

At Maungaraki School we are committed to living the principles of Te Tiriti o Waitangi and developing tamariki who are strong and confident in their own identities, languages and cultures, while celebrating those of others.

## Vision

Passion for Learning,  
Passion for Life.  
Nō reira, kia kaha ra.



## Mission

With wellbeing at the heart of what we do, we are creating resilient learners who respect themselves, others and the environment.





HAUORA



ENGAGED



ACTIVE



RELATIONSHIPS



TEAMWORK



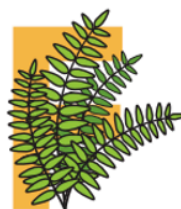
KĀKANO



TIPU



KORU



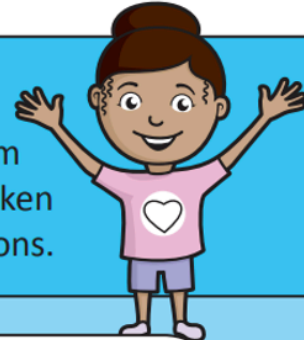
FERN

## HEART Values

These have been designed alongside the community, the staff and the students of Maungaraki. Our HEART values align directly with the New Zealand Wellbeing Framework.

## School Structure

Following the progression of a Fern, from seed to Fern. The Values are further broken down to form progressions of expectations.



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ACTIVE



RELATIONSHIPS



TEAMWORK

### STRATEGIC AIM 1

Understand and develop our partnership with our community.

### STRATEGIC AIM 2

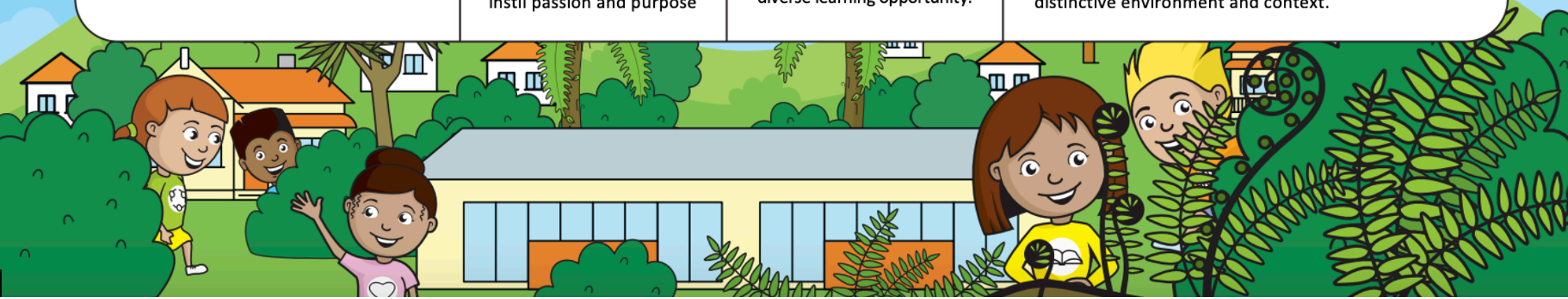
Connect students to authentic learning which instil passion and purpose

### STRATEGIC AIM 3

Deliver a curriculum that focuses on creative and diverse learning opportunity.

### STRATEGIC AIM 4

Te Ao Māori is woven into the essence of Maungaraki School, breathing life into our distinctive environment and context.



# MAUNGARAKI SCHOOL



HAUORA

## Identity

- I acknowledge differences in others' beliefs and values.
- I am developing a sense of self-direction and purpose.
- I am aware of my learning styles and make deliberate choices to enhance them.
- I understand the impact of my actions on the environment.
- I live the principles of the Treaty, and respect my culture and the cultures of others.

## Physical

- I understand the changes I am going through and can manage myself through these.
- I care for my tinana.

## Social

- I build and maintain positive relationships across the school.
- I take ownership of our leadership roles and responsibilities.

## Emotional/Mental

- I continue to develop and practice a growth mindset.
- I am aware of our positive qualities and build on them.
- I manage my emotions and responses to situations and am able to self-regulate.



