Inspiring and challenging adventurers, creators and thinkers.

Te Kura o Manga Kawari is a kura with a strong vision, clear values and quality learning and teaching. This is underpinned by research and pedagogy that aligns and validates our philosophy of experiential learning and socio-emotional and socio-ecological learning.
We have firmly established 3 key pou that are critical aspects of learning and teaching for our ākonga, kaiako and whānau. These pou represent the way we believe is best to engage students in a deep love of learning across the curriculum, make meaningful connections to their community and the outside world whilst also achieving excellent outcomes both academically, socially and emotionally.

Our values and learner dispositions are integrated thoroughly in our learning and teaching. To ensure these are deeply embedded in our practice we continually review, reflect and refocus on the vision.

Our next step is the 'What' of what we do at Te Kura o Manga Kawari. We have a strong 'why' and "how', what we explicitly do is the next critical step. This has meant a shift in thinking around how we teach maths and a re-vision of how writing is taught. We are expanding our learning and teaching capabilities of staff and students as to how we design learning across the curriculum, aiming to achieve strong foundational outcomes and also socio-emotional and socio-ecological outcomes for our students. We have often discussed the process of making the learning journey clear, so with each curriculum area, our intent is to ensure students are capable at applying their skills and knowledge broadly and in a range of contexts.

We are aiming to refine what we do, how we do it. and critically evaluate this.

BE THE SOMEBODY

VALUES OUR WAY OF BEING

Ako
OPEN TO THE CHALLENGE OF LEARNING
I Show Grit
I Am Future Focussed
I Can Make Mistakes
I Am A Tuakana & Teina
I Am Accountable

Kaitiaki
RESPECT MYSELF, OTHERS & THE ENVIRONMENT
I Am A Guardian
I Care
I Act
I Am Honest

Whanaungatanga
BE AN ACTIVE PART OF THE COMMUNITY
I Can Communicate Effectively
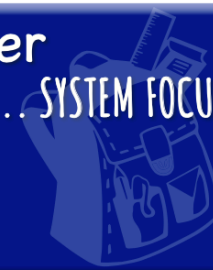I Am A Team Player
I Show Integrity
I Am Inclusive

ACT-ive LEARNER

ACT-ive OUR WAY OF LEARNING

Adventurer
AN ADVENTURER... SYSTEM FOCUSSED
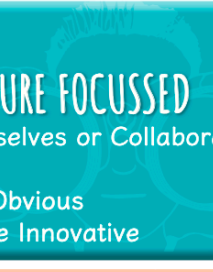Plans
Organises
Takes Risks
Makes Decisions
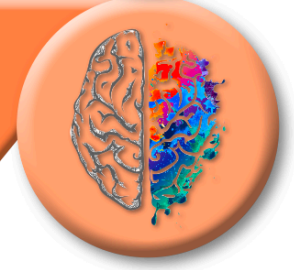Is Flexible

Creator
A CREATOR...FUTURE FOCUSSED
Can Work by Themselves or Collaborate
Creates Solutions
Looks Beyond the Obvious
Can Imagine and be Innovative

Thinker
A THINKER...FACT FOCUSSED
Gathers Information
Is Focussed
Is Reflective
Uses Feedback

What are the unique features of Pegasus Bay School that need to be celebrated in our curriculum?

The voices of our community

Pegasus Bay School board's primary objectives in governing the school are;

1. To ensure that every student at the school is able to attain their highest possible standard in educational achievement; and

2. the school is a physically and emotionally safe place for all students and staff and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

3. the school is inclusive of, and caters for, students with differing needs; and

4. the school gives effect to Te Tiriti o Waitangi by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students.

The above objectives are supported by the frameworks of the National Education and Learning Priorities and Ka Hikitia. Click images to find out more.

NELPs

Ka Hikitia

Our commitment to Te Tiriti o Waitangi,

Pegasus Bay School – Te Kura o Manga Kawari, as appropriate to its community, will develop procedures and practices that reflect New Zealand's cultural diversity. The three broad principles of Te Tiriti O Waitangi /The Treaty of Waitangi (Partnership, Protection and Participation) will provide the foundation for learning.

