

MANGERE COLLEGE STRATEGIC PLAN 2024-26

VISION STATEMENT

To develop a school community that is aspirational, connected and provides excellence in education for the students of Mangere.

HOW LONG DID THIS PLANNING TAKE?

This plan has been put together through consultation and hui with the Maia group over the past two years.

WHAT METHODS DID WE USE TO GATHER THE DATA?

The school used various methods to gather both qualitative (group interviews, surveys, and hui) and quantitative (numbers gathered from our student management system, feedback, and surveys) data. It was important that we were culturally responsive and acknowledged all the different voices within our school community.

WHO CONTRIBUTED TO THIS PLAN?

Our senior leadership team, staff, students and community all contributed to this plan. There were various hui and consultation methods used to gain feedback and provide us with the data needed to formulate this strategic plan.

HOW DID WE DECIDE ON THE GOALS?

The Board of Trustees, senior leadership, and the Maia Group engaged with key stakeholders, using essential questions and focus areas to gather insights from our diverse community. We also considered important documents that inform our planning, including Te Mātaiaho: the refreshed NZ Curriculum, the National Education Learning Priorities (NELPs), and the primary objectives outlined in Section 127 of the Education and Training Act 2020. Through our talanoa, we identified five key strategic areas and goals that will shape our strategic plan and direction for our kura.

This Strategic plan is targeted to meet the primary objectives as defined in the Education Act 2020 and the statement of National Educational and Learning Priorities. Section 127 of the Act provides that a Board's primary objectives are to ensure that:

- every student at the school can attain their highest possible standard in education achievement in a physically and emotionally safe environment.
- the school gives effect to Te Tiriti o Waitangi, is inclusive, and caters for students' individual needs.

Our Vision
Our Values

Excellence in Education
Respect and responsibility

We honour Te Tiriti as a foundation for our decision making and actively engage in ensuring bicultural foundations are evident in our policies, planning and assessment, and community engagement.

Strategic Goals

1. Whānau culture of the school	2. Māori success as Māori	3. Systems & processes	4. The school of choice	5. Buildings & grounds
Maintain Māngere College's distinctive, positive culture which recognises our students' diverse ethnicities and that of their whānau, and is a place where everyone feels at home and like they are family.	Māngere College is actively living up to our responsibilities as Te Tiriti partners and ensuring a feeling of turangawaewae for our Māori whānau.	Māngere College ensures that the systems and processes we use are the right ones, clear, and that everyone knows how to use them correctly.	Māngere College is known as, and feel like, the best school to attend in our community/ in South Auckland/ in Auckland	Māngere College has a positive physical environment to operate in day-to-day.

Strategic programmes

Initiative	Strategic Goals		
Embed MC Mana 'Way of Being'			
Embed MC Mana Māori			
Increase teaching that is effectively focussing on relationship-based learning			
Property management is aligned with the objectives of the MOE School Property Strategy 2030 in supporting learners/akonga and teachers to succeed			
Increase student leadership and its influence on the strategic direction of the college			
Ensure the fidelity of whanau/community relationships to increase contribution to learning			
Review systems and processes and develop those that are not effective			

Mangere Kahui Ako

Teaching to the North East		
<i>Primary Focus</i> Transitions	Impact measured through individual school foci decided by individual schools	<i>Secondary Focus</i> NCEA

Annual targets

More than 14 credits for every student in every course		
40% of grades at Merit or Excellence level 85% of students gain UE Literacy at Level 2 or 3 85% Attendance Target Equitable outcomes for all Māori Learners		
85% at L1	85% at L2	85% at L3

Our Principles

<i>We value language, culture and identity</i> <i>We make decisions that are right for the students</i> <i>We are open</i> in our communication, systems, shared vision and feedback. <i>We Always Do Better</i> <i>We have fun together and celebrate success</i>	<i>We build capacity</i> in people - ○ We are caring and challenging ○ We have high expectations ○ We are positive ○ We believe in people and their capacity to succeed
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How we measure our success

Academic achievement	Student Wellbeing Survey results	Destination data
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Mangere College Strategic Plan 2024-26

Board Objective

Every student can attain their highest possible educational achievement in a physically and emotionally safe environment.

Grow and support the capacity and capability of staff and students (SG 2 and SG 4)

OUR EXPECTED OUTCOMES	OUR INDICATORS OF PROGRESS	HOW WE WILL MEASURE SUCCESS
Professional learning that is focused and targeted will support and develop our teachers to improve student outcomes.	Teachers will have a deep understanding of inquiry. Teachers will reflect on their teaching practice and pedagogy through targeted coaching. Students feedback that they are engaged, involved and fully supported in their learning.	Regular feedback between coaches and coaches through both qualitative and quantitative data. Regular feedback on teacher Professional Learning and Development from staff. Annual Department Board Reports to the BOT that provide feedback and strong internal evaluation of departments, future thinking and planning. A robust Professional Learning plan that is relevant and responsive to teacher feedback. Regular student feedback on teaching and learning programmes.
Development of our Heads of Department through coaching and mentoring.	All our curriculum leaders will be trained as impact coaches to support their leadership practice Leadership coaching will enable staff to be risk-takers and transformational in their teaching practice	Coaching notes collected from all scheduled line meetings where growth is evident. Staff surveys (both qualitative and quantitative). Examples of transformational teaching practice are evident and documented.

