

2024-25

# MANAIA SCHOOL



dream believe achieve



## STRATEGIC PLAN

# Our School



**Manaia School is located in a small township 15km out of Hawera on Surf Highway 45. We cater for children in Years 1-8.**

*Our main aim is to nurture the 'B.R.E.A.D' (Brave, Resilient, Empathic, Achieving, Dreamers) of our community through our local curriculum, philosophy and overarching value of Respect.*

The unique way in which Manaia School approaches learning has been developed through consultation with children, parents and our community. Our philosophy is scientifically proven to be the most innovative, engaging and future focused approach towards learning and brain development for Year 1-8 students.

Our forward thinking approach, along with our whānau like context provides a rich and friendly environment which supports children to nurture their curiosity.

The team at Manaia School work in collaboration to develop hearty children who find success in challenge and have a belief in their ability to achieve anything they put their mind to. Our children are encouraged to have respect for themselves, others and the environment. We also support children to see the value and need for equality and equity in the world.

We genuinely care and invest in the success of all our children and always look forward to welcoming new members in our school whānau.

***Ka whangaia, Ka tupu, Ka puawai - That which is nurtured blooms and grows.***

# Our Curriculum

**NZ CURRICULUM**



**THE MANAIA WAY**

The New Zealand (National) Curriculum document has strongly guided the Local curriculum that we have developed for Manaia School.

The localised elements of our curriculum or 'Manaia Way' have helped us to bring the national curriculum to life in a way that addresses the particular needs, interests, and circumstances of our school and community.

## VISION

*Young people who will be confident, connected, actively involved, lifelong learners.*

OUR SCHOOL MOTTO:

**Dream - Believe - Achieve**

OUR GUIDING WHAKATAUKI:

**Ka Whangaia Ka Tupu Ka Puawai**

OUR MISSION:

***Nurturing learners to grow and thrive in a changing world***

## VALUES & PRINCIPLES

*Excellence, Innovation, inquiry, and curiosity, Diversity, Equity, Community and participation, Ecological sustainability, Integrity, Respect.*

*High expectations, Treaty of Waitangi, Cultural diversity, Inclusion, Learning to learn, Community engagement, Coherence, Future focus*

OUR B.R.E.A.D VALUES:

*At Manaia School we help children to grow into: **B**rave, **R**esilient, **E**mpathetic, **A**chieving, **D**reamers We also show **Manaakitanga-Respect** for ourselves, others and our environment. This is part of our Manaia way and helps us to achieve our B.R.E.A.D values.*

## EFFECTIVE TEACHING (PEDAGOGIES) INC ASSESSMENT

*Create a supportive learning environment; encourage reflective thought and action; enhance the relevance of new learning; facilitate shared learning; make connections to prior learning and experience; provide sufficient opportunities to learn; inquire into the teaching-learning relationship.*

*Effective assessment: benefits students, involves students, supports teaching and learning goals, is planned and communicated, is suited to the purpose, is valid and fair*

**Our Approaches to Learning: Relationship Based Learning** power sharing, co-construction, feedback/feedforward; **Neuroscience/Developmentally Appropriate Learning; Learning through Inquiry/Manaia Inquiry Model, Notice - Recognise - Respond Approach** (evidence in learning), **Positive behaviour for Learning (PB4L)**

## KEY COMPETENCIES & LEARNING AREAS

*Thinking; Using language, symbols, and texts; Managing self; Relating to others; Participating and contributing.*

*English; The arts; Health and physical education; Learning languages; Mathematics and statistics; Science; Social sciences; Technology. Official languages*

**Local Curriculum: NZ/Manaia History, Ngarua'ine Dialect, Community SKILLS** (Science, Key Competencies, Inquiry, Life Skills, Learning Languages, STREAM)

## CLASSROOM CURRICULUM

*Teaching as Inquiry ensures that teaching is responsive to all learners' progress and supports them to transfer learning to new contexts*

**Hopes and Dreams** (Meetings/Data gathering), **Interest Based Inquiries/ Individualised Learning**

THE NEW ZEALAND CURRICULUM

LOCAL SCHOOL CURRICULUM

VISION

VALUES

PRINCIPLES

EFFECTIVE PEDAGOGY  
INC ASSESSMENT

KEY COMPETENCIES

LEARNING AREAS

CLASSROOM CURRICULUM

# Principles

We put our akonga at the centre of all of our decision making. We believe that all akonga should experience a curriculum that engages and challenges them, is forward-looking and inclusive, and affirms New Zealand's unique identity. (page 9 NZC)

## Māori Dimensions and Cultural Diversity

Manaia School recognises the multicultural community that exists in New Zealand.

