

Strategic and Annual Plan for Moanataiari School

2024 - 2026

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 ākongā (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 local curriculum 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.
<p>Foundation curriculum policy statements The New Zealand Curriculum 2007 transitioning to Te Mātaiaho the refreshed NZ curriculum</p> <p>https://moanataiari.schooldocs.co.nz/ - Te Tiriti o Waitangi, Curriculum and Student Achievement Policy</p> <p>Moanataiari School Local Curriculum</p>	<p>National curriculum statements All curriculum statements are relevant, but Learning Languages, Social Sciences and Aotearoa NZ Histories have a unique place.</p> <p>National Education Learning Priorities (NELPs) – 2, 5 and 6.</p> <p>National Education Strategies Ka Hikitia, Tau Mai Te Reo, Mōu Te Reo, Te Ahu o te Reo Māori, Te Hurihanganui</p>
<p>Education and Training Act 2020: Objectives of boards in governing schools; Section 127 – (1)(d) (i, ii, iii)</p> <p>(2) (c) perform its functions and exercise its powers in a way that is financially responsible; and (d) if the school is a member of a community of learning that has a community of learning agreement ..., comply with its obligations under the agreement</p> <p><i>Section 5 (4)</i> The education and learning objectives for ... primary education ... are —</p> <p>(c) to instil, in each child and young person, an appreciation of the importance of—</p> <p>(i) the inclusion of different groups and persons with different personal characteristics:</p> <p>(ii) diversity, cultural knowledge, identity, and the different official languages:</p> <p>(iii) Te Tiriti o Waitangi and te reo Māori.</p>	

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 of the past), which 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.
<p>Foundation curriculum policy statements The New Zealand Curriculum 2007 transitioning to Te Mātaiaho the refreshed NZ curriculum</p> <p>https://moanataiari.schooldocs.co.nz/ - Health Education, Inclusive Education, Curriculum and Student Achievement Policy</p> <p>Moanataiari School Local Curriculum</p>	<p>National curriculum statements Health and Physical Education, Aotearoa NZ Histories</p> <p>National Education Learning Priorities (NELPs) – 1, 2, 3, 5 and 6.</p> <p>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</p>
<p>Education and Training Act 2020: Objectives of boards in governing schools; Section 127 – (1)(b) (i, ii, iii); (c)</p> <p>(2) (c) perform its functions and exercise its powers in a way that is financially responsible; and</p> <p>(d) if the school is a member of a community of learning that has a community of learning agreement ..., comply with its obligations under the agreement</p> <p>Section 5 (4) The education and learning objectives for ... primary education ... are—</p> <p>(b) to promote the development, in each child and young person, of the following abilities and attributes:</p> <p style="background-color: #e0ffe0;">(ii) good social skills and the ability to form good relationships:</p> <p style="background-color: #e0ffe0;">(iii) participation in community life and fulfilment of civic and social responsibilities:</p> <p>(c) to instil, in each child and young person, an appreciation of the importance of—</p> <p style="background-color: #e0ffe0;">(i) the inclusion of different groups and persons with different personal characteristics:</p> <p style="background-color: #e0ffe0;">(ii) diversity, cultural knowledge, identity, and the different official languages:</p>	

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 being given to evidence-informed practices.
B	Deliver a local curriculum that is equitable and allows 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.
<p>Foundation curriculum policy statements The New Zealand Curriculum 2007 transitioning to Te Mātaiaho the refreshed NZ curriculum</p> <p>https://moanataiari.schools.co.nz/ - Curriculum and Student Achievement Policy, Inclusive Education</p> <p>Moanataiari School Local Curriculum</p>	<p>National curriculum statements The Arts, English, Mathematics and Statistics, Science, Health and Physical Education, Social Sciences - Aotearoa NZ Histories, Technology</p> <p>National Education Learning Priorities (NELPs) – 2, 3, 4, 5 and 6.</p> <p>National Education Strategies Attendance and Engagement Strategy</p>
<p>Education and Training Act 2020: Objectives of boards in governing schools; Section 127 – (1)(a) (c)</p> <p>(2) (c) perform its functions and exercise its powers in a way that is financially responsible; and</p> <p>(d) if the school is a member of a community of learning that has a community of learning agreement ..., comply with its obligations under the agreement</p> <p><i>Section 5 (4) The education and learning objectives for ... primary education ... are—</i></p> <p style="background-color: #90EE90;">(a) to help each child and young person attain their educational potential;</p>	

