Maungawhau School
Strategic Plan 2024-2026

Vision Statement:
Shaping the Future

Summary of the information used to develop this plan/How did you create this plan
Maungawhau School Board utilises community engagement and feedback and the National Education and Learning Priorities in the development of this plan.

Strategic Goal	Board Primary Objectives	Education Requirement	What do we expect to see?	How will we achieve or make progress towards our goals?	How do we measure success?
To enable our ākonga to reach their highest educational potential in an emotionally and physically safe environment, with an emphasis on every ākonga gaining sound foundational skills, including literacy and Mathematics	All of section 127 (1) of the Education and Training Act 2020 apply	Te Mātaiaho	Academic results will show increased progress for all ākonga in Literacy and Mathematics	Teachers will engage in professional development to enhance their knowledge and confidence around delivering the refreshed New Zealand curriculum, Te Mātaiaho with a focus on English and Mathematics. School leaders will work with team leaders to develop their competence and confidence with assessment practices and data literacy so that pedagogy in Literacy and Mathematics is effective and evidence-based.	• Teachers will show improved pedagogy throughout the Professional Growth Cycle process • Student and staff wellbeing surveys • Attendance and engagement with whānau at hui and pōwhiri
			Increased ākonga emotional and social competence in classrooms and at break times.	Kaiako will be better equipped with strategies for supporting ākonga and their own wellbeing and mental health.	
			Ākonga and kaiako will show improvement in Tikanga Māori and Te Reo Māori.	Board and staff will continue to grow meaningful and respectful connections with ākonga, whānau, and the community to design and deliver education that responds to their needs, and sustain their identities, language and culture. Ensure Te Reo and the New Zealand's Histories Curriculum is being taught in class.	

Ākonga – students Kaiako – teachers

Maungawhau School
Annual Implementation Plan 2026

Summary of the plan
Maungawhau School will continue its strong focus on improving ākonga progress and achievement in Literacy and Mathematics, while trialling the new structured MOE programmes

Where we are currently at:
We continue to equip staff with knowledge and strategies to deliver high-quality teaching to ensure all ākonga make strong progress. Our work with professional learning providers will continue to support our journey to deliver high-quality teaching

How will our targets and actions give effect to Te Tiriti o Waitangi:
Planning and delivering the NZ Histories curriculum
Establishing roles focused on cultural leadership within the school
Implementing The Resilience Playground and Mitey programmes following the Mana model

Strategic Goal
To enable our ākonga to reach their highest educational potential in an emotionally and physically safe environment, with an emphasis on every ākonga gaining sound foundational skills, including language, Literacy, Mathematics and Science

Annual Target/Goal:
Evidence of further growth in ākonga confidence, engagement and achievement

What do we expect by the end of the year?
Implementation of the refreshed curricula in English and Mathematics
To significantly increase both staff and student confidence and foundational knowledge in Science

Actions	Who is Responsible	Resources Required	Measure of Success
To implement the New Zealand Curriculum Refresh in Literacy and continue embedding Structured Literacy and the Code across the school	Georgina Jackson, Literacy curriculum lead	• MOE direction and resources • MOE PLD hours • PLD, observations and discussions with colleagues within school • Additional resources such as full class sets of Little Learners Love Literacy series, Fluency Fun series, sounds chart, Read and Grab word game pack, class sets of chapter books • The Code training for specific junior school teachers • Structured Literacy PD for new staff	• Academic results will show increased progress for all ākonga in Literacy • Increased student confidence in Literacy • Increased teacher confidence and competence in Structured Literacy through insights gained from PLD and from discussions with professional colleagues
To implement the New Zealand Curriculum Refresh in Mathematics and Statistics and use PR1ME Mathematics to develop deep understandings, explicit teaching and regular problem-solving	Yana Dennett and Tania Plaisier, Mathematics curriculum leads	• MOE direction and resources • MOE PLD hours & PLD provided from PR1ME Mathematics • PLD on the refreshed Maths curriculum provided by the ministry • PLD, observations and discussions	• Academic results will show increased progress for all ākonga in Maths • Increased student confidence and positive attitudes in Maths • All classroom teachers will use PR1ME Mathematics as part of their maths programme • Increased teacher confidence and competence with the New Zealand Curriculum Refresh in Mathematics and Statistics

		with colleagues within school ● Additional text books for extension and equipment for measurement and geometry	● Increased teacher confidence and competence with the rich routines provided by The Learner First (moveNprove, recallNreason, revisitNretain and discussNdefend). ● Teachers continue to integrate rich routines and open tasks into daily maths practice.
To explore, trial, and evaluate a new Ministry-approved assessment tool to enhance the rigour and responsiveness of our assessment practices	Tania Plaisier, curriculum lead	● Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Nonsense Word Fluency (NWF) subtest ● Student Monitoring, Assessment and Reporting Tool (SMART) - a ministry-approved assessment tool for years 3-6, used twice yearly for reading, writing and maths ● PLD for teachers around the new assessment tools	● Teacher confidence in administrating new assessment tools and interpreting and analysing data ● Students' assessments display progress against the expectations of the refreshed curriculum
A science specialist is employed to teach and model effective Science lessons. Staff will attend these lessons with their students to observe and upskill	Science specialist employed two days per week - Dr. Patricia Cooper	● Room 12 set up as a science Lab until term 3, available for all classrooms to use ● PLD with Science specialist, two days per week ● House of Science kits	● Increased student confidence in Science ● Increased teacher confidence and competence in teaching Science
To make meaningful and respectful connections with ākonga, whānau, and the community to design and deliver education that responds to their needs, and sustain their identities, language and culture	Classroom teachers Tumuaki	● Student cultural ambassadors ● Kapa Haka groups ● Singing assemblies	● Term 1 Hui with whānau - high attendance and meaningful korero ● Term 1 Chinese consultation - high attendance and meaningful korero ● Whole school pōwhiri to occur each term to welcome new whānau ● Teaching New Zealand history including the significance of the Treaty of Waitangi, and learning about New Zealand days of commemoration such as Waitangi Day and Matariki. ● Student cultural ambassadors actively promoting their culture ● Kapa Haka groups participation in the Kapa Kāhui, Eden Albert Cultural Festival and Matariki celebration at school ● Te Reo taught in classes
To increase the rate of regular attendance (defined as students attending 90% or more of all enrolled days) to a minimum of 80% across the entire student cohort by the end of Term 4.	Classroom teachers Office team Tumuaki	● Maungawhau School's 2026 Attendance Management Plan ● Maungawhau School Individual Student Attendance Activities STAR ● eTap	● The school will be deemed successful in meeting the goal if the regular attendance rate calculated at the end of Term 4 is 80% or higher.