

MANUKURA

# Charter, Strategic and Annual Plan 2024-2026

Principal's endorsement:	Nicholas Fonotoe (Acting Principal)
Board of Trustees' endorsement:	Meihana Durie
Submission date to Ministry of Education:	26 February 2026



## *Preface*

In accordance with the Education Act, the MANUKURA Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter which have been approved by the board following consultation with the community, and to take full account of the National Education Guidelines and other statutory obligations.

The MANUKURA Board has accepted this charter as its undertaking to the Minister of Education and submits it to the Ministry of Education for approval. This charter and annual plan are updated in February each year.

Chairperson, MANUKURA Board of Trustees *Meihana Durie*

Date: 26 February 2025



## MANUKURA

<b>Mission Statement</b>	<ul style="list-style-type: none"><li>• MANUKURA will provide a unique education for students. The Board, staff, students and the culture of MANUKURA is one that promotes excellence within a Māori context guided by the tikanga of Tahuriwakanui. Students who desire to explore high performance athlete pathways will be given preference for enrolment.</li></ul> <p style="text-align: center;"><i>Ko Tahuriwakanui te whakapūāhurutanga o MANUKURA.</i></p> <p>This will be evidenced:</p> <ul style="list-style-type: none"><li>• By ensuring the Board, staff, students and the culture of MANUKURA is one that promotes educational and sporting excellence within a Māori context guided by the tikanga of Tahuriwakanui.</li><li>• By providing a balance between education, sport and culture that is reflected in both curriculum and delivery, where the philosophy of Te Whare Tapa Whā is interwoven.</li><li>• By operating a structured timetable designed to holistically encompass academic and sporting performance outcomes that strategically link nutrition, athletic pathways, competition and service to others as integral delivery components.</li><li>• By providing a culture where achievement and high expectations are part of the role that student’s whānau play in each student’s success. This will be normalised within the MANUKURA tikanga.</li><li>• By producing excellent competency in Te Reo and Mātauranga Māori through academic and tikanga related opportunities.</li><li>• By working with local and national organisations including tertiary institutions to create mutually beneficial partnerships.</li></ul>
<b>Vision</b>	<ul style="list-style-type: none"><li>• MANUKURA is a unique and special place where students are well balanced, disciplined and engaged in all aspects of the MANUKURA curriculum. It is a place where students and staff exemplify the MANUKURA ethos. Students are confident and proud and have the ability to inspire others. Our students are proud to be Māori. Excellence is the norm for students and staff which permeates across all areas of the kaupapa. To ensure rangatahi shape their own future, personalised programs are provided for each student.</li></ul>



	<ul style="list-style-type: none"> <li>MANUKURA has regular self reviews to ensure the student is always at the centre of our focus. Sport is a major focus at MANUKURA as a catalyst for educational achievement. MANUKURA is committed to ensuring students are leaders within their communities and chosen fields. Staff are expected to demonstrate a commitment to the vision of MANUKURA and Māori achievement. Māori values underpin the curriculum to uphold the commitment to the students' success in all areas.</li> </ul>
<p><b>Special Character</b></p>	<ul style="list-style-type: none"> <li>MANUKURA is a designated character school with a particular focus on sporting and academic excellence within a Māori cultural context. Our mission is to produce capable contributors with a strong sense of responsibility towards their communities and whānau. We believe the MANUKURA model of delivery enables our students to achieve quality outcomes through sustained work ethic, high expectations, specialist support and holistic collaborations where the student is the centre of decision-making.</li> </ul>
<p><b>Values</b></p>	<p>Students will be encouraged to value:</p> <ul style="list-style-type: none"> <li><b>excellence</b>, by aiming high and by persevering in the face of difficulties</li> <li><b>innovation, inquiry, and curiosity</b>, by thinking critically, creatively, and reflectively</li> <li><b>integrity</b>, which involves being honest, responsible, and accountable and acting ethically</li> <li><b>pride</b>, in being Māori</li> <li><b>balanced lifestyle</b>, unwavering in ensuring a balanced lifestyle</li> <li><b>respect</b> themselves, others and human rights</li> </ul>

<b>Principles</b>	<ul style="list-style-type: none"><li>● <b>High expectations</b> MANUKURA supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</li><li>● <b>Te Tiriti o Waitangi</b> MANUKURA acknowledges the principles of Te Tiriti o Waitangi, and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.</li><li>● <b>Cultural diversity</b> MANUKURA commits to the celebration of diversity and our responsibility as tangata whenua to manaaki.</li><li>● <b>Inclusion</b> MANUKURA is designed with a clear purpose to be inclusive of all rangatahi.</li><li>● <b>Learning to learn</b> MANUKURA encourages all students to reflect on their own learning processes and to learn how to learn.</li><li>● <b>Community engagement</b> MANUKURA has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.</li><li>● <b>Coherence</b> MANUKURA offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</li><li>● <b>Future focus</b> MANUKURA encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.</li></ul>
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<p><b>Māori Dimensions and Cultural Diversity</b></p>	<ul style="list-style-type: none"> <li>• Ko tā te MANUKURA tikanga, he whai i ngā mātāpono o ngā tūpuna Māori hei tūāpapa mō ā mātou mahi. Arā noa atu ngā uara pai hei whāinga mā tātou i ngā kura, ko te mahi tahi tērā, ko te pukumahi tērā, ko te manaaki tangata, ko te whanaungatanga, ko te aha atu rānei. Nō reira ka tautoko mārika mātou i ngā kaupapa i takea mai i te ihomatua Māori, pērā i ngā kura kaupapa Māori me ngā wānanga Māori.</li> <li>• Ko tā te MANUKURA tikanga, he whai i ngā tikanga Māori kia tū Māori ake ai ā tātou ākongā. Ehara i te mea e Māori ake ai te tangata i te karakia, i te tuku mihi, i te tū ki te haka, ki te waiata rānei noa iho. Engari mā te noho haumaruru a te Māori i tōna anō ao; kia tū māia, kia tū pakari ā tātou manukura o āpōpō.</li> <li>• Ko tā te MANUKURA haepapa he whakarauora i te reo Māori. Ka whāia ngā ara e huhua ai te kōrerotia me te ākona o te reo Māori i roto i ā mātou marau me ngā whakaakoranga.</li> <li>• Ko tā te MANUKURA tikanga, he whakamana, he whakawhanake i te Māori i āna pāhekoheko katoa. E tika ana kia whakarangatirahia ngā tāngata katoa e whai wāhi mai ana ki tā tātou kaupapa, ahakoa whānau, hapū, iwi, tatū ake anō ki ō tātou marae maha.</li> </ul>
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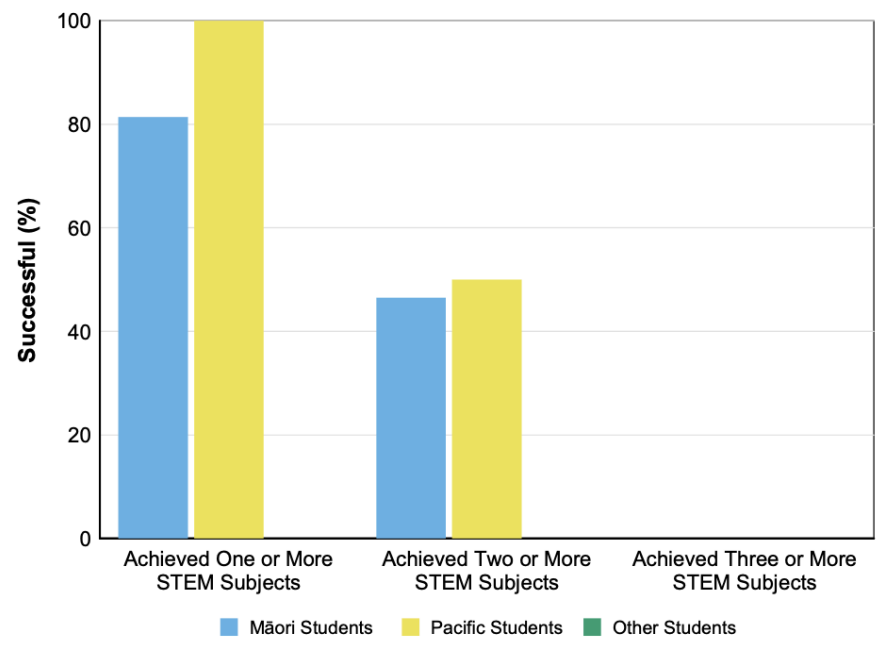


