Strategic and Annual Plan for Moanataiari School

2026 - 2028

Vision

We aim to be a community of 'learners and doers'.[1]

Core values (Timeless)

We believe:

1. in 'doing our best' (tino pai rawa) and persevering (manawaroa) when things get hard.
2. in practising whakaute (respect) and caring (manaakitanga) for people as well as being guardians, i.e. caring for our environment (kaitiakitanga)

Purpose (100 years)

To provide learners opportunities to develop identity, competency and resilience to thrive.

Mission (10-25 years)

Mission 1 (M1): Discover the meaning of Te Tiriti o Waitangi and what it means for our school.

Mission 2 (M2): Learners will cultivate positive relationships while deepening their understanding of identity and values.

Mission 3 (M3): Nurture ākonga (learners) to become socially, academically, physically and mentally competent.

Mission 4 (M4): Foster learning experiences that facilitate the growth of resilience, confidence and creative and critical thinking.

---

[1] *Our community thrives on diversity, inclusivity, and mutual support. We encourage collaboration, open dialogue, and the exchange of ideas, believing that together we can achieve more than we ever could as individuals.*

Learning is not a passive endeavour but a constant, empowering force that drives us to acquire new knowledge, skills, and perspectives. It makes a difference to the lives of teachers and students.

As "doers," we are committed to translating our learning into tangible actions that create positive change in our lives, communities, and beyond.

Strategy (2024-2026; 3-5 years)

Mission 1: Discover the meaning of Te Tiriti o Waitangi and what it means for our school.

Strategic goals

To achieve this, we will:

A	Strengthen our connection with the local iwi and whānau in a culturally responsive manner.
B	Work to ensure that our plans, policies, and teaching and learning programmes reflect local tikanga Māori, mātauranga Māori, and te ao Māori.
C	Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori;
D	Work towards achieving equitable outcomes for Māori students.

Foundation curriculum policy statements	National curriculum statements
The New Zealand Curriculum 2007 transitioning to Te Mātaiaho | the refreshed NZ curriculum Te Tiriti o Waitangi, Curriculum and Student Achievement Policy Moanataiari School Local Teaching and Learning Programmes	All curriculum statements are relevant, but Learning Languages, Social Sciences and Aotearoa NZ Histories have a unique place. **National Education Learning Priorities (NELPs)** – 2, 5 and 6. **National Education Strategies** Ka Hikitia, Tau Mai Te Reo, Mōu Te Reo, Te Ahu o te Reo Māori, Te Hurihanganui

Education and Training Act 2020: Objectives of boards in governing schools; *Section 127 –* (2)(e) (i, ii, iii)
to ensure that it— (i) seeks to achieve equitable outcomes for Māori students; and (ii) takes all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers; and (iii) takes reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity. Section 4 (purpose of the Act) The purpose of this Act includes establishing and regulating an education system that **honours Te Tiriti o Waitangi and supports Māori-Crown relationships**. Section 6 (Ministerial statement on Treaty obligations) The Minister of Education and the Minister for Māori-Crown Relations: Te Arawhiti may, after consulting with Māori, issue a statement specifying what education agencies must do to give effect to public service objectives relating to *Te Tiriti o Waitangi*. These are *system-level obligations* and remain part of the Act even though the school board Treaty objective was modified.

Mission 2: Learners will cultivate positive relationships while deepening their understanding of identity and values.

Strategic goals

To achieve this, we will:

A	Promote a well-being and learning engagement culture by focusing on Purkey's five P's of Invitational Practice, i.e. People, Places, Policies, Programmes and Processes.
B	Infuse our school environment with local narratives or pūrakau (including those from the past) that give meaning to tangata whenua and our school values.
C	Foster community connections that provide students with learning opportunities and participants with meaningful experiences.
D	Monitor and or respond to the well-being of students and staff.

Foundation curriculum policy statements	National curriculum statements
The New Zealand Curriculum 2007 transitioning to Te Mātaiaho | the refreshed NZ curriculum Health Education, Inclusive Education, Curriculum and Student Achievement Policy Moanataiari School Local Teaching and Learning Programmes	Health and Physical Education, Aotearoa NZ Histories **National Education Learning Priorities (NELPs)** – 1, 2, 3, 5 and 6. **National Education Strategies** Well-being in education, Child Protection Policy for the Ministry of Education, Attendance and Engagement Strategy, Oranga Tamariki – Strategic Intentions 2021-2025, Oranga Tamariki Action Plan

Education and Training Act 2020: Objectives of boards in governing schools; *Section 127 –* (1)(b) (i, ii, iii); (c)

(2) (c) perform its functions and exercise its powers in a way that is financially responsible; and

Section 5 (4) The education and learning objectives for … primary education … are—

(b) to promote the development, in each child and young person, of the following abilities and attributes:

   (ii) good social skills and the ability to form good relationships:

   (iii) participation in community life and fulfilment of civic and social responsibilities:

 (c) to instil, in each child and young person, an appreciation of the importance of—

   (i) the inclusion of different groups and persons with different personal characteristics:

   (ii) diversity, cultural knowledge, identity, and the different official languages:

Mission 3: Nurture learners to become competent socially, academically, physically, and mentally.

