



Manurewa East School

Whiti te Rā! Rise and Shine!

Strategic Goals 2025

Our Values



Kaitiaki
Guardianship
Leadership



Whanaungatanga
Connected
Strength Based
Relationships



Āko
High Expectations
for Academic
Success



Hauora
Wellbeing of self
and others

Ākonga & staff are self-motivated. They use their initiative to lead themselves and others whilst ensuring mana is kept intact for all. Ākonga & staff appreciate the influence they have on their own lives, that of others, their kura and community

Ākonga & staff celebrate their identity and that of others. They are aware of and value difference, diversity, culture and language

Ākonga & staff respect and value learning whilst being active agents in their learning journeys. Ākonga & staff strive to achieve personal and collective excellence

Ākonga and staff take care of their own and others

- Physical
- Mental
- Emotional
- Social and
- Spiritual well-being

through shared responsibilities and equitable access for all

1 Year Strategic Programmes Roadmap

Collaborative Professionalism 2025



Partnerships with whānau/aiga

2025 foci

Ākonga are active, visible members of the learning community

2025 foci

Inclusive Pedagogy
Ākonga co-constructed profiles

2025 foci

Language acquisition using the dual language model through culturally sustained practices

2025 foci

Digital engagement whānau/aiga

2025 foci

New Zealand Curriculum Refresh

2025 foci

Manurewa East School Local indigenised Curriculum Development

2025 foci

Leadership Development (Coaching and talent management)
Ākonga Agency

2025 foci

Integrated learner pathway flow from ECE to primary, to secondary, to University



Manurewa East School

Whiti te Rā! Rise and Shine!

Whiti Te Rā – Rise and Shine Planning



2025 Refine and Improve

- Responsive to the needs of those who have yet to join our kura
- Strengthened partnerships with Whānau/Aiga through culture and language
- Whānau/Aiga engaging online with learning
- Embed Ākonga co-constructed profiles
- Implementation of NZC refresh and MES localised indigenised curriculum
- Annual refresh of collective pedagogy
- Collection of data on effectiveness of interventions
- Localised indigenised curriculum roopu and PLD for NZ curriculum refresh



E.o.Y. 2025 Analytics to support Engaged Learning

- Known for strong and inclusive programmes through language acquisition
- Whānau/Aiga actively engaged in the learning process through culture and language
- Review Whānau/Aiga constructing their own online learning
- Review Ākonga profiles
- Review and report on NZ Curriculum refresh
- Review MES collective pedagogy
- Utilise theory of change data to improve responsiveness of interventions





2025 Outcome/Measures

- Effective distributed leadership with collective ownership of MES strategic plan
- Leaders are confident to lead their own learning whilst support others’ learning
 - Leadership development and evidence of effective distributed leadership
 - Attendance and engagement – theory of change
 - Ākonga voice to assist strategic planning

2025 Strategic Plan

Strategic Programme	2025	E.o.Y. 2025
Embed visible learning	<ul style="list-style-type: none"> • Refine and improve ToD annual PLD to refresh and align all staff in our MES collective pedagogy • Refine and improve visible learning performance indicators in professional growth cycles and environment scanning • Refine and improve observations by Curriculum Coordinators and teaching colleagues • Continue to gather Ākonga voice on strategy and NZ curriculum refresh 	<ul style="list-style-type: none"> • Review ToD annual PLD to refresh and align all staff in our MES collective pedagogy • Review visible learning performance indicators in professional growth cycles and environment scanning • Review observations by Curriculum Coordinators and teaching colleagues • Review Ākonga voice gathered
Establish strong curriculum design roopu	<ul style="list-style-type: none"> • Refine and adapt strength-based roopu to rollout NZC refresh • Ongoing analysis of refreshed MES indigenised local curriculum to align. • Continue ongoing regular reporting on updates and progress on implementation • Provide ongoing PLD as required • Implement refreshed MES indigenised local curriculum 	<ul style="list-style-type: none"> • Review implementation of the refresh • Review gap analysis • Target gaps from gap analysis on and refresh localised curriculum to align • Provide targeted PLD as required • Review localised curriculum refresh