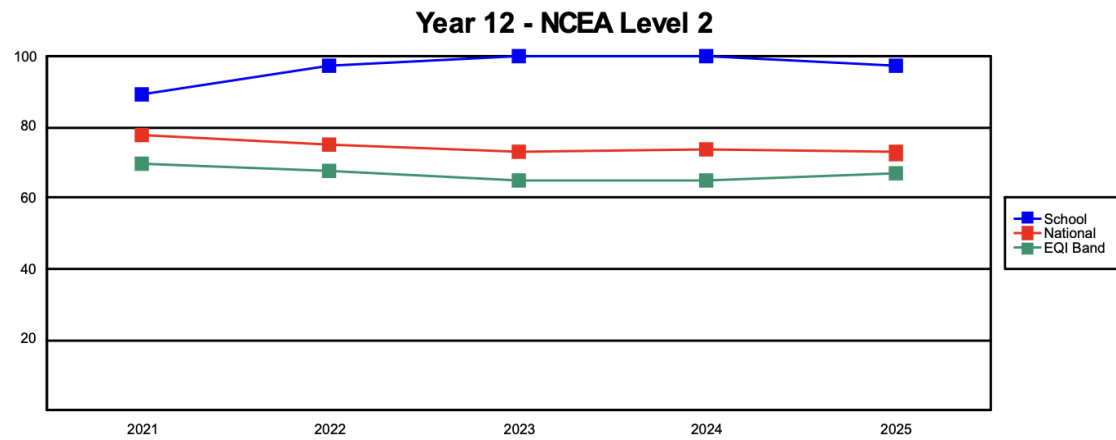
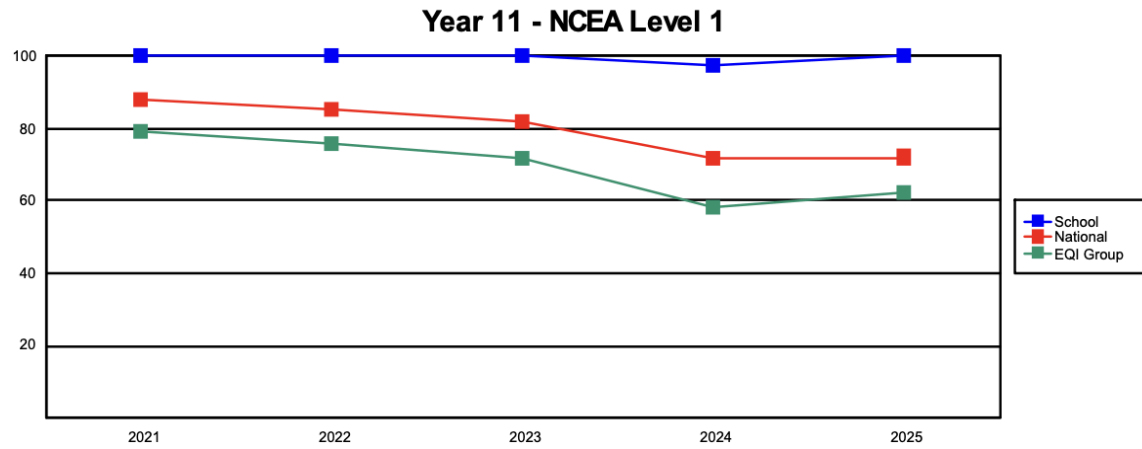
## School Context Data

