



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.



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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 3 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)



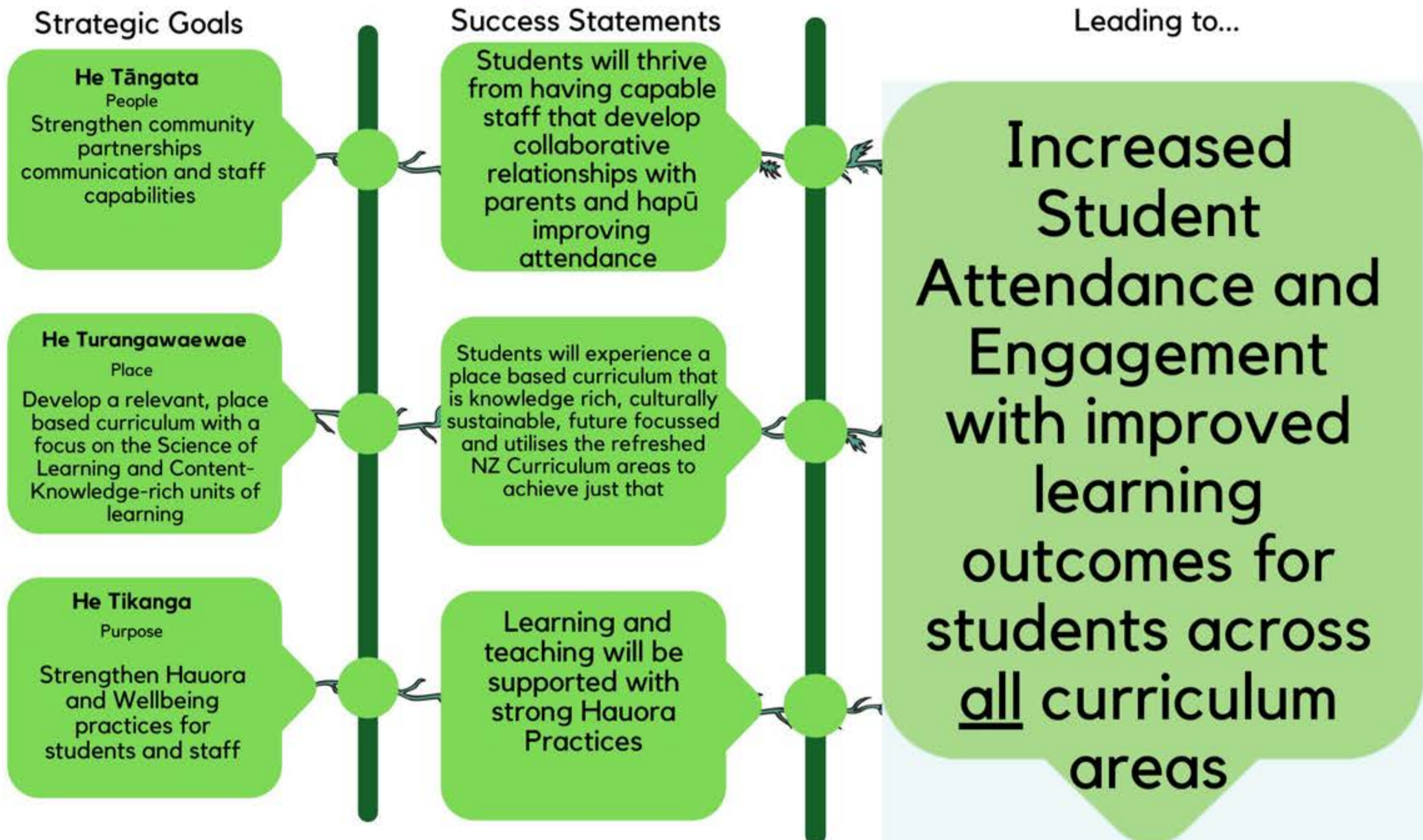
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Strategic Plan 2025

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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

Taking our
Whānau
with us on
the NZ
refreshed
curriculum
journey

Deliberate Actions

#School Leadership and staff are using the Mangorei School PGC model and UNPIC Coaching Model to improve practice.
#Staff capabilities in Te Reo me ngā Tikanga evident in daily interactions and provision made for continued PLD in Te Reo.
#Staff have professional development in understanding and actioning the refreshed Literacy and Mathematics Curriculum.
#Increased understanding on A.I. and how this can be a tool to assist roles across the school.

