

# Mana Parorangi

Hato Pāora College Strategic Plan



# 2024-25

# Introduction

## Tō Mātou Pepeha | Our Lineage

He Kura Māori He Kura Katorika  
He Kura Motuhake

Ko Hato Pāora te Kura  
Ko Paroro-o- te-rangi te Marae  
Ko Tama-nui-te-ao-katoa te Whare Tipuna  
Ko Pāora te Whare Karakia  
Ko Hato Pāora te Tangata  
Ko Ngāti Kauwhata te Mana Whenua  
Tihei Mauri Ora!

## Overview

The Strategic Plan 2024–25 for Hato Pāora has been shaped with feedback from our school whānau, partners, and stakeholders. It outlines a forward-looking approach to drive education pathway growth, foster wellbeing, and promote student choice. By focusing on key strategic priorities, we aim to harness the unique opportunities our kura can offer as a Māori and Catholic boarding school.

## He Tūāpapa | Our Foundations



### Vision | **Whāia Te Tika**

A journey in pursuit of personal excellence

*Whāia te tika, te karakia pai, te whakapono, te aroha, te manawanui, te ngākau māhaki.  
(Timoti, 5, 6:11).*



### Mission | **Nau mai, taitamatāne, kia autai tangata ai (Nā Hona Black)**

Growing good boys into great young men

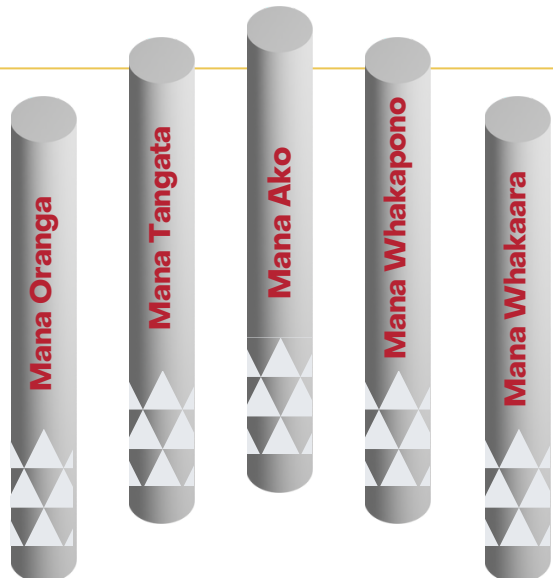


### Values | **Manaakitanga, Pono, Kawenga, Whanaungatanga**

We actively promote these values throughout kura life both at school and in the hostel. These values derive from our dual Māori and Catholic special character and are central to the culture and environment of the college, the success of our taura, and the realisation of our strategic plan.

## Mana Parorangi | Strategic Framework

Mana Parorangi is an enduring strategic framework developed for our kura based on our legacy and tradition built over 75 years. It is designed to continue evolving and developing to meet the needs and aspirations of our taura and whānau in an ever-changing world. The framework comprises five pou, which we use to organise our key strategic priorities for the next two years. These pou are Mana Oranga, Mana Tangata, Mana Ako, Mana Whakapono and Mana Whakaara.



# Strategic Plan

## Strategic Priorities 2024-25

There are five strategic priorities for Hato Pāora College in 2024-25. They are broadly outlined below, organised by our Mana Parorangi framework and described in more detail in the next section.

Strategic Priority	Strategy
Mana Oranga <b>1. Prioritise holistic wellbeing</b>	We aim to create a nurturing and supportive environment that prioritises the holistic wellbeing of both our taura and staff, including their cultural, physical, mental, emotional, spiritual, and social development.
Mana Tangata <b>2. Establish and maintain collaborative partnerships</b>	We foster collaborative connections with whānau, partners and stakeholders, creating a dynamic network that enriches the educational experience, promotes shared values and contributes to the holistic development of all our taura and staff.
Mana Ako <b>3. Design an engaging, future-focused curriculum</b>	We commit to providing taura with meaningful and relevant learning experiences that equip them with the competencies, skills, and knowledge to thrive in their chosen pathway.
Mana Whakapono <b>4. Promote a Catholic worldview based on our Marist Charism</b>	We seek to guide our taura to act with faith, cultivate a sense of community and embody the ethos of servant leadership through our Marist Charism.
Mana Whakaara <b>5. Attract and develop excellence in teaching and leadership</b>	We aspire to continually elevate the quality of teaching and leadership, placing special emphasis on staff development in te ao Māori. This enhances the overall educational experience for both our taura and staff.

