



Manurewa East School

Whiti te Rā! Rise and Shine!

Strategic Goals 2026 – 2028

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

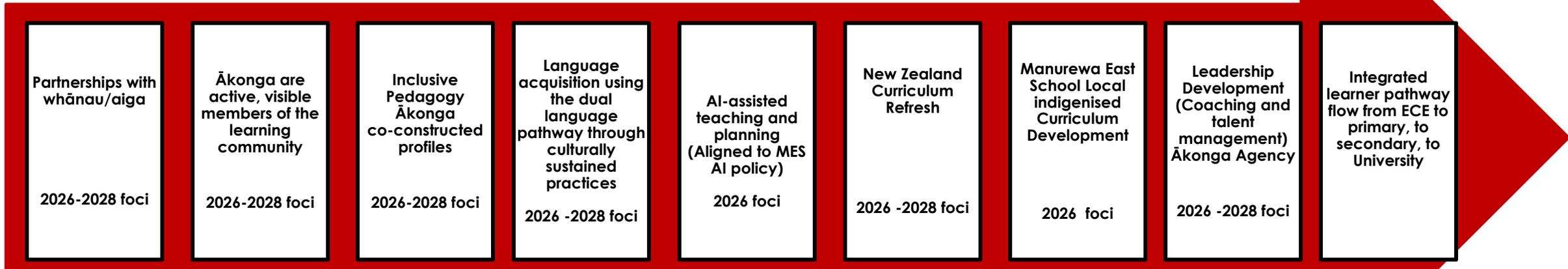
Ākonga and staff take care of their own and others

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

through shared responsibilities and equitable access for all

3 Year Strategic Programmes Roadmap

Collaborative Professionalism 2026 ~ 2028



Overarching measures across all strategic goals			
Progress Measures		Outcome Measures	
Ākonga hauora	Teacher capability & confidence	75% At/Above curriculum expectations by 2028	Māori and Pasifika learners thriving and achieving success
Staff hauora	Attendance trend data (not just end-point)		
			Ākonga co-constructed profiles



Whiti Te Rā – Rise and Shine Planning



2026 Establish Foundations

- Lift attendance (95%) and engagement
- Embed Structured Literacy and Numeracy
- Strengthen oral language and dual language pathways
- Implement AI-assisted planning
- Embed Ākongā profiles and learner voice
- Establish student leadership pathways
- Strengthen distributed leadership
- Plan future-focused learning environments



2027 Refine and Improve

- Refine attendance and engagement strategies
- Accelerate progress toward 75% achievement
- Target equity gaps
- Deepen Structured Literacy and Numeracy impact
- Strengthen dual language implementation
- Refine AI-assisted planning practices
- Strengthen student leadership pathways
- Refine curriculum and learning design



2028 Review

- Review attendance and engagement outcomes
- Review achievement against 75% target
- Evaluate equity impact
- Review Structured Literacy and Numeracy
- Evaluate dual language pathways
- Review AI-assisted planning impact
- Evaluate student leadership pathways
- Review learning environment planning





2026 Outcome/Measures

Effective distributed leadership with collective ownership of MES strategic plan

- Effective distributed leadership with shared ownership of the MES strategic plan
- Leaders confidently lead their own learning while supporting the learning of others
- Leadership development demonstrates evidence of effective distributed leadership
- Attendance and engagement - theory of change
- Ākonga voice informs strategic planning and decision-making
- Leadership systems are coherent, sustainable, and consistently applied

2026 – 2028 Strategic Plan

Strategic Programme	2026	2027	2028
Embed visible learning	<ul style="list-style-type: none"> • Use ToD annual PLD to align all staff with MES collective pedagogy • Embed visible learning indicators within professional growth cycles • Use environment scanning to support consistent teaching practice • Use coaching and observations by Curriculum Coordinators and colleagues to strengthen practice • Gather Ākonga voice to inform strategy and NZ Curriculum refresh 	<ul style="list-style-type: none"> • Refine visible learning indicators to strengthen impact and consistency • Use inquiry and data to sharpen teaching responses • Strengthen coaching and observation practices to build leadership capability • Use Ākonga voice to refine pedagogy and curriculum implementation • Monitor and report on the impact of visible learning practices 	<ul style="list-style-type: none"> • Review the effectiveness of visible learning on teaching and learning • Review the impact of coaching and observation on leadership and practice • Evaluate the use of visible learning indicators within professional growth cycles • Review how Ākonga voice has informed strategic and curriculum decisions • Use findings to inform the next strategic cycle
Establish strong curriculum design roopu	<ul style="list-style-type: none"> • Strength-based curriculum design rōpū established to support curriculum refresh • Leadership capability built within rōpū to support distributed leadership • AI-assisted tools used for curriculum analysis, gap identification and planning • Gap analysis undertaken to align refreshed MES indigenised local curriculum • Regular reporting and targeted PLD provided to support implementation 	<ul style="list-style-type: none"> • Refine curriculum design rōpū roles to strengthen distributed leadership • Use AI-assisted tools to refine curriculum analysis and planning • Continue gap analysis to improve alignment of the MES indigenised local curriculum • Monitor implementation and report on progress and impact • Provide targeted PLD to address identified curriculum needs 	<ul style="list-style-type: none"> • Review the effectiveness of curriculum design rōpū and leadership capability • Review the impact of AI-assisted tools on curriculum coherence and planning • Evaluate alignment and implementation of the MES indigenised local curriculum • Review outcomes from gap analysis and targeted PLD • Use findings to inform future curriculum and leadership priorities