Inclusion of the significance Pūkākā and St Mary's Cathedral have on our local history. This is built into the ANZH unit for Y7/8 tamariki to learn as part of Māori and European arrival to Ngāmotu including visits to Te Whare Hongona.

Hapu engagement over our completed Y8 Graduate Profile and School-wide matariki-Puanga Unit.

Clear communication on a termly basis on the curriculum changes in relation to the progress and achievement of their tamariki

Improving Staff understanding on the impact the new curriculum expectations have on assessment in making precise and accurate Overall teacher judgements to inform caregivers

Success Statement

Students will thrive from having capable staff that develop collaborative relationships with parents and hapū that strengthen teaching and learning through informed learning on the NZ Refreshed Curriculum



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

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He Turangawaewae

Our Place

Strategic Goal 2



Develop a relevant, place based curriculum

Strategic Initiatives

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

Implement the Refreshed NZ Curriculum areas of literacy and Mathematics including the development of a Mangorei School Inquiry Process

A Committee, a direction, a purpose and plan developed and implemented in the celebration of Mangorei School's Centenary for October 2026

Deliberate Actions

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 Puanga/Matariki/Navigation Unit across all levels in the school, including local hapū knowledge.

NZ English (Y0-6) and Mathematics with Statistics (Y0-8) refreshed curriculum areas implemented
Draft Mangorei School Inquiry Process developed ready to trial

A call for a committee made of past and present connections with Mangorei School
Planning made around key components of a centenary celebration including clear deadlines throughout with advice from other schools who have held theirs

Success Statement

Students will experience a relevant, place based curriculum with a focus on the Science of Learning and Content- Knowledge-rich refreshed NZ Curriculums



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





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

He Tikanga

Our Purpose
Strategic Goal 3

Learning and teaching will be supported with strong Hauora Practices



Strategic Initiatives

Make visible the school's commitment to developing an environment of hauora and safety for tamariki at school

In 2024, 78.8% of all Y3-8's feel safe at school and 82.5% of Y3-8's know what to do if someone is being bullied or hurt

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')

Curriculum development reflects kaitiakitanga for the hauora of our environment

Deliberate Actions

Develop a process for Y0-2 students to contribute to data to build whole school picture
Staff PD from RTLB focussing on the root of bullying behaviour and solutions to protect the mana of all
Implementation of this learning in school processes and making this visible to tamariki
Introduction of Breakfast in School for our early arrivers at school to support focussed learners
Year 2 implementation of Loose Parts Play in the school

Timetabled communication with the students, staff and community of special cultural days of significance, made visible in the school
Bilingual Signs are installed at school to recognise the unique heritage and bicultural roots of the NZ environment

Maramataka focus across the school, all tamariki involved in the Mara/Orchard leading to the introduction of the Pataka kai.
Entrench environmentally sound practices throughout the school with waste

