriculum.



He Tikanga Our Purpose

Learning and teaching will be supported with strong Hauora Practices.

He Tāngata Our People



**Strengthen community
partnerships, communication and
staff capabilities.**

He Tāngata Our People

Strategic Goal	Strategic Initiative	Deliberate Actions	Measurement of success
Strengthen community partnerships, communication and staff capabilities	Use the Mangorei School Professional Growth Cycle (PGC) and UNPIC Coaching Model (School developed coaching Model) to see improved teacher practice in school-wide and personal goals (2nd Year)	Set Schoolwide professional goals, with individual goals set after first face-to-face hui (Leadership Team)	100% of Teaching staff have documented and discussed schoolwide and personal goals (Term 1) confirming that two observations are completed as part of the coaching cycles (Term 1 and 3)
		Two Observations are completed by the Leadership team with follow up coaching conversations had with all teachers	
		Review PGC process with staff including achievement of schoolwide and personal goals (Leadership Team)	
	Collaborative partnerships with all school stakeholders to gain voice for ongoing planning	Formation of a document that forms the basis of a rough draft Strategic Plan, initially collated with staff, student and board contributions (Principal/Leadership Team/Board)	75% or more of school families (Total whānau at present = 199) have contributed a voice in the creation of the 2027 Strategic Plan (Term 4)
		Develop a range of ways to collect stakeholder/community voice on the initial draft (Principal)	
		Collate responses and look for patterns in data that may impact of the 2027 Strategic Plan (Principal/Leadership Team/Board)	
	Develop Curriculum clarity and concise communication to our community	Provide transparency for the school community how the curriculum changes are being implemented (Principal)	75% or more of parents understand the schools direction with the new refreshed curriculums and can show a developing understanding of new report formatting (Term 3)
		Roadmap developed on how widespread assessment and reporting changes are being implemented, including the 5 new standardised descriptors (Principal/Leadership Team)	

He Turangawaewae Our Place

Develop a relevant,
place-based
curriculum



He Turangawaewae Our Place

Strategic Goal	Strategic Initiative	Deliberate Actions	Measurement of success	
Develop a relevant place based curriculum	Ngāti Tūparikino Hapū voice included in three key areas - the School Centenary, establishment of Bilingual signs using correct mita (dialect) and in the 2027 Strategic Plan	Termly hui with Rita Rukuwai of the Tūparikino hapū with a focus on continued relationship building, including matauranga Māori (Māori Knowledge) in the three key areas for 2026 (Principal/Presiding Member)	100% of Bilingual Signage around school reflects local Mita (dialect) (Term 3)	
			Tūparikino influence and acknowledgement in the School Centenary (Term 2)	
			Hapu voice included in 2027 Strategic Plan (Term 4)	
Implement refreshed curriculum areas of Mathematics and English, including changes to reporting and assessment		Engage in Professional Development that explores the documents, posing next steps for teachers (PD Provider/Principal/Leadership Team)	Teacher knowledge, understanding of how to implement and ability to make informed decisions - Overall Teacher Judgements (OTJ's) - on the Maths and English Curriculum has increased an average of 50% from 2025 to end of 2026 through surveying at key times (Term 1-4)	
				Planning reflects new curriculum terminology and 'teaching to the level' (Class Teachers)
				Student Targets are developed for identified tamariki in the Consolidating, Developing or Emerging cohorts in relation to new curriculum expectations (Principal/Leadership Team)
Plan, organise and execute an inclusive, vibrant Centenary that showcases the strength of community, heritage and legacy of Mangorei School		Students are taken through learning on School History and connection, with a visual response in each class that develops a place based learning unit (Leadership Team/ Class Teachers)	Engagement to all ticketed events is greater than 90% and the post-event survey shows 80% or more attendees were satisfied with the centenary event, including questions on community, heritage and legacy. (Term 4)	
		Centenary committee have regular hui on promoting, organising and executing the celebration of our place and connection, including a review session after the event (Principal/Centenary Committee)		

He Tikanga Our Purpose

Learning and teaching
will be supported with
strong Hauora (Health
and Wellbeing) Practices.



He Tikanga Our Purpose

Strategic Goal	Strategic Initiative	Deliberate Actions	Measurement of success
Learning and Teaching is supported with strong Hauora (Health and Wellbeing) Practices	Make visible the school's commitment to creating an environment of hauora and safety for staff and tamariki at school	Survey staff on wellbeing and identify areas of growth to action (Principal/Leadership Team)	100% of School Staff are surveyed results collated and discussed at leadership and board level for next steps (Term 2)
		Complete purposeful learning in classrooms that highlights the importance and value of students cultural and family backgrounds including all Partnership forms returned to teachers (Principal/Classroom Teachers)	Student survey results show an increase from 78.1% to 85% of students reporting that teachers value their cultural and family backgrounds and a 95% return on the Partnership forms (Term 1 and Term 2)
	Support our Mangorei families in getting tamariki to school	Implement the Attendance Management Plan including working with families whose tamariki are below 90% to remove any barriers (Principal)	Improved school attendance from 69% in 2025 (students that attended 90% of the time or more) to 75% this year (Goal of 80% by 2030) with progress monitored termly to track improvement toward the annual target
		Develop and use an Attendance Improvement Plan alongside whanau of tamariki who are absent 15 days or more in a term (Principal)	
	Strengthen consistent behaviour and wellbeing practices across the school	Staff review on the current Behaviour Management Plan and processes with expertise of the Resource Teacher of Learning and Behaviour (RTLB) and then reshared with school community. Teacher refresh on Incredible Years (IY) strategies ongoing and used in both class and playground settings (RTLB/Principal/Leadership Team/Class Teachers)	A reduction of behaviour posts on HERO (241 in 2025) by 10% (Term 4)