Strategic goals

To achieve this, we will:

A	Strive for excellence in literacy and numeracy, with consideration of evidence-informed practices.
B	Deliver teaching and learning programmes that are equitable and allow all to experience success.
C	Provide quality physical, academic, and cultural learning experiences (for students and staff as relevant)
D	Draw on a variety of assessment practices.

Foundation curriculum policy statements	National curriculum statements
The New Zealand Curriculum 2007 transitioning to Te Mātaiaho | the refreshed NZ curriculum Curriculum and Student Achievement Policy, Inclusive Education Moanataiari School Local Teaching and Learning Programmes	The Arts, English, Mathematics and Statistics, Science, Health and Physical Education, Social Sciences - Aotearoa NZ Histories, Technology **National Education Learning Priorities (NELPs)** – 2, 3, 4, 5 and 6. **National Education Strategies** Attendance and Engagement Strategy

Education and Training Act 2020: Objectives of boards in governing schools; *Section 127 –* (1)(a) (c)

(2) (c) perform its functions and exercise its powers in a way that is financially responsible; and

Section 5 (4) The education and learning objectives for … primary education … are—
   (a) to help each child and young person attain their educational potential;

Mission 4: Foster learning experiences that facilitate the growth of resilience, confidence and creative and critical thinking.

Strategic goals

To achieve this, we will:

A	Encourage Outdoor Educational activities and project-based learning associated with our school's programme of 'Gardening for Life'
B	Engage students in real-world problem-solving experiences, such as community service projects or environmental initiatives.
C	Providing learning opportunities that involve working with others in a variety of roles, e.g. teams, peers, tuakana-teina, house cohorts
D	Support and scaffold school and school community (i.e., students, staff, and whānau) reflection, feedback, and voice whilst celebrating effort and perseverance rather than just outcomes.

Foundation curriculum policy statements	National curriculum statements
The New Zealand Curriculum 2007 transitioning to Te Mātaiaho | the refreshed NZ curriculum	The Arts, English, Mathematics and Statistics, Science, Health and Physical Education, Social Sciences - Aotearoa NZ Histories, Technology
Education Outside the Classroom (EOTC), Inclusive Education, Curriculum and Student Achievement Policy	**National Education Learning Priorities (NELPs)** – 2, and 4.
Moanataiari School Local Teaching and Learning Programmes	**National Education Strategies** Well-being in Education, Attendance and Engagement Strategy

Education and Training Act 2020: Objectives of boards in governing schools; Section 127 – (1)(a), (b), (c)

(2) (c) perform its functions and exercise its powers in a way that is financially responsible;

Section 5 (4) The education and learning objectives for … primary education … are—

(b) to promote the development, in each child and young person, of the following abilities and attributes:

    (i) resilience, determination, confidence, and creative and critical thinking:

Annual implementation plan priorities for 2025

1. Improve students' attendance and reduce unjustified absences.

2. Embed writing practice changes and integrate spelling into classroom programmes.

3. Examine school practices connected to the Treaty of Waitangi through the text of Niho Taniwha: Improving Teaching and Learning for Ākonga Māori.

Summary of process

1. Parent and Whānau Feedback for 2026–2028 Strategic Plan – 08.09.2025

2. Year 6–8 Student Voice for the 2026 Strategic Plan – 08.09.2025

3. Staff Survey 2026 Readiness and Priorities– 08.09.2025

4. Board Review – 26.11.2025

Priority One: Deepening Understanding of Te Tiriti o Waitangi and Te Ao Māori.