We value Māori tikanga and protocol. Within our school setting we seek to uphold Partnership through engagement in relationships that are mana enhancing; Participation is about securing equitable participation for Māori learners as tangata whenua within mainstream education settings. Through protection we aim to actively promote, engage and protect whānau, hapū and iwi cultural practices, identity and language.

At Manaia School we respect the values and cultural diversity that are represented in the classroom.

We take reasonable steps to incorporate te reo Māori into the school curriculum.

We endeavour to:

- Recognise and value traditions, histories and languages of the cultures
- Recognise that students will need to meet more than one set of cultural expectations
- Integrate aspects of te reo Māori me ona tikanga across the curriculum
- Involve and consult with our Māori community in the development of priorities for Māori Education
- Empower Māori parents and whānau to participate in their child's education, including regular consultation with our Māori community in the development of priorities for the education of Māori children
- Ensure that the Kapa Haka and Haka programme is valued within the school and that it is interwoven throughout for all children
- Recognise the importance of Māori role models and include them as often as possible
- Focus on successful Māori role models, both in the community and wider area
- Utilise the skills and expertise of community members to support programmes
- Focus on providing quality opportunities to learn te reo Māori

We also acknowledge the Pasifika learners in our community. We value the rich culture these learners bring to our school. We are committed to ensuring that the specific learning needs of these students are identified and addressed.

### Requests for Instruction in Te Reo

Our approach to a request for full immersion education is to establish if the funding and expertise are available to employ a fluent Kaiako. If we are not in a position to offer this, we would work to assist the student with a transition to a bilingual education, possibly with the assistance of a kaiawhina, led with English predominantly in the classroom. A key goal for our Māori students is to experience success in the school environment and know their culture and language is a living, valued part of our daily lives.

# Learners with special education needs

Manaia School welcomes all learners, including those with Special Education needs.

We recognise that the specific needs of these learners vary.

The need may be in the area of behaviour, learning, communication, health, a physical or a combination of these.

Some of these learners will need short term support while others will require a longer term approach.

We believe in a collaborative approach to ensure that all students achieve to the very best of their ability.

We have high expectations that ALL learners participate at school and are active, engaged and achieving, making accelerated progress in their learning.

We work closely with whānau and specialists.

A SENCO is responsible for maintaining a register of children with special education needs and liaising with whānau, outside agencies and staff.

A tier system is used in order to recognise varying levels of need within our school.

The register includes:

- Learners who are struggling to work at the curriculum level for their age and who need effective teaching and accelerated programmes. These learners may need short-term access to specialist services.
- Learners who will work at Level 1 for all or most of their schooling. These learners may need access to the Ongoing Resourcing Scheme (ORS) or RTLB support.
- Learners working at or above the curriculum level for their age who require teaching adaptations or individualised support to access the curriculum (gifted and talented).

# NELPs

As noted by the Ministry of Education “The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

<b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	<b>Priority 1</b>	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
	<b>Priority 2</b>	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
<b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	<b>Priority 3</b>	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
	<b>Priority 4</b>	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy
<b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	<b>Priority 5</b>	Meaningfully incorporates te reo Māori and tikanga Māori into the everyday life of the place of learning
	<b>Priority 6</b>	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
<b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	<b>Priority 7</b>	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work (MAINLY SECONDARY SCHOOL)
<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable	<b>Priority 8</b>	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

# Strategic Aims

***Our Strategic Aims link with the National Education and Learning Priorities in schools and Kura (NELPS), foundation curriculum policy statements and national curriculum statements and other national education strategies.*** They also align with the key values set out by the Teaching Council of New Zealand. These values underpin the code and standards for the teaching profession.

The focus for our Board is on the following four key areas:



# South Taranaki Kahui Ako

Manaia School is part of the South Taranaki Kahui Ako which is made up of 18 schools in South Taranaki. Our Kahui Ako is “a community that works collaboratively to promote wellbeing, improve outcomes and nurture aspirations to ensure equity and excellence for all ākonga within our unique setting so all our young people succeed.”

