

Strategic and Annual Plan for Moanataiari School

2025 - 2027

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 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.
<div> <div> Foundation curriculum policy statements The New Zealand Curriculum 2007 transitioning to Te Mātaiaho the refreshed NZ curriculum https://moanataiari.schooldocs.co.nz/ - Te Tiriti o Waitangi, Curriculum and Student Achievement Policy Moanataiari School Local Curriculum </div> <div> National curriculum statements 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 </div> </div>	
<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</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>(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.		
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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.	
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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.		
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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. Whānau Review meetings – 12.02.2025
2. Staff Review – 4.03.2025, 11.03.2025
3. Board Review –

Priority one: Improve students' attendance.

Success indicators are	<p>Target: 65% of students attend school 90% of the time.</p> <ol style="list-style-type: none"> 1. A decrease in unjustified absence. 2. Reduction in Chronic Absenteeism 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>
Threats	<p>Internal Threats</p> <ol style="list-style-type: none"> 1. Community attitudes about the importance of attending school are difficult to shift. 2. Lack of clarity around school system approaches. 3. Not responding quickly enough to patterns of absenteeism. 4. There is inadequate resourcing or time to deal with the need. 	<p>External Threats</p> <ol style="list-style-type: none"> 1. Seasonal illness and winter absences. 2. Family economic and housing pressures. 3. Cultural and community obligations take precedence 4. Parents and caregivers may understand the connection between attendance and learning outcomes but may not recognise its importance for their child or may have other issues that impede their ability to support their child's attendance. <p>Resources</p> <ul style="list-style-type: none"> • CAPS Hauraki - Regional Attendance Services • Ministry of Education STAR Framework (Stepped Attendance Response) • Local health partnerships, e.g. flu vaccinations • Pūtea for incentives <p>People</p> <ul style="list-style-type: none"> • Samuel McIver – Attendance officer – CAPS Hauraki • SENCO • Julie White • Staff and principal • Ann Hoover (LSC) Trauma-informed practice
Prior practice	<p>Prior practice</p> <p>Attendance in 2024 was 56%</p> <ol style="list-style-type: none"> 1. Information has been provided on Facebook, Instagram, Website and School Loop, reminding parents to report an absence. 2. Phone calls and emails are sent as follow-ups daily. 	<p>Waypoints (Internal evaluation and reporting)</p> <p>Celebrate attendance at least once a term for students with good attendance.</p> <p>Tactics (What do we have to do or learn?)</p>

	<p>3. We have met with the Attendance Officer.</p> <p>4. We have trialled picking up students with attendance issues on the van.</p> <p>5. A volunteer provides special interest lessons to assist with attendance.</p> <p>6. We have accessed additional health and social services.</p>	<p>Proactive attendance monitoring and early support</p> <ul style="list-style-type: none"> • Attendance data is regularly monitored and analysed, allowing for early intervention and timely support for families. • Strong collaboration with CAPS Hauraki – Regional Attendance Services ensures a proactive approach to attendance issues. • A flagging system is developed to track and recognise students who are improving attendance. <p>Clear and consistent attendance messaging</p> <ul style="list-style-type: none"> • The importance of regular attendance is communicated to students, parents, and staff. • Parents receive tailored messages about their child’s attendance, reinforcing expectations and support. • Families are well-informed about the Ministry of Education’s STAR framework and how it applies to attendance. <p>Strong engagement with families and the community</p> <ul style="list-style-type: none"> • Parents are actively engaged in improving attendance, with direct communication acknowledging positive changes. • The Board and leadership team work closely to align attendance strategies with national expectations. <p>Efficient and well-understood school systems</p> <ul style="list-style-type: none"> • Attendance processes and expectations are clear and consistently applied across the school, ensuring staff confidence in addressing attendance concerns. • Class teachers establish focus groups for students. <p>Positive reinforcement and goal-setting</p> <ul style="list-style-type: none"> • Attendance improvement is celebrated through school-wide recognition, competitions, and collaborative incentives. • Contact families whose children demonstrate an improvement in attendance. • The school sets and communicates an annual attendance target, motivating students and families towards better engagement.
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Priority two: Implementing the English curriculum.