Success indicators are	**Target:** Every teacher sets and achieves a measurable Māori language goal through annual professional inquiry. 1. The school community actively celebrates **Te Wiki o te Reo Māori (Māori Language Week)** and **Matariki** through authentic cultural learning. 2. Each class develops a **learning inquiry into the origin and meaning of their classroom name** (linked to local awa or historical narratives).	**Strategic links** Mission 1 (M1) – A, B, C, D Mission 2 (M2) – B, C Mission 3 (M3) - A, B, C, D Mission 4 (M4) - C, D
Threats	**Internal threats** 1. Variation in staff confidence and prior knowledge of te reo Māori and tikanga. 2. Limited time within the curriculum year to sustain deeper inquiry. 3. Risk of missteps in tikanga due to insufficient guidance or consultation. 4. Competing priorities (curriculum reform, attendance, well-being), reducing focus.	**External threats** 1. Limited availability of cultural advisors and kaumātua. 2. Potential policy or funding changes affecting access to PLD or cultural events.
Prior Practice + Resources	**Prior practice** 1. The school has a healthy working relationship with manawhenua, i.e. Ngāti Maru. 2. We consult with whānau and kaumatua. 3. Families and visitors are welcomed through the practice of pōwhiri and whakatau. 4. The school regularly sing waiata and has begun kapahaka. 5. We have deliberately pursued our school environment's development to reflect the manawhenua connection to the land. 6. All our classrooms are named after manawhenua awa. 7. We continue to support Te Tiriti	**Resources** • Ngāti Maru and Hauraki Iwi representatives – for local iwi partnerships and guidance. • Niho Taniwha: Māori Living and Learning (Riwai-Couch, 2021) – foundational professional text. • Whakatupu Tētēkura – support for Māori students' leadership and identity. • Pūtea allocation for kapa haka and Matariki celebrations. • Locally developed resources **People** • Matua Clay • The Reverend - Brendon Wilkinson (Kaumatua)

		• Wati Ngamane (Kaumatua) • Staff, principal and Wendy. • Tina Paki and Rau
	Tactics **1. Staff Māori Language Goal and Inquiry** • Each teacher identifies a personal te reo Māori proficiency goal (e.g., greetings, karakia, classroom use). • Annual professional inquiry includes evidence of learning and integration into classroom practice. • Staff share inquiry reflections during PLD hui or appraisal meetings. • We us Hail our new online newsletter to promote Te Reo. **2. Māori Language Week and Matariki Participation** • School-wide events including daily karakia, waiata, and student-led activities. • Integration of te reo Māori across curriculum areas for the week. • Matariki celebrations to include **kite-making and the Moanataiari Kite Festival**. **3. Classroom Name Inquiry Project** • Each class explores the story behind its room name (linked to a local awa or place). Students research and present findings through art, writing, and oral presentations. **4. Staff Māori Language Goal and Inquiry** • Each teacher identifies a personal te reo Māori proficiency goal (e.g., greetings, karakia, classroom use). • Annual professional inquiry includes evidence of learning and integration into classroom practice. • Staff share inquiry reflections during PLD hui or appraisal meetings.	**When** • **Term 1:** Māori language goal setting and PLD introduction. • **Term 3:** Māori Language Week events. • Matariki celebrations and classroom name project showcase.	**Waypoints** We will enjoy authentic Māori experiences throughout the year, including: whakatau, Matariki and Māori language week. Term 1: Teachers establish individual Māori language goals and begin inquiry documentation. Term 3: Te Wiki o te Reo Māori was celebrated school-wide; teacher progress on language goals was reviewed. Matariki and Kite Festival held; classroom name inquiries completed and shared; end-of-year review of all goals and events.

	• We use Hail our new online newsletter to promote Te Reo.		

Priority Two: English – Structured Literacy and Writing

Success indicators are	**Target:** Structured Literacy is implemented across all year levels for reading (Year 0 to 6) and spelling (Year 0 to 8). 1. All teachers engage in the **Professional Growth Cycle (PGC)** through observation, learning conversations, and focused on literacy practice. 2. **Baseline data** for reading, spelling, and writing is collected and analysed early in the year to identify target groups. 3. Writing instruction aligns with the **Make It Write Action Plan (2025)** and the refreshed English Curriculum when the plan and professional learning are made available. 4. The school remains ready to adopt the **Writing Acceleration Tool (Years 6–8)** when details are confirmed. 5. **e-asTTle** continues to be used formatively for reading and writing practice until SMART is released. 6. **Assessment in the SMS** needs to be aligned with MOE expectations once the MOE has finalised the curriculum and assessment.	**Strategic Links** **M1** – A, B (evidence-based teaching) **M2** – C (capability building) **M3** – A, C (curriculum coherence) **M4** – D (data-informed practice)
Threats	**Internal Threats** 1. Staff workload pressure from multiple curriculum reforms within a short space of time and within the English curriculum itself. 2. Variable teacher confidence in writing assessment due to continuous changes in curriculum and assessment. **External Threats** 1. Potential need to adjust/change programmes if Writer's Toolbox is not aligned with *Make It Write*. 2. Unclear national timelines for new assessment and reporting tools.	**Resources** • Structured Literacy materials (decodable texts (Y0-4), spelling progressions (Y0-8)). • Writer's Toolbox (Years 4–8) – maintained pending national direction. • Possible support for Make-It Write. • e-asTTle for formative assessment and moderation time. **People** • Principal / SLT: Leadership, resourcing, and monitoring. • Literacy Lead: Ms Debbie Trenwith, Coordinates PLD, supports implementation, and manages data. • Teachers: Deliver Structured Literacy, collect data, and engage in PGC. • Support Staff: Assist targeted groups and support assessment processes.

