



MANUREWA INTERMEDIATE SCHOOL

'Adventurous risk takers; persistent focussed achievement'

MI

WHAKARURUHAU

"Adventurous risk takers; persistent focussed achievement"

2023 – 2027

2026

The yellow highlighted page numbers below are the pages that are included in this document for the online website version. If you would like to see the full copy with all sections then feel free to read the full one in the reception at school or email Iain (iain@manurewaint.school.nz) for a full copy.

Enjoy!

TABLE OF CONTENTS

	PAGE
<i>What counts for student achievement at Manurewa Intermediate school?</i>	1
Introduction	3
- Summary	
- Cultural Diversity and Māori Dimension	
Who Are We?	4
National Education and Learning Priorities (NELPS) and Board Objectives; and Government's Targets and Priorities	7
A Model of Action	15
Supporting Documentation	16
Administrative Document Scaffolding Overview	17
Charter Overview: 2023 - 2027	18
- Vision and Values	
- Strategic Goals: the BIG picture!	
Our Essence	19
Graduate Profile	19
The Essence of What We Teach	20
Effective and Powerful Learning	21
2026 – 2029 Strategic Plan Overview	23
2026 Operational Plan Matrix	29
2026 Strategic Goals Operational Plan – the detail!	30
Appendix 1 – Inclusion Objectives and Achievement Targets	69
Appendix 2 - Achievement Targets	90
Appendix 3 – Curriculum Objectives	99
Appendix 4 – Digital Integration Operational Plan	129
Appendix 5 – Māori Achievement Operational Plan	135
Appendix 6 – Pasifika Achievement Operational Plan	139
Appendix 7 – Professional Learning Operational Plan	141
Appendix 8 – Attendance Operational Plan	148
Appendix 9 – Education for Sustainability Operational Plan	153
Appendix 10 – Equal Employment Opportunity and Good Employer Operational Plan	159
Appendix 11 – MI Papakainga: Manurewa Intermediate School Rural Campus	162
Appendix 12 – School Self Review (Includes: Programme overview and 2026 Focus areas)	170-183



MANUREWA INTERMEDIATE SCHOOL

OUR KIDS WILL LEAVE MANUREWA INTERMEDIATE WITH...

- A good grounding in the academic basics and experiences across a broad curriculum
- A love of learning, with a thirst for knowledge and a curiosity about life – to have ambition. They will have a continual desire to strive to be the best they can be with a strong and responsible work ethic and attitude.
- A strong set of personal beliefs, with a social conscience and an acceptable level of self-belief/self-esteem that makes them capable of dealing with success and/or disappointment in a realistic way.
- A respect for self, others and property
- A positive, optimistic and confident attitude and approach with a sense of fun.
- A comfort with risk and be industrious, yet persistent with challenges
- Effective communication and collaboration skills with a well-rounded outlook on life.
- Compassion, honesty, initiative and be trustworthy

WHAT COUNTS FOR STUDENT ACHIEVEMENT AT MANUREWA INTERMEDIATE SCHOOL 2026?

So... what is our definition of achievement?

Achievement is the value added to the holistic wellbeing of every child, at every opportunity.

VISION: "Adventurous risk-takers; persistent focused achievement"

EXPLANATION: Our programmes will be of real interest to the learner, delivered in an inquiry style that is motivating and exciting for each and every learner. It will allow them to discover, to take risks and to have fun. Students should always be wondering, imagining and excited about the journey they are on. Programmes will ensure our kids are adventurous and persistent.

We will have students who strive to reach their potential, who are socially aware and active, behave in socially acceptable ways and are academically powerful.

OUR VISION VIVID DEFINITION: our vision means we have students who are fulfilling our Graduate Profile ideals and fully addressing the five NELPS (National Education and Learning Priorities).

GUIDING PRINCIPLES:

- Curriculum will be based on the revised NZ National Curriculum 2025
- Our school specific, localised curriculum is vital and was refreshed in 2025 alongside the NZC revision
- Belief in the right of all school community members to have their basic human needs met so they have the best possible life (Glasser, 1987)
 - Feel safe and secure
 - Feel valued and loved
 - Feel powerful and have achievements recognised
 - Have freedom to choose
 - Have fun and enjoyment
- All members of our school community contribute to the 'Total Image' of Manurewa Intermediate School through six elements in creating positive lasting Impressions (Posa, 1995)
 - Visual impact
 - Vocal impact
 - Technical competence
 - Interpersonal relations
 - Personality
 - Writing skills

VALUES AND QUALITIES

MORAL VALUES:

- Aroha
- Fairness
- Honesty
- Manaakitanga
- Pride
- Respect
- Responsibility
- Tolerance
- Trust

QUALITIES:

- Confidence
- Energy
- Enthusiasm
- Flexibility
- Friendliness
- Inspiration
- Leadership
- Motivation
- Optimism
- Passion
- Resilience
- Versatility

EDUCATION VALUES:

- Challenge + competition
- Communication
- Creativity + innovation
- Effort + commitment
- Engagement + teamwork
- Excellence
- Fun
- Self-management + independence

CULTURAL DIVERSITY AND MAORI DIMENSION

Children should:

- Be accepting of other cultures and differences
- Value each other's heritage, culture and people
- Reflect the nature of biculturalism in classroom activities
- Be involved in Te Reo and Tikanga activities

ADVENTURE BEING OUT THERE
BOLD CHALLENGING **DARING**
BRAVE COURAGEOUS **EXCITING**
ADVENTUROUS CONFIDENT **EXPLORER**
 FREE SPIRIT GOING TO THE LIMITS
 FUNGO GETTER HAVING A GO
LEADERS NOT BEING AFRAID

ACHIEVEMENT ATTEMPTING
 BEATING THE ODDS
 BEING SCARED **BRAVE**
 DOING THINGS YOU THOUGHT YOU'D NEVER DO
 FACING FEARS
RISK TAKERS
 COURAGEOUS CHALLENGING
 DARING CHARISMATIC
 DARE DEVIL DARING
 EXCEEDING THE BOUNDARIES
 GIVING YOUR ALL
 GO-GETTER HIGH EXPECTATIONS JUST DO IT

ACHIEVING GOALS AGAIN AND AGAIN
 ALL THE TIME, EVERY TIME, ALL OF US!
COMMITTED CONSISTENCY
 COMPLETING TASKS DETERMINED
PERSISTENT
 DON'T GIVE UP
 ENDURING KEEP ON, KEEPING AT IT!
 FOLLOW THROUGH NEVER GIVE UP
 KEEP GOING
PATIENCE PERSEVERANCE
 REFLECTIVE REPETITION RESILIENT
 SETTING NEW GOALS

ABSORBED **ALERT**
 ACHIEVABLE BELIEVING IN YOURSELF
 AIMING HIGH COMMITMENT
FOCUSSED
 CONCENTRATING DILIGENCE
 CONSISTENT DRIVEN
 CONCENTRATED
 FINISHED TASKS
 GOAL ORIENTED
 FOLLOW INSTRUCTIONS
 HAS A MIND SET
 INDEPENDENT INTERESTED

ACADEMIC ADDED VALUE **FIRST**
 ACCOMPLISHED AFFIRMATIONS **EXCELLENCE**
 AWARDS ATTAINMENT **EFFORT** GET STUFF DONE
ACHIEVEMENT
 COMPLETION OF TASKS HIGH STANDARDS
 DOING SOMETHING HIGH EXPECTATIONS
 HOUSE POINTS INCREASED CONFIDENCE
 INCREASING LEARNING LEVELS
 JOB-SATISFACTION
 LEARNING TO LEARN THE LONG LEARNERS
 MEET IT/BEAT IT!

MI WHAKARURUHAU 2023-2027: 2026

INTRODUCTION

The Manurewa Intermediate School Whakaruruhau provides the foundation for the school's development and sets out the relationship between the school's Strategic Goals, Strategic Plan Overview and the specific years Operational Plans. It is a series of aims and objectives that will guide the work of the school specifically for 2026 and in an on-going way through to the end of 2027. The principal will lodge a copy of the board's triennially updated Strategic Plan with the Ministry of Education and publish on the school's website by 1 March.

The Whakaruruhau includes all specific plans for the current year, as well as longer-term vision and strategy, cognisant of the NELPS and the Minister of Education's top five priorities, focussing on lifting achievement and attendance. It includes the following:

- (A) Vision and Values
- (B) Strategic Goals
- (C) Strategic Plan Overview
- (D) Strategic Goals Operational Plan
- (E) Inclusion Objectives – Appendix 1
- (F) Curriculum Achievement Targets – Appendix 2
- (G) Curriculum Objectives – Appendix 3
- (H) Digital Integration Operational Plan – Appendix 4
- (I) Māori Achievement Operational Plan – Appendix 5
- (J) Pasifika Achievement Operational Plan – Appendix 6
- (K) Professional Learning Operational Plan – Appendix 7
- (L) Attendance Operational Plan – Appendix 8
- (M) Education for Sustainability Operational Plan – Appendix 9
- (N) EEO and Good Employer Operational Plan – Appendix 10
- (O) Self Review: Programme Overview/2024 Focus – Appendix 11
- (P) Manurewa Kāhui Ako Operational Plans – Appendix 12 and 13

These plans are supported by 2026 Financial Plan/Budget, 10YPP and Board Policies, and Procedural and Administrative Guidelines.

WHY A WHAKARURUHAU?

Whilst we realise charters are no longer required, we are continuing to have one as such, called 'MI WHAKARURUHAU'. This signifies a shelter, or shield, like an umbrella, representing an overarching document with all the relevant parts within it, as we believe it places everything that is important in one place and focusses our efforts and time in order that we can achieve the various goals within the NELPS and make a positive difference for our children. We welcome all learners in our community and are a fully inclusive school ensuring all learners, including those with special education needs, come to school (attend), enjoy school (engage), participate and achieve. We provide a high-quality education, in a safe, respectful learning environment that is tailored to suit the individual needs of learners. Also refer to Appendix 1.