## MANA ORANGA

### Prioritise holistic wellbeing

We aim to create a nurturing and supportive environment that prioritises the holistic wellbeing of both our taura and staff, including their cultural, physical, mental, emotional, spiritual, and social development.

What do we expect to see in 2 years?	How will we make progress?	How will we measure success?
<p><b>Taura, teachers and staff tell us they feel they belong and can be themselves at our kura.</b></p>	<p>We will build awareness and grow understanding of <b>diverse perspectives and needs.</b></p>	<p><b>Biannual wellbeing and belonging feedback</b> from taura, whānau, teachers and staff (incl 'student agency' measure).</p>
<p><b>Taura, teachers and staff are confident and supported to recognise and celebrate diversity.</b></p>	<p>As above.</p> <p>We will <b>participate in initiatives, support services and PLD opportunities</b> that meet the hauora needs of our taura, teachers and staff.</p>	<p>As above.</p> <p><b>Annual analysis</b> of belonging and wellbeing initiatives, support services, and professional development opportunities to understand what is best serving the needs of our taura, teachers and staff.</p>
<p><b>We can clearly define what holistic wellbeing means at Hato Pāora (based on our Dual Special Character), and we prioritise, measure and report on this.</b></p>	<p>We will implement a <b>holistic wellbeing and belonging framework</b>, based on our Dual Special Character, that over time, integrates with our local curriculum.</p>	<p><b>Biannual analysis of feedback</b> to measure satisfaction with our approach and show improvement over time.</p>

### Priority links to education requirements

Education & Training Act, s127 (Board objectives) All objectives apply  
NELP Actions 1, 2, 3, 5, 6

Ka Hikitia, Ka Hāpaitia Te Whānau, Te Tangata, Te Kanorautanga, Te Tuakiritanga

## MANA TANGATA

### Establish and maintain collaborative partnerships

We foster collaborative connections with whānau, partners and stakeholders\*, creating a dynamic network that enriches the educational experience, promotes shared values and contributes to the holistic development of all our taura and staff.

\*Our partners and stakeholders include hapū, iwi, HP Alumni, Catholic Diocese, community groups and social service organisations.

What do we expect to see in 2 years?	How will we make progress?	How will we measure success?
<p><b>We hold clearly defined, collaborative relationships with our stakeholders and partners.</b></p>	<p>We will <b>increase networking and collaboration</b>, including with HP Alumni, that build on shared values and goals.</p> <p>We will establish a <b>Communication &amp; Engagement Framework and Plan</b> to guide whānau, partner and stakeholder engagement.</p> <p>Through co-design, we will <b>review and reset the Ohu</b> of the Board to optimise whānau engagement.</p>	<p><b>Monthly Principal report</b> to the Board on interactions with whānau, partners and stakeholders including:</p> <ul style="list-style-type: none"> <li>• involvement in community events</li> <li>• accessing of external resources, initiatives, services, programs.</li> </ul> <p><b>Annual feedback</b> from whānau, partners and stakeholders.</p> <p><b>Clear Ohu responsibilities and measurable objectives</b>, tracked by the Board.</p>
<p><b>Our collaborative partnerships will support an increase and diversification of learner pathways.</b></p> <p>(see also: Mana Ako)</p>	<p>As above.</p> <p>We will provide opportunities for students to <b>apply their learning beyond the classroom.</b></p>	<p>As above and related measures in Mana Ako.</p> <p><b>Annual Year 13 graduate destinations measure</b> tracking pathways to career aspirations as outlined in Y11 Individual Education Plans.</p> <p>Student-designed and -led <b>portfolios</b>, presented at parent-teacher interviews.</p> <p>Increased <b>EOTC</b> opportunities.</p>

