

Manurewa High School



Strategic Plan 2024 - 2026

The grid consists of 16 panels, each with a title and a visual representation of a school activity or value:

- Our Staff**: A group photo of school staff members.
- Whānau Feedback**: A person in a green costume performing a haka.
- Our Vision**: A group of students and staff with the text "Piki atu ki te rangi" and "TU KI TE RANGI".
- Our Strategic Focus Outcomes**: A person in a black and white costume performing a haka.
- Our Rangatahi Success**: A group of students in traditional Maori attire performing on stage.
- RESPECT**: A group of students smiling.
- EXCELLENCE**: A student playing a saxophone.
- Our Mission**: A male student in a suit speaking at a podium.
- WHANAUNGATANGA**: A group of students in traditional Maori attire.
- AKORANGA**: A student in a black costume performing a haka.
- The National Education Learning Priorities**: A group of four people in traditional Maori attire.
- TE ARA O TAWHAKI**: A diagram showing the school's values and priorities.
- Our 2024 - 2025 specific intentions**: A student working on a project.
- AKORANGA**: A student working on a project.
- LEARNER PROFILE**: A diagram showing the school's learner profile with values like "Piki atu ki te rangi", "Tino Rangatiratanga", "Happy", "Nga Kete o te Waananga", "Confident", "Proud", "Haurangi", "Grow", "Resilience", "Haurora", "Be", "Know".
- Our Facilities**: A student in a blue shirt pushing a wheelbarrow full of pumpkins.
- HAPPY**: A group of students sitting on the floor.
- Our 2024 actions**: A student working on a project.
- CONFIDENT**: A group of students in orange and black uniforms.
- Our Data**: A student in a black costume performing a haka.
- PROUD**: A group of students in pink and black uniforms.

Manurewa High School Strategic Plan 2024 - 2026

Our Vision:

“Piki atu ki te rangi”, Aim High, Strive for Excellence

Our Mission:

To grow a community of learners to ‘Be the ManuREWA Way’ by living our values of Respect, Excellence, Whanaungatanga and Akoranga. Aakonga who will leave us happy, confident, and proud, embodying our Learner Profile.

Waikato Tainui Kawenata:

We as a school community are committed to our Kawenata agreement with Waikato Tainui working in partnership to meet the educational aspirations of the iwi for our rangatahi.

Our Strategic Vision:

Commitment to Akoranga: Staff, students and whaanau practise a commitment to akoranga that is ubiquitous, dynamic, co-dependent and co-lead by the entire school community.

Our Strategic Goal:

Te Ara o Taawhaki is the framework to guide our process - embedding Te Ara o Taawhaki across the school to ensure all staff and students live our learner profile and Piki atu ki te rangi. We will focus on two specific areas: Pedagogy and Curriculum Design.

Our Strategic Focus Outcomes:

Aakonga engaged in akoranga

Aakonga engaged in their Cultural Identities

Aakonga taking positive steps into, through and beyond school

Our Kawa:

- we believe in our vision and strive for our mission
- we have aroha for our school community and put them at the centre of all our decisions
- we show Manaakitanga and promote Hauora
- we are open and respectful in our communication and feedback
- we provide opportunities for leadership
- we believe in and see the potential for all our aakonga
- we are reflective and work with a growth mindset
- we believe that akoranga never stops
- we encourage empathy and strive for equity
- we share and celebrate success



Our 2024 – 2026 Strategic Plan:

Three specific intentions:

1. **Critically conscious, culturally sustaining curriculum and pedagogy** – Continue to develop and embed a critically conscious, culturally sustaining curriculum and pedagogy.
2. **Conscientise Hauora Practices, schoolwide, through a Te Ara o Taawhaki lens – “Hauora Strong Magic On”**
3. **Embed Accountability Systems** – Integrate robust and multifaceted accountability systems appropriate to our community; to track, assess, and enhance individual and collective performance to optimise student outcomes

Manurewa High School 2026 Annual Plan Intentions & Actions

Our key focus question driving our mahi continues to be: HOW DO WE ACHIEVE EQUITY AT MANUREWA HIGH SCHOOL?