Our three main achievement challenges for the next 3-5 years are as follows:

## Relationship-based Learning

To improve educational outcomes, particularly for Māori and other marginalised students, through improving relationships and teacher capability across the Kāhui Ako.

## Wellbeing

Enhance well being by developing social and emotional skills so akonga can successfully participate in learning and contribute to the community



## Local Curriculum

Designing rich opportunities and coherent pathways for all learners.



# School Context

<p><b>Students' Learning</b></p>	<p>Learning starts with an initial focus on the social and emotional wellbeing of ākonga. Alongside this, children also work towards the developmental skills that are needed to be successful at school. This approach aligns with child development and brain research.</p> <p>The development of the right brain (empathy, intuition, imagination and creativity) happens before the left brain (language, literacy, numeracy, analysis and time) is fully ready to learn. We will not be ignoring the learning of our younger Year 1-3 students but will be allowing them the time and space to develop as children without the pressure of reaching set expectations. A greater emphasis is placed on the academic achievement of children once their 'thinking brain' (frontal cortex) is fully engaged. This generally takes place once our children are Year 4-8.</p> <p>Our philosophy of children learning through play and inquiry, especially in the early years, is an important aspect of our approach to learning - teachers support every learner to learn at the individual's pace and readiness.</p> <p>Staff will be taking part in professional development relating to assessment for learning and the implementation of the refreshed curriculum.</p>
<p><b>Student Engagement</b></p> <p><b>School Organisation and Structures</b></p>	<p>Manaia School provides their own Technology for Year 7 and 8 students. Weekly trips are made to the local library for learning sessions and other opportunities are provided as part of our Community S.K.I.L.L.S sessions. Where appropriate, some of these activities will also be extended out to our Year 4 and 6 students.</p> <p>The Community S.K.I.L.L.S (Social Science/Science, Key Competencies, Inquiry, Life skills, Learning Languages and S.T.R.E.A.M(Science, Technology, Robotics, Engineering, Art, Mathematics)) element of our curriculum allows us to consider our learning in a local context. This approach integrates the learning in all areas of the curriculum. Children get the opportunity to develop the social skills and values needed to be successful, life long learners who have a positive impact on our community and the world.</p> <p>Manaia School is currently taking part in professional development around Localised Curriculum. There is also a continued focus on Relationship Based Learning (RBL). This is done in collaboration with the South Taranaki Kahui Ako. The key aim behind this approach towards learning is to create a whānau like context for learning that focuses on teaching to the 'North East' (high relationship, high expectations). Our Deputy Principal is also a within school teacher and has started to train as an impact coach so she is able to gather data and provide coaching sessions for staff based around the RBL profile, a tool that concentrates on improving student achievement by setting goals around the deliberate acts of teaching that have the greatest impact on learning.</p>
<p><b>Review of Strategic Aims and Consultation</b></p>	<p>Our recent review of the Strategic Aims and consultation with our community strongly highlighted the need to continue to provide opportunities within the realm of Te Ao Māori.</p> <p>Whānau expressed an increased interest in supporting the school. This support could help us to provide the community events and outside sporting experiences that were also noted in the community consultation.</p> <p>Our community consultation took place outside of the usual timeframe in 2023/24. This was due to the need to recruit new board members. We will be revisiting and if needed, revising our Strategic Plan again in Term 3 of 2024 to ensure that our plan still meets the needs of our community.</p>

# Annual Goals - 2024

## Whakamana

empowering all learners to reach their highest potential by providing high-quality teaching and leadership

### 1.1 Integrate Te Mātaiaho through the Local Curriculum.

- Community Consultation & local iwi and hapu consultation in the development of the curriculum, aspirations, local stories, tikanga, waiata.
- Review and Refresh assessment & reporting practices

### 1.2 All students will actively progress and achieve to their full potential in reading, writing and mathematics

#### Literacy and Numeracy Targets:

- All Year 5-8 children who are below in Reading, Writing and Mathematics will reach the expected level for their year group by the end of 2024
- Shifts will be seen in the tracking data for writers identified in original ERO plan
- IEPs and Priority Learner Tracking Forms students who need extra learning support or extension

### 1.3 Increase Attendance rates at Manaia School

- The average attendance rate will be 90% or higher.

## Local Curriculum

Designing rich opportunities and coherent pathways for all learners.