			• Literacy Support Person and volunteers

Prior practice	Prior practice
	1. All teaching staff have trained to use Ideal.
	2. Staff have been using available assessment tools.
		Waypoints (Internal evaluation and reporting)
		
		1. **Term 1- (early term 2):** Baseline data collected; Implementation deepened, i.e. Ideal used in every class.
		2. **Term 2:** Writing moderation (mid-term).
		3. **Term 3:** the school production
		4. **Term 4:** End data collection.
		
		Tactics (What do we have to do or learn?)
		
		5. **Term 1 - (early term 2) – Foundation**
		   a. Collect baseline data for reading, spelling, and writing.
		   b. Possible PLD and writing pedagogy.
		6. **Term 2 – Implementation and Alignment**
		   a. Daily Structured Literacy across all classes (reading and or spelling).
		   b. New reporting to parents introduced
		   c. Review *Writer's Toolbox* alignment with *Make It Write* (depending on the MOE roll-out)
		   d. Continue PLD and observations through PGC.
		7. **Term 3 – Drama and Celebration**
		   a. Literacy teaching continues as maintenance only while the **school drama production** becomes the main focus.
		8. **Term 4 – Evaluation and Refinement**
		   a. Conduct internal review of curriculum alignment.
		   b. Adjust planning, assessment and interventions as needed.
		   c. Final moderation and data analysis completed by the middle of Term Four.
		   d. Literacy leader reflects on literacy achievements and prepares a Board summary report.	

Priority three: Evidence-based Mathematics – Sustainable Implementation

Success indicators are	**Target:** Teachers in Years 4–8 use the PR1ME Hub regularly; Year 3 students are introduced to online testing. 1. PR1ME teaching aligns with the revised national mathematics/statistics curriculum. 2. Staff engage in mathematics PLD as available and maintain a sustainable workload. 3. E-asTTle practice tests are used formatively while awaiting the release of the SMART assessment tool (no confirmed date).	**Strategic links** **M1** – A, B (evidence-based teaching) **M2** – C (staff capability building) **M4** - D (data-informed decision-making)
Threats	**Internal threats** 1. Staff workload pressures caused by overlapping government curriculum initiatives. 2. The PR1ME programme will need revision to match curriculum and assessment changes. 3. Implementation of the mandated curriculum for teaching set years will be difficult.	**External threats** 1. 2025 student data is unreliable due to the rushed Ministry rollout. 2. Continued reform and uncertainty regarding curriculum and assessment tools (e.g. SMART). 3. Device access and digital readiness vary across classes.
Prior Practice + Resources	**Prior practice** 1. The school has successfully used Pr1me Mathematics for seven years. 2. Students have been engaged in their learning of mathematics. 3. The school has used a successful spiral curriculum and developed a coherent mathematics structure and common pedagogical framework. 4. Teachers have developed common mathematical language concepts. 5. The school has implemented the government policy of teaching an hour a day before its being mandated.	**Resources** • PR1ME Mathematics (texts, manipulatives, Hub). • Ongoing PLD aligned to the refreshed curriculum. • Monthly e-asTTle practice testing (until SMART is implemented). • Reliable Chromebooks. **People** • Kelley Head (Pr1me) • Staff and principal

Tactics	When	Waypoints

1. Curriculum Implementation
    a. Teach mandated curriculum.
    b. Hub implemented in Years 4–8; Year 3 introduced to online testing.
2. Professional development
    a. Attend PLD when Ministry-funded programmes become available.
    b. Staff participate in targeted PLD linking PR1ME to the revised mathematics curriculum.
3. Assessment Transition
    a. E-asTTle testing continues until SMART is released.
    b. New reporting to parents introduced
4. Sustainability
    a. Regular workload monitoring and staff feedback ensure changes remain manageable.
	The MOE provided:
	
	MOE Curriculum release day 1 (29th May)
	MOE Curriculum release day 2 (21st August)
		1. **Term 1:** PLD on PR1ME Hub; baseline e-asTTle data collected.
		2. **Term 2:** Hub fully operational; teacher feedback gathered.
		3. **Term 3:** Review Hub use and data trends; check readiness for SMART.
		4. **Term 4:** Consolidate learning; report to Board on progress and workload.