2026
Outcome/Measures

- Effective distributed leadership with collective ownership of MES strategic plan
- Effective distributed leadership with shared ownership of the MES strategic plan
 - Leaders confidently lead their own learning while supporting the learning of others
 - Leadership capability and systems are coherent, sustainable and demonstrate effective distributed leadership
 - Attendance, engagement and Ākonga voice inform strategic planning through a clear theory of change

2026 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Embed visible learning	<ul style="list-style-type: none"> • Effective distributed leadership with shared ownership of the MES strategic plan • Leaders confidently lead their own learning while supporting the learning of others • Leadership capability and systems are coherent, sustainable, and demonstrate effective distributed leadership • Attendance, engagement and Ākonga voice inform strategic planning through a clear theory of change 	Annual budget Kaiako release for PLGs and coaching Teaching & Learning budget MoE	ToDs ongoing	SLT Curriculum coordinators Kaiako Kaimahi	
Establish strong curriculum design roopu	<ul style="list-style-type: none"> • Strength-based curriculum design rōpū established to support curriculum refresh • Leadership capability built within rōpū to support distributed leadership • AI-assisted tools used to support curriculum analysis, gap identification and planning • Gap analysis completed to align refreshed MES indigenised local curriculum • Regular reporting and targeted PLD support implementation 	Annual budget PLD Staff hui Curriculum Coordinators as drivers Curriculum roopu MoE	Aligned to MOE timelines Ongoing	SLT Curriculum coordinators Kaiako Kaimahi	
Create measures for theory of improvement	<ul style="list-style-type: none"> • Theory of Improvement used as a schoolwide measure for attendance and engagement • Data informs leadership decision-making and strategic responses 	MoE Attendance Officer Alfriston Kahui Ako SENCo LSC	Ongoing	SLT Curriculum coordinators	

Links to other initiatives



2026 Outcome/Measures

Educationally powerful strength based and connected relationships Ākonga, staff, whānau/aiga and community

- Strength-based, connected relationships support learning across Ākonga, staff, whānau/aiga, and community
- Ākonga identity, language, and culture are visible and valued through dual language learning environments
- Kaiako build positive, reciprocal partnerships with Ākonga and whānau to support learning and wellbeing
- 100% participation in school conference is maintained

2026 – 2028 Strategic Plan

Strategic Programmes	2026	2027	2028
<p>Ākonga identity, language, and belonging through dual language environments</p>	<ul style="list-style-type: none"> • Ensure learning environments reflect Ākonga identity, language and culture • Use dual language environments to strengthen belonging and connection • Create spaces where Ākonga feel seen, valued and confident • Support kaiako to build culturally responsive relationships • Use Ākonga voice to strengthen belonging and connection 	<ul style="list-style-type: none"> • Strengthen consistency and quality of dual language environments across the kura • Deepen learner agency and confidence in language and identity • Refine cultural visibility to reflect authentic Ākonga narratives • Strengthen culturally responsive relationships within classrooms • Use Ākonga voice to improve belonging and engagement 	<ul style="list-style-type: none"> • Review the impact of dual language environments on belonging and identity • Evaluate consistency and quality of cultural visibility across learning spaces • Review how Ākonga voice has informed environment and relationship design • Identify practices that sustain learner confidence and connection • Use findings to inform the next strategic cycle
<p>Strength-based partnerships with whānau / aiga</p>	<ul style="list-style-type: none"> • Establish warm, consistent approaches for whānau engagement and communication • Create welcoming conditions that encourage whānau presence and participation • Strengthen shared understanding through respectful, relationship-based conversations • Ensure school conferences are inclusive, accessible and relational • Use whānau voice to strengthen trust, connection and partnership 	<ul style="list-style-type: none"> • Refine whānau engagement approaches using whānau voice and participation data • Strengthen consistency of relational practices across teams and spaces • Deepen learning-focused conversations that strengthen partnership and trust • Improve accessibility and responsiveness of school conferences • Use feedback to strengthen engagement and shared responsibility 	<ul style="list-style-type: none"> • Review the effectiveness of whānau engagement and partnership approaches • Evaluate the impact of relational practices on participation, trust and connection • Confirm school conference approaches sustain full participation • Identify successful practices to embed as standard school practice • Use whānau voice to inform future partnership directions