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- I am confident in managing my time with growing independence.
- I can articulate my next learning steps and know where to access what I need in order to achieve them.
- I reflect on the work I produce and seek ways to recraft and rework it to reach my full potential.
- I can motivate myself to apply the required effort to achieve my learning targets.



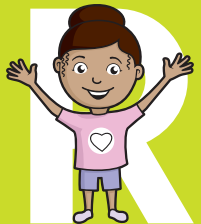
ACTIVE

## Learning:

- I am actively involved in the learning process from planning to outcomes.
- I can set appropriate learning goals and develop pathways to reach them.
- I am aware of the challenges that come with achieving long-term goals and that having a growth-mindset takes effort and commitment.

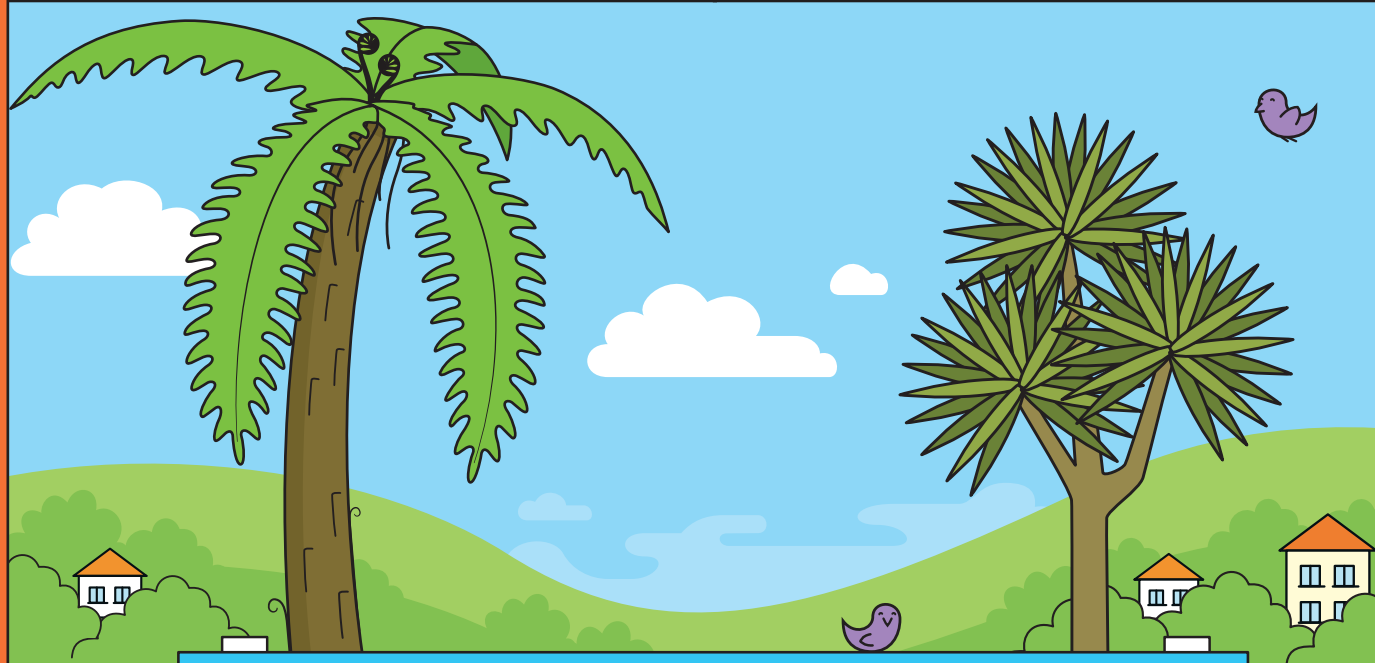
## Physical:

- I understand what my body needs and am able to reflect and adjust in response to those needs.
- I participate with a positive mindset in all opportunities.
- I am aware of my current capabilities and skill-set and make appropriate choices to develop these.
- I understand the fundamental skills required for different disciplines.