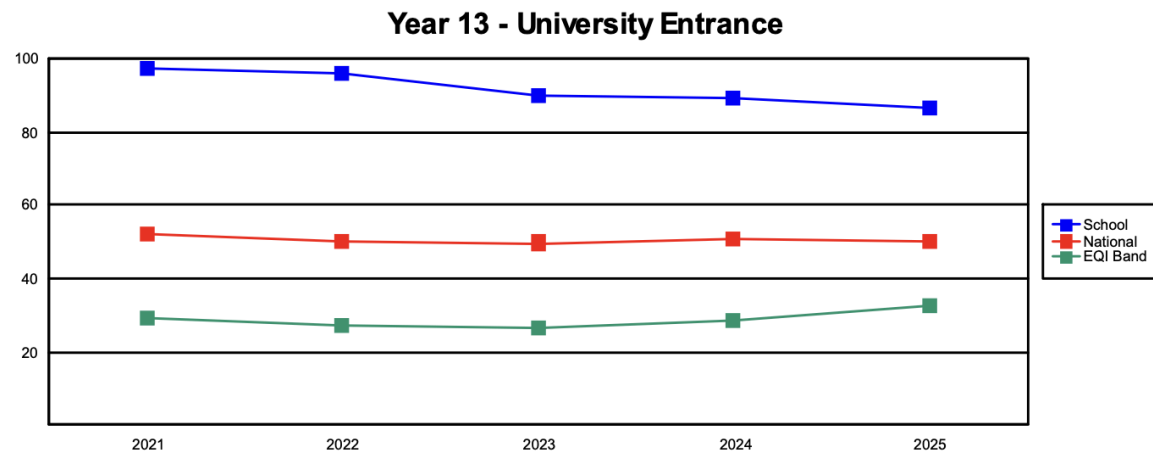
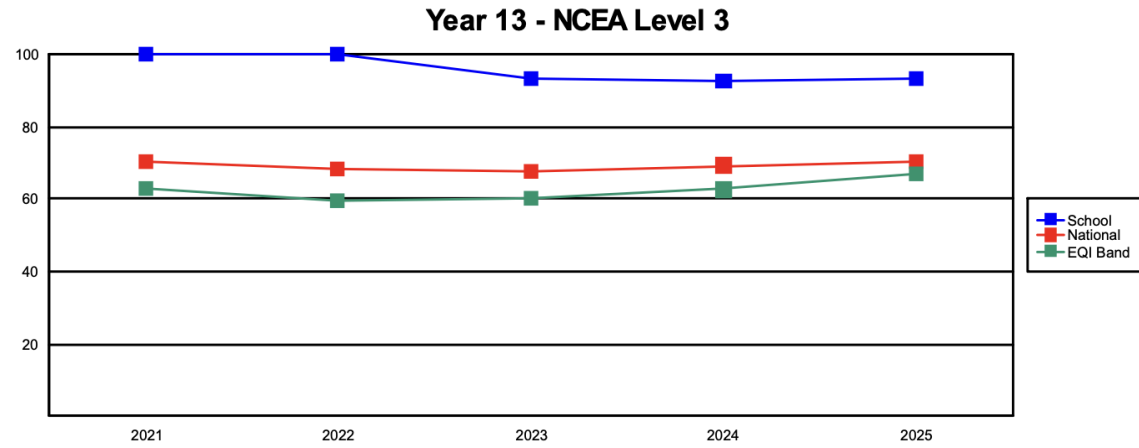
Students' Learning	NCEA	2022	National	2023	National	2024	National	2025	National
	L1 MANUKURA (Participation based)	100%	85.3%	100%	81.9%	97.4%	71.5%	100%	72.1%
L1 EXCELLENCE Endorsement	36.4%	19.4%	45%	16.8%	45.9%	11.1%	31.3%	10.1%	
L1 MERIT Endorsement	45.5%	31.4%	35%	32.1%	27%	28.6%	40.6%	27.6%	
Literacy	100%	81.6%	100%	82.4%	100%	76.6%	100%	78.8%	
Numeracy	97.1%	80.8%	100%	81.5%	100%	74.6%	100%	78.1%	
L2 MANUKURA (Participation based)	97.2%	74.9%	100%	72.2%	100%	73%	97.2%	72.7%	
L2 EXCELLENCE Endorsement	37.1%	16.5%	26.7%	14.7%	40%	15.2%	25.7%	15%	
L2 MERIT Endorsement	28.6%	24.0%	43.3%	23.9%	25%	24.9%	34.3%	25.8%	
Literacy	100%	91.2%	100%	90.7%	100%	89.1%	100%	87.7%	
Numeracy	100%	90.2%	100%	89.7%	100%	89.1%	100%	87.6%	
L3 MANUKURA (Participation based)	100%	68.2%	93.3%	66.2%	92.9%	68.7%	93.2%	70.4%	
L3 EXCELLENCE Endorsement	50%	15.3%	35.7%	13.7%	53.8%	14.2%	36.6%	14.7%	
L3 MERIT Endorsement	45.8%	25.5%	32.1%	26.0%	23.1%	25.9%	36.6%	26.9%	
Literacy	100%	93.9%	100%	93.5%	100%	92.2%	100%	92%	
Numeracy	100%	93.3%	100%	93.0%	100%	92.2%	100%	89.4%	
L3 MANUKURA	95.8%	50.3%	90.0%	47.2%	89.3%	49%	86.4%	49.9%	

University Entrance								
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**Year 13 Equity in STEM Level 3 Subject Achievement for Manukura (2025)**