2026
Outcome/Measures

- Educationally powerful strength based and connected relationships Ākonga, staff, whānau/aiga and community
- Strength-based, connected relationships support learning across Ākonga, staff, whānau/aiga and community
 - Ākonga identity, language, and culture are visible and valued through dual language learning environments
 - Kaiako build positive, reciprocal partnerships with Ākonga and whānau to support learning and wellbeing
 - 100% participation in school conference is maintained

2026 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Ākonga identity, language and belonging through dual language environments	<ul style="list-style-type: none"> • Ākonga see their identity, language and culture reflected and valued in learning environments • Dual language environments strengthen belonging, confidence and engagement in learning • Learning spaces and practices reflect culturally sustaining and inclusive approaches • Ākonga voice informs how environments support identity, language and learning 	Dual Language Progressions Local Kaumatua Kuia Tautai O Le Moana Whānau/Aiga MoE	Ongoing	SLT Curriculum Coordinators Kaiako External providers	
Strength-based partnerships with whānau / aiga	<ul style="list-style-type: none"> • Whānau/aiga feel welcomed, connected and valued as partners in learning • Positive, reciprocal relationships strengthen learning, wellbeing and attendance • The school creates consistent, inclusive opportunities for whānau engagement • 100% participation in school conferences and key learning conversations is supported 	Whānau/aiga hui and events School newsletter/website CRT Annual budget	Ongoing (termly review)	SLT Curriculum Coordinators Kaiako	

Links to other initiatives

Ākonga profiles	Inclusive pedagogy PLD	Dual Language Pathway	Attendance Strategy
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2026 Outcome/Measures

- Raising Ākonga achievement and learning expectations, with equity for Māori and Pasifika learners
- Teaching practice is consistent, responsive and aligned to the NZ Curriculum refresh
- Structured Literacy, Structured Numeracy, oral language and MES indigenised local curriculum are embedded as foundations for learning

2026 – 2028 Strategic Plan

Strategic Programmes	2026	2027	2028
Embed effective teaching and learning for literacy, numeracy, and curriculum learning	<ul style="list-style-type: none"> ● Embed Structured Literacy (Little Learners Love Literacy) across all phases ● Embed Structured Numeracy (Numicon) to strengthen conceptual understanding ● Strengthen oral language as a foundation for literacy and learning ● Align teaching practice to refreshed NZ Curriculum/MES learning progressions ● Provide PLD to support consistent, high-quality teaching ● Implement refreshed MES indigenised local curriculum 	<ul style="list-style-type: none"> ● Refine literacy and numeracy practice using progress and achievement data ● Target acceleration for priority learners and equity groups ● Deepen integration of oral language and curriculum learning ● Strengthen coherence across learning areas ● Provide targeted PLD in response to identified needs ● Refine implementation of local curriculum 	<ul style="list-style-type: none"> ● Review impact of structured literacy and numeracy on learner achievement ● Evaluate consistency and effectiveness across phases ● Confirm sustainable oral language practices ● Review curriculum alignment and coherence ● Review impact of local curriculum on engagement and achievement ● Review PLD impact on teaching quality and outcomes
Strengthen assessment, planning, and responsive teaching	<ul style="list-style-type: none"> ● Strengthen consistent use of assessment to inform teaching ● Clarify expectations for planning aligned to learner needs ● Introduce AI-assisted planning tools aligned to MES policy ● Build kaiako confidence in analysing achievement and progress data 	<ul style="list-style-type: none"> ● Refine assessment practices to better identify patterns and gaps ● Improve responsiveness of planning to data and inquiry ● Refine use of AI tools to support analysis and planning ● Strengthen teacher inquiry linked to learner outcomes ● Implement refreshed MES indigenised local curriculum 	<ul style="list-style-type: none"> ● Review effectiveness of assessment systems ● Evaluate impact on learner progress ● Evaluate sustainability of AI-assisted planning ● Identify practices to embed long term



