

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



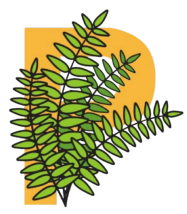
KĀKANO



TIPU



KORU



PONGA

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

Turangawaewae - understanding our partnership with our community.

STRATEGIC AIM 2

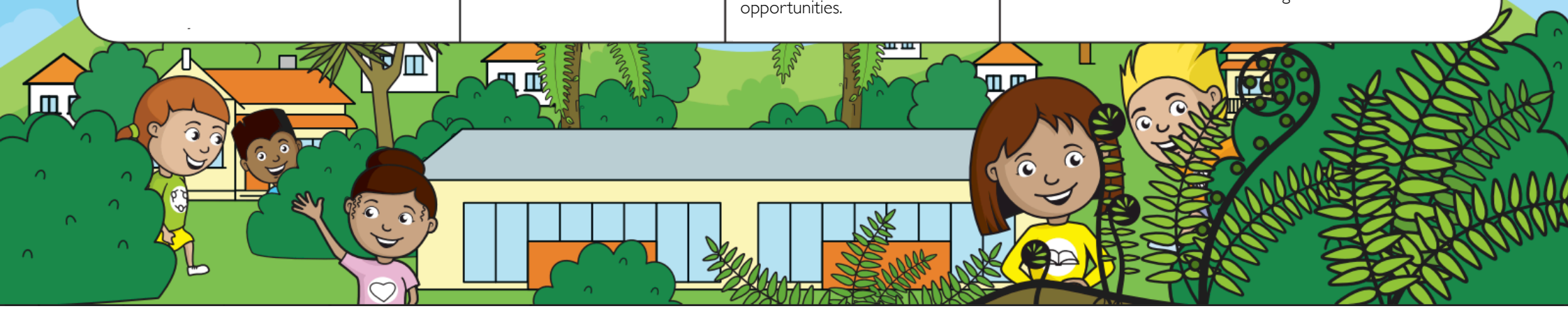
Ako - Connect students to authentic learning, which instils passion and purpose.

STRATEGIC AIM 3

Pūawaitinga - Deliver a curriculum that focuses on creative and diverse learning opportunities.

STRATEGIC AIM 4

Kaupapa Māori - Te ao Māori is woven into the essence of Maungaraki School, breathing life into our distinctive environment and enriching our cultural context.



MAUNGARAKI SCHOOL



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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.



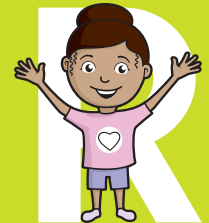
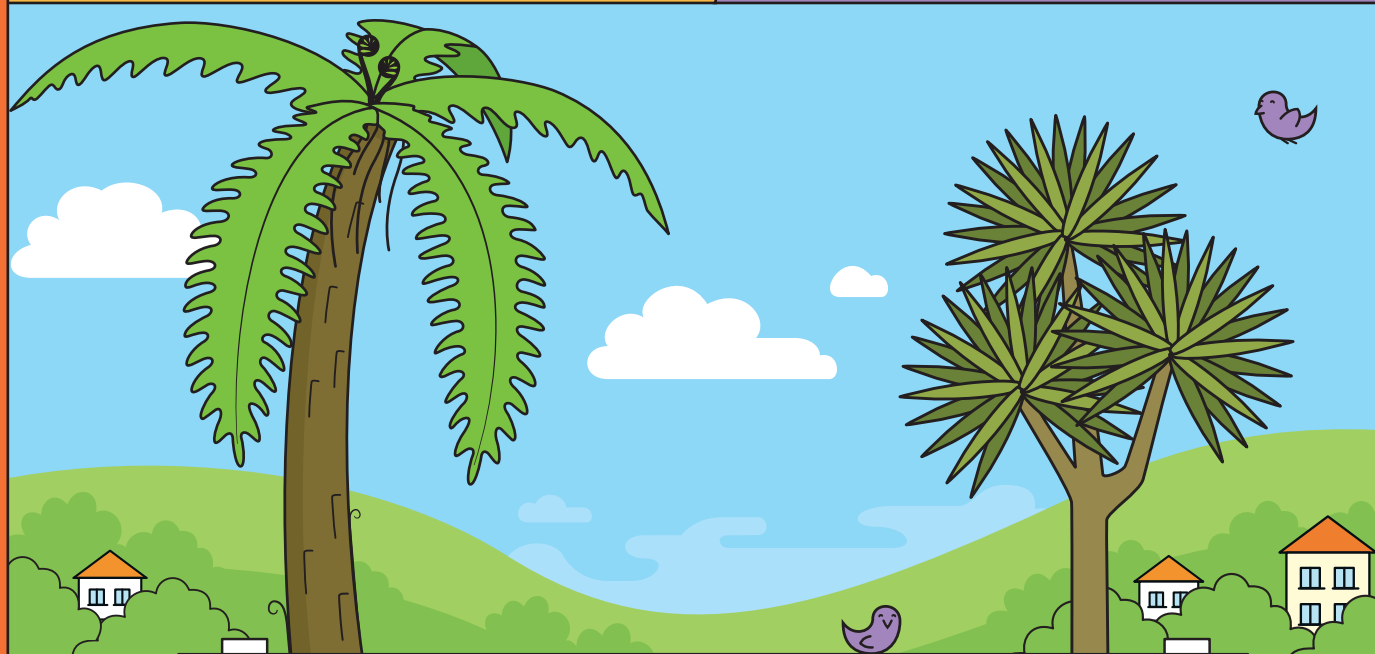
ACTIVE