Success indicators are	<p>Target: Every teacher will begin aligning teaching practices with the new curriculum.</p> <ol style="list-style-type: none"> 1. All staff complete Ministry of Education (MOE) structured literacy training through Ideal. 2. Teachers integrate structured literacy strategies into their classroom programmes. 	Strategic links M1 – D M2 – A M3 – A, B, C, D M4 – D
Threats	Internal threats <ul style="list-style-type: none"> • Limited time for professional development. • Teachers are managing multiple curriculum changes, which means they have an excessive workload. • Lack of resource funding for accessing Ideal after training. • We need to re-examine how we are reporting in Terms one and three due to the current education environment. 	External threats <ul style="list-style-type: none"> • The availability of MOE-funded professional development does not include Teacher-only Days. • Changes in government policy affecting literacy priorities. • The potential removal of the RTLit service. • The lack of clarity for implementation.
Prior Practice + Resources	Prior practice <ul style="list-style-type: none"> • Some staff have engaged in literacy PLD. • School-wide focus on literacy improvement in previous years. 	Resources <ul style="list-style-type: none"> • The Writer’s Toolbox • MOE-funded Ideal structured literacy training. People <ul style="list-style-type: none"> • Angela Nation (RTLit) • Deborah Trenwith (Literacy Leader), principal and staff

	<p>Tactics (What)</p> <p>Professional Development</p> <ul style="list-style-type: none"> • Staff complete structured literacy training through Ideal. <p>Implementation in Classrooms</p> <ul style="list-style-type: none"> • Teachers incorporate structured literacy strategies into daily lessons. <p>Monitoring and Support</p> <ul style="list-style-type: none"> • Staff reflect on progress in team meetings. 	<p>When</p> <ul style="list-style-type: none"> • Training throughout the year as provided by MOE. 	<p>Waypoints (Internal reporting)</p> <ul style="list-style-type: none"> • Staff complete training by the end of the year. • Evidence of structured literacy in classroom planning and practice.
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Priority three: To implement the new mathematics curriculum in a structured yet flexible manner, ensuring quality teaching and learning

Success indicators are	<p>Target: Every teacher will align teaching practices with the new curriculum.</p> <ol style="list-style-type: none"> 1. Provide professional learning and development (PLD) to teachers. 2. Monitor and evaluate progress with flexibility for necessary mid-course adjustments. 3. Teachers effectively integrate new curriculum components. 4. Teacher's coping with the speed of change. 	Strategic links M1 – D M2 – A M3 – A, B, C, D M4 – D
Threats	Internal threats <ol style="list-style-type: none"> 1. A lack of equipment in some classes. 2. Attendance can have an impact on some classes. Children can't be taught if they are not present. 3. Teachers are under extensive pressure because there are too many curriculum changes, and the implementation has been rushed to the detriment of well-being. 4. Experienced teachers are justifiably sceptical of the aspirational elements within the curriculum that do not consider learners' experiences and cultural capital. 	External threats <ol style="list-style-type: none"> 1. There is a disconnect between the curriculum and good pedagogical practice. The learner's stage of development lacks adequate consideration. 2. Political expediency has trumped sound pedagogical practice. 3. Kāhui Ako are more fragmented, with schools making different provider decisions. 4. Micro-management of schools and principals will get in the road of implementation. 5. There is a lack of funding for concrete materials to match the texts provided. 6. No Resource Teacher of Math service. 7. The lack of clarity for implementation. 8. The pace of the implementation.
Prior Practice + Resources	Prior practice <ol style="list-style-type: none"> 1. The school has successfully used Pr1me Mathematics for six 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. 	Resources <ul style="list-style-type: none"> • Pr1me maths. • Mathpro teacher and student hub • Teacher Only Days (x3) • Management time People