Mangere College Strategic Plan 2024-26

Board Objective

Every student can attain their highest possible educational achievement in a physically and emotionally safe environment.

Māngere College has a positive physical environment to operate in day-to-day (SG 1, SG 3, SG 5)

OUR EXPECTED OUTCOMES	OUR INDICATORS OF PROGRESS	HOW WE WILL MEASURE SUCCESS
Our school environment is inviting and inclusive for students and the community.	A strategic and operational property plan is constructed. External organisations are engaged to audit student and staff wellbeing and safety. Engagement with processes and systems to create platforms for safety. A school pepeha is introduced to the whole school. The school haka and waiata is embedded within the school culture.	High attendance rates (consistently). Student, staff, and community surveys. Compare results from pre– and post–audit. The whole school can perform the school haka and waiata confidently.
Restorative practices will help ensure that both students and staff feel safe and supported within the school.	Engagement with restorative practice facilitators to work with staff and students. Systems and processes within the school are designed and set up to support restorative practices. Students report feeling safe and supported. Staff feel supported and developed professionally in their teaching practice.	Student, staff, and community surveys. High attendance rates. High achievement rates.

Mangere College Strategic Plan 2024–26

Board Objective

Every student can attain their highest possible educational achievement in a physically and emotionally safe environment.

Implement an engaging and innovative curriculum to support academic success for all students (SG 2, SG 3, SG 4)

OUR EXPECTED OUTCOMES	OUR INDICATORS OF PROGRESS	HOW WE WILL MEASURE SUCCESS
Engaging and supportive pedagogy to support our students in our Junior Curriculum	Students and teachers are fully engaged in their teaching and learning. Teachers are innovative, transformational and willing to take risks in their teaching practice. Our systems are robust, responsive, and adaptable to support our teaching pedagogy (e.g. timetable structure)	Teacher classroom observations. Student and teacher feedback and surveys. High achievement and attendance data.
Supporting Senior students with literacy and numeracy will provide students with more future pathways.	All Year 11 students will achieve L1 literacy and numeracy through one of the pathways each year. Our junior students will increase their e-asTTle scores by at least 2 sublevels by the end of the year e.g. From 4B to 4A.	Achievement and attendance data. Numeracy and Literacy data. Student and teacher surveys and feedback.

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Board Objective

The school gives effect to Te Tiriti o Waitangi, is inclusive, and caters for students' individual needs.

Strengthen our connection with the Community so we are the school of choice for Mangere (SG 1, SG 4)

EXPECTED OUTCOMES	PROGRESS INDICATORS	HOW WILL WE MEASURE SUCCESS?
School communication is clear, focused and inspiring for the whole community.	Regular Principal's community pānui. Our school website is visually appealing, clear, informative, and easy to navigate. Regular school assemblies to give key messages, celebrate student achievement and attendance. Cultural and sporting success is celebrated regularly. More community events are held to celebrate success.	Increase in Community attendance at school events. School surveys indicate increased community engagement and satisfaction with the school. Community feedback indicates positive perception of the school.
Building stronger and sustainable relationships with our different communities will create a strong sense of identity and belonging.	A Māori Advisory Group is established. A Pasifika Advisory Group is established. More events to connect with community and celebrate diversity and culture (e.g. school fair, cultural food festival). Stronger relationships with our fellow Mangere schools and the community. Build and nurture a stronger relationship with mana whenua. Regular fono and hui to be held to invite	Increase in Community attendance at different school events. Student, staff and community surveys and feedback.

	caregiver feedback and keep our community informed.	
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Board Objective

The school gives effect to Te Tiriti o Waitangi, is inclusive, and caters for students' individual needs.

Sharpen our systems and processes within the school to strengthen the whanau culture of our kura (SG 1, SG 3)

OUR EXPECTED OUTCOMES	OUR INDICATORS OF PROGRESS	HOW WE WILL MEASURE SUCCESS
A sharpened focus and emphasis on attendance will improve and enhance academic performance and achievement.	An attendance officer is employed to support attendance school-wide and communicate with whānau. Improved and consistent communication between whānau and the school through the attendance officer. A clear and consistent plan is communicated to all stakeholders to address attendance issues and concerns. Regular school assemblies are held to celebrate student achievement and attendance.	Steady improvement in student attendance school wide. Feedback surveys assessing whānau and community satisfaction regarding attendance. Enhanced achievement outcomes for all students.
Building and maintaining high standards and implementing ways to reinforce MC Mana will improve student, staff, whānau and community wellbeing.	Staff and students have clarity about MC Mana. Staff and students enact and abide by MC Mana. Connections between and within the different communities in the school will be strengthened.	MC Mana is embedded within the school culture. Staff and students increasingly refer to the expectations and use the language of MC Mana. Staff and students enact MC Mana consistently. Student, staff and community wellbeing surveys and feedback. Compare results from the pre- and post- audit.