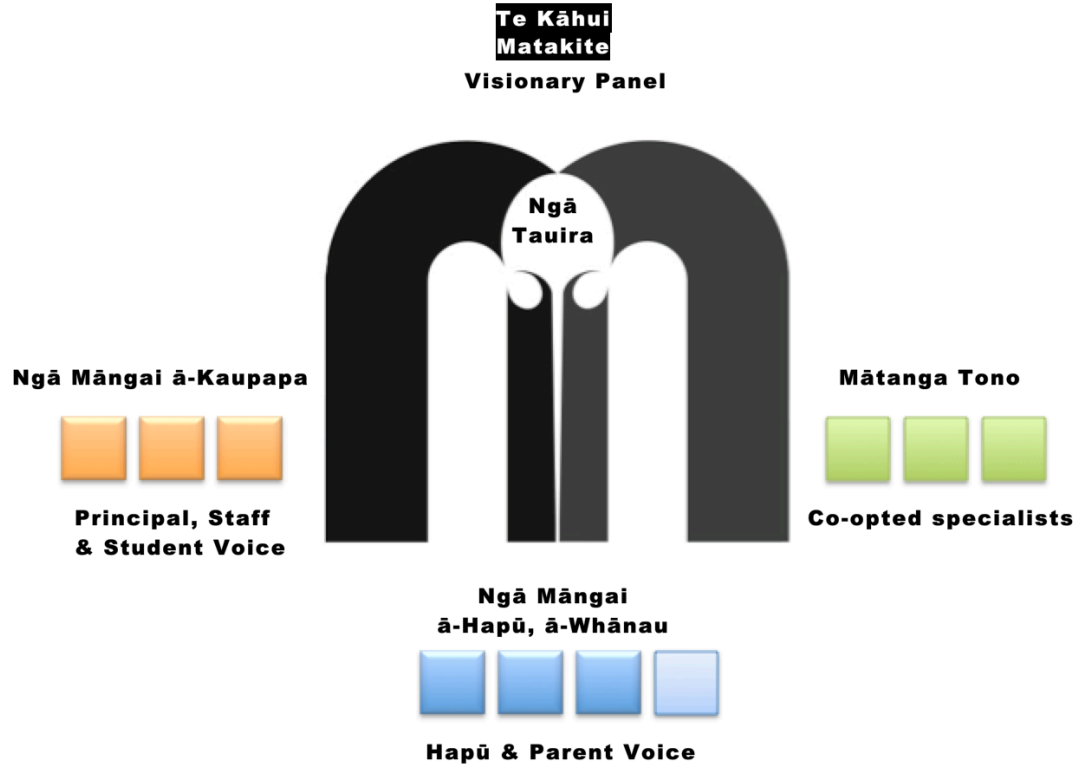








<p><b>Student Engagement</b></p>	<p><b>MANUKURA Profile 2025</b>            Designation: Designated Special Character            School number: 739            Gender: Co-educational            Year levels: Year 9 – 13            Decile rating: 5            Principal: U3</p> <p><b>MANUKURA Student body 2025</b></p> <table border="1" data-bbox="517 651 1877 762"> <thead> <tr> <th>YEAR</th> <th>TOTAL</th> <th>GIRLS</th> <th>BOYS</th> <th>RETENTION</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>200</td> <td>116</td> <td>84</td> <td> <ul style="list-style-type: none"> <li>▪ Although we have a roll cap of 300</li> <li>▪ We feel we run efficiently at a roll of 200.</li> </ul> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• MANUKURA does not operate a zone scheme. MANUKURA has enrolments across the width and length of New Zealand with a growing number of students relocating. Both boarding and day students attend MANUKURA.</li> <li>• MANUKURA Whānau pay a ‘Goods and Services’ charge for consumables offered to each student. Consumables such as food, gym fees, sporting and cultural opportunities, uniform hire, transport and conditioning support.</li> </ul>	YEAR	TOTAL	GIRLS	BOYS	RETENTION	2025	200	116	84	<ul style="list-style-type: none"> <li>▪ Although we have a roll cap of 300</li> <li>▪ We feel we run efficiently at a roll of 200.</li> </ul>
YEAR	TOTAL	GIRLS	BOYS	RETENTION							
2025	200	116	84	<ul style="list-style-type: none"> <li>▪ Although we have a roll cap of 300</li> <li>▪ We feel we run efficiently at a roll of 200.</li> </ul>							
<p><b>Structure</b></p>	<p>The Leadership Team is a group of educators who have defined roles of management within MANUKURA.</p>										

	 <p style="text-align: center;"><b>Te Kāhui Matakite</b> Visionary Panel</p> <p style="text-align: center;"><b>Ngā Tauira</b></p> <p><b>Ngā Māngai ā-Kaupapa</b> Principal, Staff &amp; Student Voice</p> <p><b>Mātanga Tono</b> Co-opted specialists</p> <p style="text-align: center;"><b>Ngā Māngai ā-Hapū, ā-Whānau</b> Hapū &amp; Parent Voice</p>
<p><b>Review of Charter and Consultation</b></p>	<p>The charter is reviewed annually and in consultation with all stakeholders.</p>



## ***Strategic Goals for 2024-2026***

- |                          |                                    |
|--------------------------|------------------------------------|
| <b>Strategic Goal #1</b> | Cultivate a culture of excellence. |
| <b>Strategic Goal #2</b> | Enhance learning and achievement.  |
| <b>Strategic Goal #3</b> | Enhance kaupapa organisation.      |

***Strategic Goal #1 - Cultivate a culture of excellence***

Long term Goals 2024-2026	Likely Actions	Expected three year outcomes
<p>1.1. To celebrate achievement and success.</p> <p>1.2. To increase the opportunities for athletes to compete at the highest level regionally and nationally.</p> <p>1.3. To ensure opportunities are given to allow all students to access Te Ao Māori.</p> <p>1.4. To ensure all practices reflect the expectation of excellence in delivery.</p> <p>1.5. To cultivate and encourage MANUKURA Tikanga.</p>	<ul style="list-style-type: none"> <li>● Celebrate achievement and success through media files, websites, weekly assemblies and whānau newsletters.</li> <li>● Students to be entered into the Manawatū Secondary Schools Sports Awards.</li> <li>● Students to be entered into the North Island Athletics competition</li> <li>● Add to the wall of Honour recognising those that have attained National Honours.</li> <li>● Financially support those who gain National Honours.</li> <li>● Qualify for regional and national competitions in all sporting codes.</li> <li>● Support individual athletes' pursuits.</li> <li>● Develop exposure and opportunities for the extension of athletes.</li> <li>● Ensure access to up to date technology ensuring students and coaches remain innovative &amp; creative demonstrating improvement through analysis &amp; reflection.</li> <li>● Celebration of excellence at Matariki.</li> <li>● Gain a top three placing in the Manu Kōrero English and Māori sections at Nationals.</li> <li>● Facilitate wānanga on various aspects of te ao Māori.</li> </ul>	<ul style="list-style-type: none"> <li>● Achievement and success will be celebrated through media files, websites, weekly assemblies and whānau newsletters.</li> <li>● Students will be recognised at the Manawatū Secondary Schools Sports Awards.</li> <li>● The wall of National Honours will be up to date</li> <li>● Students who have gained National honours will be supported financially.</li> <li>● Competing in regional and national competitions in all sporting codes will be a norm.</li> <li>● Individual athlete pursuits will gain regional, national, and international success.</li> <li>● Up to date technology is used to ensure students and coaches remain innovative &amp; creative demonstrating improvement through analysis &amp; reflection.</li> <li>● MANUKURA nationally recognised as producing successful speakers of English and Māori sections at National Ngā Manu Kōrero competitions.</li> <li>● Successful wananga on various aspects of te ao Māori will have been delivered.</li> <li>● At all occasions MANUKURA wear their uniform with pride.</li> <li>● Increased levels of endorsement grades in all NCEA levels.</li> <li>● Staff and students understand the philosophies of MANUKURA underpinned by our Te Tamaiti Hei MANUKURA.</li> <li>● Positive relationships between tuakana/teina/tuahine/tungane exist.</li> </ul>



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	<ul style="list-style-type: none"><li>• Ensure all MANUKURA uniforms reflect excellence in their appearance for all occasions we attend.</li><li>• Professional development for teachers in utilising present excellence exemplars but creating our own levels of excellence.</li><li>• Provide staff and student workshops to promote the philosophies of MANUKURA underpinned by the Te Tamaiti Hei MANUKURA.</li><li>• Create opportunities for positive tuakana/teina/tuahine/tungane engagement.</li><li>• To attend and present at recognised National conferences on the MANUKURA model</li><li>• Continue to explore opportunities to cultivate a culture of excellence.</li></ul>	<ul style="list-style-type: none"><li>• MANUKURA model has been presented at National and international conferences.</li><li>• A Focus Sporting programme will be established.</li></ul>
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***Annual Goals for Strategic Goal #1 - Cultivate a culture of excellence***