2025
Outcome/Measures

- Effective distributed leadership with collective ownership of MES strategic plan
- Leaders are confident to lead their own learning whilst support others’ learning
- Leadership development and evidence of effective distributed leadership
- Attendance and engagement – theory of change
- Ākonga voice to assist strategic planning

2025 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Embed visible learning	<ul style="list-style-type: none"> • Refine and improve ToD annual PLD to refresh and align all staff in our MES collective pedagogy • Refine and improve visible learning performance indicators in professional growth cycles and environment scanning • Refine and improve observations by Curriculum Coordinators and teaching colleagues • Continue to gather Ākonga voice on strategy and NZ curriculum refresh 	2025 budget Kaiako release for PLG’s and coaching T&L budget MoE Alfriston Kahui Ako	ToDs ongoing	SLT Curriculum coordinators Kaiako Kaimahi	
Establish strong curriculum design roopu	<ul style="list-style-type: none"> • Refine and adapt strength-based roopu to rollout NZC refresh • Ongoing analysis of refreshed MES indigenised local curriculum to align. • Continue ongoing regular reporting on updates and progress on implementation • Provide ongoing PLD as required • Implement refreshed MES indigenised local curriculum • Empower Ākonga Enviro Warriors to lead garden care and sustainability. 	2025 budget PLD Staff hui Curriculum Coordinators as drivers Curriculum roopu MoE Alfriston Kahui Ako	As released by MoE ongoing	SLT Curriculum coordinators Kaiako Kaimahi	
Create measures for theory of improvement	<ul style="list-style-type: none"> • Utilise Theory of Improvement as a schoolwide marker for measure – measuring attendance 	MoE Attendance Officer/SENCo LSC Alfriston Kahui Ako	Ongoing	SLT Curriculum coordinators	

Links to other initiatives



2025 Outcome/Measures

- Educationally powerful strength based and connected relationships Ākonga, staff, whānau/aiga and community
- Learning environments that reflect and celebrate Ākonga identity and culture.
 - Positive, strength-based partnerships between kaiako and whānau/aiga
 - Achieving 100% attendance at student-led conferences

2025 Strategic Plan

Strategic Programmes	2025	E.o.Y. 2025
Setting up adaptive and inclusive language acquisition programmes through the dual language model	<ul style="list-style-type: none"> • Refine and improve programmes and systems to be actively responsive to the needs of the current Ākonga and their cultures • Responsive to the needs of those Ākonga who have yet to join our kura • Continue to utilise metrics to evaluate the effectiveness of existing and new programmes • Ensure our environment meets inclusive practice needs for specific groups • Refine and improve to embed culturally sustainable practices through the dual language model 	<ul style="list-style-type: none"> • Evaluate the effectiveness of programmes and systems to be responsive to the needs of the current Ākonga and their cultures • Continue to utilise metrics to evaluate the effectiveness of existing and new programmes • Analyse effectiveness of our environment and adjust as and when needed • Review culturally sustainable embedded practices through the dual language model
Partnerships with whānau/aiga	<ul style="list-style-type: none"> • Refine and improve whānau/aiga understanding of language acquisition through interactions and shared learnings • Attendance at student led conferences (100%) • Refine and improve effective partnerships with whānau/aiga concerning issues of attendance and lateness 	<ul style="list-style-type: none"> • Review whānau/aiga understanding of language acquisition through continued interactions, shared learning and teaching • Attendance at student led conferences (100%) • Review, analyse and adjust effective partnerships with whānau/aiga concerning issues of attendance and lateness



2025
Outcome/Measures

- Educationally powerful strength based and connected relationships Ākonga, staff, whānau/aiga and community
- Ākonga identity and culture is reflected in their learning environments
 - Kaiako develop positive partnerships and relationships with Ākonga whānau/aiga
 - Ākonga, Whānau/Aiga attendance at 3 way conferences 100%

