

"In our school, our akonga are nurtured to be strong in their cultural identity and smart in the way they pursue personal excellence"

The Whaikaha Way

Whaimana

Be Respectful

We will build a culture of exceptional learning and teaching for everyone in our kura

Whaiora

Be Prepared

Whaiara

Be Safe

We will build a culture of belonging and feeling safe for everyone in our kura

ACHIEVEMENT FOR ALL

Year 7 and 8 - 80% of students achieving at required level or above
Year 9 and 10 - 80% of students achieving at required level or above
Year 11 - 80% of students gain the literacy and numeracy credits - 80% achieve Level 1
Year 12 - 80% of students achieve Level 2
Year 13 - 80% of students will gain Level 3
100% of our students who are aiming for University gain University Entrance

We will build an environment that is conducive to positive behaviour and learning for everyone in our kura

We will build warm and productive relationships with our rich, thriving community of Mangakotukutuku

After seeing our recent CAA results can we consider the following:

**By the end of year 11 - 80% will have passed Literacy Reading and/or Writing
-75% will have passed Numeracy**

We will wait for our NCEA data and our junior school data in order to make realistic and achievable goals.

FOCUS ONE

We will build our culture of belonging and feeling safe for everyone in our kura

ACTION

We will remain aware that we have obligations under Te Tiriti and ensure that our professional learning continues to reflect that

We build, maintain, sustain a connection to Te Tiriti o Waitangi. We uphold the principles of Partnership, Protection and Participation and we demonstrate a commitment to these principles in everything we do.

SUCCESS

- 1) All kaiako are aware of our obligations
Kaiako are connected to Te Tiriti o Waitangi and understand its importance in education as a whole
- 2) We will have a strong and thriving Te Ao Maori department which is well supported.
Te Ao Māori plays an integral part of who we are as a kura
- 3) We will gather data on the achievement of maori students and then work to ensure that maori students are achieving at the same rate or above all students
Mangakōtukutuku College ensures the success of all Māori students by providing an educational platform that is of Māori in mainstream, by Māori in mainstream, for Māori in mainstream. This acknowledges our diversity and ensures the success of all ākonga in our kura.

ACTION

We will continue to develop consistent routines and will understand procedures for dealing with bullying behaviour

We will continue to develop consistent routines and ensure that all staff, students, and whānau understand the procedures for addressing behaviour that does not align with our school values.

SUCCESS

- a) All kaiako and akonga can articulate the routines and procedures for addressing behaviour, including the Mangakotukutuku College *Restoring Whaimana, Whaiāra, Whaiora* framework.
- b) Routines and procedures are consistently implemented, reviewed each term, and adjusted as needed to ensure effectiveness.
- c) Administer the NZCER survey to gather student voice on their sense of safety at school, with a goal to improve results by 1% over the year.
- d) Gather feedback from whānau on the effectiveness of routines and procedures to promote positive behaviour and safety.

ACTION

We will develop, implement and embed effective restorative practices throughout the kura

SUCCESS

Restorative practices are the way incidents of conflict are dealt with. Kaiako and akonga have a clear understanding of restorative practices and why we use them

Restorative practices will be the standard approach for addressing incidents of conflict. Kaiako and akonga will have a clear understanding of these practices and the reasons behind their use.

- a) Deliver PD through (Te Whai Toi Tangata) for kaiako and ākonga, focusing on the

purpose, process, and practical application of restorative practices in conflict resolution.

- b) Administer the NZCER survey to gather staff, student and whanau voice on the effectiveness of restorative practices in supporting conflict resolution.

ACTION

We celebrate the diversity of our ākonga by:

- 1) Providing professional learning for our kaiako
- 2) Providing mentoring for specific groups (*Provide mentoring programmes run by our kaiako e.g. Maori, Pasifika & International Student mentors*)
- 3) Ensuring any new immigrants to the kura are welcomed appropriately
- 4) Including days and weeks when our students can show to rest of the kura who they are through food/drama/dance etc
Celebration of key events throughout the year e.g. Fusion Festival, Language Weeks, Kahui Ako Festival etc

SUCCESS

All our ākonga feel nurtured and inspired to be at Mangakotukutuku College

ACTION

We reflect our values of whaiora, whaimana and whaiara through "The Whaikaha Way" "*Ma te kotahitanga e whai kaha ai tatou*". *"In unity we have strength"*.

We live our values of whaimana, whaiora, whaiara by:

- We action Partnership by working with local iwi/community to give depth and understanding to the values we want to live
 - We action Protection by connecting with each of the values as individuals
 - We action Participation by implementing each of the values in everything we say and do
1. Making it clear to our ākonga that this is the way we do things around here - through our documentation, digitally and physically, assemblies etc.
Work alongside iwi to unpack and embed our values in our school and across our communities of learning.
 2. *Developing a shared understanding of what our school values look like, feel like and sound like when they are being lived by both staff and ākonga.*

SUCCESS

All kaiako and ākonga can articulate the values and have a clear understanding of what they mean.