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.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Foundation curriculum policy statements The New Zealand Curriculum 2007 transitioning to Te Mātaiaho the refreshed NZ curriculum https://moanataiari.schooldocs.co.nz/ - Education Outside the Classroom (EOTC), Inclusive Education, Curriculum and Student Achievement Policy Moanataiari School Local Curriculum</p> </td> <td style="width: 50%; vertical-align: top;"> <p>National curriculum statements The Arts, English, Mathematics and Statistics, Science, Health and Physical Education, Social Sciences - Aotearoa NZ Histories, Technology National Education Learning Priorities (NELPs) – 2, and 4. National Education Strategies Well-being in Education, Attendance and Engagement Strategy</p> </td> </tr> </table>		<p>Foundation curriculum policy statements The New Zealand Curriculum 2007 transitioning to Te Mātaiaho the refreshed NZ curriculum https://moanataiari.schooldocs.co.nz/ - Education Outside the Classroom (EOTC), Inclusive Education, Curriculum and Student Achievement Policy Moanataiari School Local Curriculum</p>	<p>National curriculum statements The Arts, English, Mathematics and Statistics, Science, Health and Physical Education, Social Sciences - Aotearoa NZ Histories, Technology National Education Learning Priorities (NELPs) – 2, and 4. National Education Strategies Well-being in Education, Attendance and Engagement Strategy</p>
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<p>Education and Training Act 2020: Objectives of boards in governing schools; Section 127 – (1)(a), (b), (c)</p> <p>(2) (c) perform its functions and exercise its powers in a way that is financially responsible;</p> <p><i>Section 5 (4)</i> The education and learning objectives for ... primary education ... are—</p> <p>(b) to promote the development, in each child and young person, of the following abilities and attributes:</p> <p style="padding-left: 20px;">(i) resilience, determination, confidence, and creative and critical thinking:</p>			

Annual implementation plan priorities for 2024

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. Whānau Review meetings – 9.08.2023, 20.09.2023, 25.09.2023
2. Parent consultation at interviews (and through email) - 21.09.2023
3. Staff Review – 19.09.2023
4. Board Review – 24.09.2023
5. Student voice, staff and parent survey on values – 18.10.2023

Priority one: Improve students' attendance and reduce unjustified absences.

<p>Success indicators are</p>	<p>Target: 56% of students attend school 90% of the time.</p> <ol style="list-style-type: none"> 1. A decrease in unjustified absence. 2. Anecdotal evidence of parents making better decisions around unjustified absence, e.g., using one of the many systems we have to tell us their child is away. 3. Providing parents with information that assists their understanding of the significant harm that can be caused through non-attendance. 		<p>Strategic Links</p> <p>M1 – D</p> <p>M2 – A, D</p> <p>M3 – A, D</p> <p>M4 – D</p>
<p>Threats</p>	<p>Internal Threats</p> <ol style="list-style-type: none"> 1. Community attitudes about the importance of attending school are difficult to shift. 2. Parents need to make the connection between attendance and learning outcomes. 	<p>External Threats</p> <ol style="list-style-type: none"> 1. CAPS Hauraki cannot meet the needs of all the truant children. 2. Government strategy is too localised rather than systemic. 3. There is inadequate resourcing to deal with the need. 4. Many of our families are international and need to return to their families overseas. 5. Family trips are cheaper during the term than in the holidays. 	<p>Resources</p> <ul style="list-style-type: none"> • CAPS Hauraki • The Kāhui Ako • Putea for visual displays <p>People</p> <ul style="list-style-type: none"> • Ngaio Hodson and Andrea Collett – Attendance officer – CAPS Hauraki • Dale Norquay – MOE • Gillian – MOE • SENCO • Julie White • Marion Vivian • Staff and principal • Ann Hoover (LSC) Trauma-informed practice
<p>Prior practice</p>	<p>Prior practice</p> <ol style="list-style-type: none"> 1. The average attendance over five terms (3, 4 and 1, 2, 3) in 2022-23 is 49.9%. 	<p>Waypoints (Internal evaluation and reporting)</p> <p>Unjustified absences will be tracked monthly at Board meetings throughout the year.</p> <p>Tactics (What do we have to do or learn?)</p> <ol style="list-style-type: none"> 1. Monitor and analyse attendance data. 	