<b>Long term Goals</b>	<b>Specific Actions for 2026</b>	<b>Expected progress and/or outcomes</b>	<b>Who is responsible</b>	<b>Budget/ Resources</b>
<p>1.1. To celebrate achievement and success.</p>	<ul style="list-style-type: none"> <li>● Celebrate achievement and success through social media, website, weekly assemblies and whānau newsletters.</li> <li>● Maintain an up to date website.</li> <li>● Students to be entered into the Manawatū Secondary Schools Sports and Iwi Awards.</li> <li>● Add to the wall of Honour, recognising those that have attained National Honours this year.</li> <li>● Identify and recognise boys that are achieving academic success.</li> <li>● Graduate profiles established for all students.</li> <li>● Graduate Breakfast.</li> </ul>	<ul style="list-style-type: none"> <li>● More media coverage of MANUKURA successes this year.</li> <li>● Achievement and success will be celebrated through media files, our website, weekly assemblies and whānau newsletters.</li> <li>● Students will be recognised at the Manawatū Secondary Schools Sports and Iwi Awards.</li> <li>● The wall of National Honours will be updated for 2025 year results.</li> <li>● Boys will be identified and celebrated at MANUKURA functions.</li> <li>● Students will have digital profiles to take with them when they leave MANUKURA.</li> <li>● Students will celebrate with their whānau their success.</li> </ul>	<p>Principal</p> <p>Principal’s Nominee</p> <p>Coaches</p> <p>Administrator</p>	<p>Matariki \$3000</p> <p>End of Year Award Ceremony \$10,000</p>
<p>1.2. To increase the opportunities for athletes to compete at the highest level regionally and nationally.</p>	<ul style="list-style-type: none"> <li>● Financially support those who gain National Honours.</li> <li>● Qualify for regional and national competitions in all sporting codes.</li> <li>● Support individual athlete pursuits.</li> <li>● Develop exposure and opportunities for the extension of athletes.</li> <li>● Ensure access to up to date technology ensuring students and coaches remain innovative and creative demonstrating improvement through analysis and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>● Students who have gained National honours will be supported financially.</li> <li>● Competing at the national competitions in all sporting codes.</li> <li>● Individual athlete pursuits will gain regional, national, and international success.</li> <li>● Up to date technology in sports analysis will be bought to ensure students and coaches remain innovative &amp; creative through analysis &amp; reflection.</li> </ul>	<p>Business Manager</p> <p>Leadership Team</p> <p>Teachers</p> <p>Coaches</p>	<p>Wall of Honour \$2000</p> <p><b><u>Sports -</u></b></p> <p>Kapahaka \$30,560</p> <p>Waka Ama \$13,220</p> <p>Basketball \$22,209</p> <p>Boys Rugby \$21m366</p>



	<ul style="list-style-type: none"> <li>Create a focussed sporting performance programme to advance an athlete's ability to prepare and perform at their highest level.</li> </ul>			Netball \$20,904 Touch \$13,310 Girls rugby \$55583  Ngā Manu Kōrero \$5000
1.3. To ensure opportunities are given to allow all students to access Te Ao Māori.	<ul style="list-style-type: none"> <li>Celebration of excellence at Matariki.</li> <li>Gain a top three placing in the Manu Kōrero English and Māori sections at Nationals.</li> <li>Gain a top three placing in the Wahine Māori Toko i te Ora at Nationals.</li> <li>Facilitate wānanga on various aspects of Te Ao Māori.</li> <li>Māori Language and or Te Ao Māori compulsory for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Year 9, 10,11 Te Reo Māori is compulsory as a subject. Te Ao Māori is offered at year 12 and 13.</li> <li>Offer both Te Reo Māori and Te Reo Rangatira as NCEA subjects.</li> <li>Establish a baseline menu of outcomes for each individual in Te Ao Māori.</li> <li>MANUKURA will have speakers at the Nationals in English and Māori.</li> <li>Successful kapa haka wānanga will have been delivered to gain first place at Regionals to enable the group to compete at the Nationals.</li> </ul>	Māori staff lead	Ngā Manu Kōrero \$5000  Pū Kōrero \$5000
1.4. To ensure all practices reflect the expectation of excellence in delivery.	<ul style="list-style-type: none"> <li>Ensure all MANUKURA uniforms reflect excellence in their appearance for all occasions we attend.</li> <li>Professional development for teachers in utilising present excellence exemplars but creating our own levels of excellence reflecting the Te Tamaiti Hei MANUKURA matrix.</li> </ul>	<ul style="list-style-type: none"> <li>At all occasions all MANUKURA students will wear their uniform correctly and with pride.</li> <li>Increased levels of Excellence grades in internal and externals in all NCEA levels.</li> <li>Te Tamaiti Hei MANUKURA matrix drives our delivery practice.</li> </ul>	Leadership Team  Teachers	Uniform - \$2000
1.5. To cultivate Te Tamaiti Hei MANUKURA	<ul style="list-style-type: none"> <li>Provide staff and student workshops to promote the philosophies of MANUKURA underpinned by the Te Tamaiti Hei MANUKURA matrix.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and students will better understand the philosophies of MANUKURA underpinned by the Te Tamaiti Hei MANUKURA matrix.</li> </ul>	Principal  All Staff	School Camps Junior - \$30,000 (Tokomaru Bay/Whanganui)



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	<ul style="list-style-type: none"><li>• Create opportunities for positive tuakana/teina/tuahine/tungane engagement.</li></ul>	<ul style="list-style-type: none"><li>• Positive relationships between tuakana/teina/tuahine/tungane will continue to develop.</li></ul>	Leadership Team	Field Trips / Excursions - \$2,000  Students Events - \$500  Leadership Camp - \$2,500
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***Strategic Goal #2 - Enhance learning and achievement***

<b>Long term Goals 2024-2026</b>	<b>Likely Actions</b>	<b>Expected three year outcomes</b>
<p>2.1. To achieve National Certificates of Educational Achievement (NCEA) at Excellence level at all levels.</p> <p>2.2. To achieve sustainable improvement in our literacy/numeracy practices and assessments.</p> <p>2.3. Improve outcomes for all students.</p> <p>2.4. To continue to develop sustainable career education and guidance.</p> <p>2.5. To provide real experiences in order to develop the key competencies in our students.</p> <p>2.6. Ensuring we have quality staff suitable for the MANUKURA model of delivery.</p> <p>2.7. To provide a robust growth system for staff to continue to develop and evolve their delivery.</p> <p>2.8 To establish a PD network for the new principal</p>	<ul style="list-style-type: none"> <li>● To maintain between 90-100% in NCEA across all levels.</li> <li>● Our values are referred to and upheld regularly.</li> <li>● Deadlines are set and adhered to.</li> <li>● Higher expectations set for students to ensure endorsements are attainable.</li> <li>● Students will be provided with authentic experiences to develop their key competencies.</li> <li>● Students will develop a greater understanding of their place as global citizens.</li> <li>● Students will work towards a long term goal and fruition of that goal.</li> <li>● Students will connect with other cultures to develop their connectedness with others.</li> <li>● Students will use texts and symbols to seek and provide information to others.</li> <li>● Students will work as a group.</li> <li>● Students will be exposed to new knowledge allowing them to construct new knowledge.</li> <li>● Students will develop their intellectual curiosity.</li> <li>● Students will need to problem solve.</li> <li>● Students will use the key competencies to explore innovative learning techniques.</li> <li>● Students will give service to others.</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain 90-100% in NCEA across all levels.</li> <li>● The performance gap between gender is insignificant.</li> <li>● Teachers and Coaches are up-skilled in their specialised areas and are able to plan and prepare lessons that provide outcomes necessary for that of a 21<sup>st</sup> century learner.</li> <li>● That students self-motivated to achieve</li> <li>● Students are reading at, or over their chronological age.</li> <li>● NCEA Level 1 students attain the Literacy/Numeracy minimum requirements on course completion.</li> <li>● Level 3 students have attained University Entrance Literacy requirements by the end of Year 13.</li> <li>● Students will travel to other countries in the world.</li> <li>● Students will be involved in exchanges with other cultures.</li> <li>● Students will demonstrate tolerance towards others.</li> <li>● Students will be confident and resilient in situations that are new or challenging.</li> <li>● Students will be used to problem solving</li> <li>● Students will be able to work collaboratively.</li> <li>● Students will use innovative approaches within their learning.</li> <li>● Staff capacity is of a high calibre in all areas of delivery.</li> </ul>