2025 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Adaptive and inclusive language acquisition programmes through the dual language model, integrating cultural knowledge and perspectives.	<ul style="list-style-type: none"> • Refine and improve programmes and systems to be actively responsive to the needs of the current Ākonga and their cultures • Responsive to the needs of those Ākonga who have yet to join our kura • Continue to utilise metrics to evaluate the effectiveness of existing and new programmes • Ensure our environment meets inclusive practice needs for specific groups • Refine and improve to embed culturally sustainable practices through the dual language model 	Manurewa Marae Local Kaumatua Kuia Tautai O Le Moana Tui Tuia Learning Circle Whānau/Aiga MoE	Ongoing	SLT Curriculum Coordinators Kaiako External providers	
Partnerships with whānau/aiga	<ul style="list-style-type: none"> • Refine and improve whānau/aiga understanding of language acquisition through interactions and shared learnings • Collect and analyze data to track progress toward achieving 100% attendance at student-led conferences, ensuring equitable and culturally responsive participation • Refine and improve effective partnerships with whānau/aiga concerning issues of attendance and lateness 	Week 5 every term whānau/aiga hui E-Tapp attendance data MoE Attendance officers	Ongoing	SLT Curriculum Coordinators Kaiako	

Links to other initiatives

Ākonga profiles	Inclusive pedagogy PLD	Coaching skills for for Ākonga, staff	School wide attendance (95%)
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2025 Outcome/Measures

Academic Achievement

- At least 70% of Ākonga achieving At in Reading, Writing and Maths
- Continuous monitoring of progress and provision of tailored support to ensure all Ākonga progress and excel.

2025 Strategic Plan

Strategic Programmes	2025	E.o.Y. 2025
Establish foundations for New Zealand Curriculum refresh and PLD	<ul style="list-style-type: none"> • Mathematics & English curriculum refresh (Ministry dependent) • Refine and improve our MES indigenised local curriculum • Review resources to meet curriculum design • Provide PLD as required • Refine and improve curriculum refresh to date (including assessment practices) 	<ul style="list-style-type: none"> • Science, Technology & the arts curriculum refresh (Ministry dependent) • PE & Health, Languages curriculum refresh (Ministry dependent) • Reflect on and adapt our MES indigenised local curriculum against new curriculum documents • Gather and analyse Ākonga, staff, whanau/aiga and community voice to aid in further development • Review and target resources to meet curriculum design • Provide targeted PLD as required • Review curriculum refresh to date (including MES inquiry model)
Establish strong curriculum design roopu	<ul style="list-style-type: none"> • Continue to utilise a strength-based roopu to rollout the refresh • Analyse refreshed MES indigenised local curriculum and update to align • Regularly report back on updates and progress on implementation • Provide ongoing PLD as required • Implement refreshed MES indigenised local curriculum 	<ul style="list-style-type: none"> • Review implementation of the refresh • Review gap analysis • Target gaps from gap analysis on and refresh localised curriculum to align • Provide targeted PLD as required • Review localised curriculum refresh



2025
Outcome/Measures

All Ākonga have progressed across Reading, Writing and Maths or are at or above expected Standards with a focus on Maori and Pasifika

2025 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Establishing foundations for curriculum refresh / PLD	<ul style="list-style-type: none"> Mathematics & English curriculum refresh Refine and improve our MES indigenised local curriculum Review resources to meet curriculum design Provide PLD as required Refine and improve curriculum refresh to date (including assessment practices) 	Staff MoE docs MoE ToD Curriculum Refresh hui time External facilitator as required	Ongoing throughout 2024	SLT Curriculum coordinators Staff	
Establish strong curriculum design roopu	<ul style="list-style-type: none"> Continue to utilise a strength-based roopu to rollout the refresh Analyse refreshed MES indigenised local curriculum and update to align Regularly report back on updates and progress on implementation Provide ongoing PLD as required Implement refreshed MES indigenised local curriculum 	Staff MoE docs MoE ToD Curriculum Refresh hui time External facilitator as required (<i>Tui Tuia Learning Circle, Tautai o le Moana</i>)	Ongoing throughout 2024	SLT Curriculum coordinators Staff	

Links to other initiatives

Staff leadership development	Ākonga profiles	Partnerships with whānau/aiga	Inclusive pedagogy PLD
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2025
Outcome/Measures

Ākonga, staff and whānau/aiga hauora focus
NZCER Wellbeing Toolkit
School wide attendance (target 95%)