- Working with preschool, kohanga reo and high schools to form smoother transition -for social/emotional and learning needs
- discussions with High Schools around:
  - how to increase retention and achievement levels -especially for 'at risk' students. How can this success be monitored/tracked?
  - Reading/Writing/Maths assessment - What could this look like for Year 8 in preparation for High School/transition?
- Where do the employability skills sit within our 'Manaia Way'?
- Continue to build connections with local iwi - reach out to RTM for further support. Collect local stories and start to think about appropriate learning progressions using the new NZC framework. -share with kahui ako when/where appropriate

## Manākitanga

creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity

### 2.1 Develop the 'Manaia Way' - Our localised curriculum

#### Targets:

- All children will be aware of the values and learning dispositions that form our graduate profile
- Our learning opportunities utilise the people, places and things in our local community.

## Wellbeing

Enhance well being by developing social and emotional skills so akonga can successfully participate in learning and contribute to the community

- revise social/emotional elements of local curriculum to reflect common trends/needs being expressed by students.

## Whānaungatanga

Engaging in positive and collaborative relationships with our learners, their families and whānau and the wider community

### 3.1 Continue to strengthen relationships between all stakeholders

- There will be a clear and consistent understanding about the 'Manaia Way'
- Children and their whānau will feel like respected and valued members of our school whānau

### 3.2 Hold community events to help re-establish/strengthen the sense of whānaungatanga at our school.

- Children, parents, staff and board will be provided with opportunities to build relationships both inside and outside of the classroom environment.
- Our wider community will get more opportunities to explore the learning and values that are instilled into children at Manaia School.
- We will have a stronger sense of community at our school.

## Relationship Based Learning (RBL)

To improve relationships and teacher capability across the Kāhui Ako

- Ongoing Impact coach training. This is currently an essential element of our Professional Growth Cycle. Part 1 of the profile is addressed through a collaborative inquiry. Individual goals within this part of the profile are also set if needed. Teachers then decide on a goal within part 2 of the profile that they would like to work on.

# Whakamana



## Student Learning

empowering all learners to reach their highest potential by providing high-quality teaching and leadership

# Whakamana

## Overview - 2024-26

### Student Learning

#### Links to National Education and Learning Priorities (NELP)

##### LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education

- **PRIORITY 2:** 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

##### BARRIER FREE ACCESS: Great education opportunities and outcomes are within reach for every learner

- **PRIORITY 3:** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- **PRIORITY 4:** Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

##### QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the difference for learners and their whānau

- **PRIORITY 5:** Meaningfully incorporates te reo Māori and tikanga Māori into the everyday life of the place of learning
- **PRIORITY 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

#### Within our school:

##### WHAKAMANA

##### Strategic Initiatives

##### Success

**Empowering all learners to reach their highest potential by providing high-quality teaching and leadership**

- Culturally strong - empowered cultural identity
- Academically strong - high expectations, excellence
- Individual education Plans and tracking of children with extra learning needs
- Relationship-based teaching/Impact Coach support
- Leadership opportunities
- Localised Curriculum

*All children are engaged in learning, there are high expectations, they know what they need to learn and models and exemplars are provided.*

*Staff and Children are given leadership opportunities based around their area(s) of strength. All children are empowered to form a sense of autonomy over their learning.*

*All teachers and leaders consistently use the key strategies identified in the Relationship-Based Teaching Profile - activating prior knowledge, using formative feedback, using co-construction and power-sharing, high expectations*

*Staff will confidently integrate nga rua'ine reo and tikonga into their everyday practice.*

#### Across our Kahui Ako:

##### LOCAL CURRICULUM

##### Strategic Initiatives

##### Success

**Designing rich opportunities and coherent pathways for all learners.**

- Cohesive assessment schedules and procedures
- Localised Curriculum
- 'Employability Skills' development

*The percentage of current underachievement will be reversed.*

*The Local Curriculum will be used consistently throughout the Kāhui Ako. This will result in improvement at all levels and in all areas of education. Schools will have in place a high impact review cycle for their Local Curriculum.*