Intention (I) 1	Actions (A) – what we will do	Measurable Outcomes (MO) – how we will measure success
Critically conscious, culturally sustaining curriculum and pedagogy – <i>Continue to develop and embed a critically conscious, culturally sustaining curriculum and pedagogy</i>	I1 A1: Continue to map our curriculum to the learner profile to inform transformational pedagogy and curriculum design	<p>I1 A1 MO1: Embed effective processes of planning, assessment, moderation and reporting on the New Zealand Curriculum in Year 9 and 10 in the 5 core subjects</p> <p>I1 A1 MO2: Begin tracking planning, assessment, moderation and reporting on the New Zealand Curriculum in Year 9 and 10 in year and semester-long option classes to ensure validity and consistency</p> <p>I1 A1 MO3: E-Portfolio is embedded as a school-wide process for assessment of the learner profile</p> <p>I1 A1 MO4: Continue to workshop indigenous dreaming with staff & our community to develop a plan that will meet the expectations of the new curriculum requirements, whilst ensuring our approach remains grounded in Te Ara o Taawhaki</p>
	I1 A2: Continue to use Te Ara o Taawhaki to explicitly strengthen teaching practice and staff capacity	<p>I1 A2 MO1: The Alignment of LA Data with TAOTR data process is reviewed and updated to better reflect and support teacher practice to grow consistency in the application of pedagogical content knowledge throughout teacher practice</p> <p>I1 A2 MO2: A team of teacher coaches with both curriculum and CSP skills is created to support teachers identified by either set of data as requiring further support</p> <p>I1 A2 MO3: Aromihi has been reviewed for all staff, and a revised system is established</p> <p>I1 A2 MO3: Aromihi strategy is for teaching staff to use "Crossing the River" data from their learning area and the Te Ara o Tino Rangatiratanga observations as one of their three actions as part of their CSP</p>

Intention (I) 2	Actions (A) – what we will do	Measurable Outcomes (MO) – how we will measure success
<p>Hauora - Conscientise Hauora Practices schoolwide, through a Te Ara o Taawhaki lens – “Hauora Strong Magic On”</p>	<p>I2 A1: Use aakonga puuraakau to continue to strengthen aakonga Hauora.</p>	<p>I2 A1 MO1: Continue to deliver a schoolwide Hauora programme through Kaitiaki. This will occur: Term 1 Week 1-5 (Year 9-13) Term 4 Week 6-9 (Years 9 & 10)</p>
		<p>I2 A1 MO2: Develop a strategy to link Hauora content into curriculum planning within Learning Areas and/or Ako Connect</p>
	<p>I2 A2: Use staff Professional Learning to strengthen schoolwide capacity to support Hauora.</p>	<p>I2 A2 MO1: Staff professional learning opportunities to build capacity to engage with schoolwide Hauora programmes.</p> <ul style="list-style-type: none"> - Full Staff PL in the Start of Year Programme - Hauora programme drop-ins on a Tuesdays & Thursday during Term 1 & 4 - 1 Middle Leaders PL per term - 1 Full Staff PL per term - Language Week PL’s - 1 Hauora PL Menu - Class and Schoolwide celebrations
	<p>I2 A3: Bi-termly whanaungatanga and kai organised for staff</p>	<p>I2 A3 MO1: All staff are given the opportunity twice per term to whakawhanaungatanga with each other</p>
	<p>I2 A4: Strengthen systems to improve overall attendance through Hauora</p>	<p>I2 A4 MO1: All Kaitiaki complete weekly attendance sheets and follow up</p> <p>I2 A4 MO2: Engage in the External Attendance Services throughout the year and build capacity within our own attendance team through the MOE funded in-school attendance role working with students who have 50-70% attendance.</p>

Intention (I) 3	Actions (A) – what we will do	Measurable Outcomes (MO) – how we will measure success
Embed Accountability Systems - <i>Integrate robust and multifaceted accountability systems appropriate to our community; to track, assess, and enhance individual and collective performance to optimise student outcomes</i>	I3 A1: Embed LA and Whaanau Data Team processes by growing leadership capacity within Learning Areas and strengthening a collaborative approach within the Whaanau/HTW space to ensure best practice and consistency is in place at all levels	I3 A1 MO1: To retain the 72% pass-rate to allow LA's to focus on consistency and development of stronger internal LA tracking systems to support the growth of Merit and Excellence achievement I3 A1 MO2: Continue to track junior classes through LA's to strengthen and embed best practice with planning, classroom management, and assessment against the NZ Curriculum <i>(A focus on Year 9 and 10 planning to strengthen all Junior programmes to best prepare aakonga to 'Cross the River' at Year 11, and report on this progress against the NZ Curriculum)</i>
	I3 A2: Track the growth of Critically Conscious Culturally Sustaining Pedagogy	I3 A1 MO3: To embed the collaboration between Data Teams and Hoesa Too Waka through clustering the HTW classes together by Whaanau I3 A1 MO4: To build stronger links between the Whaanau Data team and the Whaanau Leaders to offer more holistic support to increase in student engagement and student tracking I3 A2 MO1: Aromihi continues to collect data throughout the year. Strengthened conversations and completion of the Aromihi document with a more specific focus on recording how learning has changed teacher practice, including the use of LA and TAOTR observation data for at least one of the three actions I3 A2 MO2: Participation and sharing of findings from PL sessions focused on culturally sustaining pedagogy, culturally rich events i.e. Language Weeks, Racism PL, use of Pacific Values Framework in Pasifika Thanksgiving
	I3 A3: Alignment of Learning Area data and culturally sustaining pedagogy data strengthened to develop a holistic picture of individual teachers to support and build teacher capability, and consistent equitable practice at all year levels	I3 A3 MO1: Beginning to embed the TAOTR observation process in LA's, alongside coaching for individual teachers as required I3 A3 MO2: Creating a school-wide coaching team who have expertise in curriculum and culture to support teachers identified by the TAOTR and LA data
	I3 A4: Continue to develop strong relationships with Mana Whenua	I3 A4 MO1: Having Mana Whenua voice at board level to ensure we are supporting the educational aspirations of the iwi for our rangatahi as outlined in the Waikato-Tainui Kawenata I3 A4 MO2: Mana Whenua staff rep to support school to make connections with local marae and mana whenua and to advise the ongoing implementation of the Waikato-Tainui Kawenata
	I3 A5: Track and use student and whaanau feedback to improve student/school outcomes and Hauora	I3 A5 MO1: Changes to Ako Connect, focusing on Hauora – increase in attendance, increase in student engagement during Ako Connect sessions, increase in whaanau and community engagement