Our values are visible in our words, actions and our school environment.

ACTION

We will support the whānau teacher to build strong relationships with every ākonga and their whānau. Whānau teachers will see themselves as the advocate for their ākonga

We will support whānau teachers in building strong, trusting relationships with every ākonga and their whānau. Whānau teachers will see themselves as advocates, ensuring each ākonga feels valued, supported, and heard. Ongoing professional development and collaborative opportunities will be provided to enhance relational skills and advocacy practices.

SUCCESS

Akonga feel secure that their whānau teacher is on their side and that they matter to the whānau teacher

- a) Ākonga report feeling confident that their whānau teacher advocates for them and believes they matter, as evidenced by surveys or informal check-ins.
- b) Whānau report feeling engaged and connected through regular communication with the whānau teacher, measured via whānau feedback through surveys..
- c) Whānau teachers demonstrate advocacy by regularly discussing academic, social, and emotional progress with ākonga and whānau.
- d) Whānau teachers participate in (termly?) reflections or professional learning to strengthen their advocacy and relationship-building skills.

ACTION

We will have strong counselling services available and strong links with external agencies when required.

We will provide strong counselling services and establish robust links with external agencies to support students when needed.

SUCCESS

Our akonga know what to do and who to turn to when they need extra support

Our akonga will know where to turn and who to contact for extra support.

- a) By the end of Term 2, 2025, 95% of students will be able to identify the available support services at Mangakōtūkutu College.
- b) By the start of Term 3, 2025, 95% of students will understand how to access these services, as measured by the NZCER survey.
- c) Connections with external agencies will continue to strengthen, ensuring timely and effective student support as needed.

ACTION

We will follow up on all students who are struggling with attendance. Whānau kaiako will make regular contact with home

Chronic attendance will be referred in a timely manner to attendance specialists.

Students who have been away will be welcomed back warmly into the kura and into classrooms

We will support students with attendance challenges through regular Kaiako-family communication, referring chronic cases promptly to attendance specialists. Returning students will be warmly welcomed to foster a sense of belonging.

SUCCESS

Kaiako are rigorous in their follow up to their whānau

Ākonga know that attendance is taken seriously and will be followed up.

- a) Kaiako will track student attendance using a tiered system: Student Wellbeing and Engagement (55% and below), Kaitiaki (56% - 70%), and Whānau teacher (70% and above), with follow-up within **48 hours of any absence**.
- b) Students achieving 80% or higher attendance by term's end will receive an

acknowledgement.

- c) Regular reminders will highlight attendance as a priority through daily notices and community newsletters. College-wide attendance is expected to improve to **70%** by the end of Term 2, with progress reported in monthly attendance updates to the Baord.

FOCUS TWO

We will build a culture of exceptional teaching and learning for everyone in our kura.

ACTION

We will:

Develop a rigorous data plan so that we can

Develop, maintain, sustain a Quality Management System (QMS) that holds us accountable to continued improvement and achievement for all

- Our shared values are at the centre of: strategy, structure, systems, skills, staff capability and students success
- Develop a tracking system for priority learners and student achievement
- We approach the QMS with consistency
- We approach learning with curiosity, courage and reflective ownership
 - a) Refine our teaching to match the needs of our ākonga
 - b) Review our curriculum so that our ākonga are catered for - see page 7.
 - c) Ensure that our ākonga are achieving at the required national level

SUCCESS

The data plan (assessment overview) is in place and being attended to by all leaders and teachers.

Our ākonga are succeeding at their required levels

All Leaders operate within our Quality Management System (QMS) ensuring consistency across all learning communities.

ACTION

We will:

Build teacher capability using a consistent, across school approach, to how we show up as Kaiako of MKTCol using the "Whaikaha Way" through:

- a) Targeted professional learning based on gathered data and current research.
- b) Improving Kaiako capacity with planning and assessment practices.
- c) Professional growth cycle which builds adaptive expertise in our teachers.
- d) Use learning groups call 'Waka Wananga' to assist in collaborative development.
- e) SLT and kaiako read and keep up to date with latest education research
- f) SLT have access to an external mentoring option for their growth and development.
- g) Create a quality kaiako profile for Mangakotukutuku College which will include high expectations for all kaiako.
- h) Review and redefine the leadership roles of 'Learning Facilitators' and 'Learning Area Leaders'.