Pegasus Bay School will take all reasonable steps to cater for the needs of all diverse learners, including Māori and Pasifika students. To achieve this, the school will:

- Continue the development of cultural diversity for students through learning programmes, using appropriate resources;
- provide opportunities for cultural activities and experiences, including Kapa haka, waiata and karakia;
- use elements of Māori protocol as part of any official ceremony;
- embed Māori language and culture through all curriculum areas by using integrated planning approaches;
- be committed to developing and strengthening staff capabilities and understandings of culturally responsive and relational pedagogy;
- continue with regular and ongoing contact with the local marae – Tuahiwi;
- utilise local experts and resource people within our Pegasus and Waikuku communities to help support the practices of our school;
- develop student achievement targets for priority learners;
- further extend the existing programmes if and as appropriate;
- provide in-school support and resources to further enhance inclusion of te reo and tikanga Māori within the child's learning environment;
- use of community expertise (people and places) to help with any of the above;
- we also celebrate, value and recognise cultural differences as appropriate;
- accessing cultural advisers;
- convening parent support groups, partnership meetings and hui;
- exploring and enjoying cultural dance/food festivals;
- embedding high impact culturally responsive and relational pedagogies into teaching and learning practice;
- integrating and purposefully exploring cultural perspectives, experiences and language within learning programmes across all levels.

Te Kura o Manga Kawari Strategic goals 2024 to 2025

Aspirational goal for our Ākonga.
Inspiring and challenging our ākonga to be effective communicators so they can build relationships through sharing experiences, and needs, and helping to connect to others.

Ako

Aspirational goal for our Kaiako.
Inspiring and challenging kaiako to design learning that is effective, highly engaging, achieves fidelity and enhances teacher efficacy.

Kaitiaki

Aspirational goal for our Hapori.
Inspiring and challenging our community to embrace and celebrate the identities, languages and cultures of our community.

Whanaungatanga

Inspiring AND *challenging*
adventurers, creators AND thinkers

Te Kura o Manga Kawari 2024 implementation plan:

Goal 1: Ākonga Inspiring and challenging our ākonga to be effective communicators so they can build relationships through sharing experiences, and needs, and helping to connect to others.	NELP Priority	Specifics: What do we want to accomplish? Who needs to be included? When will we do this? Why is this a goal?	Measurable: How can we measure progress and know if we've successfully achieved this goal?	Achievable: Do we have the skills required to achieve this goal? If not, can we obtain them? What is the motivation for this goal? Is the amount of effort on par with what the goal will achieve?	Relevant: Why are we setting this goal? Is it aligned with our strategic objectives?	Time Bound: What is the deadline for completion and is it realistic?
	2, 4, 6	1.1 Develop a consistent School wide approach to writing	• Teacher confidence and to teach writing. (obs and survey) • Consistency of delivery (Obs and team leader feedback) • Writing data for all cohorts but also those cohorts that are our target groups. (Formal assessment)	Rachel R has been trialling this approach with some of our target cohorts and some staff have already been using this approach also. Rachel will lead this and any appropriate PD related to the delivery of the writing programme. We also have support from the RTLit. This is a vitally important goal, so the significant time investment is necessary.	Writing has been an area that has posed some significant challenges for our learners across a number of year levels. It is also an area that has significant variance in teacher practice and programme delivery, meaning we are unlikely to have programme fidelity.	We are aiming to have this writing framework/ programme running across the school effectively by the end of 2024.

	4, 7	1.2 Develop broader literacy skills and knowledge through the Integration of other communication methods.	• Outcome of evaluation • Literacy plan for 2025 • Progression markers across the phases. • PD identified to support this need.	This is achievable because the expectations are clearly outlined in the english curriculum refresh. We have a curriculum team in place that will lead this mahi. We also have the support of our RTLit.	We recognise that the world our ākonga live in is dominated by a range media that uses a range of ways to communicate that don't include reading or writing. So it is essential that our ākonga have the skills and knowledge interpret, engage with, and respond to the various forms of communication literacy. This is particularly relevant in digital environments.	The aim is to have this mahi completed by the end of 2024, so we can move forward with PD and implementation in 2025.
2024	6	1.3 Staff professional development in communication literacy.	• Completion of PD • Implementation of new learning into practice.	We will be able to deliver on PD requirements internally. We also have external providers who can support us.	Addressing teacher capability will ensure all staff understand the support framework for writing ensuring they can deliver a consistent programme.	Throughout 2024
2024	1	1.4 Establish the use of Groc Academy to support student being safe online.	• students will understand how to navigate the online environment safely. • students will understand the various ways they can be unsafe online when communicating in various ways on various platforms.	We have a digital lead who will be able to support the implementation of this programme.	Understanding how to be safe online is bound to knowing how we communicate in these environments. Students need to understand how information can be shared inadvertently meaning that can be compromised.	Through out 2024 - targeting the senior school.