2026 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Embed effective teaching and learning for literacy, numeracy, and curriculum learning	<ul style="list-style-type: none"> ● Embed Structured Literacy (Little Learners Love Literacy) across all phases ● Embed Structured Numeracy (Numicon) to strengthen conceptual understanding ● Strengthen oral language as a foundation for literacy and curriculum learning ● Align teaching practice to refreshed NZ Curriculum learning progressions ● Implement refreshed MES indigenised local curriculum ● Provide PLD to support consistent, high-quality teaching practice 	Staff MoE resources NZC Curriculum refresh	Ongoing throughout 2026	SLT Curriculum coordinators Staff	
Strengthen assessment, planning, and responsive teaching	<ul style="list-style-type: none"> ● Strengthen consistent use of assessment to inform teaching and planning ● Clarify expectations for planning aligned to learner needs ● Introduce AI-assisted planning tools, aligned to MES AI policy ● Build kaiako confidence in analysing achievement and progress data ● Strengthen teacher inquiry focused on learner outcomes 	Staff MoE docs TOD Curriculum Refresh Assessment tools and data systems AI-assisted planning tools (policy aligned) PLD and coaching support CRT - Inquiry and collaboration	Ongoing throughout 2026	SLT Curriculum coordinators Staff	
Links to other initiatives					
Staff leadership development	Ākonga profiles	Partnerships with whānau/aiga	Inclusive pedagogy PLD		



2026 Outcome/Measures

- Ākonga and staff experience positive physical, mental, emotional, social and spiritual wellbeing
- Hauora is embedded as a shared responsibility across the school community
- School wide attendance (target 95%)

2026 – 2028 Strategic Plan

Strategic Programmes	2026	2027	2028
Implementation of Ākonga co-constructed profiles	<ul style="list-style-type: none"> • Gather baseline wellbeing data to understand Ākonga needs and strengths • Analyse data to identify patterns impacting wellbeing, engagement and learning • Develop clear wellbeing statements aligned to MES values and learner voice • Establish and share Ākonga co-constructed profile lessons aligned to school values 	<ul style="list-style-type: none"> • Use analysed data to refine wellbeing supports and classroom practice • Identify group and individual wellbeing trends and respond through targeted actions • Strengthen shared understanding of Ākonga profiles across kaiako and learners • Evaluate Ākonga profiles with whānau/aiga and wider community 	<ul style="list-style-type: none"> • Continue to use data analysis to respond to Ākonga wellbeing needs • Track wellbeing trends over time to inform future planning • Review and refresh the resource bank of Ākonga profile lessons • Reflect on whānau/aiga and community understanding and engagement with Ākonga profiles
Whole-school hauora systems supporting engagement and attendance	<ul style="list-style-type: none"> • Establish a values-based hauora rōpū to lead wellbeing across the kura • Strengthen schoolwide systems supporting physical, mental, emotional, social and spiritual wellbeing • Embed hauora as a shared responsibility within everyday school practices • Align wellbeing systems to attendance and engagement priorities 	<ul style="list-style-type: none"> • Refine wellbeing programmes to better respond to identified needs • Use Ākonga voice to inform improvements and report progress to the Board • Strengthen coordination of wellbeing, attendance and pastoral supports • Improve responsiveness to emerging attendance and engagement patterns 	<ul style="list-style-type: none"> • Evaluate the effectiveness of hauora programmes and systems • Analyse Ākonga voice and wellbeing data to assess impact • Review reporting processes to the Board and community • Confirm sustainable hauora systems to carry forward into the next strategic cycle

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



2026
Outcome/Measures

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

2026 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Implementation of Ākonga co-constructed profiles	<ul style="list-style-type: none"> Gather baseline wellbeing data for all Ākonga Analyse data to identify strengths and areas of need Develop clear wellbeing statements aligned to MES values Produce and share Ākonga co-constructed profile lessons Use Ākonga voice to inform wellbeing priorities 	Ann Milne Education Graduate Profile design NZCER Wellbeing Toolkit PLD and CRT Curriculum Coordinators	Ongoing throughout 2026	SLT Attendance Officer Curriculum Coordinators Staff	
Whole-school hauora systems supporting engagement and attendance	Establish a values-based hauora rōpū <ul style="list-style-type: none"> Clarify roles and responsibilities for wellbeing support Embed hauora expectations within daily school routines Align wellbeing supports with attendance and engagement priorities Strengthen early identification of disengagement 	MoE specialists eTAP attendance data Ākonga Staff whānau/aiga	Ongoing throughout 2026	SLT Curriculum Coordinators Matariki Hauora roopu Staff	
NZCER Wellbeing Toolkit Term 2 Ākonga Term 3 staff	<ul style="list-style-type: none"> Analyse and collate T2 Ākonga survey data and T3 staff survey data Develop strategies to effectively promote Ākonga hauora based on data 	NZCER Cathie Johnson Wellbeing Toolkit	T2 Ākonga survey T3 staff survey	SLT Curriculum Coordinators Matariki Hauora roopu	

Links to other initiatives

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