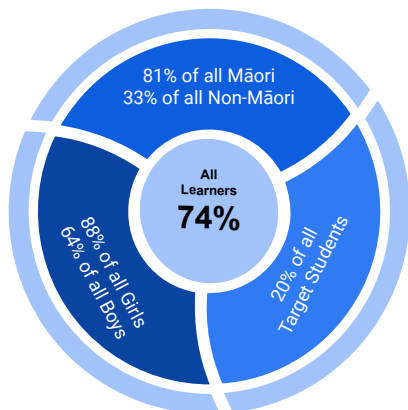
*Cohesive assessment schedules and procedures*

*Students will reflect 'Employability Skills': Positive attitude, Communication, Team work, Self-management, Willingness to learn, Resilience Thinking skills (problem solving and decision making)*

# Whakamana

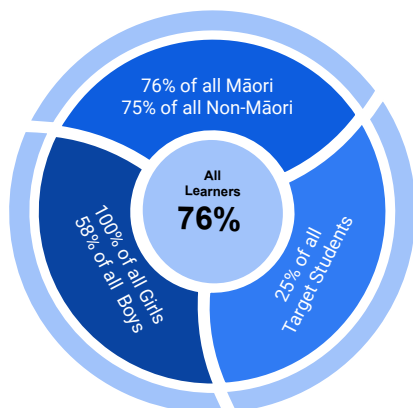
## Baseline Data -End of 2023

### Reading



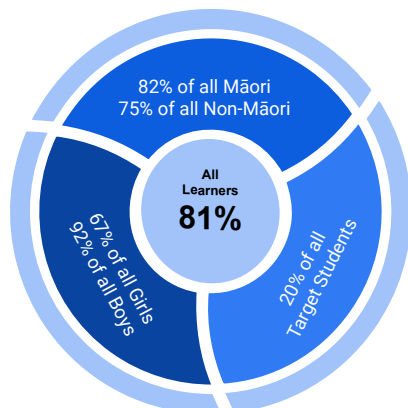
End of 2022 data	Well Below	Below	At	Above
80% Year 4		20%	80%	
50% Year 5		50%	50%	
83% Year 6		17%	83%	
87% Year 7	17%		87%	17%
60% Year 8	20%	20%	60%	
<b>TOTAL: 28</b>	<b>11%</b>	<b>16%</b>	<b>53%</b>	<b>21%</b>

### Writing



End of 2022 data	Well Below	Below	At	Above
33% Year 4		67%	33%	
75% Year 5		25%	75%	
50% Year 6		50%	50%	
67% Year 7		33%	33%	33%
60% Year 8		40%	60%	
<b>TOTAL: 32</b>		<b>24%</b>	<b>52%</b>	<b>24%</b>

### Mathematics



End of 2022 data	Well Below	Below	At	Above
20% Year 4		80%	20%	
50% Year 5		50%	50%	
100% Year 6			100%	
80% Year 7		20%	60%	20%
83% Year 8		17%	83%	
<b>TOTAL: 33</b>		<b>19%</b>	<b>76%</b>	<b>5%</b>

# Manākitanga



## Student Engagement

creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity

# Manākitanga

## Overview - 2024-26

### Student Engagement

#### Links to National Education and Learning Priorities (NELP)

##### **LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education**

- **PRIORITY 1:** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- **PRIORITY 2:** 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

##### **BARRIER FREE ACCESS: Great education opportunities and outcomes are within reach for every learner**

- **PRIORITY 3:** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

##### **QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the difference for learners and their whānau**

- **PRIORITY 5:** Meaningfully incorporates te reo Māori and tikanga Māori into the everyday life of the place of learning
- **PRIORITY 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

#### Within our school:

##### MANĀKITANGA

##### Strategic Initiatives

##### Success

Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity

- PB4L - explicit teaching of values
- Emotional validation - creating a loop of positive communication
- Social competence
- 'Pivot' wellbeing tool.
- Progressions for graduate profile/ values
- Developing staff capability in the areas of teaching, leadership, the local dialect of Te reo Māori and tikanga.