### Priority links to education requirements

Education & Training Act, s127 (Board objectives) All objectives apply

NELP Actions 1, 2, 3, 4, 5, 6, 7

Ka Hikitia, Ka Hāpaitia Te Whānau, Te Tangata, Te Kanorautanga, Te Tuakiritanga, Te Rangatiratanga

## MANA AKO

### Design an engaging, future-focused curriculum

We commit to providing taura with meaningful and relevant learning experiences that equip them with the competencies, skills, and knowledge to thrive in their chosen pathway.

What do we expect to see in 2 years?	How will we make progress?	How will we measure success?
<p><b>We will deliver a co-designed local curriculum up to and including L1 NCEA that:</b></p> <p>supports taura to exercise leadership and agency</p> <p>grows taura engagement and curiosity in learning, including through diversification of learner pathways</p> <p>is connected with the Hato Pāora mission, vision, and graduate profile, and</p> <p>starts with where our feet are – Ngāti Kauwhata.</p>	<p>By June 2024, we will deliver a <b>stocktake</b> of what has been developed so far.</p> <p>We will support our teachers to access <b>external curriculum expertise</b>, and to engage in <b>teacher PLD</b>, including with Ngāti Kauwhata.</p> <p>We will increase opportunities for students to <b>exercise leadership and agency</b>.</p>	<p><b>2024 Mid-year report</b> to Board: Local curriculum stocktake.</p> <p><b>Annual mid-year report to Board: Teacher participation in Te Mātaiaho and other PLD opportunities.</b></p> <p><b>Completed local curriculum</b> up to NCEA L1, including with evidence of Ngāti Kauwhata mātauranga.</p> <p><b>Kaiako planning</b> (Schemes of Work) that reflects the local curriculum and PLD.</p> <p>Completed <b>graduate profile</b>.</p> <p><b>Biannual wellbeing and belonging feedback</b> from taura, whānau, kaiako and kaimahi (measure 'curious and inspired learners' and 'agency').</p>
<p>We will increase and diversify learner pathways</p> <p>(See also: Mana Tangata)</p>	<p>We will <b>co-design learning pathways</b> with taura and their whānau, staff, and hostel.</p> <p>We will support staff to be clear and confident on <b>learning that matters</b> within our local curriculum.</p>	<p>As above and related measures in Mana Tangata.</p> <p>Completed <b>Year 11 Individual Education Plans</b>.</p>

## MANA AKO

### Design an engaging, future-focused curriculum

We commit to providing students with meaningful and relevant learning experiences that equip them with the competencies, skills, and knowledge to thrive in their chosen pathway.

What do we expect to see in 2 years?	How will we make progress?	How will we measure success?
<p><b>We will weave:</b></p> <ul style="list-style-type: none"><li>• Te reo, tikanga and mātauranga Māori</li><li>• Our dual special character</li></ul> <p>into curriculum, teaching and learning.</p> <p>(See also Mana Whakapono)</p>	<p>We will support our teachers and staff to access <b>relevant teacher PLD</b>.</p> <p>We will <b>increase the presence</b> of te reo Māori me ōna, tikanga, mātauranga Māori and Catholic (Marist) values.</p>	<p><b>Kaiako planning</b> (Schemes of Work) reflect the local curriculum and PLD.</p> <p><b>Annual tauira survey</b> shows increased opportunity to use and grow te reo Māori at school.</p> <p><b>Annual Principal's report to the board</b>, confirming growth of te reo, tikanga, mātauranga Māori and Catholic social teachings.</p>

### Priority links to education requirements

Education & Training Act, s127 (Board objectives) All objectives apply

NELP 1, 2, 3, 4, 5, 6, 7

Ka Hikitia, Ka Hāpaitia All domains apply

Tau Mai te Reo

Te Mātaiaho & Common Practice Model

Literacy and Communication and Maths Strategy

Attendance and Engagement Strategy

Wellbeing in Education Strategy

## MANA WHAKAPONO

### Promote a Catholic worldview based on our Marist Charism

We seek to guide our taura to act with faith, cultivate a sense of community and embody the ethos of servant leadership through our Marist Charism.