Goal 2: Kaiako	NELP Priority	Specifics: What do we want to accomplish? Who needs to be included? When will we do this? Why is this a goal?	Measurable: How can we measure progress and know if we've successfully achieved this goal?	Achievable: Do we have the skills required to achieve this goal? If not, can we obtain them? What is the motivation for this goal? Is the amount of effort on par with what the goal will achieve?	Relevant: Why are we setting this goal? Is it aligned with our strategic objectives?	Time Bound: What is the deadline for completion and is it realistic?
Inspiring and challenging kaiako to design learning that is effective, highly engaging, achieves fidelity and enhances	2, 3, 6	2.1 Refresh our local curriculum to align with the phases and progression of the NZ curriculum.	• Completed review and refresh of local curriculum documents. • Implementation of local curriculum.	We have a curriculum team who will complete this work. We already have a working framework, so all that is required is some adjustment to the new phasing of the nz curriculum.	It is relevant because we are expected to be implementing the refreshed NZ curriculum by 2025.	Completed by the end of term 3, 2024. Term 4 will be internal PD to ensure smooth implementation in 2025.
	2, 3, 5, 6	2.2 Develop an evaluative process to measure the consistency of programme delivery and outcomes. (Use ERO framework of evaluation as a reference for development.)	• A deep understanding of the consistency of our programmes. (Data collation) • Teachers delivering the programmes with consistency. (Observations) • Students experiencing the same quality of teaching and learning at all levels. (Survey)	This is achievable because we already have other systems in place that can support with a more effective process of evaluation. We also have a well designed growth cycle model that ensures staff development is consistent.	Fidelity is a key element to the learning success of all students, but especially for ākonga māori. Having a robust system that measures this consistency is critical.	End of term 2. Trialling over term 3 and 4.

		2.3 Align assessment practices that support the curation of evidence towards learning progressions.	• Consistent assessment practices across the school. • Accurate data to measure progress of all students. • Data regularly being used to drive decisions about learners needs. • Goals on Hero will align with our programmes and curriculum progressions.	This is achievable as we have a person dedicated to to managing this assessment development. Our SENCO will also support this.	Accurate data results in better decision making for learners needs.	Ongoing through 2024.
	2, 4, 6					

Goal 3: Hapori Inspiring and challenging our community to embrace and celebrate the identities, languages and cultures of our community.	NELP Priority	Specifics: What do we want to accomplish? Who needs to be included? When will we do this? Why is this a goal?	Measurable: How can we measure progress and know if we've successfully achieved this goal?	Achievable: Do we have the skills required to achieve this goal? If not, can we obtain them? What is the motivation for this goal? Is the amount of effort on par with what the goal will achieve?	Relevant: Why are we setting this goal? Is it aligned with our strategic objectives?	Time Bound: What is the deadline for completion and is it realistic?
	2, 3	3.1 All communication is multi-lingual	• More engagement with communication from our community.	This is achievable. The various platforms we use are able to be modified to meet this need.	Our communities diversity continues to grow and we need to ensure the ākonga and whānau feel like they belong and are valued in our community.	Ongoing through 2024 and beyond.

	2, 3	3.2 Organise community specific connector events.	• Attendance by these communities at the organised events. • Opportunities for people in the community to participate in the life of the school.	This is achievable but we'll need to be mindful of what the most suitable ways are for us to connect to these communities.	Our communities diversity continues to grow and we need to ensure the ākonga and whānau feel like they belong and are valued in our community.	Ongoing through 2024 and beyond.
	2, 3	3.3 Initiate a range of ways to celebrate our community in school. E.g. Dewali	• Visuals in the school highlighting our various cultures. • Language from other cultures being used. • Celebration days specific to different cultures. • Learning opportunities about and by our various communities.	Staff are already making positive steps in the area. We also have a number of staff who are keen to drive this mahi.	Our communities diversity continues to grow and we need to ensure the ākonga and whānau feel like they belong and are valued in our community.	Ongoing through 2024 and beyond.

Targets and cohorts that will be reported to the school trustess in 2024

	Reading	Writing	Maths
Year 4	75	75	75
Year 5	75	70	75
Year 6	75	75	75
Year 7	80	80	80
Year 8	80	80	80

	Reading	Writing	Maths
Māori	80	80	80
ESOL	65	65	65
Target Cohorts			
Year 5		70	
Year 6		75	