Everything we do is through a Te Ara o Taawhaki (our Educational Framework) lens and is connected to our Learner Profile:

[Click on each image to learn more about Te Ara o Taawhaki & our Learner Profile](#)



How we measure our commitment to Akoranga:

Relevant Data:

Click on the links below to view our data:

AREAD Data (Attendance, Retention, Engagement, and Destination): [AREAD Data](#)
2025 ERO Report: <https://www.ero.govt.nz/institution/99/manurewa-high-school>

Community Feedback:

At the end of 2024, we worked with Maia to conduct the Te Ara o Taawhaki Teaching & Learning Framework Survey with Manurewa High School Whaanau and Aakonga. The framework was introduced in 2019 and has led to changes across the school, including to the Vā Ta Ako and teaching pedagogy. The aim of the framework is to make Manurewa High School more responsive to the identity and experience of the aakonga / students we serve and their whaanau. You can read the results of the survey in the link [HERE](#) We continue to seek and receive whaanau feedback through our Akoranga Conferences, weekly whaanau communications, specific identity group talanoa evenings throughout the year and whole school events e.g. Fiafia Night & Prizegivings.

Abbreviations:

CSP – Culturally Sustaining Pedagogy

DPI – Digital Pedagogy Innovator

ELL – English Language Learning

IEP – Individual Education Plan

LA – Learning Area

LC – Literacy Coordinator

LS – Learning Support

LSC – Learning Support Coordinator

MOE – Ministry of Education

NC – Numeracy Coordinator

NZC – New Zealand Curriculum

PB4L – Positive Behaviour for Learning

PL – Professional Learning

P-TECH – Pathways to technology employment programme

SENCO – Special Educational Needs Coordinator

SLT – Senior Leadership Team

TAOTR - Te ara o tino rangatiratanga

Glossary of terms:

Aakonga – Student, pupil, learners

Ako Connect – Student Hauora programme

Akoranga – Learning

Aromihi – Appraisal

Conscientise - to educate (a person) about an issue or idea

Embody – to fully embrace an idea or concept

Hauora – Maaori philosophy of health and well-being comprising Te Whare Tapa Wha pillars of Taha Tinana (physical), Taha Hinengaro (mental and emotional), Taha Whaanau (social) and Taha Wairua (spiritual)

Kaahui Ako – a community of learning – group of education providers that form around children and young people’s learning pathways, and work together to help them achieve their full potential

Kawa – the behaviours expected for everyone at our school

Kawenata – agreement, contract, treaty – any undertaking that binds the parties in a permanent and morally irrevocable relationship

Kura – a school

Maaia - <https://www.maiacentre.org/for-schools>

Manaakitanga – value that acknowledges the mana of others through expression of aroha, hospitality, and mutual respect

Pedagogy - the method of how teachers teach, in theory and in practice

Personify – attribute human qualities to something

Piki atu ki te rangi – ‘Aim High, Strive for Excellence’

Poowhiri – Maaori welcoming ceremony

Puurakau - storytelling

Talanoa - storytelling

Tangata Tiriti - the people of the Treaty

Tangata Whenuatanga – place-based, socio-cultural awareness and knowledge of the whenua or land we come from, harnesses the rich cultural capital which Maaori learners bring to the classroom by providing culturally responsive and engaging contexts for learning

Te Ara o Taawhaki - our educational framework to guide and support ideologies, systems and processes applied within our Manurewa High School context

Te ara o tino rangatiratanga – pathway to self determination

Transformational - in the context of our Charter, the word “transformational” draws from Critical Theory and Kaupapa Maaori Theory. “Transformational” asserts the importance of using transformative strategies such as Critically Conscious Culturally Sustaining Pedagogy and including Matauranga Maaori and other Indigenous Knowledge systems equally within local curriculum planning. It also asserts the necessary emphasis and accountability measures for access, participation, and success of Maaori, Pasifika and all Indigenous students at Manurewa High School (Smith, 2003).

Waananga – teaching other learning through culture and connection, developing intellectual independence

Whanaungatanga – close connection between people