Success Statement

Learning and teaching will be supported with strong Hauora Practices



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

Annual Implementation Plan

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

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?
School Leadership and staff are using the Mangorei School PGC model and UNPIC Coaching Model to improve practice	<p>Schoolwide Goals, Walk through goals and personal goal set</p> <p>2 x observations are done over the year with follow up coaching conversations</p> <p>School review of process done end of year</p>	<p>Start Mid- Term One 2025</p> <p>By end of Term Three 2025</p>	<p>Principal Leadership Team Teaching Staff</p> <p>Principal Leadership Team Teaching Staff</p> <p>Principal Leadership Team Staff</p>	<p>All teachers have goals set in term 1</p> <p>Two observations and follow up formalised coaching sessions had</p> <p>Review is complete by end of Term 3</p>
Staff capabilities in Te Reo me ngā Tikanga evident in daily interactions and provision made for continued PLD in Te Reo, including a scope and sequence for Te Reo at Mangorei developed	<p>Introduction of Karakia kai and Whakamutunga in line with local hapū tikanga</p> <p>Use in classes of the Te Puna o te Reo programme managed in a structured way in staff hui. Staff are supported in taking on board Te Ahu o te reo if keen by management</p>	<p>By End of Term One</p> <p>Middle of Term One to Mid Term Four</p>	<p>Principal Teacher in Charge of Māori</p> <p>Teacher in Charge of Māori Principal</p>	<p>Karakia Kai and Whakamutunga understood by ākonga and known across the school and observed in classes</p> <p>Staff have had ongoing PD in Te Reo in Staff Meetings and evidence of this is observed in classes. All teachers who have wanted to continue with Te Ahu o te Reo have done so.</p>
Staff have professional development in understanding of the refreshed Literacy and Mathematics Curriculum	<p>Incorporation of aspects of the NZ Refreshed Curriculum are covered in at least two staff meetings a term. Teacher Only days are booked and where applicable Ministry of Education Advisors further staff understandings on these curriculums</p> <p>Evidence of this learning becomes apparent in staff planning and assessment</p>	<p>Ongoing from Term One</p> <p>Ongoing from Term Two</p>	<p>Principal Ministry Advisors</p> <p>Principal Leadership Team</p>	<p>At least 2 staff meetings each term are focussed on continued understanding of the expectations of these two curriculums.</p> <p>Teacher Only days are held with the curriculum at the centre</p> <p>There is evidence of these documents being used in class planning and assessment</p>
Inclusion of the significance Pūkākā and St Mary's Cathedral have on our local history. This is built into the ANZH unit for Y7/8 tamariki to learn as part of Māori and European arrival to Ngāmotu including visits to Te Whare Hongona.	<p>Collation of the rich content knowledge needed on this site and the significant events over time that occurred there. Then including this as part of the scope and sequence of learning for Y7/8 students. Y7/8 tamariki doing a field trip to this site.</p>	<p>Terms 2 and 3 2025</p>	<p>Te Tai o Rēhua Roopu</p> <p>Te Tai o Rēhua Roopu Leader</p>	<p>The Schoolwide unit that focusses on Māori Arrival to Aotearoa has increased content knowledge for Y7/8 students</p> <p>All Year 7/8 students have visited Pūkaka</p>

<p>Hapu and Māori Caregiver voice features in our completed Y8 Graduate Profile and School-wide matariki-Puanga Unit</p>	<p>Continued termly catch ups with Hapū members (Shane Cassidy/Rita Rukuwai) and asking and receiving feedback on the Graduate Profile</p>	<p>Termly from Term One 2025</p>	<p>Principal</p>	<p>Graduate profile completed and in line with Hapū and inclusion of voice from our Māori Caregivers. Schoolwide Matariki/Puanga Unit of learning completed and in line with Hapū and inclusion of voice from our Māori Caregivers</p>
<p>Increased understanding on A.I. and how this can be a tool to assist roles across the school, including the updating of the School Website</p>	<p>A thoughtful and considered investigation into Gemini AI on Google (as part of the paid for Google suite)</p> <p>Discussions with other schools who are using AI and the benefits and challenges therein.</p> <p>Investigation into providers of websites, scrutiny of examples and costs</p>	<p>Start Term One</p> <p>Start Term Two</p> <p>Start Term One</p>	<p>ICT Leader Principal</p>	<p>The development of what the school direction for AI implementation has been formed, based on evidence in preparation for a plan to be formed in 2026. A new School Website has started</p>
<p>Clear communication on a termly basis on the curriculum changes in relation to the progress and achievement of their tamariki</p>	<p>A critical look at how information is provided to families and decisions made around best fit for sharing these changes</p> <p>Termly information shared on schools movements with the incorporation of the new curriculum</p>	<p>Termly from Term One 2025</p>	<p>Principal Hauora Whānau Leader</p>	<p>Termly Communication has been made in a timely way, with clear easy to understand information around how Mangorei School is working with the new refreshed curriculum areas to benefit student learning</p>
<p>Staff improving understanding the impact curriculum expectations have on assessment and the use of HERO in making precise Overall Teacher Judgements to inform caregivers</p>	<p>Have regular opportunities to explore the curriculum documents in staff and roopu hui</p> <p>Trial e-asTTle as one of the Govt identified assessment tools</p> <p>In connection with HERO, opportunities to explore how these new expectations impact on our current Goals and OTJ's and adjust as needed to meet new expectations</p>	<p>Twice termly in Staff meetings as well as in Roopu hui</p> <p>Term One to Term 3</p> <p>Termly connections with HERO</p>	<p>Hauora Whānau Leader Principal</p> <p>Hauora Whānau Leader Principal</p> <p>Hauora Whānau Leader Principal</p>	<p>End of Year reporting has accurately adapted to the increased demands of the refreshed NZ Curriculum, E-assTTle has been trialled and feedback given, and these are reflected in our student management system</p>