*School-wide values will be embedded. All children will know what our values are and will demonstrate them in a variety of contexts*

*Social and emotional competence is developed throughout the school*

*Strategies such as modelling, teaching and rewarding positive behaviours are used to build resilience and perseverance.*

*Staff will confidently integrate nga rua'ine reo and tikanga into their everyday practice.*

#### Across our Kahui Ako:

##### WELLBEING

##### Strategic Initiatives

##### Success

Enhance well being by developing social and emotional skills so akonga can successfully participate in learning and contribute to the community

- To have robust Kāhui Ako baseline data compared with the data collected in schools at the end of 2020
- To have schools using data to inform Social and Emotional curriculum development
- To establish and Collaboration and Connection Network group that meets to offer prevention & education initiatives to schools

*Children are successfully participating in learning and contributing to their community*

*A shift in the key indicators are evident by the end of 2024 - (the Pivot Tool will inform progress in these)*

*Schools will be literate in using relevant information to meet the social and emotional needs of akonga*

*Education & prevention initiatives will be offered to schools from various social service & health agencies*

# Whānaungatanga



## School Organisation and Structures

engaging in positive and collaborative relationships with our learners, their families and whānau and the wider community



# Whānaungatanga

## Overview - 2024-26

### School Organisation and Structure

#### Links to National Education and Learning Priorities (NELP)

##### LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education

- **PRIORITY 2:** 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

#### Within our school:

##### WHĀNAUNGATANGA

##### Strategic Initiatives

##### Success

Engaging in positive and collaborative relationships with our learners, their families and whānau and the wider community

- Creating a family-like environment where whānau are welcomed and involved
- Reciprocal communication
- Empowerment of whānau

*Trusting relationships with children and their family/whānau that are genuine and acknowledge the diverse offerings and wealth of knowledge that they bring with them are built.*

*We are culturally responsive and have the ability to listen, connect and understand. whānau are empowered to actively take part in their child's learning, they know what children need to learn*

#### Across our Kahui Ako:

##### RELATIONSHIP BASED LEARNING (RBL)

##### Strategic Initiatives

##### Success

To improve educational outcomes, particularly for Māori and other marginalised students, through improving relationships and teacher capability across the Kāhui Ako.

- Schools are responsive to feedback from students and whanau (voices),
- Schools have institutionalized feedback to teachers (impact coaching/co-construction hui/evidence informed PLD)
- Schools can use their improvement data to transform their system in response to the needs of all (Guiding Coalitions, GPILSEO, AREA data)

*Relationship Based Learning pedagogy is the foundation for all teaching and learning is self-sustaining*

*Teachers are teaching to the 'North East', monitoring the impact of relationships and interactions and modify their practices so that further progress is ensured and sustained*

# Other 2024 Key Improvement Strategies to Achieve Strategic Vision

## Property (summarised from property plan)

Paint office interior and exterior of Block A  
 Grounds - Enviroschool children and whānau taking shared responsibility  
 Replacement of wall and floor linings in Block A  
 Upgrade to Room 1 and 2. Additional doors to create breakout spaces.  
 Finish repairs to concrete fence  
 Mara Hūpara projects in plantation - utilising Enviroschool Teacher  
 Bike Track and storage

## Personnel

### Staffing

4.65 FTTE (Total including Board funded component 5.03 FTTE)  
 4 Teachers  
 0.5 Reading Recovery  
 0.3 Principal Release  
 0.18 (increase to 0.24 in July) Classroom Release Time  
 0.05 Kahui Ako -CoL Inquiry time  
 0.02 Kahui Ako -CoL Wiithin School Teacher  
 Office Administrator  
 3 Learning Assistants (2 with LATs)  
 Cleaner  
 RTLB

### Performance Management

Appraisal and Attestation – strengthen - regular observations, feedback and feed-forward, use impact coach training, discussions and goals to help inform our Professional Growth Cycle.

### Professional Development

Assessment for Learning  
 Relationship Based Learning  
 Localised Curriculum  
 PB4L/IY -the 'Manaia Way'

## Finance

Draft Budget  
 Annual Audit  
 Regular review of financial procedures  
 Asset register reviewed and continually updated  
 Create an asset replacement plan for items outside of technology

## Community Engagement

### Communication

Newsletters as needed  
 Face to face, texts and phone calls  
 Facebook page - live feeds  
 School website  
 BOT panui  
 'Manaia Way' promotional material

### Collaboration

Regular whānau/school interactions, opportunities for fun and learning  
 PTA – School working together  
 Strengthening links with our community including - Yarrows Bakery, Kaumatua, Ngaruahine Health Services, Beach Energy, Manaia CWI, PKW, STDC, Manaia Community Service Group, marae.  
 Maintaining links with the other schools in our Kāhui Ako.



Ka Whangaia

Ka Tipu

Ka Puawai

*That which is nurtured,  
blossoms and grows*