<ol style="list-style-type: none"> 2. Information has been provided on Facebook, Instagram, Website and School Loop, reminding parents to report an absence. 3. Phone calls and emails are sent as follow-ups daily. 4. We have met with the Attendance Officer. 5. We have trialed picking up students with attendance issues on the van. 6. A volunteer provides special interest lessons to assist with attendance. 7. We have accessed additional health and social services. 	<ol style="list-style-type: none"> 2. Promote the value of education to parents through various school platforms, emphasising the correlation of attendance to achievement. 3. Conduct attendance awareness campaigns. Information will be printed for families in a brochure. 4. Celebrate good attendance and reward the whole school. 5. Review practices to align with MOE guidelines, e.g., resolve question marks by the end of the week and record school interventions. 6. Consider policy around justified absence, meeting with parents, and enrollment contracts (with consideration given to attendance).
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Priority two: Embed writing practice changes and integrate spelling into classroom programmes.

<p>Success indicators are</p>	<p>Target: 25% of all students across the school accelerate in their writing progress, i.e. make more than one year of progress (including 30% of our priority learners).</p> <ol style="list-style-type: none"> 1. Raising writing levels of achievement. <ol style="list-style-type: none"> a. Most students are making at least a year's progress or accelerating. 2. Students are motivated to write. 3. Students are attending lessons. 4. The board can support this development with sufficient funds. 5. The principal and senior leadership team are supporting this initiative. 	<p>Strategic links</p> <p>M1 – D M2 – A M3 – A, B, C, D M4 – D</p>
<p>Threats</p>	<p>Internal threats</p> <ol style="list-style-type: none"> 1. Many students are absent from school and need access to sufficient instruction. 2. Teachers must be able to access the professional development that they need. 3. We try to do more than is manageable. 4. (Reflecting NZ trends) The cohort we are trying to shift includes students with various needs, including cognitive impairment and trauma. There is also entrenched antipathy towards writing. 5. The budget needs to reflect the needs of the learners, i.e. students and teachers. 	<p>External threats</p> <ul style="list-style-type: none"> • There is inadequate provision of funding for professional development by the Ministry of Education and the cost-cutting to this provision. <ul style="list-style-type: none"> ○ The contestable funding model by the Ministry of Education is based on how well the forms are filled in rather than the needs of the children. • There are inadequate instructional support materials from the Ministry of Education. • There is inadequate assistance for students with special needs. • Rural and regional access issues exist to services and support for students and staff. • The rate of change is so rapid that schools have insufficient capacity to embed things effectively. It is well-known within the sector that the workload for teachers is too high. • The uncertainty of consistent government policy means that existing practices or models are likely to be changed. • Common practice model progressions will likely require some modifications to our model. How much is unknown.

<p>Prior Practice + Resources</p>	<p>Prior practice</p> <ol style="list-style-type: none"> 1. The school has participated in professional development with the Writer’s Toolbox and received PLD support. 2. We celebrate writing success- in our newsletters, with the principal, etc. 3. The RTLit has worked with the school. 4. Teachers have engaged in internal moderation and external moderation. 	<p>Resources</p> <ul style="list-style-type: none"> • The Writer’s Toolbox <p>People</p> <ul style="list-style-type: none"> • Angela Nation (RTLit) • Deborah Trenwith (Literacy Leader) 	
	<p>Tactics (What)</p> <ol style="list-style-type: none"> 1. Collect and analyse data. 2. Collect student voice about the teaching and classroom experience of writing. 3. Identify and track line of sight focus students and cohorts (including priority learners) requiring particular attention. (Along with a focus on attendance and progressions, this aims to reduce inequities.) 4. Consolidate daily instructional writing, including three to four Quick Writes weekly. 5. Embed planning Toolbox lessons and the use of ‘The Code’. 6. Moderate writing in school and across schools. 7. Implement school-wide (Toolbox and Te Mataiaho-informed) writing progressions to enhance instructional sequencing and school coherency. 8. Link Professional Growth Cycle learning conversations with writing. 9. Implement coaching sessions. 10. Improve the instructional core by investigating and improving access to (moderated, curriculum-aligned) quality instructional materials to reduce teacher workload and improve learners' content-student experiences, e.g., Subscriptions to ‘Top Teaching Tasks.’ 11. Increase release time for school improvement in writing. 	<p>When</p> <p>Collect and analyse data—Term 1 and late Term 3 or early Term 4.</p> <p>Calendar dates to be allocated.</p>	<p>Waypoints (Internal reporting)</p> <p>An ongoing report will be made to the board throughout the year.</p> <p>Specific reports by the Literacy Leader will be made to the board early in Term Two and Four.</p>