He Turangawaewae - Our Place

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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?
Strengthen relationships with TOPEC in our backyard and investigate ways to have wider school participation at this significant site	Return to the TOPEC site, to extend our local curriculum and focus to include Maturanga Māori in our curriculum	Plans in place by end of Term One 2025 All tamariki to have had this learning experience 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 further on the significance of this site to local hapū through a kaitiaki lens
Planning and teaching of a localised Puanga/Matariki/Navigation Unit across all levels in the school, including local hapū knowledge.	Plan and teach a schoolwide sequenced unit of learning for New Entrants to Year 8 exploring Puanga and Matariki including the Maramataka, Māori Navigation and Astronomy	Planning starts in Term One through Roopu Planning days	Principal Leadership Team Class Teachers	Unit has been taught, assessed and evaluated Notes are made for improvements for next cycle
NZ English (Y0-6) and Mathematics with Statistics (Y0-8) refreshed curriculum areas implemented	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.	Assigned days in Terms 3 and 4	Principal MOE Principal Board 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
Draft Mangorei School Inquiry Process developed ready to trial	A critical look at what is currently occurring with student inquiry and how this can be implemented in units of learning. The creation of our own process that maintains the integrity of Science of Learning and can sit alongside our units of learning	Completed in Term One Trialling to start Term Three and Four	Principal Leadership Team School Staff Principal Within School Lead Kahui Ako	A Mangorei School Inquiry process has been refined/developed ready and trialling has started

A call for a committee made of past and present connections with Mangorei School

Communication made to main community shareholders both past and present who have been part of Board/PTA/Staff/Community in the formation of a committee

By end of Week 7 in Term One, Committee meetings held from Term Two onwards with regularity

Principal School Board

There is a Centenary Committee set up and underway with planning from Term 2

Planning made around key components of a centenary celebration including clear deadlines throughout with advice from other schools who have had similar events

Communication made with Schools who have/are having experience in planning such and event - what worked/did not etc.

Creation of a Plan, including a timeframe made and followed and committee meetings held regularly to maintain momentum