Malcolm Gladwell's book, Outliers, about getting to the top of your game is well worth reading for everyone involved in nurturing talent in young. 'Don't just rely on the accomplishment of natural growth' he urges us. Children need to be consciously exposed by parents and teachers to a 'constantly shifting set of experiences' where they will learn 'teamwork and how to cope in highly structured settings ... to interact comfortably with others and to speak up when they need to'.

Our Whakaruruhau sets out to address such things, and we all use this as a real working document to ensure we focus on learning and teaching and to help us maintain a stimulating teaching and learning environment with effective professional leadership, assisting in our endeavours to raise student achievement and attendance.

CONSULTATION & COLLABORATION

The school community which identifies with Manurewa Intermediate School, will be consulted every three years to inform the school's strategic goals, as well as annually as we review our annual or operational plans. The 2023 – 2027 MI Whakaruruhau contents were revised during term 4 2022, after much community and staff consultation and review during terms 1 – 3 2022, using the 2016 – 2022 Charter as a focus. The consultation to develop this revised 2023 – 2027 MI Whakaruruhau was done via:

- Staff Development Meetings
- Staff Mid-Year Check Stock Take
- Staff Focus Groups
- Health and Safety
- EEO
- Education for Sustainability
- Performance Management
- Management Retreat
- Board Meeting Open Forums
- Student Forums
- Student Surveys
- Community Cultural Hui and Fono
- Māori
 - Pasifika – encompassing: Asian, Indian, Samoan, Tongan, Niuean and Cook Island
- Community Consultation Surveys
- Consultation on draft document
- Curriculum Reviews
- Curriculum Objectives setting

An annual report, compiled as our 'Review and Analysis' document, is completed every year and it is this that enables the specific plans for the following year to be developed i.e. from mid-year 2025, our self-review and evaluation processes started, based on 2025 statements of variance, achievement data of student progress and reviews of Operational Plans, Achievement Targets and suchlike, as well as the various community and student surveys and consultations, to develop the 2026 operational plans.

WHY HAVE OUR 'MI WHAKARURUHAU'?

OBJECTIVE:

What is the purpose?

- To provide the vision, guidance and an in-depth working document of our strategic goals and how we will work towards achieving them. The *how* being the most important!
- To provide SMART (Specific, Measurable, Attainable, Relevant, & Timely) school-wide objectives to meet the strategic goals, by developing various Operational Plans
- To ensure compliance with the Ministry of Education NELPS and the Minister's priorities

DOCUMENT OUTLINE:

What is discussed within this document?

- The vision that represents our school
- The description and values that make Manurewa Intermediate School unique.
- The strategic goals for 2023 – 2027, taking into account the NELPS.
- The annual operational plan for 2026 with objectives, actions and measurements/outcomes.

CONTEXT:

How and when is this document to be used?

- It is a reference document for the board and leadership team to drive the development and implementation of systems and processes that underpins the attainment of the strategic plan and specific annual goals.
- To enable leaders to be professionally up to date and to implement the plans, the board provides appropriate professional development via conferences, study tours, courses etc.

MINISTRY & SCHOOL PRIORITIES

The school will follow the Education School Planning and Reporting Regulations 2023 that include the National Education Learning Priorities and gives effect to Te Tiriti o Waitangi. We have an on-going commitment to engaging with the wider community to ensure the school reflects both the direction of schooling in New Zealand and the beliefs and values of the community, which it serves. This is achieved by on-going self-review of the NELPS and literacy and numeracy programmes in particular, through effective use of student achievement information and regular reporting to parents and caregivers. We have been successfully working with our community towards embedding e-learning and the principles of modern learning environments across our school curriculum and within our physical layout for many years. This is critical in helping us achieve the vision we hold for our students.

The Board is fully committed to improving educational outcomes for all learners and gives emphasis to priority learners and this is reflected within this document, and more specifically by our Curriculum Delivery Plan, which outlines our teaching and learning strategies, and is updated annually within our Learning and Teaching Handbook.

CULTURAL DIVERSITY & MĀORI DIMENSION

New Zealand's Cultural Diversity:

Our school shall reflect New Zealand's cultural diversity. Our students are encouraged to value differences in each other by:

- Celebrating cultural days and cultural performances
- Participating in school exchanges with other multi-cultural schools
- By experiencing integration of Te Reo and Tikanga Māori whenever appropriate in class programmes as well as within the specialised Languages Programme and Te Ao Māori programme.

The school comprises NZ Māori 32%, Cook Island Māori 9%, Samoan 22%, Tongan 9%, Indian 8%, European 7%, Fijian 4%, Filipino 3%, Other Asian 3%, Other Pacific 1% and Other (African, Middle Eastern etc) 2%.

Māori Culture:

The unique position of the Māori culture is an important and vital element of our school ethos. Māori parents have identified their children's desire for identity – their place in the world, their sense of belonging and connection, their integration, their understanding, and their acceptance. Māori spirituality is also an integral part of our kaupapa.

The provision and maintenance of our school marae, Te Kahurangi, is a vital part in our endeavors to fulfil many of these aspirations. There has also been a lot of professional development with staff over the past fifteen years around Angus MacFarlane's work, the Educultural Wheel, Ka Hikitia Accelerating Success 2013 – 2017; Talaloa – Cultural Competencies for teachers and more recently Hauru: Māori Cultural Responsiveness Self Review Tool.

Steps to incorporate Tikanga Māori:

We take the following steps to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum:

- Fully integrating Tikanga Māori into all class programmes where appropriate and relevant
- Including Te Ao Māori as a timetable compulsory language programme for all students
- Including Māori culture, waiata, powhiri and protocols in all school routines and celebrations when appropriate
- Providing opportunities for any interested student to be involved in our Kapa Haka group
- Involving parents and students in a wide array of cultural activities
- Māori culture will be reflected in our physical environment through appropriate native planting, signage and murals
- Providing a marae complex ensures a focal point of identity for all things Māori and this reflects our commitment to that.

Provision for instruction in Te Reo Māori:

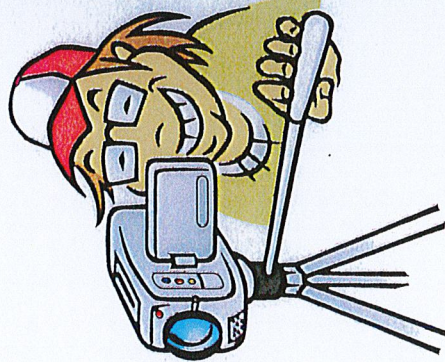
Parents of full-time students who ask for instruction in Te Reo Māori will be referred to our Board, who will discuss the application and respond to the request taking into consideration current finances, personnel and property. However, there are a number of other opportunities which all students participate in, and in addition other opportunities that students can opt into as outlined above.

Views and Concerns of the Schools Māori Community:

Throughout the year we regularly consult with our Māori community to discover their views and concerns. This will be done via hui, SIC's and panui, to ensure maximum participation from our whānau. In addition, we communicate on at least three occasions each year with Māori whānau regarding achievement and learning of their children.

We are represented on our Board by Māori and enjoy the support of a committed and involved kaumatua.

WHO ARE WE?



Our School Community

- Decile 1 (ranked from 1-10, with 10 being highest in socio economic factors)
- Diverse cultural, social and economic backgrounds
- Over 25 ethnic groups
- Pasifika 51%, Māori 36%, European 4%, Asian 7%, Other 2%
- Superb interest and involvement in our school from parents/whanau and community

Our People

- Intermediate School from Year 7 – 8 (11 – 13 yrs)
- Approximately 920 enthusiastic, motivated and delightful students.
- A significant advantage we have over most other intermediate schools is the access our students have to all specialist teaching staff eg. Humanities (Reading and Writing), Math, Science, Sustainable Enterprise, Languages, Dance & Drama, Music, Art, ICT, PE, Food Tech, X-PLO Tech (Wood, Metal and Plastics), Learning Support Teachers AND to Specialist Support Staff e.g. Social Worker, Counsellor, Learning Assistants



Board of Trustees

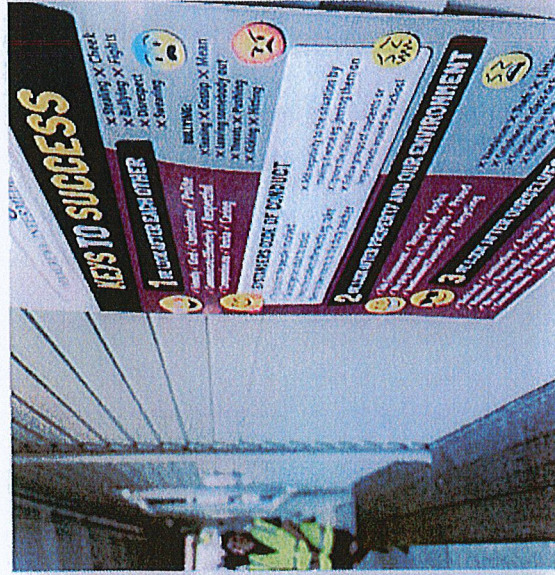
- Comprising up to 5 elected parent representatives
- Responsible for school governance ie: policy
- Meets at 5.30pm twice per term – in staffroom on the last Wednesday of the month. (reminder dates advised via newsletter). Visitors welcome!
- Meetings include an "Open Forum", a "Curriculum presentation" by staff and a "Student Presentation" by specific classes
- Contact can be made with the Presiding Member, via the School Office
- See Prospectus insert

Support Services

- Community Dental Hub + Health Centre
- Speech Language Therapists
- Resource Teachers of Learning & Behaviour
- Coordinated by our Deputy Principal: Guidance & Support. Contact can be made directly to her or via classroom teachers if you require further information