RELATIONSHIPS

- I implement the strategies required to resolve conflicts effectively.
- I understand my own emotions and reactions, and can regulate these effectively.
- I can read the body language and social cues of others, and respond appropriately with tolerance.
- I seek to support others with their goals and am willing to be supported myself.
- I demonstrate gratitude and kindness in all my interactions. Using manners and listen attentively and with respect.



TEAMWORK

- I know that fair-play is not about being equal, but about making appropriate adjustments (equity rather than equality).
- I actively choose to work with a diverse range of my peers.
- I understand the need for a variety of roles and actively work to fulfil my role.

- I appreciate that people have diverse needs and skills.
- I am aware of my strengths and weaknesses, and work to learn from and support others.
- I understand that leadership comes with responsibilities and means doing the right thing, even if others are not (integrity).





## MAUNGARAKI SCHOOL STRATEGIC PLAN 2025

Strategic Goal 1	Success Statement	Initiatives
<b>Tūrangawaewae</b> Understand and develop our partnership with our community	We design and deliver initiatives that serve the wider Maungaraki Community, while understanding our cultures, and uniqueness.	<ul style="list-style-type: none"> <li>• Student leadership programmes are developed at each level of the school.</li> <li>• Term events show direct interaction with the community, this is evident in team planning.</li> <li>• Connection initiatives run throughout the year. Staff deliver/run an 8-week programme - Choir, Trapping, Sports, Cultural, Whare Pūrākau (School Library) which has a direct link to our community.</li> <li>• Develop and run initiatives that foster the well-being of staff and students.</li> <li>• Have sustainable practices at the heart of decisions made across each level of our school.</li> </ul>

**NELP:** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying



Strategic Goal 2	Success Statement	Initiatives
<b>Ako</b> Connect students to authentic learning which instils passion and purpose.	Our students are self-aware learners, know the next steps on their learning journey and use their strengths and values to flourish into the future.  93% of students will achieve at or above the curriculum expectations 90% of our students will make expected progress.	<ul style="list-style-type: none"> <li>• Staff are involved in PD that outlines structured approaches to literacy &amp; mathematics teaching.</li> <li>• Provide coaching to support teachers in implementing best practices.</li> <li>• Staff will foster connections with students and whānau (family), tailoring learning that ignites a passion for learning.</li> </ul>

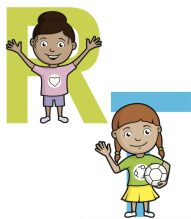
**NELP:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau/family and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Ensure every learner/ ākonga gains sound foundation skills, including language\*, literacy and numeracy



Strategic Goal 3	Success Statement	Initiatives
<b>Pūawaitanga</b> Deliver a curriculum that focuses on creative and diverse learning opportunities.	Our students have access to a range of rich, creative and diverse learning opportunities that enhance their key competencies.	<ul style="list-style-type: none"> <li>● Design and deliver learning programmes in our classrooms that meet the creative and hands-on needs of our tamariki/students.</li> <li>● Deliver a Waihanaga (Creativity) programme for our learners that meets their creativity and STEAM needs.</li> <li>● Create a Year 7 &amp; 8 Waihanaga (Creativity) programme that brings the design process together with STEAM skills.</li> <li>● Create a progression of STEAM skills, which build upon themselves, across our school.</li> </ul>

**NELP:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce



Strategic Goal 4	Success Statement	Initiatives
<b>Kaupapa Māori</b> Te Ao Māori is woven into the essence of Maungaraki School, breathing life into our distinctive environment and enriching our cultural context.	We follow and honour our Maungaraki Kawa (Cultural practices) and Tikanga (Cultural principles).  * Kawa - An outline of cultural practices lived within Maungaraki School. * Tikanga - The principles that outline what is culturally appropriate.	<ul style="list-style-type: none"> <li>● Kura Ahurea (local iwi education programme) is incorporated within syndicate planning and classrooms. Strong links to weekly programs are clear.</li> <li>● Our Way - Kawa - Design a Kawa for Maungaraki School which aligns with Iwi expectations and Tikanga.</li> <li>● Continue to implement this kawa throughout Maungaraki School.</li> <li>● Provide regular and meaningful consultation opportunities for Māori whānau.</li> </ul>