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	<ul style="list-style-type: none"><li>• Staff appointments will be made by November 20th, for the following year.</li><li>• To ensure staff are able to deliver quality experiences and outcomes aligned to the strategic vision.</li><li>• Provide lead staff with PD support.</li><li>• To maintain a Professional Growth Cycle system.</li><li>• The principal will be part of a wider PD network support</li></ul>	<ul style="list-style-type: none"><li>• To identify Lead staff and continually provide them with opportunities for development through PD support.</li><li>• The Professional Growth Cycle system is running efficiently and reviewed annually.</li></ul>
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***Annual Goals for Strategic Goal #2 - Enhance learning and achievement***

<b>Long term Goals</b>	<b>Specific Actions for 2026</b>	<b>Expected progress and/or outcomes</b>	<b>Who is responsible</b>	<b>Budget/ Resources</b>
2.1. To achieve National Certificates of Educational Achievement (NCEA) at Excellence level at all levels.	<ul style="list-style-type: none"> <li>For 60% of students at Level 1 to achieve Endorsements with either Excellence or Merit.</li> <li>For 50% of students at Level 2 to achieve Endorsements Excellence or Merit.</li> <li>For 30% of students at Level 3 to achieve Endorsements with Excellence or Merit.</li> </ul>	<ul style="list-style-type: none"> <li>A sound student management system which is regularly reviewed and reported against to ensure accuracy of student progress is evident.</li> <li>NCEA achievement credits are logged in the student management system within set timeframes.</li> <li>95-100% students will attain NCEA at all levels.</li> </ul>	ILT leads  Student leads  All teachers	\$46,500 / \$1000-\$17,500 per Curriculum Subject
2.2. To achieve sustainable improvement in our literacy/numeracy practices.	<ul style="list-style-type: none"> <li>Teachers are actively involved in initiatives, strategies and/or professional development which are specifically intended to improve literacy and numeracy practices.</li> <li>Students literacy / numeracy achievement is actively monitored by Junior / Senior Leads, teachers and strategies put in place where necessary.</li> <li>Students will do well in the National literacy and numeracy assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy in the Junior school is now taught curriculum wide.</li> <li>Teachers readily identify any student who is not working to a satisfactory level weekly..</li> <li>Students will be reading at their chronological age.</li> <li>From year 10 up students will achieve literacy and numeracy.</li> <li>Any student that does not pass the literacy and numeracy assessment at year 10 will then be monitored the following years to achieve success.</li> </ul>	Student Leads  All teachers	Literacy \$1,000  Numeracy \$1,000
2.3. Improve outcomes for all students.	<ul style="list-style-type: none"> <li>Students know how they are tracking – ILT Leads and teachers regularly have students up-to-date their IPPs.</li> <li>Teachers closely monitor work completion of internals..</li> <li>Deadlines are set and kept by ILT Leads / teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers readily identify any student who is not working to a satisfactory level weekly..</li> <li>At risk students will be discussed at weekly leadership hui, taking on feedback from ILT Leads.</li> <li>Boys will lead at MANUKURA events.</li> <li>Boys will represent MANUKURA at cultural and leadership opportunities.</li> </ul>	Student Leads  ILT Leads  Leadership Team	STAR \$39,000 Innovative Learning (made up of human resource, IT travel, conferences and resources.



	<ul style="list-style-type: none"> <li>To support students in using the MANUKURA Matrix to ensure student engagement and outcomes are aligned.</li> <li>Boys taking leadership roles within MANUKURA.</li> <li>Enhancing career opportunities in areas of high demand.</li> <li>Boys engagement and higher achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Boys will be encouraged to attend university open days.</li> <li>Boys engagement and achievement levels will increase across all NCEA levels.</li> <li>Year 9/10 Technology challenge.</li> <li>Follow the Further Opportunities for Student programme.</li> <li>Continue with PUHORO.</li> <li>Relevance - students determine their passion area and that passion platform drives their learning menu.</li> </ul>	Innovative Learning committee	
2.4. To continue to develop sustainable career education and guidance.	<ul style="list-style-type: none"> <li>To ensure the IPP Process identifies and supports all students in their vocational aspirations reflecting the Te Tamaiti Hei MANUKURA matrix.</li> <li>To ensure all Year 13 have relevant exit plans.</li> <li>Students will be given the opportunity to explore relevant pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Students are gaining clarity on their vocational aspirations.</li> <li>Year 13 students will have relevant exit plans aligned to their passion.</li> <li>Students will be aligned to our Te Tamaiti Hei MANUKURA Matrix.</li> </ul>	Student Leads ILT Leads Principal	Tertiary providers etc
2.5. To provide real experiences in order to develop the key competencies in our students.  <i>Collaboration</i> <i>Communication</i> <i>Critical Thinking</i> <i>Culture</i> <i>Our capacity to engage students through real</i>	<ul style="list-style-type: none"> <li>Key competencies support young people in becoming confident, connected, actively involved, lifelong learners as described in the <i>New Zealand Curriculum</i> vision.</li> <li>Key competencies should be embedded in learning in each of the learning areas.</li> <li>Key competencies are supported by effective pedagogy.</li> </ul> <p><u>Thinking</u></p> <ul style="list-style-type: none"> <li>Creative, critical and metacognitive processes will be used to make sense of new information and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the context matches the student's passion area.</li> <li>Engage them in increasingly wide-ranging and complex contexts.</li> <li>Key competencies strengthen students' capacity to participate in the world right now, rather than just prepare them to participate in the world at some time in the future.</li> <li>Key competencies are complex and changing – they will look different in different contexts, and will be developed through opportunities to use them in increasingly wide-ranging and complex contexts.</li> </ul>	Leadership Team ILT Leads Staff Board Chair	(Already part of 1.3) Junior Camp \$30,000 Overseas trips (Spain, Japan, etc) \$15,000 Further Opportunities for Students