Our School itself

- 43 classrooms
- Art Room
- Performing Arts: Music Room and Music Auditorium; Dance & Drama Studio
- MI Professional Learning Hub
- Fitness Hub
- Four Science Labs
- Hall/Auditorium – with Lighting rig
- MiTV Studio
- Gymnasium
- ICT Lab
- Digi-Comp Lab
- Café
- Food Tech Room
- X-PL0 Tech Room – Wood, Metal, Plastic
- Numerous Learning Support Rooms
- School Marae, and Fale
- InterChallenge Adventure Playground
- Guidance Suite
- Two Artificial Sports Turfs – One with a roof
- Basketball, Netball, Tennis and Hockey Courts
- Outdoor Cricket Wicket
- Fields for soccer/rugby/athletics track
- Landscaped Garden areas
- Worm Farm
- Peace Garden; Native Medicinal Garden; Edible Garden
- Recycle System: Plastics, Glass, Cans and Paper/ Card
- Chicken Coops, Piggery, Beehive and Goat Pen
- Skatersphere – Skate Park
- See Prospectus insert



A SCHOOL FOR EVERYONE ---AS SEEN BY THE STUDENTS---

Manurewa Intermediate School is really caring and it celebrates our differences! It's a fun, crazy, diverse, happy and most of all committed place - M.I is the type of place where everyone looks out for one another; everybody loves it here. Everybody wants to be here at M.I! - *Codillee Siasau*

Our staff work so hard for us students to be able to do things like trips, school camp, sports tournaments, free lunches and so much more!
- *Adi Ana Nauarabota*

M.I. isn't like other schools - the teachers are here to help; they don't care if you have to ask for help 10 times! You're taught to have fun while learning. It makes it different because of how diverse it is and how many opportunities there are for the students here. For example, the wide range of sport opportunities, cultural groups, student councils and also our period six activities. - *Anita Malo*

I like M.I because there are a lot of opportunities for kids and everyone is a friend here. Teachers have connections to kids that make us feel like they are friends of our own. - *Iosefa Pati*

Our school also gives students opportunities to finish their homework after school with clubs like homework club. Manurewa Intermediate has made my learning experiences better and has made me improve my risk taking skills so much!
- *Jessica Finau*

The teachers are very caring and passionate about their students. Being at M.I has helped me with my self esteem and built my confidence up. The support that you get at M.I is amazing - *Mark Murray*

We have more than two turfs with lots to do on them! Our school has laptops and a TV in every classroom with teachers that are always there for you! Everyone has high expectations in all of our classes! - *Cortez Gataua*

M.I is different from other schools because I can tell that the teachers want to be all the teachers that you here to teach qualities like M.I teaches you're older and need when you're older. Respect. Communicate profiles. all the other Graduate profiles. Our attendance here is always great because students want to be here!
- *A'aoe Vandal*

I like M.I because this school has lots of committed Learning Assistants and really awesome Teachers. This school has amazing students and leaders to guide others in the right direction. - *Hamuera Cribb*

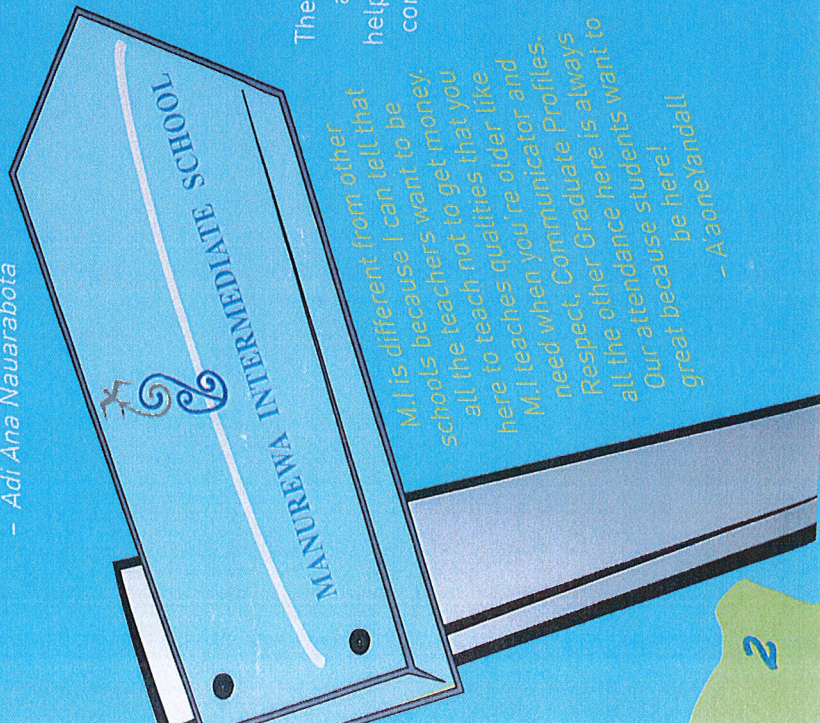
Manurewa Intermediate is so different because we aren't just limited to such specific things like Reading, Writing and Math etc. but the school has so many different subjects that are fun. It gives us the opportunity to find out our uniqueness about ourselves! It even teaches us to not always be inside the box but to think outside of it! - *Romeo-King Leauahae*

M.I has amazing lessons where we can express ourselves more than we could in school hours. We don't have hardly any bullying, fights or drama in our school, which is amazing! - *Danielle Steven*

M.I. has awesome module classes, which allow us to explore things throughout all of the NZ school curriculum. With this it allows us to find hobbies, interests, and learn about things we didn't know before and normally wouldn't in the average school. We also celebrate peoples' achievements, cultures, and kindness. We make it known that we appreciate those who make M.I a better place! - *Juhi Ram*

I like how everyone is included and no one is left out at M.I, also how the staff are kind and encouraging and work really hard; we all appreciate it! So our school is a lot different to many other schools - we get lots of opportunities and what I love the most is how vibrant it is! - *Benjamin Ye*

There's loads of cool things at Manurewa Intermediate like Boys Night Out, Girls Night In and, of course, Survival Camp. - *Axle Whare*



The Statement of National Education and Learning Priorities (NELP) and GOVERNMENT TARGETS and PRIORITIES

The Statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that will ensure the success and wellbeing of all learners. It is a statutory document issued under the [Education and Training Act 2020](#) (the Act) that directs government and education sector activities towards the actions that will make the biggest difference, and ensure that we are able to strengthen the education system to deliver successful outcomes for all learners and ākonga.

Effective since January 2023 the new strategic planning and reporting framework came into being, with the NEGs and NAGs were removed. This new planning and reporting framework, from 2024, although we started in 2023, requires us to show how we are reflecting the NELPs into our strategic plans. The NELP objectives are:

- Learners at the centre
- Barrier-free access
- Quality teaching and leadership
- Future of learning and work
- World class inclusive public education

The NELP objectives will help us ensure we are always learner-centred and will contribute to more of our learners being successful. They are then broken down into five priority areas, which are incorporated into a number of our various operational plans and/or achievement targets for 2024, as described below in brackets. They are also reflected in our three Kaahui Ako Achievement Challenges. They will support us from 2024 to:

- Be safe and inclusive and free from racism, discrimination, and bullying
(Operational Plans: *Māori, Pacific, Develop community, Develop potential, Develop an effective school culture: living our vision and values, Develop students who are socially aware, socially active*; Kaahui Ako Achievement Challenge 1: *to improve achievement through the development and sustainment of cultural identity*)
- Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life
(Operational Plans: *Develop academically powerful students, Digital Integration Plan, Professional Learning Plan*; Achievement Targets: *math, reading and writing*; Kaahui Ako Achievement Challenge 3: *to improve achievement by developing and strengthening an integrated approach to learning through the application of STEAM*)
- Collaborate more with whānau, hapū, iwi, employers, industry and communities
(Operational Plans: *Māori, Pacific, Develop community, Develop potential, Education for Sustainability Plan*; Kaahui Ako Achievement Challenge 1: *to improve achievement through the development and sustainment of cultural identity*, Kaahui Ako Achievement Challenge 2: *to increase student and whanau engagement through effective transition*)

- Take account of learners' needs, identities, languages and cultures in their practice
(Operational Plans: Develop academically powerful students, Develop potential, Develop community, Māori, Pacific; Inclusive Achievement Targets; Kaahui Ako Achievement Challenge 1: to improve achievement through the development and sustainment of cultural identity)
- Incorporate te reo Māori and tikanga Māori into everyday activities.
(Operational Plans: Māori, Develop academically powerful students, Develop potential; Languages Curriculum Objectives; Kaahui Ako Achievement Challenge 1: to improve achievement through the development and sustainment of cultural identity)

In addition, in late 2023/ early 2024 the Minister of Education articulated the Governments targets and priorities, and these have also become part of our work and focus within our operational plans. These priorities are focussed on lifting achievement and attendance and include:

- Clearer curriculum
- Better approach to literacy and numeracy
- Smarter assessment and reporting – with the aim of having 80% of Year 8 students at or above the expected curriculum level for their age in reading, writing and math
- Greater use of data
- Implement an Attendance Action Plan – by 2030 student attendance being 80% present for 90% of the term