Priority three: To examine school practices connected to the Treaty of Waitangi through the text Niho Taniwha: Improving Teaching and Learning for Ākonga Māori and other experiences

<p>Success indicators are</p>	<p>Target: Every teacher participates in professional development regarding the Treaty of Waitangi.</p> <ol style="list-style-type: none"> 1. We are strengthening our connection with the local iwi and whānau in a culturally responsive manner. 2. We are improving teaching and learning practices for our ākonga Māori (including acceleration). 3. We are improving learning and well-being outcomes for our Māori ākonga (learners). 4. We are celebrating effort and perseverance. 	<p>Strategic links</p> <p>M1 – A, B, C, D M2 – B, C M3 - A, B, C, D M4 - C, D</p>
<p>Threats</p>	<p>Internal threats</p> <ol style="list-style-type: none"> 1. We cannot always access community support because people are unavailable with their commitments or the resources do not exist within the community. 2. Sometimes, attitudes and misunderstandings exist around Te Tiriti o Waitangi. 3. Care must be taken so we do not misplace steps without cultural knowledge about following the correct tikanga or kawa. 	<p>External threats</p> <ol style="list-style-type: none"> 1. There is insufficient time and resources allocated to the need. <ol style="list-style-type: none"> a. Time demands and rate of change 2. Access to timely or school-specific professional development.
<p>Prior Practice + Resources</p>	<p>Prior practice</p> <ol style="list-style-type: none"> 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 practise of pōwhiri and whakatau. 4. The school regularly sing waiata. 5. We have deliberately pursued our school environment's development to reflect the manawhenua connection to the land. 6. We have taken part in an historical hikoī of the southern part of Thames. 	<p>Resources</p> <ul style="list-style-type: none"> • The Kāhui Ako • Riwai-Couch, M. (2021). Niho Taniwha: Improving Teaching and Learning for Ākonga Māori and other experiences. Huia Publishers. • Whakatapu Tētēkura • Teacher Only Days (x2) <p>People</p> <ul style="list-style-type: none"> • The Reverend - Brendon Wilkinson (Kaumatua) • Wati Ngamane (Kaumatua) • David Wilton – Archaeologist/ The Treasury

		<ul style="list-style-type: none"> • Jamie Watson – Hauraki Educator • Catherine Delahunty – Te Tiriti o Waitangi • Staff and principal • Tina Paki and Rau 	
	<p>Tactics</p> <ol style="list-style-type: none"> 1. Discussion of and inquiry into Niho Taniwha: <ol style="list-style-type: none"> a. Improving teaching and learning for ākongā Māori. b. Māori living and learning. c. Honouring Te Tiriti o Waitangi. d. Whanaungatanga and whānau-school partnerships. e. Te reo me ōna tikanga Māori 2. <i>Historical Hikoi and or Treaty of Waitangi Workshop.</i> 3. Rename the classes after local streams and waterways using Māori and contemporary names. 4. Houses in 2024 (after consultation with Kaumatua Wati Ngamane) will be renamed from birds to waka: Te Arawa, Tainui, Te Paepae ki a Tonga, and Puhinui. 5. Teachers assess their knowledge and understanding of Te Reo using the evaluative framework Poutama Reo. 6. Maintain ongoing practices associated with tikanga. 	<p>When</p> <p>Before school starts. Calendar dates to be allocated.</p>	<p>Waypoints</p> <p>An ongoing incremental documentation report of progress will be made to the board throughout the year.</p>