<p><i>experiences to engage and expand their worldview.</i></p>	<ul style="list-style-type: none"> <li>● Students will be exposed to new knowledge allowing them to construct new knowledge.</li> <li>● Students will be developed in their intellectual curiosity</li> <li>● Students will need to problem solve.</li> <li>● Students will challenge the basis of their assumptions and perceptions about other cultures within our world. Intellectual curiosity is at the heart of this competency.</li> <li>● Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.</li> <li>● Critical thinking and developing a sense of our place in the world - global citizenship.</li> </ul> <p><u>Relating to Others</u></p> <ul style="list-style-type: none"> <li>● Students will learn to make individual compromises to benefit the group.</li> <li>● Participation, self-management and respect for others - students, staff, parents.</li> <li>● An openness to engage with different peoples and cultures.</li> </ul> <p><u>Using language, symbols and text</u></p> <ul style="list-style-type: none"> <li>● Students who are competent users of language, symbols, and texts can interpret and use words, numbers, images, movement, metaphor, and technologies in a range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will be given opportunities to create strong connections to communities. This is one of the strongest challenges facing schools.</li> <li>● Students will be given authentic experiences to build their participating and contributing competencies.</li> <li>● Students using the key competencies will use our innovative Te Tamaiti Hei MANUKURA approach as part of their learning.</li> </ul>		<p>(Innovative learning)STAR STAR \$39,000</p>
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	<ul style="list-style-type: none"> <li>● Students will use ICT technologies to access information and provide and communicate information to and with others. They also have the opportunity to create an international classroom for discussion on relevant topics:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Environment</li> <li><input type="checkbox"/> Language</li> <li><input type="checkbox"/> Sport</li> </ul> </li> </ul> <p><u>Managing self</u></p> <ul style="list-style-type: none"> <li>● Students will adapt their leadership skills according to different situations.</li> <li>● Students will talk about the challenges of environments, not just about what has been experienced.</li> <li>● This is an opportunity to support and encourage students when the going gets tough. The ability to show positivity and confidence in them to make good decisions.</li> </ul> <p><u>Participating and contributing.</u></p> <ul style="list-style-type: none"> <li>● Students can interact confidently with others in team situations, and make individual compromises based on identifying ways to improve outcomes for the team.</li> <li>● Students participate in creating healthy teams by taking responsibility and critical action.</li> <li>● Students will use the innovative MANUKURA approach within their learning.</li> </ul>			
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	Work in collaboration with whānau and students to organise a 2025 Sporting and Cultural experience overseas.			
2.6. Ensuring we have quality staff suitable for the MANUKURA model of delivery.	<ul style="list-style-type: none"> <li>All staff appointments made by November 20th, for next year.</li> <li>Employ staff who have the capacity to advance and extend the programme in all areas.</li> </ul>	<ul style="list-style-type: none"> <li>New staff appointments for 2025, two in the Science areas.</li> </ul>	Leadership team	Professional Development 30 Staff @\$500 = \$15,000 and Principals Well-being fun = \$12,000. = \$27,000
2.7. To provide a robust growth system for staff to continue to develop and evolve their delivery.	<ul style="list-style-type: none"> <li>Maintain a digital Professional Appraisal Growth Cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the digital Professional Growth Cycle system.</li> </ul>	Leadership team  External appraiser	Principal's appraisal \$0

***Strategic Goal #3 - Enhance kaupapa organisation***

<b>Long term Goals 2024-2026</b>	<b>Likely Actions</b>	<b>Expected three year outcomes</b>
<p>3.1. To enhance digital technology strategies which improve student and teacher outcomes.</p> <p>3.2. To consistently review policy structure.</p> <p>3.3. Acknowledge mana whenua and engage with iwi.</p> <p>3.4. Provision of ongoing appropriate professional development.</p> <p>3.5. All kaupapa documentation for consent to assess is regularly reviewed.</p> <p>3.6. Ensure that our financial systems allow for realistic and detailed budgets, effective monitoring, control, reporting and auditing.</p> <p>3.7. To plan and implement a promotion strategy.</p> <p>3.8. Establish MOU's with external providers.</p> <p>3.9. To promote to the wider community an education model that enhances outcomes.</p> <p>3.10. Maintain systems and procedures to implement an annual maintenance and property plan to alert MOE.</p> <p>3.11. Effective use of available physical resources in order to enhance student learning.</p>	<ul style="list-style-type: none"> <li>● Provide a Professional development programme to advance digital delivery.</li> <li>● Review and digitally update the policy and procedure manual and review process to ensure these are regularly reviewed and managed.</li> <li>● Establish and engage appropriately with iwi outside our rohe.</li> <li>● Maintain a professional development report for Board reference.</li> <li>● Critique the assessment procedures as outlined in the Quality Management System and the MNA report.</li> <li>● Budgets are set and adhered to maintain a robust system of monitoring and control of expenditure.</li> <li>● Relate all budget decisions to strategic goals and in particular student centred goals.</li> <li>● Provide financial reports to all budget holders and reporting to BOT at every BOT meeting.</li> <li>● Regular review of financial management is in place.</li> <li>● Consistent management of the website and MANUKURA Whānau Facebook page to ensure it is up to date and actively referred to for all information.</li> <li>● Student enrolment to be completed by October 30, for the following year.</li> <li>● MOU with external providers are annually reviewed to ensure they are mutually beneficial.</li> <li>● Attend Māori kaupapa initiatives that promote Māori advancement, i.e. Matariki, Ngā Manu Kōrero, Wāhine Māori Toko i te Ora.</li> <li>● Attend the WIPCE conference in Auckland.</li> <li>● Update the capital inventory.</li> <li>● Establish the Cyclical maintenance and replacement 10 year property plan.</li> <li>● Engage with Education Services to manage our fiscal and purchasing controls.</li> <li>● Provide a draft budget in October, for the following</li> </ul>	<ul style="list-style-type: none"> <li>● A robust professional development programme upskilling staff in the effective use of digital technology is in place.</li> <li>● Policies, procedures, and staff manuals are accessible online and in digital format.</li> <li>● Relationships with key iwi outside the rohe are solidified through MOU.</li> <li>● Assessment procedures as outlined in the Quality Management System and the MNA report are regularly critiqued.</li> <li>● Budget for all curriculum areas will have established allocated budgets in which we adhere to and review each year.</li> <li>● Consistent management of website and MANUKURA Whānau Facebook page.</li> <li>● Student enrolment will have been completed by October 30, for the following year's academic year.</li> <li>● MOUs with external providers are regularly reviewed and mutually beneficial.</li> <li>● We would have attended Māori kaupapa initiatives that promote Māori advancement, i.e. Matariki Ngā Manu Kōrero.</li> <li>● Our model will have been presented at a conference overseas and at Educational hui in New Zealand.</li> <li>● Cyclical maintenance and replacement to all areas of property are included in our property plan.</li> <li>● Education Services manage our fiscal and purchasing controls.</li> <li>● Grants / funding agencies are applied for on an annual basis to support the wider goals of our programme.</li> <li>● Signed between the Ministry and Massey University.</li> <li>● MANUKURA will be built.</li> </ul>