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 2026



Strategic Goal 1	Success Statement	Initiatives
<p style="text-align: center;">Tūrangawaewae</p> <p>Understand and develop our partnership with our community</p>	<p>We design and deliver initiatives that serve the wider Maungaraki Community, while understanding our cultures and uniqueness.</p>	<ul style="list-style-type: none"> ● Student leadership programmes are developed at each level of the school. ● Term events show direct collaboration with the community; this is evident in school-wide and team planning. ● 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. ● Nurture holistic well-being initiatives around tamariki focusing on our HEART values. ● Develop and run initiatives that foster the well-being of staff ● Have sustainable practices at the heart of decisions made across each level of our school. - trapping, garden to plate & enviro.

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



Strategic Goal 2	Success Statement	Initiatives
<p style="text-align: center;">Ako</p> <p>Connect students to authentic learning, which instils passion and purpose.</p>	<p>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.</p> <p>Align with the national expectations of 80% of students meeting the expectation at their year level.</p> <p>80% of Students are attending School regularly.</p>	<ul style="list-style-type: none"> ● Staff are involved in PD that focuses on best practice approaches in teaching literacy & mathematics. ● Provide coaching and support to teachers in implementing best practices. ● Staff will foster connections with students and whānau (family), tailoring learning experiences that ignite a passion for learning. ● 80% of students meet the curriculum expectation for their year level. ● 80% of students are attending school regularly. ● Follow our STAR attendance guidelines to monitor and

- address attendance issues.
- Implement assessment and reporting structures that align with the expectations of the new curriculum.

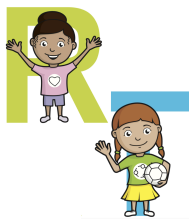
NELP: Have high aspirations for every learner/ākonga, and support these by partnering with their whānau/family and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

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



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

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



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

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 2026 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
Tūrangawaewae 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"> - Sports - Core curriculum areas - Environment - Technology - Community relations and engagement. 	Team Leaders
	Term events show direct collaboration with the community; this is evident in school-wide and 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.
	Nurture holistic well-being initiatives around tamariki focussing on our HEART values.	<ul style="list-style-type: none"> ● Implement a school-wide HEART values programme that runs fortnightly and is led by staff and student leaders. ● Run school-wide HEART missions each fortnight, focussing on a specific/explicit action to illustrate a HEART value. ● Organise and run termly school-wide celebrations to acknowledge the mahi students are doing around HEART values. PB4L link. 	



	Develop and run initiatives that foster the well-being of staff	Each team designs a 10-week programme to support the well-being of the staff. Teams are sure to include multi-faceted approaches for the well-being of colleagues.	Syndicate teachers with oversight of the team leaders.
	Have sustainable practices at the heart of decisions made across each level of our school. - trapping, garden to plate & enviro.	The following practices and sustainable approaches are evident in the kura. Students and Staff are involved in a real, hands-on way. <ul style="list-style-type: none"> - Trapping - Garden to Plate opportunities - Waste management - Community Garden - Clean lunchboxes - Moving March - Getting to & from school - How sustainability is taught in school - Composting of green waste - Planting Plan for new trees 	Enviro Leader Deputy Principal Caretaker
NELP: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying			