What do we expect to see in 2 years?	How will we make progress?	How will we measure success?
<p><b>We will promote a Catholic worldview based on our Marist Charism, to foster:</b></p> <ul style="list-style-type: none"> <li>deliberate and consistent practice of the faith</li> <li>practical understanding of social justice and ethical responsibility</li> <li>taura leadership and agency, and understanding of service leadership.</li> </ul>	<p>We will <b>strengthen and localise the R.E. Curriculum</b> (see also Mana Ako).</p> <p>We will grow taura and staff <b>practical understanding of the “Marist way”</b> at Hato Pāora and in the community (see also Mana Tangata).</p> <p>We will create/participate in <b>leadership development programs and activities</b>, including MYL, with a focus on Marist leadership principles.</p> <p>We will encourage <b>whānau participation</b> in school special character activities.</p>	<ul style="list-style-type: none"> <li>Evidence of the <b>“Marist way” in the RE local curriculum and teacher planning.</b></li> <li>Evidence of taura and staff <b>practical understanding of the “Marist way”</b> (e.g. Y13 Liturgy, staff reflections).</li> <li><b>Quarterly Principal’s report to board on PB4L</b> shows improved behavioural outcomes over time (e.g. reduced bullying).</li> </ul>

### Priority links to education requirements

Education & Training Act, s127 (Board objectives) All objectives apply  
NELP 1, 2, 3, 5, 6

Ka Hikitia, Ka Hāpaitia Te Whānau, Te Tangata, Te Kanorautanga, Te Tuakiritanga  
Tau Mai te Reo All domains apply



## MANA WHAKAARA

### Attract and develop excellence in teaching and leadership

We aspire to continually elevate the quality of teaching and leadership, placing special emphasis on staff development in te ao Māori.

This enhances the overall educational experience for both taura and staff at Hato Pāora College.

What do we expect to see in 2 years?	How will we make progress?	How will we measure success?
<p><b>We are focused on attracting and developing excellence in teaching and leadership.</b></p> <p>(See also Mana Ako, Mana Oranga, Mana Whakaara)</p>	<p>We will foster a <b>positive and supportive workplace culture</b>.</p> <p>We will invest in our teachers, staff and board to access relevant <b>teacher and leadership PLD</b> that builds capability in:</p> <ul style="list-style-type: none"> <li>Pedagogy</li> <li>Cultural responsiveness</li> <li>Whakapono, and</li> <li>Lifelong learning.</li> <li>Effective school governance</li> </ul> <p>We will <b>complete Project 1 and begin Project 2</b> of the Board's IOYPP (investments into property, resources and people).</p>	<p><b>Biannual wellbeing and belonging feedback</b> from taura, whānau, teachers and staff (measure 'agency').</p> <p><b>Biannual analysis of feedback</b> to measure satisfaction with our approach and show improvement over time.</p> <p><b>Monthly – Principal's report</b> to the board discusses participation and achievement in relevant staff PLD.</p> <p><b>Board participation</b> in relevant PLD. Evidence of <b>learnings implemented</b> in Board activity.</p>

### Priority links to education requirements

Education & Training Act, s127 (Board objectives) All objectives apply

NELP 2, 3, 5, 6

Ka Hikitia, Ka Hāpaitia Te Kanorautanga, Te Tangata, Te Tuakiritanga

Tau Mai te Reo All domains apply