<p>3.12. To manage and implement effective fiscal and purchasing controls.</p> <p>3.13. Ensure there are sufficient fields and courts to maintain our sports delivery through Massey University / PNCC.</p>	<p>year.</p> <ul style="list-style-type: none"> <li>● Signed MOU with outside providers such as UCOL etc.</li> <li>● Review the Grants available from outside agencies and how we can best use these to support the wider goals of our programme.</li> <li>● Students and ex students will be given apprenticeship opportunities.</li> <li>● Ensure there are sufficient fields and courts to maintain our sports delivery.</li> <li>● Continue with the project build for the external Conditioning shed.</li> </ul>	<ul style="list-style-type: none"> <li>● Students and ex students will be given apprenticeship opportunities.</li> <li>● Sufficient fields and courts to maintain our sports delivery.</li> <li>● Successful project build for the Conditioning shed</li> </ul>
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***Annual Goals for Strategic Goal #3 - Enhance kaupapa organisation***

<b>Long term Goals</b>	<b>Specific Actions for 2026</b>	<b>Expected progress and/or outcomes</b>	<b>Who is responsible</b>	<b>Budget/ Resources</b>
3.1. To develop a 21st century pedagogical approach that incorporates learning with digital technologies to improve student outcomes.	<ul style="list-style-type: none"> <li>Develop and provide a Professional development programme, to upskill staff in the effective use of digital technology.</li> <li>Maintain the MANUKURA Student Site as a means of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Increased capacity amongst staff allowing the implementation of more digital tools in teaching &amp; learning.</li> </ul>	IT leads	Digital Technologies \$5,700
3.2. To establish policy structure.	<ul style="list-style-type: none"> <li>Review and digitally update the policy and procedure manual and review process to ensure these are regularly reviewed and managed.</li> </ul>	<ul style="list-style-type: none"> <li>Policies, procedures, and manuals are accessible online.</li> <li>Using School Docs to ensure that policies are always up to date with legislation.</li> </ul>	Staff Rep on BOT	
3.3. Acknowledge mana whenua and engage with iwi.	<ul style="list-style-type: none"> <li>Establish and engage appropriately with iwi outside our rohe.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen relationships with iwi that have supported our kaupapa.</li> </ul>	Principal BOT Chair	BOT \$5000  Hospitality \$0 (included under the Nutrition budget)
3.4. Provision of ongoing appropriate professional development.	<ul style="list-style-type: none"> <li>Maintain a professional development report for Board reference.</li> </ul>	<ul style="list-style-type: none"> <li>A professional development report will be included in the BoT report.</li> </ul>	Staff Rep on BOT	30 Staff @\$500 = \$15,000
3.5. All school	<ul style="list-style-type: none"> <li>Critique the assessment procedures as</li> </ul>	<ul style="list-style-type: none"> <li>Assessment procedures as outlined in the Quality</li> </ul>	Principal's Nominee	



documentation for consent to assess is regularly reviewed.	outlined in the Quality Management System and the MNA report.	Management System and the MNA report are annually critiqued. Expecting an MNA visit this year.		
3.6. Ensure that our financial systems allow for realistic and detailed budgets, effective monitoring, control, reporting and auditing.	<ul style="list-style-type: none"> <li>Budgets are set and monitored to ensure we have a balanced control of expenditure.</li> <li>Budget decisions relate to strategic goals and in particular the annual plan.</li> <li>Provide financial reports to all budget BOT meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Budgets are set and adhered to maintain a robust system of monitoring and control of expenditure.</li> <li>Budget decisions relate to strategic goals and in particular student centred goals.</li> <li>Provide financial reports to all budget holders and reporting to BOT at every BOT meeting.</li> </ul>	Principal Business Manager	Accountancy consultancy Xero - \$7,000  Auditor - \$14,647
3.8. Establish MOU's with external providers.	<ul style="list-style-type: none"> <li>Ensure that MOU with external providers are mutually beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>Re-engage an MOU with UCOL.</li> <li>Re-engage an MOU with Manawatū Rugby.</li> <li>Maintain gym membership options for elite athletes.</li> <li>MOU with Gateway.</li> <li>Revise and update the Massey partnership.</li> </ul>	Leadership Team	\$94,478 Conditioning wages  \$1,500 Conditioning equipment
3.9. To promote to the wider community an education model that enhances outcomes.	<ul style="list-style-type: none"> <li>Attend kaupapa Māori initiatives that promote Māori advancement, i.e. Matariki Ngā Manu Kōrero, Wāhine Māori Toko i te Ora.</li> <li>Presenting at public forums.</li> <li>Intermediate School engagement to promote our brand.</li> <li>Using our MANUKURA media platforms to promote the MANUKURA model.</li> </ul>	<ul style="list-style-type: none"> <li>Attend Regional and National Ngā Manu Kōrero this year.</li> <li>Presenting at public forums.</li> <li>Partnership with Aorangi marae.</li> <li>Regularly updating our website promoting our MANUKURA model.</li> </ul>	Māori staff leads	Matariki \$3,000  Ngā Manu Kōrero Nationals \$5000



<p>3.10. Maintain systems and procedures to implement an annual maintenance and property plan to alert MOE.</p>	<ul style="list-style-type: none"> <li>To include cyclical maintenance and replacement to all areas of property.</li> <li>Capital inventory will be established.</li> </ul>	<ul style="list-style-type: none"> <li>We will have cyclical maintenance and replacement to all areas of property.</li> <li>We will be regularly updating the established capital inventory.</li> </ul>	<p>Business Manager Leadership team</p>	<p>\$63,050</p>
<p>3.11. Effective use of available physical resources in order to enhance student learning.</p>	<ul style="list-style-type: none"> <li>To establish an MOU with any new facilities we use.</li> <li>To buy new resources as needed</li> </ul>	<ul style="list-style-type: none"> <li>An MOU is in place for any new programmes that need further facilities.</li> <li>New resources will be bought</li> </ul>	<p>Principal</p>	<p>\$15,000 New conditioning shed</p>
<p>3.12. To manage and implement effective fiscal and purchasing controls.</p>	<ul style="list-style-type: none"> <li>To engage with Open Book Accountancy to manage our fiscal and purchasing controls.</li> <li>To provide a draft budget in October, for the following year.</li> <li>To review the grants available from outside agencies and how we can best use these to support the wider goals of our programme.</li> </ul>	<ul style="list-style-type: none"> <li>Open Book Accountancy manages our fiscal and purchasing controls.</li> <li>To review and apply for grants available from outside agencies and how we can best use these to support the wider goals of our programme.</li> </ul>	<p>Business Manager  Principal</p>	<p>\$15,300 Audit Open Book  Accountancy \$7,000</p>
<p>3.13. Ensure there are sufficient fields and courts to maintain our sports delivery.</p>	<ul style="list-style-type: none"> <li>To investigate the possibility of extra fields and courts.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient fields and courts will be available for MANUKURA use.</li> </ul>	<p>Principal</p>	