**NELP:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning



	MAUNGARAKI SCHOOL STRATEGIC PLAN 2025 BREAKDOWN OF INITIATIVES		
	We design and deliver initiatives that serve the wider Maungaraki Community, while understanding our cultures, and uniqueness.		
Goal 1	Initiatives	Actions	Responsibility
<b>Tūrangawaewae</b> Understand and develop our partnership with our community	Student leadership programmes are developed at each level of the school.	Create a specific breakdown of leadership responsibilities for all areas of the school. Ensure that we have progressions to build leadership capability. Create leadership opportunities that cater to diverse needs. <ul style="list-style-type: none"> <li>- Sports</li> <li>- Core curriculum areas</li> <li>- Environment</li> <li>- Technology</li> <li>- Community relations and engagement.</li> </ul>	Team Leaders
	Create events that show direct interaction with the community, these are evident in team planning.	Plan community events each term that bring the community into the school. Each syndicate plans for a specific termly event that engages the community in the school.	Deputy Principals have oversight and team leaders create a plan with their team.
	Connection initiatives run throughout the year. Staff deliver/run an 8-week high-interest programme for students - Choir, Trapping, Sports, Cultural, Whare Purakau...	Each staff member runs an 8-week programme that targets the needs of a group of students within the school.	All teaching staff create a club that supports a passion area for 10+ students in the school.

	Develop and run initiatives that foster the well-being of staff and students.	<p>Each team designs a 10-week programme to support the well-being of the staff.</p> <p>Teams are sure to include multi-faceted approaches for the well-being of colleagues.</p> <p>HEART days will be organised each term to support whole-school connection and collaboration.</p> <p>Buddy time across the school takes place on a fortnightly basis.</p>	Syndicate teachers with oversight of the team leaders.
	Have sustainable practices at the heart of decisions made across each level of our school.	<p>Enviro Leader is to audit areas within the school where we could look at being more sustainable in our approaches.</p> <ul style="list-style-type: none"> <li>- Energy use</li> <li>- Water use</li> <li>- Waste management</li> <li>- Building materials - especially for Waihanga</li> <li>- How students come to and from school</li> <li>- How sustainability is taught in school</li> <li>- Composting of green waste</li> <li>- Planting Plan for new trees</li> <li>- Involve ourselves with community sustainability projects</li> </ul>	Enviro Leader Deputy Principal Caretaker
	<b>NELP:</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying		

## MAUNGARAKI SCHOOL STRATEGIC PLAN 2025

**Our students are self-aware learners, know the next steps on their learning journey and use their strengths and values to flourish into the future.**  
**93% of students will achieve at or above the curriculum expectations.**  
**90% of our students will make expected progress.**

Goal 2	Initiatives	Actions	Responsibility
<b>Ako</b> Connect students to authentic learning which instils passion and purpose.	Staff involved in PD that outlines structured approaches to literacy & mathematics teaching.	Run at least 2 workshops and/or staff meetings a term that unpack the new curriculum.  Observations and planning checks are to be carried out to ensure teachers are implementing the curriculum within their programme.  Provide adequate resources to support the implementation of the curriculum.  Online learning to support year 7/8 teachers with structured literacy.  Curriculum adaptations to ensure that the curriculum fits the Maungaraki School context and we can ensure consistency of teaching expectations across the school.  Professional development of leaders to ensure that best practice is maintained across the school.	Leadership Team
	Provide coaching to support teachers to implement best practice.	Set coaching and mentoring goals based on curriculum development and use of the new teaching strategies.  Provide coaching opportunities within the programme. Support new teachers to learn the delivery of the new curriculum.	Deputy Principals.