MAUNGARAKI SCHOOL STRATEGIC PLAN 2026			
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. 80% of students will achieve at or above the curriculum expectations. 80% of our students attend school regularly.			
Goal 2	Initiatives	Actions	Responsibility
Ako Connect students to authentic learning which instils passion and	Staff are involved in PD that outlines best practice approaches in literacy & mathematics teaching.	Run workshops and/or staff meetings that support the teaching with effective practice. Have professionals in the field of Literacy and Numeracy run these sessions where possible.	Leadership Team



purpose.		<p>Observations and planning checks are to be carried out to ensure teachers are implementing best practice within their classrooms.</p> <p>Provide adequate resources to support the implementation of the curriculum in the classroom.</p> <p>Professional development of leaders to ensure that best practice is maintained across the school.</p> <p>Termly observations on how we are implementing explicit teaching.</p>	
	Provide coaching to support teachers to implement best practice.	<p>Set coaching and mentoring goals based on curriculum development and the use of quality teaching strategies. Provide coaching opportunities within this programme.</p> <p>Support new teachers to learn the delivery of the new curriculum through PRT sessions and Professional Development.</p>	Deputy Principals.
	Staff will foster connections with students and whānau to tailor learning that ignites a passion for learning.	<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 the progress made by the end of the year.</p>	Teaching Staff.

	80% of students meet the curriculum expectation at their year level.	Implement assessment and reporting structures that align with the new curriculum expectations.	Deputy Principals
	80% of Students are attending School regularly.	Follow our STAR attendance guidelines to monitor and address attendance. Implement clear processes for student absences, so that everyone knows the role they play in dealing with student absence. Especially those absences that trigger alerts through our management system.	Deputy Principals Teachers, office and Senior leadership.
	Implement assessment and reporting structures that align with the new curriculum expectations.	Align our current way of teaching with the new curriculum assessment practices. Add or adapt ways of assessing that will support teachers to plan effectively.	Senior Leadership team.
<p>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</p> <p>Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy</p>			

	MAUNGARAKI SCHOOL STRATEGIC PLAN 2026		
	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>Pūawaitanga Deliver a curriculum that focuses on creative and diverse learning opportunities.</p>	<p>Design and deliver creative, hands-on learning programmes that meet the needs of our tamariki.</p>	<p>Create a child-centred learning environment.</p> <ul style="list-style-type: none"> - Know the learner - Incorporate student voice - student survey - Personalise learning for syndicates and classes - evident in classroom planning. <p>Integrate experience-based learning programmes that ignite passion for learners.</p>	<p>Teaching Staff</p>
	<p>Deliver a Waihanaga programme for our learners that meets their creativity and STEAM needs.</p>	<p>Our team of teaching staff collaborate to plan and prepare an engaging programme across all levels in the Waihanaga Centre. These plans focus on activities that utilise the available space and tools to cater to the needs of each syndicate.</p> <p>The Waihanaga plan is documented and assessed against.</p> <p>Create a progression of STEAM skills that build upon one another across our school, spanning a two-year cycle.</p> <p>Share our learning success stories with the community regularly - 3 times a term.</p> <p>Develop a clear STEAM skills assessment, designed specifically to report student progress to whānau across our school community.</p>	<p>Ben Young</p> <p>Waihanaga Team</p>
	<p>Create a Year 7 & 8 Waihanaga programme that enriches and adds onto current programmes.</p>	<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 & build on class learning.</p> <p>Create a progression of STEAM skills that build upon one themselves, across our school.</p>	<p>Waihanaga Team</p>

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

MAUNGARAKI SCHOOL STRATEGIC PLAN 2026

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

Goal 4	Initiatives	Actions	Responsibility
<p>Kaupapa Māori Te Ao Māori is woven into the essence of Maungaraki School, breathing life into our distinctive environment and enriching our cultural context.</p>	<p>Kura Ahurea (local iwi education programme) is incorporated within syndicate planning and classrooms. Strong links to weekly programs are clear.</p>	<p>Syndicate and classroom planning show clear links to pūrākau and Te Ao Maori being used within programmes.</p> <p>Staff continue working with the Kura Ahurea programme.</p> <p>Teachers follow shared plans around teaching pūrākau (traditional stories) and waiata within classrooms and across syndicates.</p> <p>Implementation of Rumaki Reo (immersion) elements of the class programme.</p>	<p>Holly Hughes Team Leaders</p>
	<p>Our Way - Kawa - Implement the Maungaraki Kawa across classrooms. These guidelines are in line with Iwi expectations and tikanga.</p>	<p>Share the specific Kawa expectations with staff, students and whānau.</p> <p>Implement Kawa elements in each area of the school.</p>	<p>Holly Hughes Classroom Teachers</p>



	<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>Holly Hughes</p>
<p><i>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</i></p> <p><i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i></p>			