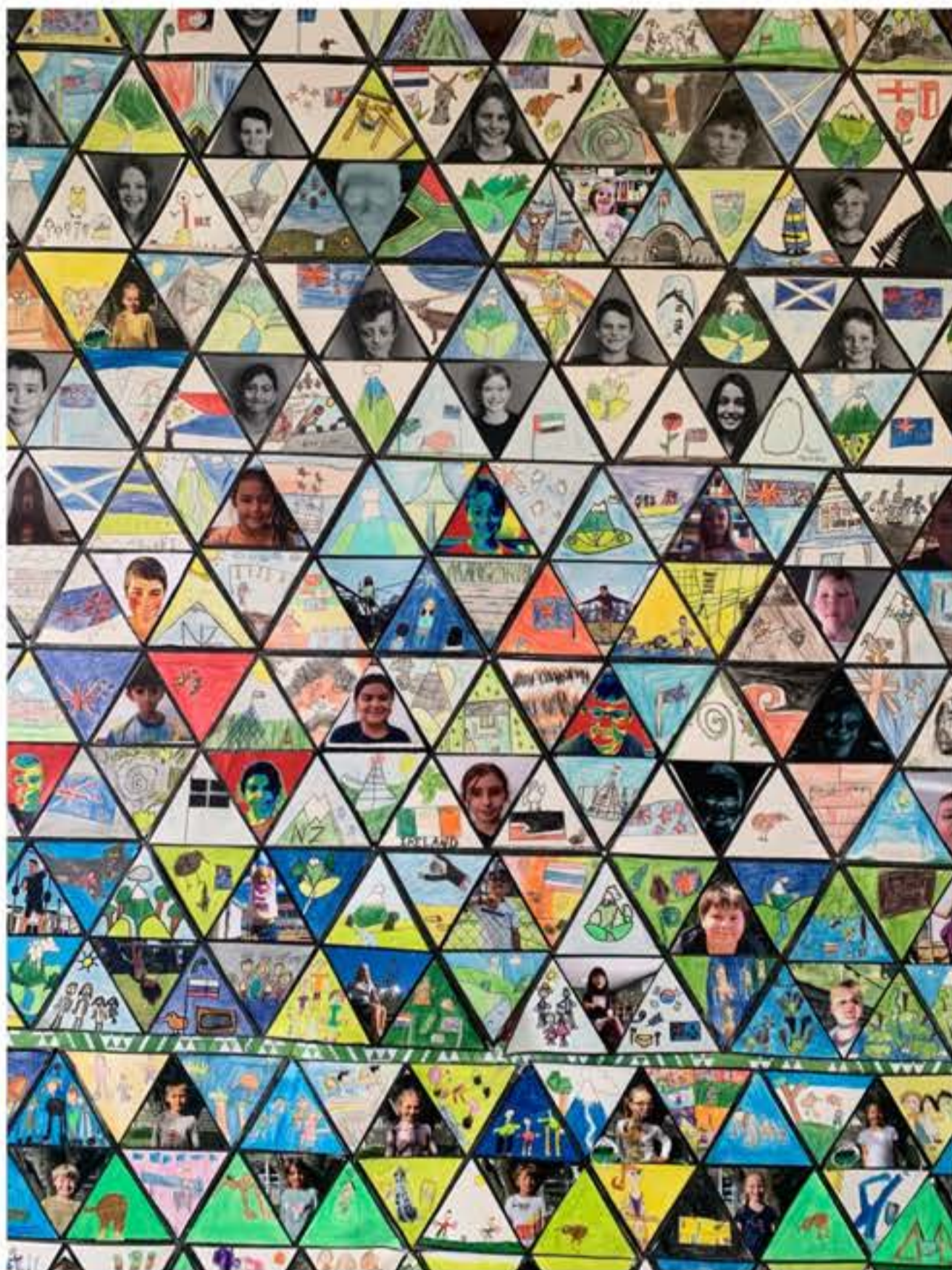
By End of Week 6 in Term One and ongoing

By end of Term 1

Principal

Principal Leadership Team School Board

There is a clear and thorough plan, with roles and deadlines which follows through till the centenary week of Labour Weekend/School Pets day 2026