	<p>Staff will foster connections with students and whānau to tailor learning that ignites a passion for learning.</p>	<p>Connect with parents within the first 3 weeks of school.</p> <p>Parent-teacher conferences happen twice a year.</p> <p>Two personalised and detailed Hero posts sharing learning goals will be sent home each term. Along with two written reports in Terms 2 and 4.</p> <p>Recording where students sit within the new curriculum levels and progress made by the end of the year.</p>	Teaching Staff.
	<p><b>NELP:</b> Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</p>		

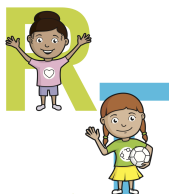
	MAUNGARAKI SCHOOL STRATEGIC PLAN 2025		
	Our students have access to a range of rich, creative and diverse learning opportunities that enhance their key competencies.		
Goal 3	Initiatives	Actions	Responsibility
<p><b>Pūawaitanga</b></p> <p>Deliver a curriculum that focuses on creative and diverse learning opportunities.</p>	Deliver a Waihanaga programme for our learners that meets their creativity and STEAM needs.	<p>Train and prepare a team of teaching staff to work in the Waihangra Space.</p> <p>Plan a Waihangra Programme that meets the STEAM needs of our Year 0 - 6 students.</p> <p>Create activities that use the space and tools we have to cater to the needs of each syndicate.</p> <p>Share the new learning success stories with the community regularly - 3 times a term.</p>	<p>Ben</p> <p>Waihangra Team</p>

		<p>Create a progression of STEAM skills, which build upon themselves, across our school.</p> <p>Create an assessment of STEAM skills, which reports clearly to whanau across our school.</p>	
	Create a Year 7 & 8 Waihanga programme that brings the design process together with STEAM skills.	<p>Plan learning opportunities to extend the skills of our Ponga team in the STEAM area.</p> <p>Develop learning programmes alongside team leaders, looking for opportunities to incorporate &amp; build on class learning.</p> <p>Share the new learning success stories with the community regularly - 3 times a term.</p>	
	Design and deliver learning programmes that meet the creative and hands-on needs of our tamariki.	<p>Create a child-centred learning environment.</p> <ul style="list-style-type: none"> <li>- Know the learner</li> <li>- Incorporate student voice - student survey</li> <li>- Personalise learning for syndicates and classes - evident in classroom planning.</li> </ul> <p>Project-based learning through STEAM and an inquiry learning model to run across the school.</p>	Teaching Staff
	<b>NELP:</b> Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		

## MAUNGARAKI SCHOOL STRATEGIC PLAN 2025

We follow and honour our Maungaraki Kawa (Cultural practices) and Tikanga (Cultural principles).

Goal 4	Initiatives	Actions	Responsibility
<b>Kaupapa Māori</b> Te Ao Māori is woven into the essence of Maungaraki School, breathing life into our distinctive environment and enriching our cultural context.	Kura Ahurea (local iwi education programme) is incorporated within syndicate planning and classrooms. Strong links to weekly programs are clear.	Syndicate and classroom planning shows clear links to pūrākau and Te Ao Maori being used within programmes.  Continue working with the Kura Ahurea programme.  Teachers follow shared plans around teaching pūrākau (traditional stories) and waiata within classrooms and across syndicates.  Implementation of Rumaki Reo (immersion) elements of the class programme.	Team Leaders  Sam Blandford
	Our Way - Kawa - Look at a Kawa for Maungaraki. In line with Iwi expectations and tikanga. Develop and implement these throughout Maungaraki School.	Consult the community and iwi (local Māori) about elements of the kawa that need to be included and the tikanga involved in these.  Consult with staff about the elements that classrooms incorporate already.  Create the kawa and share this with staff, students and whanau for feedback.  Implement Kawa elements in each area of the school.	Sam Blandford  Deputy Principals



	<p>Provide regular and meaningful consultation opportunities for Māori whānau.</p>	<p>Run termly hui (meeting) with Māori whānau (families), with specific outcomes that relate to our strategic aims.</p> <p>Create other purposeful interactions that lead to specific outcomes for Māori students across our Kura/School.</p>	<p>Sam Blandford</p> <p>Deputy Principals</p>
	<p><b>NELP:</b> <i>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i></p> <p><i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i></p>		