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

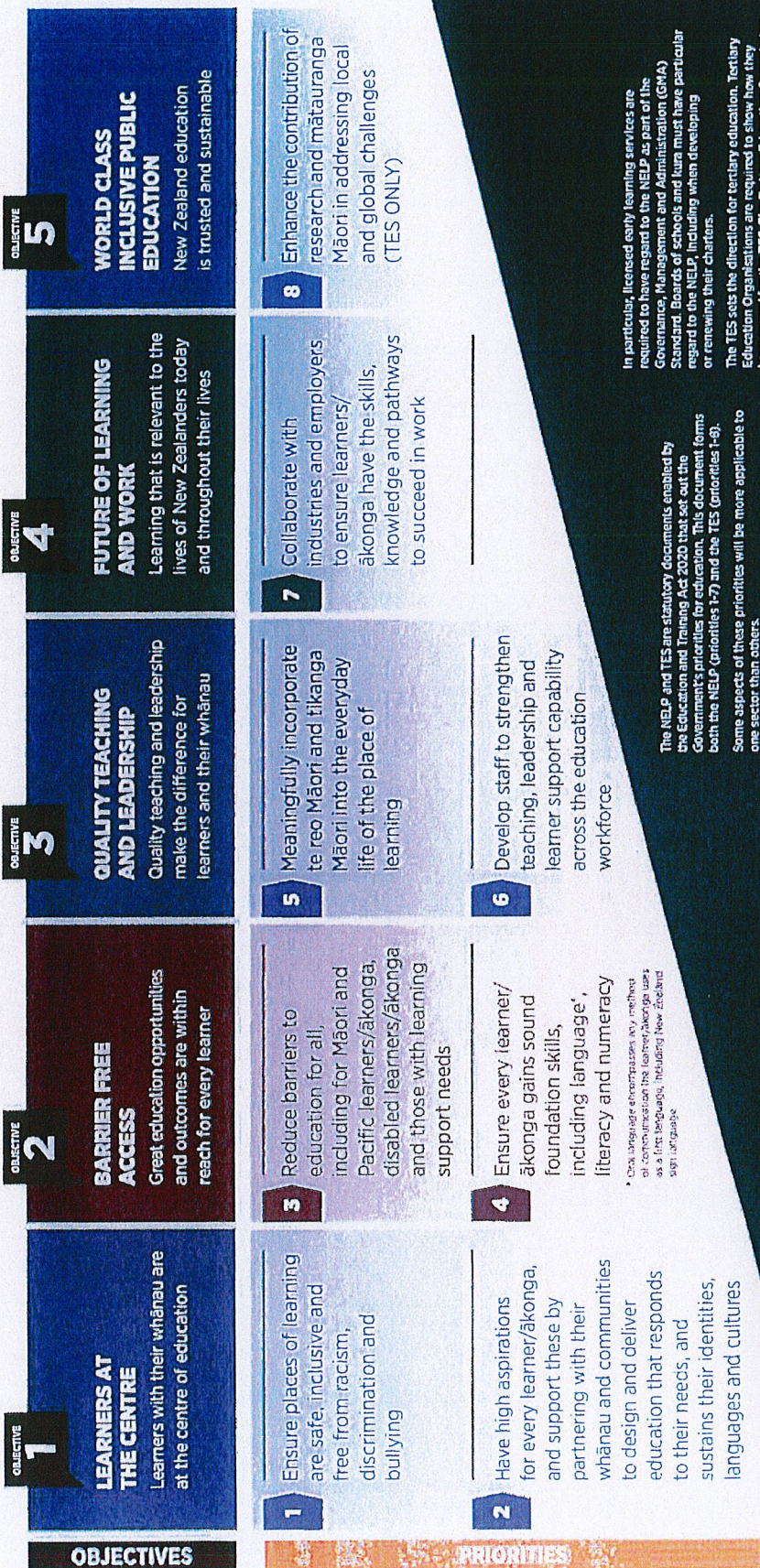
The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work; and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

Board Objectives

Information on the objectives for school boards in governing a school

School boards play a central role in the educational achievement of children and young people. Under the Education and Training Act 2020, the objectives for boards have been amended.

Board objectives

Under [section 127\(1\) of the Education and Training Act 2020](#), which was enacted on 1 August 2020, the primary objectives of a school board have been amended. There are now four primary objectives, to help boards focus on what matters most for learners and their whānau.

A board's primary objectives in governing a school are to ensure that:

- (a) every student at the school is able to attain their highest possible standard in educational achievement; and
- (b) the school:
 - (i) is a physically and emotionally safe place for all students and staff; and
 - (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
- (c) the school is inclusive of, and caters for, students with differing needs; and
- (d) the school gives effect to Te Tiriti o Waitangi, including by:
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo

Māori; and

(iii) achieving equitable outcomes for Māori students.

To meet the primary objectives, the board must:

(a) have particular regard to the statement of national education and learning priorities issued under section 5; and

(b) give effect to its obligations in relation to:

(i) any foundation curriculum statements, national curriculum statements, and national performance measures; and

(ii) teaching and learning programmes; and

(iii) monitoring and reporting students' progress; and

(c) perform its functions and exercise its powers in a way that is financially responsible; and

(d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and

(e) comply with all of its other obligations under this or any other Act.

What the law says about your board objectives

Section 127 of the Education and Training Act 2020 specifies board objectives. Strategic plans need to include strategies which cover each of the four objectives.

Education and Training Act 2020 – Section 127: Objectives of boards in governing schools

(1) A board's primary objectives in governing a school are to ensure that—

- (a) every student at the school is able to attain their **highest possible standard in educational achievement**; and
- (b) the school—
 - (i) is a **physically and emotionally safe** place for all students and staff; and
 - (ii) **gives effect to relevant student rights** set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to **eliminate racism, stigma, bullying, and any other forms of discrimination** within the school; and
- (c) the school **is inclusive of, and caters for, students with differing needs**; and
- (d) the school **gives effect to Te Tiriti o Waitangi**, including by—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.

(2) To meet the primary objectives, the board must—

- (a) **have particular regard to the statement of national education and learning priorities** issued under section 5; and
- (b) **give effect to its obligations** in relation to—
 - (i) any foundation **curriculum** statements, national curriculum statements, and **national performance measures**; and
 - (ii) **teaching and learning** programmes; and
 - (iii) **monitoring and reporting students' progress**; and
- (c) perform its functions and exercise its powers in a way that is **financially responsible**; and
- (d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
- (e) comply with all of its other obligations under this or any other Act.

Section 204(5) of the Education and Training Act 2020 specifies objectives for boards of special character schools. With regard to strategic planning, strategic plans of designated character schools must also include strategies that cover part (5) and give regard to part (9).

Education and Training Act 2020 – Section 204: Designated character schools

(5) The board of a designated character school must ensure,—

(a) for Kura Kaupapa Māori, that—

(i) te reo Māori is the principal language of instruction at the school; and

(ii) the school operates in accordance with Te Aho Matua;

(b) for any other type of designated character school, that—

(i) the aims, purposes, and objectives of the school's different character are set out in the school's strategic plan; and

(ii) the school operates consistently with its different character.

(9) Except as provided in this section, clause 16 of Schedule 20, and any regulations made under this Act regarding enrolment schemes for designated character schools, the Act applies to every designated character school as if it were not a designated character school.

Questions | Pātai

Bringing together what we have heard before and what is written in the Act about planning and reporting we want to hear what you think is important – especially if we haven't heard it before! As you think about these questions, ask yourself: If I could wave a magic wand and create a perfect system where schools and kura and their communities work together to make plans for all learners, the school or kura and report back to each other on how things are going, what would it look like?

Questions – Making plans

When answering these questions consider what you currently do, including:

- how you implement board objectives
 - how you use the National Education Goals (NEGs) and National Administration Guidelines (NAGs)
 - how you apply the National Education Learning Priorities (NELP)
 - how you give effect to the National Curriculum and monitor and evaluate student progress
 - how you support your whānau and community to contribute to your school or kura planning
 - how you represent your school's designated character or special features in your school or kura planning
1. Is there anything that you currently must do for school planning that you don't think is useful for your ākonga (learners)?
 2. Is there anything missing from current school planning processes that should be included?
 3. How will you partner with your whānau, ākonga (learners) and community to create your school plans?
 4. Is there anything that should be compulsory for every school/kura strategic plan or annual implementation plan?
 5. What strategic or annual implementation plan content should schools be able to decide for themselves?
 6. Do you have any more comments about school planning?

Questions – Reporting back to your community on school performance

When answering these questions, think about how you use reporting to:

- provide transparency about the progress made towards achieving the goals in your plans and your primary objectives
 - provide information to your community on the performance of your school's students
 - support discussions about how well your school or kura is meeting learner/ākonga and community needs, and to work together to identify what the priorities and next steps for improvement should be
 - represent your school's designated character or special features in your school or kura's reporting
7. What could you do to ensure your annual reporting is fit-for-purpose to report to the people in your community?
 8. Is there anything that should be compulsory for every school/kura to report back on in your annual report, particularly around board primary objectives?
 9. What annual report content should schools and kura be able to decide for themselves?
 10. Do you have any more comments about school's annual reporting?

A MODEL OF ACTION



NB:

- (A) **The Whakaruruhau** - is the overriding document encompassing the school's vision, values, strategic goals, annual and operational plan, as well as the governments National Education and Learning Priorities.
- (B) **The Strategic Goals** - reflects the direction set over a five-year period, encompassing the BIG picture.
- (C) **The Strategic Plan Overview** - is the overview of the plans and objectives for the five-year period, under the strategic goals headings.
- (D) **The Operational Plan** - is the detail for the annual plan with the specific actions for the year, taken from the strategic plan overview. It sets out specific objectives stating who is responsible for the goals, the budget and the monitoring and review of the objectives.

An appendix of the operational plan includes specific curriculum area objectives, and a number of various specific operational plans eg. Maori Achievement Plan, Pasifika Achievement Plan, Digital Integration Plan and the Attendance Plan.

Dovetailing with the operational plan are:

- (E) **Achievement Targets** – for the specific year. There are between 3-4 targets derived from reliable data in an attempt to improve student achievement.

Selection may be whole school, year (age) group; gender based or specific groups eg. Maori students.

At the end of the year an annual review is conducted based on the Annual Plan and Achievement Targets from the actual outcomes. This is completed by asking such questions as:

- Did we reach our goals this year?
- Do we need to adjust our Strategic Plan in light of this?
- What does the analysis of our targets tell us about student achievement this year?
- Considering this, what area of student improvement shall we aim for next year?
- Do we have the base line data to work from? If not, how will we gather it?
- Have we all the information we need to prepare our annual and set targets for next year?