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?
Develop a process for YO-2 students to contribute to data to build whole school picture of Hauora and Wellbeing with our Ākonga	Use a survey method which helps to collect accurate data from our youngest students on how they perceive their wellbeing at school	By end of Term Two, survey done in Term Three	Hauora Hinengaro Leader Hauora Hinengaro Team Principal	Student wellbeing is collated from New Entrants to Year 8 students in terms of gaining a clear picture on hauora across then school
Staff PD from RTLB focussing on the root of bullying behaviour and solutions to protect the mana of all. Implementation of this learning in school processes and making this visible to tamariki	Help engaged from RTLB services to support this kaupapa Staff ownership on how this PD affects current practice and how it influences our current processes of working thorough situations of bullying. These discoveries implemented and trialled.	During Term One and Term Two By End of Term Three	Principal Leadership Team School Staff	If we have evaluated our current practice and have either incorporated new learning into what we do, or if it consolidates what we already do - that will show the success of this action
Coordinate a school Matariki celebration with community involvement that transitions into an annual event	We will develop a schoolwide Matariki celebration alongside our community, and with our community for the benefit of our tamariki	During Term One and Two	Hauora Wairua Leader Hauora Wairua Roopu Staff	Hapū were consulted and collaborated with about the Matariki Celebration. The community event was held close to Matariki and our students understanding and learning around this is visible across all classrooms
Introduction of Breakfast in School for our bus students, early arrivers and all tamariki at school to support well fed focussed learning in the classroom	Coordinate a trial of two days a week to see if demand for this is warranted including gaining the support of the school community in the set up, monitoring and clean up of the breakfast sessions	Trial over Term Two for two days a week	Hauora Hinengaro Leader Hauora Hinengaro Roopu	Breakfast in school trialled, data collated and decision made for on continuity

<p>Year 2 implementation of Loose Parts Play in the school</p>	<p>Continued integration of creative play using loose parts for all students including storage options moving forward. Staff understand how equipment is stored and used.</p>	<p>Terms One to Four ,with an evaluation of the success of this play in Term three</p>	<p>Hauora Hinengaro Roopu leader Hauora Hinengaro Roopu</p>	<p>All staff are comfortable with supervision of this equipment and the support of this play in break times and as part of creative play in Hauora and PE times. Staff are surveyed on this area in Term 3.</p>
<p>Timetabled communication with the students, staff and community of special cultural days of significance, made visible in the school</p>	<p>Coordinate Communication for both the School Facebook Page, as well as the Student and Staff Memo and newsletter, drawing attention to special cultural days or events of different cultural groups represented at Mangorei School</p> <p>Although community have been asked to provide dates, the school will ask termly for any new families to contribute to this 'cultural bank' of dates and events</p>	<p>All Year</p> <p>Termly</p>	<p>Hauora Whānau Roopu leader Hauora Whānau Roopu</p>	<p>Significant Cultural day are recognised at school level, as well as in the public domain of the school newsletter and school facebook page</p>
<p>Bilingual Signs are installed at school to recognise the unique heritage and bicultural roots of the NZ environment</p>	<p>Investigate providers of durable signs and plan/design if needed Bilingual signs to provide good coverage across the school in Te Reo and English</p>	<p>Start of process Term Two, completed and installed by end of Term Three</p>	<p>Principal Leadership team Teacher in charge of Māori Caretakers</p>	<p>The bicultural heritage of our school is recognised with signs of key locations displayed in both Te Reo and English</p>
<p>Maramataka focus across the school, all tamariki involved in the Mara/Orchard leading to the introduction of the Pataka kai.</p>	<p>Planning in place to have all tamariki having some role in the Mara and/or Orchard then execute this plan over 2025</p>	<p>By end of Term One and the completed over 2025</p>	<p>Hauora Tinana Roopu leader Hauora Tinana Roopu</p>	<p>All tamariki have had some role in the Mara and/or Orchard over the year and a basic understanding of the Maramataka for growing kai.</p> <p>Then Pataka Kai is part of Mangorei Tikanga</p>
<p>Entrench environmentally sound practices throughout the school with waste</p>	<p>Envirogroup members to have clear roles to play on School Community Days facilitating safe waste practices. including coordination with the PTA on recyclable products</p> <p>Envirogroup to critique Staff practices and make recommendations</p>	<p>From the first community event (data gathering) to the last in 2025 (data gathering)</p>	<p>Hauora Tinana Roopu leader Hauora Tinana Roopu</p>	<p>Rubbish disposal is measured from the first community event and then again in the last with the aim for a 20% increase in recycling and 20% decrease in waste</p>