SUCCESS

- a) All kaiako participate in and keep records of their ongoing learning
- b) A greater level of quality and consistency is observed in planning and assessment practices.
- c) All kaiako are reading current research in order to expand their expertise
- d) Kaiako collaborative learning assists in effectively building professional practice.
- e) SLT experience positive leadership development in the delivery of their portfolios and professional practice.
- f) Every kaiako understands the significance of the profile and works hard to live up to the expectations.
- g) Leaders will have clarity in their roles and greater confidence in delivery.

ACTION

We will ensure the learning support department has a high profile in the school

SUCCESS

- a) Kaiako are made aware of the special needs of our akonga and know how best to support those akonga
- b) Our kaiako and akonga are well supported by experienced learning assistants
- a) Ensure all ākonga with learning support needs have IEPs that are reviewed and updated regularly, with progress tracked through documentation, teacher feedback, and termly evaluations.
- b) Ensure learning assistants receive regular PLD through [training program] to stay upskilled, with their effectiveness assessed through classroom observations, kaiako feedback, and student outcomes.

ACTION

We will ensure that the College Curriculum is reviewed and developed to meet the needs of our students to achieve success at their respective levels, through engagement with the Ministry of Education Curriculum Advisory Service Team by:

- a) Establish key priorities for Junior and Senior areas using workshops and rubric reviews.
- b) Ensure there is annual planning for Literacy and Numeracy across the curriculum to establish overarching foci for teachers to link to.
- c) Whole staff and then Departments to unpack the 2024 Literacy and Numeracy curriculum documents to establish agency and understanding, having confidence in their planning.
- d) Establish specific expectations through procedural guidelines to guide teacher practice in planning and assessment.
- e) Establish three action plans, including community consultation, with MOE support personnel to support a-d.

SUCCESS

- a) Priorities become key areas for development in reviews and development plans
- b) Annual planning provides a consistent direction and expectation for teacher planning.
- c) Kaiako have confidence in their understanding of curriculum frameworks for planning and also in preparedness for the following curriculum frameworks to come.
- d) All kaiako will plan and assess consistently and with rigour in line with set expectations to inform teaching programs/practice and ongoing review.
- e) Action plans create focus and accountability for the delivery of curriculum development where a community voice is present..

FOCUS THREE

We will build warm and productive relationships with our rich, thriving community of Mangakotukutuku College.

Build maintain and sustain collaborative relationships with all external stakeholders of Mangakotukutuku College

ACTION

Continue our relationship with mana whenua

Maintain and sustain an intentional and collaborative relationship with all mana whenua and tauwiwi connected to our kura

SUCCESS

Our relationship is strong and we are in a partnership with mana whenua

Our relationship is meaningful

Representation on the College Board is maintained through the 2025 elections.

ACTION

Continue our relationship with our kahui ako schools and become a strong and confident member of the group

SUCCESS

Mangakotukutuku College is seen by the contributing schools as the best fit for all akonga in the community.

ACTION

Through our Sports Coordinator we build strong relationships with local sports groups

SUCCESS

Our akonga have sporting opportunities in a wide range of sporting fields

ACTION

Through our Pathways Director we will build positive connections with our local business community

SUCCESS

Our akonga are welcomed into local community workplaces for Pathway opportunities



FOCUS FOUR

We will build an environment that is conducive to supporting learning for everyone in our kura

Property

Actions:

- 1) Create Safe and Functional Learning Environments
 - A. Upgrade classrooms to meet modern learning needs
 - B. Address any health and safety concerns
- 2) Enhance outdoor spaces
 - A. Develop shaded areas, sports facilities and play areas.
 - B. Improve landscaping to create inviting and green spaces
- 3) Support Cultural Identity
 - Incorporate cultural designs, carvings and signage to reflect the school's diverse heritage and school values.
- 4) Promote Sustainability
 - Implement eco-friendly initiatives such as solar panels, rainwater collection and recycling stations.
- 5) Future Proof Facilities
 - Build multi-purpose spaces to evolving teaching methods and potential growing student numbers.
- 6) Foster Community Engagement
 - Upgrade spaces that encourage whānau and community involvement, such as our assembly halls,

Maintain an up to date property maintenance and hazard register system through a collaborative approach, with regular reporting to the board.

Success:

By the end of 2025 Action area 1A will be completed for C Block and two classrooms in S Block.

By the end of 2025 Action area 2B will be completed with ongoing maintenance.

By the end of 2025/2026 Action area 3 will have significant signage completed around our kura.

Finance

We will utilise all kura funding prudently and strategically in order to resource the achievement of annual plan aims.

Actions:

- Continue to invest in departmental budgets in order to ensure all base resources and equipment are available to support program delivery.
- Ensure surplus from 2024 is budgeted for use in 2025 to upgrade capital assets, site improvements and classroom internal refurbishments.
- Maintain equivalent working capital going forward
- Monitor curriculum budgets to ensure prudent spending takes place and value for money is evident in general resource and service purchasing.