SUPPORTING DOCUMENTATION

The following documentation supports us in fostering excellence in curriculum:

- Learning and Teaching Handbook
- Teacher allocation to classes and specialisation
- Annual curriculum reviews
- Annual curriculum reports
- Assessment protocols/systems
- Special Needs/abilities Register
- Diagnostic testing

The following documentation supports us in fostering excellence in teaching:

- Professional learning objectives
- Performance Management System

The following documentation supports us in fostering excellence in school organisation:

- School review programme
- Annual budget
- Financial management plan
- 5/10 year property plan
- All policies

The following procedures support us in fostering positive community partnerships:

- 'Manurewa Monthly' – school monthly newsletter
- Regular parental contact through telephone calls, letters and hui, and other meetings
- Partnership with the Parent and Whanau Support Group
- Community Cultural Group meetings

ADMINISTRATIVE DOCUMENT SCAFFOLDING

MI Whakaruruhau

- Vision
- Strategic Plan
- Annual Plan
- Operational Plan
- Achievement Targets
- Curriculum Objectives

Policy Folder

Professional Learning

- Online Appraisal Folio (OAF)
- Professional Learning Educative Mentoring and Coaching Handbook
- MI MANA MI TOA

Pedagogy

- Learning and Teaching Handbook
- Guidance and Support Handbook
- Gifted and Talented Handbook
- MI aMizing Environment Handbook

WHAKARURUHAU 2024 - 2027

VISION

Adventurous risk takers; persistent focussed achievement!

OUR MORAL VALUES

- Fairness
- Honesty
- Manaakitanga
- Pride
- Respect
- Responsibility
- Tolerance
- Trust

QUALITIES

- Confidence
- Energy
- Enthusiasm
- Flexibility
- Friendliness
- Inspiration
- Leadership
- Motivation
- Optimism
- Passion
- Resilience
- Versatility

OUR EDUCATIONAL VALUES

- Challenge + Competition
- Communication
- Creativity + Innovation
- Effort + Commitment
- Engagement + Teamwork
- Excellence
- Fun
- Self Management + Independence

STRATEGIC GOALS

Develop academically powerful students

Develop an effective School Culture: Living our vision and values

Develop students who are socially aware and socially active

Develop Potential

Develop Community

OPERATIONAL PLANS

(specific years, goals and objectives)

- Plans for all areas of school operations
- Achievement Targets

OUR ESSENCE

Broadening horizons;
seeking dreams

DREAM

Achievement

Expecting and
recognising
achievement

Challenging
viewpoints

Encourage
development

Cultural
interaction and
acceptance

ATTAIN

Supporting
effort

Fostering
ideas and
experiences

Instilling
values

Developing
partnerships

- School and Home
- Students and students
- Staff and students

Nurturing Growth

EMBARK





MANUREWA INTERMEDIATE SCHOOL

The Essence of what we teach

At respective year levels and/or at chronological ages or better, all students will display "constructive energy" (motivation, passion, commitment, diligence and enthusiasm) and be able to:

Dance & Drama

Explore and express thoughts and feelings through physical movement, and perform and appreciate in a public forum.

Education for Sustainability

Develop the knowledge, skills and attitude to confidently demonstrate positive and sustainable change around environmental and community issues.

Information Communication Technologies

Apply knowledge and skills to access, communicate and manipulate information using technology.

Maori

Learn to value personal cultures, through a Maori perspective.

Mathematics

Develop a range of thinking strategies to effectively estimate and solve operational problems and use mathematical concepts in everyday situations.

Music

Discover the wonder and fun of music through listening, playing, moving and creating.

Physical Education & Health

Develop confidence and fitness within active and competitive physical education experiences whilst participating positively in order to maintain a healthy lifestyle.

Reading

Understand and make use of what we read, and do so using a variety of different reading material.

Science

Question and make sure of the real world through relevant, scientific investigation which will foster curiosity and deeper understanding.

Social Studies

Understand the world and be able to fulfil a worthwhile role in society through knowledge and understanding of the past, present and future.

Speaking

Create and express ideas to communicate with clarity, with others.

Technology

Use knowledge and skills to design and modify possible solutions to real life situations, issues or problems.

Visual Art

Develop an appreciation of the aesthetic qualities of objects around them and express themselves and communicate through a variety of media.

Writing

Create and record ideas to communicate with others in a range of ways.

STRATEGIC GOALS

DEVELOP ACADEMICALLY POWERFUL STUDENTS	DEVELOP AN EFFECTIVE SCHOOL CULTURE: LIVING OUR VISION AND VALUES	DEVELOP STUDENTS WHO ARE SOCIALLY AWARE AND SOCIALLY ACTIVE	DEVELOP POTENTIAL	DEVELOP COMMUNITY
We will achieve this by ensuring each child: - Is equipped with skills needed for lifelong learning - Loves learning - Is a critical thinker - Is an effective problem solver - Is taught what they need to learn - Is ICT savvy - Is able to articulate and demonstrate what they learn	We will achieve this by ensuring each child's: - Teacher is committed to the school culture, vision and values - Teacher is competent, supported and has access to high quality professional learning - Teacher is recognised and acknowledged - Teacher is provided with appropriate resources - Learning space is attractive and fit for purpose	We will achieve this by ensuring each child: - Is environmentally aware and active - Is a good citizen - Respects and celebrates cultural diversity - Has a healthy sense of competition - Has a future focus	We will achieve this by ensuring each child: - Has the opportunity to actively participate and excel in a wide range of activities and programmes - Is encouraged, cared for and respected as an individual and as a vital member of our school and community - Is willing to stretch themselves, and is prepared to take risks that are both calculated and sensible	We will achieve this by ensuring each child's: - Family is communicated with openly, frequently and relevantly - Family is engaged; actively and positively - Experiences in the wider community will be celebrated

National Education and Learning Priorities (NELPs)

The Statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that will ensure the success and wellbeing of all learners. It is a statutory document issued under the Education and Training Act 2020 (the Act) that directs government and education sector activities towards the actions that will make the biggest difference and ensure that we are able to strengthen the education system to deliver successful outcomes for all learners and ākonga.

From January 2023 the new strategic planning and reporting framework came into being, and the NEGs and NAGs were removed. This new planning and reporting framework requires us to show how we are reflecting the NELPs into our strategic planning, as shown here. The NELP objectives are; Learners at the centre, Barrier-free access, Quality teaching and leadership, Future of learning and work, World class inclusive public education. The NELP objectives will help us ensure we are always learner-centred and will contribute to more of our learners being successful. They are broken down into five priority areas, which are incorporated into a number of our various operational plans and/or achievement targets for 2023.

STRATEGIC PLAN OVERVIEW 2026 - 2029

2026	2026	2026	2026	2026
1.1 Empower students as leaders of their own and others learning through the promotion of student agency and leadership.	1.1 To investigate and implement further initiatives that will reignite and service the development of - Passion for and use of Keys To Success - Anti-bullying initiatives that involve ALL stakeholders in recognising and combating bullying - Combating the ever growing issues surrounding	1.1 Continue to provide meaningful learning experiences outside of the classroom. (Various trips and visits that enable students to develop social skills in a range of settings) 1.2 To build on staff Future Focus capabilities and implementation abilities within their respective programmes	1.1 To maintain small class sizes that cater for optimal teaching and learning conditions which will help achieve the vision and values of our charter. 1.2 Gain support from outside agencies to strengthen academies/councils, eg. Counties Netball, CMSport, Auckland Council.	1.1 Establish opportunities that are relevant and engaging with local Primary Schools, ECEs and High Schools. 1.2 Ensure there are opportunities for students to engage with the community through Performances outside of Manurewa Intermediate eg. competitions

1.3 Clearly report student progress to parents (including progress against curriculum progressions). 1.4 Provide succinct, clear analysis of progress towards targets, informed through analysis of student data. 1.5 Build on directed and structured pedagogical approaches led by PLLs, with a focus on the integration of Structured Literacy and the SAMR model to strengthen deliberate and evidence-based classroom practice. 2.1 Continue to develop strategies to identify and cater for learners at all levels. 2.2 Raise capacity of all teachers in delivering a differentiated programme to promote accelerated progress for all learners. 2.3 Allocate funds to reflect and support the school's strategic plan. 2.4 Review allocation of funding. 2.5 Ensure great educational opportunities and outcomes are within reach for every learner. 3.1 Refine targeted teacher inquiry process to accelerate progress. 3.2	cyber-bullying and cyber protection 1.2 Remind staff of child protection policies and guidelines 1.3 Promote and maintain effective enrolment and induction for all students including students with high needs 1.4 Provide peer to peer support for student well-being through MI MATES 1.5 Continue to promote a safe and caring learning environment 1.6 Establish ongoing programmes to promote cyber-safety and digital citizenship 1.7 To continue to provide authentic forums for student voice through MI Community Council, MI Eco Council, MI Curriculum Council and the MI Pastoral Care Council. 1.8 Review Service and how our children and community engage in this. 3.1 Provision and maintenance of small class sizes will afford optimum conditions for teaching and learning, for achieving all vision and values in our charter. 3.3 To further develop understanding of Te Ao Māori - the language and the	1.3 Provide specific lessons to students relating to the importance of cyber safety and an awareness of the potential risks and hazards when socialising online 1.4 Review systems and structures that promote safe practices while using digital devices 1.5 To empower all Council and whānau leader groups to ensure student voice and decision-making is student-inclusive 1.6 Develop and empower a Community Council to promote all aspects of healthy eating and lifestyles by instilling cultural intelligence community-wide 1.7 Continue to actively ensure the well-being of all students 1.8 Continue to create and maintain positive relationships with the local community, exploring the impact of the school's involvement 1.9 Empower students to lead new initiatives relating to sporting experiences for all learners 2.1 Create opportunities where Whānau/aiga/family members can run workshops relevant to their culture 2.2 Continue to provide students with ongoing and meaningful opportunities to develop communication and collaboration skills in a variety of settings 2.3 To provide students with opportunities to lead established programmes such as lunchtime and	1.3 Each child's potential is realised through careful class placement. 1.4 Systematically identify, acknowledge, and cater for diverse forms of student potential. 1.5 Gain input on what whānau value as potential. 1.6 Ensure that learners with their whānau are at the centre of education. 2.1 Maintain participation and promotion of staff and students in extracurricular activities. This could include cultural, councils, academies and sport. 2.2 Employ stringent stocktakes of programmes that develop and identify potential. 2.3 Use technology as a tool for students to reach their potential and maximise their learning experiences at school and also at home, which will, in turn, increase their own digital fluency. 2.4 embed robust systems and guidelines that ensure student and whānau safety, ethics, and responsibility regarding emerging digital technologies. 3.1 Raise the capacity of the teaching staff by promoting and	1.3 Ensure there are ongoing effective Transition processes and systems for Yr 6 to Yr 7 and Yr 8 to Yr 9 1.4 Capture Whānau voice regarding the vision and future thinking regarding digital technologies at Manurewa Intermediate 1.5 Continue to develop and put 'in action' other opportunities where MI can be a central part in the Community 1.6 Maintain effective communication with Whānau 1.7 Review Home/School Partnership opportunities- what do Whānau want/need? 3.1 IT developments are effective and in use for relevant and authentic opportunities to provide information on student's learning 3.2 Ensure if there is a disruption to face-to-face learning ie. Pandemic Lockdown systems are in place for effective online learning 3.3 Review the effectiveness and use of MI PLH 3.4 To ensure the correct policies and guidelines are in place and can be easily accessed as necessary
--	--	---	---	--