2025 Strategic Plan

Strategic Programmes	2025	E.o.Y. 2025
Implementation of Ākonga co-constructed profiles	<ul style="list-style-type: none"> Utilise data analysis to meet Ākonga needs through initiatives Analyse data to identify areas of strength and need for all Ākonga across all subject areas and take informed action Ensure Kaiako and Ākonga know the core statements and how they relate to MES school values Evaluate Ākonga profiles with whanau/aiga and within our community 	<ul style="list-style-type: none"> Continue to utilise data analysis to meet Ākonga needs through initiatives Continue to track and analyse data across our kura Review update and share resource bank of Ākonga profile lessons Reflect on whanau/aiga and our community’s knowledge of and engagement with Ākonga profiles
MES Matariki Hauora Programme Values into behaviours	<ul style="list-style-type: none"> Refine and improve programmes and systems to be actively responsive to all aspects of hauora for Ākonga, staff and whānau/aiga as a hub of the community Roopu gather Ākonga voice linking to MES strategic goals, timely reviews and report to BoT 	<ul style="list-style-type: none"> Evaluate the effectiveness of programmes and systems to be actively responsive to all aspects of hauora for Ākonga, staff and whānau/aiga as a hub of the community Roopu analyse and evaluate Ākonga voice linking to MES strategic goals, timely reviews and report to BoT

Setup Measurement

NZCER Wellbeing toolkit	<ul style="list-style-type: none"> Analyse and collate T2 survey data for Ākonga and T3 survey data for staff (Cathie Johnson NZCER) Develop strategies to effectively promote Ākonga and staff hauora based on data 	<ul style="list-style-type: none"> Refine and improve strategies to effectively promote Ākonga and staff hauora based on data Analyse and collate T2 survey data for Ākonga and T3 survey data for staff, and complete MES self review 	<ul style="list-style-type: none"> Review and improve strategies to effectively promote Ākonga and staff hauora based on data Review T2 survey data for Ākonga and T3 data for staff, reflect and complete MES self review
School-wide attendance (target 95%)	<ul style="list-style-type: none"> Using E-Tap analytic tool to track individual Ākonga attendance throughout the year Set up sustainable processes to track and monitor attendance Looking for patterns to pre-empt poor attendance 	<ul style="list-style-type: none"> Regularly monitor attendance patterns that may show individuals or roopu at risk of disengaging Review process for tracking and monitoring attendance Consider and act on Ākonga, staff and whānau/aiga circumstances that may explain patterns of poor attendance 	<ul style="list-style-type: none"> Continue to regularly monitor attendance patterns that may show individuals or roopu at risk of disengaging Review processes for tracking and monitoring attendance Continue to support Ākonga, staff and whānau/aiga through proven intervention strategies



2025
Outcome/Measures

Akongā, staff and whānau/aiga hauora focus
NZCER Wellbeing Toolkit
School wide attendance (target 95%)

2025 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Implementation of Ākongā co-constructed profiles	<ul style="list-style-type: none"> Utilise data analysis to meet Ākongā needs through initiatives Analyse data to identify areas of strength and need for all Ākongā across all subject areas and take informed action Ensure Kaiako and Ākongā know the core statements and how they relate to MES school values Evaluate Ākongā profiles with whanau/aiga and within our community 	Ann Milne Education Graduate Profile design Alfriston Kahui Ako MoE	Ongoing throughout 2025	SLT Curriculum Coordinators	
MES Matariki Hauora Programme Values into behaviours	<ul style="list-style-type: none"> Refine and improve programmes and systems to be actively responsive to all aspects of hauora for Ākongā, staff and whānau/aiga as a hub of the community Roopu gather Ākongā voice linking to MES strategic goals, timely reviews and report to BoT 	MoE specialists Alfriston Kahui Ako Ākongā Staff whānau/aiga	Ongoing throughout 2025	SLT Curriculum Coordinators Matariki Hauora roopu	
NZCER Wellbeing Toolkit Term 2 Ākongā Term 3 staff	<ul style="list-style-type: none"> Analyse and collate T2 Ākongā survey data and T3 staff survey data Develop strategies to effectively promote Ākongā hauora based on data 	NZCER Cathie Johnson Wellbeing Toolkit	T2 Ākongā survey T3 staff survey	SLT Curriculum Coordinators Matariki Hauora roopu	

Links to other initiatives

Coaching skills for Ākongā, staff	School wide attendance (95%)	whānau/aiga engagement in learning
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