Priority four: Student Wellbeing, Engagement, and Attendance.

Success indicators are	**Target:** By the end of 2026, Moanataiari School will achieve stronger daily engagement through improved attendance, enhanced well-being, and positive participation. Specifically: 1. At least **70% of students** attend school **90% or more** of the time. 2. **All staff** implement consistent, evidence-based wellbeing and attendance practices. 3. The **Mitey 2 Framework** is practised in classroom programmes. 1. Regular attendance (90%+) improves to **70% of the roll** by December 2026. 2. Reduction in **chronic absenteeism (<70%)** and unjustified absences. 3. Teachers consistently integrate **Mitey** in class practice. 4. Collect health and well-being data (NZCER Survey). 5. A **Shared Understanding Statement** on wellbeing and engagement is published and endorsed by whānau and the Board. 6. Attendance is reported to the Board. 7. Value signage will be displayed around the school.	**Strategic links** **M2** – A, C, D (Learners cultivate positive relationships and identity) **M3** – B, C, D (Learners develop social, academic, physical, and mental competence) **M4** – D (Learners build resilience, confidence, creativity, and reflection) **NELPs** 1, 2, 3, 5, 6 **Education and Training Act 2020**, s.127 (1)(b)(ii–iii), (c)
Threats	**Internal threats** • Limited staff capacity for early intervention and follow-up. • Competing curriculum and policy demands (Te Mātaiaho, Literacy, Mathematics). • Staff workload, fatigue, and reduced time for collaborative reflection.	**External threats** • Ongoing health-related absences (seasonal illness). • Economic and housing pressures affecting whānau attendance. • Whānau prioritising travel or cultural obligations during term time. • Socio-economic factors influencing mental health and wellbeing. • Fluctuating funding and PLD availability are impacting continuity.

Prior Practice + Resources	**Prior practice** • The school has been taking part in professional development on Mitey • The school has endeavoured to inform the community about the incoming changes with the Attendance Management Plan.		**Resources** • Mitey 2 Framework & Learning Outcomes • Policy Development (Staff Wellbeing, Mental Health Education) • Attendance Systems (EDGE, STAR Framework) • CAPS Hauraki, TCDC Health Partners, Local GP Networks **People** • Mitey Leads – Pam Kruger, Debbie Trenwith • Policy - Principal (David Brock), Board, SLT • Kim Batters – Mitey, MiteyLabs and PODs • Attendance Officer (Samuel McIver – CAPS Hauraki), Admin (Julie White) • LSC – Lisa Barnett

| | **Tactics (What)**
1. **Integrate Wellbeing and Attendance Systems**
  a. Implement the **STAR Framework** consistently across all classes.
  b. Weekly attendance reviews through **EDGE analytics**.
  c. Early interventions coordinated with LSC and whānau followed by **CAPS Hauraki**.
2. **Policy and Practice Development**
  a. Ratify Staff Wellbeing Policy and Mental Health Education Policy (Term 2).
  b. Ensure values are visible.
3. **Whānau and Community Engagement**
  a. Launch a **Shared Understanding Statement** reflecting wellbeing and attendance expectations.
4. **Staff Capability and PLD**
  a. Participate in **Mitey Teacher Workshops, Online PODs, and MiteyLabs** (Terms 2–3).
5. **Positive Reinforcement and Recognition**
  a. Celebrate **attendance and wellbeing milestones** each term (e.g., ice-cream day, sausage sizzle).
  b. Use **assemblies** to reinforce belonging and perseverance. | **When**
Term 1
Attendance information sharing, draft Mental Health Education Policy, and consultation on the Shared Understanding Statement.
Term 2
Ratify Staff Wellbeing Policy; initiate Online PODs; celebrate attendance resilience (mid-year push).
Term 3
Participate in Mitey Teacher Workshop and Mitey Labs; review attendance and wellbeing data; host whānau hui.
Term 4
Community Wellbeing Showcase; final evaluation of targets; Board report and goal setting for 2027. | **Waypoints (Internal reporting)**

• Termly: Attendance and well-being data reviewed by SLT and reported to the Board (Regular Attendance % and Well-being survey one-off).
• Nov 2026: End-of-year evaluation of attendance and well-being outcomes; recommendations for 2027 Annual Plan. |

	c. Share success stories through newsletters and social media, highlighting progress and partnership.		