Continue to revise the usage of the Graduate Profile in light of curriculum developments. 3.3 Execute whole school PLD to increase the rigour of learning and teaching and student outcomes. 3.4 Communicate across all levels of school management to ensure a coherent and responsive local curriculum is developed. 3.5 Ensure that a relevant local curriculum is developed that meets the needs of our students. 3.6 Ensure that teachers understand the different aspects of the curriculum refresh (Progression Model) 3.7 Review documentation to ensure coherence. 3.8 Clearly report to the Board baseline and endpoint achievement data. 4.1 Maintain the implementation of a 1:1 device ratio in Humanities, Math and Science classes. 4.2 Strengthen the quality of teaching to give learners the specific content knowledge they need to successfully transition into high school.	culture - for all stakeholders (teachers, children and our community). 3.4 Continue to significantly improve all teachers capacity to cater for Māori and Pasifika children and in doing so embed culturally responsive processes in all areas of learning and teaching. 3.5 Maintain and review the ability in cultural intelligence and its valued implementation for all stakeholders 3.6 Continue to develop, grow and embed a shared understanding of cultural intelligence and its importance. 4.1 Continue to ensure our school environment reflects our positive school culture.	after school groups that cater to a range of students' abilities 2.4 Utilise funding to support ongoing initiatives that have been planned to develop student social skills, such as Vibe and Nature Club 2.5 Ensure aspects of the CHILD AND YOUTH WELLBEING STRATEGY are being implemented in our school. Strategy framework 3.1 Continue to maintain and develop positive partnerships with local iwi to support Māori ākonga in authentic contexts 3.2 Provide professional development for staff to explicitly teach leadership and social skills 3.3 Provide professional development for staff in the complex needs of neurodiverse learners and how they can be explicitly supported to develop and function as effectively in society as they are capable 4.1 Create links with local political and environmental groups so students can have a voice in the wider community 5.1 Continue to provide opportunities for other schools to use our school as a model	enabling the teaching as an inquiry process. 3.2 Employ staff (when appropriate) with skills required by the school. 3.3 All teachers are empowered to meet the needs of Māori, Pasifika and Gifted and Talented students. 3.4 Ensure all learners and whānau are provided with quality teaching and leadership. 4.1 Provide relevant learning that caters to the circumstantial needs and lives of our local community. 4.2 Formalise the integration of the Rural Campus (MI Papakainga) into our local MI curriculum, providing specialised learning pathways. 4.3 Accelerate high-potential students through the implementation of the "MI Catalyst" intensive programme, linking classroom learning to future careers and industry leadership.	3.5 Main areas of review in 2025 - Health and Physical Education 3.6 Strategic Goals are updated every year in the School Whakaruruhau (charter) 4.1 Continue to engage the community on a digital level 4.2 Collaborate more with Whānau, iwi, hapu, iwi, employers, industry and communities
---	---	--	--	--

2027 - Review how the new Curriculum has gone - Review curriculum areas and effective teaching with the view to innovating on current and researched pedagogies that are contextually appropriate - Look at how new assessment information given to support Curriculum refresh is going within the school - Track the use of IT integration across the curriculum areas to enhance the use of IT - Review Graduate Profile curriculum approach - Consult with the community to gain any new perspectives.	2027 - Explore successful elements of COL work further, maintaining and developing networking from school to school to support cultural development but also to enhance community working together for peer support, collegial support and transitioning etc - Review systems around behaviour management and use of within the school - Consult with the community around the transitioning of their kids into MI. - Review school systems around, uniform, attendance, lates, MoneyBooks etc.	2027 - Continue to maintain positive relationships with the local council and utilise them as a resource to support our leadership councils through work experience. - Maintain new outreach programmes to engage with the community to support parental engagement with the child's learning. - Provide specific workshops and outreach on cyber safety and an awareness of the potential risks and hazards with special emphasis on social media. Make this highly visible and engaging to community - Continue to develop and implement a realist action plan with the EnviroSchools team.	2027 - Review social media platforms - what other ways do we utilise this? - Review how we are developing potential - which areas do we need to target more? - Provide PD for staff to enrich their practice of Maori and Pasifika education - Provide relevant learning that caters to the circumstantial needs and lives of our local community - what does this look like?	2027 - Ensure opportunities for whanau engagement with the school is effective and worthwhile - Continue getting our 'name' out into the community through PD opportunities for others in education - Capture Whānau voice regarding the vision and future thoughts at Manurewa Intermediate - Ensure learning is relevant to the lives of New Zealanders today and throughout their lives - What does this look like today? What skills are most important for them to succeed in life?
2028 - Continue to develop usage of formative data to inform practice - Continue to develop teachers' ability to target areas of student need based on achievement reports (BOY, MOY, EOY) - Ensure that school assessment systems align with the Phase and can accurately report student progress within them - Continue to build teacher capacity to select appropriate curriculum content to engage all learners - Continue to monitor Target Learners who are near or at curriculum expectation and push them to ensure they make expected progress	2028 - Establish a behaviour review team to analyse trends, ensuring policies are equitable and effective. - Provide targeted training for staff on de-escalation techniques and culturally responsive behaviour strategies. - Review and streamline attendance monitoring systems, incorporating digital tools to increase accuracy and efficiency. - Evaluate uniform policies with community input, ensuring inclusivity and cultural considerations. - Launch a mentorship program pairing incoming students with senior peers to support a smooth transition.	2028 - Build on the 2027 digital initiatives by introducing AI and emerging technology workshops to prepare students for future digital landscapes. - Develop a dedicated coaching mentorship program where student athletes can train younger peers during sports events and camps. - Formalise the integration of outdoor education into the curriculum through MI Papakainga, using adventure learning as a core component for subjects like science, history, and geography. - Provide professional development workshops at MI Papakainga focused on integrating experiential learning and supporting neurodiverse learners in outdoor settings.	2028 - Broaden the scope of the Gifted and Talented programme to include more diverse and meaningful enrichment activities - Define what giftedness means in regards to strengths in academic, artistic, cultural, sport and leadership areas - Align teaching practices and resources to meet the requirements of the new curriculum changes - Involve whānau and community partnerships to enhance the variety and impact of Period 6 activities - Review Breakout Buzz as an offering for students and the impact it is making/has made	2028 - Integrate local culture and history into the curriculum, ensuring that all students learn about "Manurewatanga" - Create opportunities for students to engage in community service projects, allowing them to give back and contribute to their local environment and beyond - Recognise the growing role of social media and emerging technologies by adapting our communication strategies and/or platforms to suit this day and age

<u>2029</u> - Continue refining curriculum structures to ensure ongoing alignment with national developments and local needs. - Maintain a strong focus on data-informed teaching, ensuring assessment systems remain reliable and adaptable. - Build teacher capability through sustained professional learning that balances innovation with proven practice. - Strengthen partnerships with whānau through clear, transparent reporting on progress and achievement. - Review and refresh school curriculum design frameworks to ensure coherence and sustained improvement	<u>2029</u> - Conduct a thorough review of the school's AMP for relevance and currency, verifying its alignment with modern practices. - Continue to use the behaviour review team to analyse trends, ensuring policies are equitable and effective. - Examine the structure of our service program to ensure meaningful participation from students and community stakeholders. - Evaluate the MI Council system (including Community, Eco, Curriculum, Cultural, and Pastoral Care) to maintain authentic student forums and determine if any structural changes are needed. - Review and expand professional development initiatives to ensure all teachers are highly capable of supporting Māori and Pasifika children, making culturally responsive processes central to all areas.	<u>2029</u> - Strengthen multi-year partnerships with local council, iwi, and community organisations to co-design learning opportunities, ensuring our leadership councils have sustained access to authentic work experience and civic engagement projects. - Introduce a student-led AI & Tech Advisory Group that supports safe, ethical technology use and contributes to shaping MI's digital policies and classroom practices. - Enhance cyber safety education by developing gamified learning modules and partnering with cyber security organisations to deliver real-world, interactive experiences. - Fully embed MI Papakainga as a cross-curricular learning space, ensuring every learner experiences at least one integrated outdoor inquiry project in science, social studies, and sustainability. - Develop a regional Outdoor Learning Network with neighbouring schools to share resources, expertise, and joint camp/expedition opportunities. - Grow the student coaching mentorship model into a certified in-school programme where student coaches earn badges or micro-credentials for leadership, officiating, and wellbeing support.	<u>2029</u> - Conduct a comprehensive review of the formalised local curriculum implemented via MI Papakainga (Rural Campus). - Establish a cycle for reviewing and updating AI and digital governance policies. - Review the impact of whānau and community partnerships to enhance Period 6 activities - Review extra learning support programmes and specialised groups (often working outside of the classroom) impact on ensuring that priority learners receive targeted assistance to develop their potential.	<u>2029</u> - Consider how Te Tiriti partnership is visible and lived in daily school practice. - Explore how the Rural Campus strengthens students' connection to whenua, sustainability and community responsibility. - Review how student voice (not just with Curriculum Council) contributes to school direction, culture and community identity. - Review how our digital communication and digital literacy have evolved. - Wider outreach? - More engagement? - Are students more digitally equipped?
---	--	---	---	--

2026 OPERATIONAL PLAN MATRIX

'the interaction of our strategic goals and the new National Education and Learning Priorities (NELPs)'

STRATEGIC GOAL					
NELP OBJECTIVES (National Education and Learning Priorities)	Develop Academically Powerful Students	Develop an effective school culture - living our vision and values	Develop Students who are socially aware and socially active	Develop Potential	Develop Community
1. Learners at the Centre 'Learners with their whānau are at the centre of education'	✓	✓	✓	✓	✓
2. Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner'	✓	X	✓	✓	X
3. Quality Teaching and Leadership 'Quality teaching and leadership make the difference for learners and their whānau'	✓	✓	✓	✓	✓
4. Future of Learning and Work 'Learning that is relevant to the lives of New Zealanders today and throughout their lives'	✓	✓	X	✓	✓
5. World Class Inclusive Education 'New Zealand education is trusted and sustainable'	X	X	✓	X	X

MĀORI ACHIEVEMENT PLAN 2026

Our Māori Action Plan aligns to the school wide goal and how we will best support teachers to achieve this throughout the term/year. This plan will be regularly reviewed and updated by the Māori Practice Leader and the Cultural Focus Group.

Strategies to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and Te Ao Māori strategies for achieving equitable outcomes for Māori students and taking all reasonable steps to make instruction available in Tikanga Māori and Te Reo Māori are detailed within this Māori Operational Plan. In addition, within our achievement targets, are specific targets to improve Māori student achievement, which have been devised after analysis of good quality school-wide assessment data in 2023 for the 2024 plan.

School-wide goal: I know how to implement a plan of action to accelerate achievement for Māori children. I can do this by addressing the goals of the schoolwide MAP.

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
2 Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner' Ka hikitia Links: • Te Whānau • Te Tangata • Te Kanorautanga • Te Tuakiriranga • Te Rangatiratanga Te Whare Tapa Wha Links: • Taha Wairua • Taha Whānau	2.1 Have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success.	- Be a model for all teachers in integrating Māori perspectives, values and ideals in planning and delivery of programmes, in school systems and events. - Provide support for all teachers and encourage leadership amongst those who are able - Establish a method to accurately ascertain the quality of what is being taught so that review is pragmatic and targeted. - Actively and routinely support and lead staff to engage effectively and appropriately with Māori parents, whānau,	Māori Practice Leader (Rita) Pacific Practice Leader (Junior) Cultural Focus Group	✓	✓	✓	✓	•

• <i>Taha Tinana</i> • <i>Taha Hinengaro</i>		• hapū, iwi and the Māori community. • Lead and organise staff with upcoming language weeks ◦ Sharing of resources ◦ Encouraging staff performances • Lead Marae Stays • Ensuring schoolwide ownership of and opportunities to lead in the pōwhiri • Teaching Māori songs • Teaching the importance of the school haka and ensuring it is taught properly • Supporting Maori speakers in preparation for Powhiri and APPA Speech Competitions							
	2.2 Know their potential and feel supported to set goals and take action to enjoy success.	• Sharing opportunities for ownership and delegated leadership throughout all staff • Showcasing the teacher's strengths to all staff so everyone is aware - celebrating this! • Be safe and inclusive and free from racism, discrimination, and bullying	Māori Practice Leader Pacific Practice Leader Cultural Focus Group	✓	✓	✓	✓	✓	•
	2.3 Have experienced teaching that is relevant, engaging, rewarding and positive.	• Full Staff Marae stay and fale ceremony • Authentic and relevant experiences • Catch up with different whanau about tikanga	Māori Practice Leader	✓					•

		of marae and fale	Pacific Practice Leader Cultural Focus Group						
2.4 Have gained the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and the wider world.	- To support members of staff to realise our vision and achieve success in Te Ao Māori - Sharing of resources to teach Te Reo Māori during Hauora - Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life	Māori Practice Leader Pacific Practice Leader Cultural Focus Group	✓	✓	✓	✓	✓	•	
2.5 Be supported by the strong engagement and contribution from parents, aiga and whānau, hapū, iwi, Māori organisations, communities.	- Getting parents involved with cultural groups - Encouraging staff to use parents, get them involved in school activities etc - Engage the expertise of parents, whānau, hapū, iwi and Māori communities in the school service for the benefit of Māori learners.	Māori Practice Leader Pacific Practice Leader Cultural Focus Group	✓	✓	✓	✓	✓	•	
2.6 Board and Staff give effect to Te Tiriti o Waitangi	- Develop a localised curriculum that enables quality learning and teaching in relation to Te Tiriti o Waitangi - Engage with our local community to gain the expertise of Māori parents and whānau	Māori Practice Leader Pacific Practice Leader Cultural Focus Group	✓	✓	✓	✓	✓	•	

		• Promote cultural competence amongst the Board and Staff • Culturally Responsive Teaching • Building relationships with Maori students							
--	--	---	--	--	--	--	--	--	--

PACIFIC ACHIEVEMENT PLAN

Our Pacific Action Plan aligns to the school-wide goal and how we will best support teachers to achieve this throughout the term/year. This plan will be regularly reviewed and updated by the DP: Student Focus and the Cultural Focus Group.

School-wide goal: I know how to implement a plan of action to accelerate achievement for Pacific children. I can do this by addressing the goals of the schoolwide PAP.

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
2 Barrier Free Access "Great education opportunities and outcomes are within reach for every learner" Action Plan for Pacific Education Links • Key Shift 1 • Key Shift 2 • Key Shift 3 • Key Shift 4 • Key Shift 5 Tapasā Links A) Turu 1 B) Turu 2 C) Turu 3	2.1 Have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success.	• Be a model for all teachers in integrating Pacific perspectives, values and ideals in planning and delivery of programmes, in school systems and events. • Provide support for all teachers and encourage leadership amongst those who are able • Establish a method to accurately ascertain the quality of what is being taught so that review is <i>pragmatic</i> and <i>targeted</i>. • Commit to professional learning and development around <i>culturally sustaining</i> and <i>culturally responsive</i> practices. Use <i>Tapasā</i> to guide this development. • To lead and organise staff with upcoming language weeks • Lead <i>Fale</i> ceremonies • Supporting Pacific speakers in preparation for Powhiri and APPA Speech Competitions	DP: Student Focus Cultural Focus Group	✓	✓	✓	✓	
	2.2 Know their potential and feel supported to set goals and take action to enjoy success.	• Sharing opportunities for ownership and delegated leadership throughout all staff • Showcasing the teacher's strengths	DP: Student Focus	✓	✓	✓	✓	

	to all staff so everyone is aware - celebrating this!	Cultural Focus Group					
2.3 Have experienced teaching that is relevant, engaging, rewarding and positive.	• PD - To model how to use the fale in a <i>fono</i> context - using the protocols of a village welcoming/ meeting. • Full Staff Marae stay and fale ceremony - authentic and relevant experiences • Catch up with different whānau about <i>fale protocols</i> • Teaching Pacific songs - adding new ones to our MI Mana Our Toa handbook on an ongoing and regular basis	DP: Student Focus Cultural Focus Group	✓	✓	✓	✓	
2.4 Have gained the skills, knowledge and qualifications they need to achieve success in their own cultures, New Zealand and the wider world.	• To support members of staff to realise our vision and achieve success with Pacific Education • Sharing of resources to teach Pacific languages and Fale protocols during Hauora • Cultural Council to help lead language week celebrations	DP: Student Focus Cultural Focus Group	✓	✓	✓	✓	
2.5 Be supported by the strong engagement and contribution from parents, Aiga, Pacific organisations and communities.	• Getting parents involved with cultural groups • Encouraging staff to use parents, get them involved in school activities (Komiti), etc • Look at organising a fono with the help of outside organisations	DP: Student Focus Cultural Focus Group	✓	✓	✓	✓	

Attendance Plan

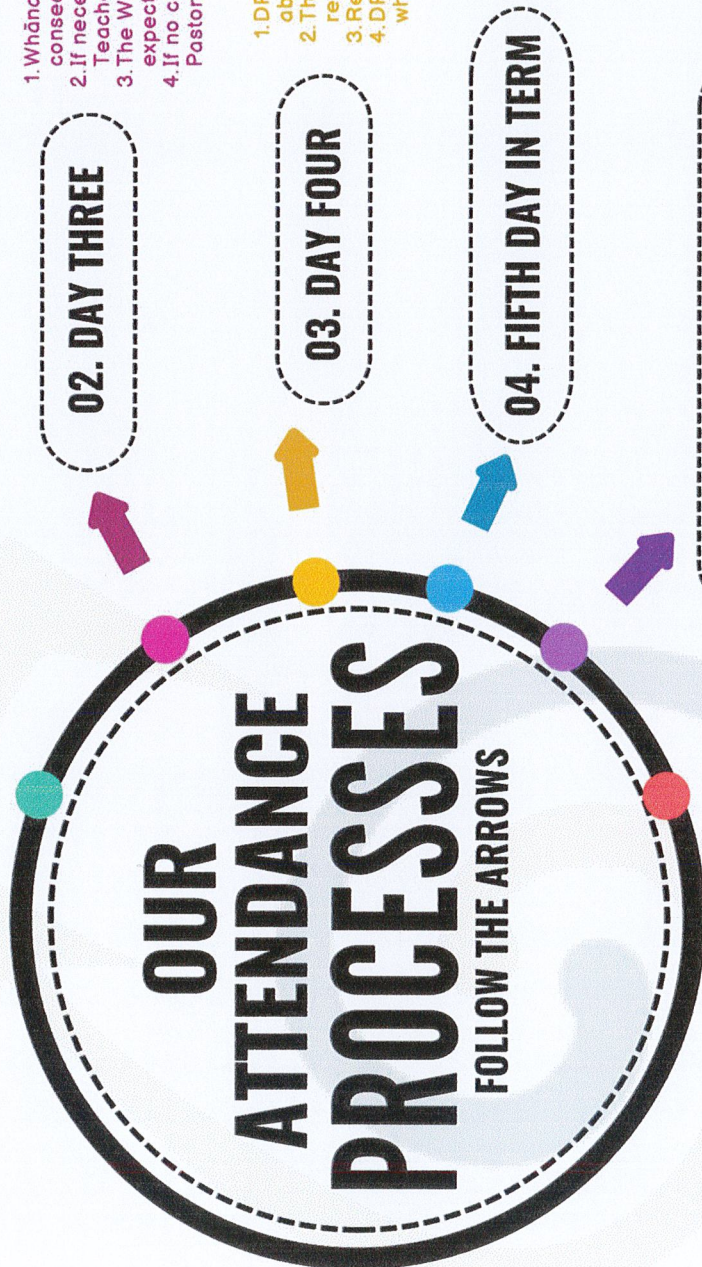
NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the Centre	1.1 Aim to stabilise roll as soon as possible by identifying non-attenders and contacting them. Target is to stabilise roll by beginning Week 3. May enlist support of Social Worker(s). ❖ Aim to have 90% of children on average at school in any given week.	- Teachers to follow up on any absences from Day 1 student absence. They will call/text families during Fitness. - Whānau Leaders to check that this is being done. Need to reinforce this with constant reminders and at the same time, ensure that teachers are communicating information to the Student Administrator at the main office so systems complement each other. Must ring by 9.05 am in order to facilitate this. - Continued absence by Day 3 will result in a home visit by the Whānau Leader and Poutoko Hapori. - The Poutoko Hapori/Attendance Officers will support Whānau Leaders and staff in home visits.	DP: PC, Student Administrator, Poutoko Hapori, Staff, Social Worker(s)	✓	✓	✓	✓	
	1.2 Aim to have less than 4% late daily = approx 1 child per class with or without excuses.	- Students who are late once in one week will receive a warning, twice in one week will be placed on Community Service - Student will be placed on After School detention if they are late more than four times in a term - Whānau Leader to meet with family if lates continue from four onwards in the span of a single term.	Student Administrator / DP: PC, Whānau Leaders	✓	✓	✓	✓	

		Teachers can track lates using term attendance tracking chart							
1.3 Whānau Leader attendance document to continue and show the kids each Whānau Leader touches base with every day.	- Frequent contact with whānau and student to ensure regular attendance for worst attending students - Spreadsheet to be created for all form classes with student who sit under 90% attendance - this needs to be updated on a regular basis by the Poutoko Hapori/DP: PC and Whānau Leaders - Teachers can track lates using term attendance tracking chart	Poutoko Hapori/ DP: PC, Whānau Leaders	✓	✓	✓	✓	✓		
1.4 Maintain a section in the newsletters that will inform whānau and promote the importance of attendance.	- Newsletters to inform community/whānau of success re: mufti day winners etc - Goals and Targets highlighted on the front page of the newsletter - Reminders of systems (e.g. teachers will ring) to appear in newsletters. - Advertise YTD Attendance goal and current YTD attendance on our website - ALSO - highlight and promote high attendance on the school light board out the front.	All staff, All Leadership DP: Operations FOR THE LIGHT BOARD	✓	✓	✓	✓	✓		
1.5 Attendance Processes that align with STAR, to be followed by all staff.	- Form Teachers will call all absent students during fitness time. - Student Administrator to call if Form Teachers are unsuccessful - Form teacher to track student absences and let Poutoko Hapori/Whānau Leaders/DP: PC know of any issues. - Poutoko Hapori to update students of attendance concerns on a regular basis.	All staff, Poutoko Hapori/ DP: PC, Whānau Leaders							

2 Barrier Free Access	2.1 Analyse data for presence each week through class competition.	- DP: PC to complete Whānau Competition analysis on EDGE for attendance. - DP: PC to tally and collate lates data for Whānau Competition from LATES DOC. - Whānau Leaders to be the first port of call when support may be needed to improve individual class lateness or attendance rates. - Teachers will track lates and attendance using term attendance tracking chart - Attendance data to be shared via social media	DP: PC and Whānau Leaders	✓	✓	✓	✓	
	2.2 DP: PC to ensure that every week, children of concern. EG: lateness and attendance are discussed at leadership meetings.	Whānau Leaders share initiatives as to how they are supporting their whānau teachers and classes to maintain optimum levels in this area.	DP: PC and Whānau Leaders,	✓	✓	✓	✓	
	2.3 Continue to monitor and improve on figures given out by MOE in the Attendance and Engagement Strategy.	- Continue to participate in the MOE "Every Day Counts" initiative. - Ensure the right attendance codes are used. - Analyse the data shared by the MOE	DP: PC, Student Administrator, Principal	✓	✓	✓	✓	
	3.1 Teacher follow-up to address patterns of non-attendance identified through attendance and lates systems.	- Teachers to track and inform Whānau Leaders of concerns regarding continuous student absences in their class. - DP:PC to lead weekly reviews at Leadership meetings of the effectiveness of teachers interventions and those classes whose attendance is of concern.	DP: PCa, Poutoko Hapori, Whānau Leaders, Staff	✓	✓	✓	✓	
3 Quality Teaching and Leadership	3.2 Provide opportunities for teachers who are having success in following up absence and lateness to share and celebrate these ideas with whānau and all staff.	- Term 3 - students wear mufti shoes on Friday if they have 100% attendance for that week - Term 4 - students wear full mufti on Friday if they have 100% attendance for that week	DP: PC, Student Administrator, Whānau Leaders, Staff	✓	✓	✓	✓	

		- Mufti shoes on Friday if all at school in class on time for a whole week. - Identified and celebrated at weekly assemblies. - To be shared at every whānau meeting. These teachers will be identified through a weekly review of attendance rates at Leadership meetings.							
3.3 DP: PC to provide a monthly attendance analysis for the Board. This or other attendance info may be used to help support the CoL.		DP: PC to include in his monthly Board report an attendance analysis for the Boards information.	DP: PC, Student Administrator	✓	✓	✓	✓	✓	
3.4 Systems to discourage absence/lateness		- DP: PC follow-up to address patterns of non-attendance or lateness identified through these systems. Student Administrator, Poutoko Hapori and Attendance Officers work in conjunction with DP: PC to improve students struggling with attendance and lateness. - Teachers will track lates and attendance using term attendance tracking chart - Focus through PC group re attendance/ truancy.	All stakeholders	✓	✓	✓	✓	✓	
3.5 Tracking and dealing with random absences ❖ Encouragement and promotion of good attendance		- Continue with 'Commitment to Education' certificates for all students and staff at M1. Whānau Leaders need to check this EVERY week to make sure this is happening and the format is available for review at SIC conferences. Also in Q & A in PMP as a teacher requirement. - Teachers follow up with repeated focus in class in relation to being at school in order to cover work to make up lost progress/achieve. - Term certificates/laptop and/or whanau points for 100% attendance.	Whānau Leaders DP: PC All staff	✓	✓	✓	✓	✓	

		- All staff frontline promoters of presence at school. - DP: Student Focus and Poutoko Hapori to use Student Integration Plan for students who have been absent for a long period of time							
3.6 Principal and DP: PC to be informed and to make decisions over complicated and or overseas absences. This is communicated to both whānau and staff.	- Make sure staff and teachers are informed about the procedures for acceptance of overseas absence. Permission prior to leaving should be gained from the Principal. Letter to be sent home regarding "Holidays during Term Time". - In each newsletter, and in a variety of formats, communicate the need for parents to get the Principal's permission if travelling overseas in term time.	Principal, DP: PC, All staff	✓	✓	✓	✓	✓		
3.7 DP: PC to continue to promote the importance of attendance through the MI MONEY system and Whānau Competition.	Individual teachers will continue to be fined if they do not mark the roll on time by 8.45am and 2:25pm (1.45pm on Tuesdays).	Student Administrator , All staff, DP: PC	✓	✓	✓	✓	✓		



01. DAY ONE - TWO

1. Form Teacher to call home during School-wide Fitness if the student is absent.
2. If contact is made the Form Teacher documents the reason for absence on Edge.
3. If no contact is made the Form Teacher documents this on Edge. Question mark (?) is coded on Edge so follow-up can be identified.
4. The Student Administrator or Receptionist calls by 12 noon and continues calling every day until the student attends.
5. Whoever makes contact asks for a medical certificate if the student will be absent for more than two days due to sickness.

02. DAY THREE

1. Whānau Leader makes contact with the family on the third consecutive day of absence.
2. If necessary, a home visit is organised in conjunction with the Form Teacher.
3. The Whānau Leader makes it clear to the whānau the school's expectations regarding attendance.
4. If no contact is made, the Whānau Leader refers the case to the DP: Pastoral Care (DP: PC).

03. DAY FOUR

1. DP: PC makes contact or organises a whānau hui if the student is absent for four consecutive days.
2. The DP: PC makes it clear to the whānau the school's expectations regarding attendance.
3. Refers the case to the Poutoko Hapori to follow up with the whānau.
4. DP: PC advises the Principal of the situation with the student and whānau.

04. FIFTH DAY IN TERM

1. If a student is absent for the fifth day in a term, the Form Teacher calls the whānau to advise concern and explain the regulations around attendance.
2. Form Teacher emails name to Poutoko Hapori to monitor attendance. Whānau Leader and DP: PC to be cc'd into email.
3. If contact is made the Form Teacher documents response on Edge.
4. If no contact is made the Form Teacher documents this on Edge. Question mark (?) is coded on Edge so follow-up can be identified.
5. The Student Administrator or Receptionist to make contact.

05. TENTH DAY IN A TERM

1. The Poutoko Hapori advises the Whānau Leader and DP: PC if a student is absent for the tenth day in a term.
2. DP: PC, Whānau Leader and Poutoko Hapori hold a hui with the whānau to address concerns.
3. Poutoko Hapori continues to monitor attendance.

06. FIFTEENTH DAY IN A TERM

1. The Poutoko Hapori advises the Whānau Leader and DP: PC if a student is absent for the fifteenth day in a term.
2. Ministry involvement is initiated.

Attendance Code Decision Tree