	5. The school has implemented the government policy of teaching an hour a day before its being mandated.	<ul style="list-style-type: none">Sandy Haddock (Pr1me)Staff and principal	
	<p>Tactics</p> <p>Curriculum Planning and Implementation</p> <ol style="list-style-type: none">Develop a curriculum implementation plan with the Senior Leadership Team extending into 2026.Identify key resources and support required.Prioritise essential resources and seek external funding where necessary.Identify people and networks that may be developed.Develop a long-term strategy for curriculum integration when the MOE clarifies its position on assessment and reporting using tools like E-AsTTle and also when we understand what this might look like for the junior school. <p>Professional Learning and Development (PLD) for Teachers</p> <ol style="list-style-type: none">Provide initial PLD on the new curriculum structure.Provide ongoing PLD based on teacher feedback and emerging needs.Additional support will need to be provided for provisionally registered teachers.Mathematics will be the focus of Professional Growth Cycles.There will be observations and professional learning conversations on Mathematics.Teachers will establish focus groups for students.Check in with teachers to see to what extent they are coping. <p>Resource Familiarisation and Integration</p> <ol style="list-style-type: none">Teachers become familiar with the new Pr1me resource texts.	<p>When</p> <p>Before school starts. Teacher Only Day - 1. (24th January)</p> <p>The MOE provided: Teacher Only Day 2 (30th May) Teacher Only Day 3 (15th August)</p>	<p>Waypoints</p> <ol style="list-style-type: none">A strategically developed and well resourced curriculum implementation plan will be put in place extending into 2026.A comprehensive and responsive Professional Learning and Development (PLD) programme will be established.Teachers will be fully familiar with the new Pr1me resource texts and online Mathpro platform, effectively integrating these resources into the curriculum to enhance teaching and learning.Parents will be presented with key concepts of the curriculum change.

	14. Teachers become familiar with the new Pr1me online resource Mathpro. 15. Teachers make links to the curriculum using Pr1me. Collaboration and Stakeholder Engagement 16. Inform whānau about the curriculum changes.		
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Priority four: To strengthen the learning experiences and cultural experience of kaiako and ākonga in te ao Māori.

Success indicators are	Target: Every teacher will achieve a Māori language goal and engage in experiences with their ākonga that will enhance the experience of being Māori. <ol style="list-style-type: none"> Each teacher sets and achieves a measurable te reo Māori proficiency goal. Teachers build relationships with ākonga, integrating local narratives, tikanga, and mātauranga Māori into classroom learning, using te reo Māori where possible. Teachers engage in and facilitate culturally significant experiences (e.g., pōwhiri, karakia, kapa haka, Matariki celebrations) with their ākonga. 		Strategic links M1 – A, B, C, D M2 – B, C M3 – A, B, C, D M4 – C, D
Threats	Internal threats <ol style="list-style-type: none"> We cannot always access community support because people are unavailable with their commitments or the resources do not exist within the community. Care must be taken so we do not misplace steps without cultural knowledge about following the correct tikanga or kawa. 	External threats <ol style="list-style-type: none"> There is a risk of Te Tiriti being overwhelmed or ignored by policy. Lack of pūtea for our kapahaka group to be adequately attired. 	

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. We have taken part in a historical hikoi of the southern and northern parts of the Thames. 7. All our classrooms are named after manawhenua awa.		Resources <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.• Whakatupu Tētēkura• Teacher Only Days (x1) People <ul style="list-style-type: none">• Matua Clay and Izaac Garmey• The Reverend - Brendon Wilkinson (Kaumatua)• Wati Ngamane (Kaumatua)• David Wilton – Archaeologist/ The Treasury• Jamie Watson – Hauraki Educator• Staff, principal and Wendy.• Tina Paki and Rau	
	Tactics Curriculum and Professional Development <ul style="list-style-type: none">• Discussion of and inquiry into <i>Niho Taniwha</i>.• Teachers assess their knowledge and understanding of <i>Te Reo</i>.• Teachers will set a language goal. Te Reo Māori and Tikanga Māori in School Culture <ul style="list-style-type: none">• <i>Te reo me ōna tikanga Māori</i>.• Maintain ongoing practices associated with <i>tikanga</i>. Cultural Activities and Events <ul style="list-style-type: none">• <i>Waiata</i> and <i>kapahaka</i> will continue.• <i>Matariki</i> and <i>Māori Language Week</i> will be carefully planned for culturally relevant experiences. Resourcing and Support for Cultural Initiatives <ul style="list-style-type: none">• Funding for kapahaka costumes, poi, and other cultural items will be sought.	When PD Before school starts. January the 28 th . Term one - Flags Matariki Māori Language Week		Waypoints We will enjoy authentic Māori experiences through the year including: whakatau, Matariki and Maori language week.

	<p>School Identity and Community Engagement</p> <ul style="list-style-type: none">• House flags in 2025 (after consultation with Kaumatua Wati Ngamane) will be created for these <i>waka</i>: <i>Te Arawa, Tainui, Te Paepae ki a Rarotonga, and Puhinui</i>.• Consult steps with <i>tangata whenua</i> and kaumatua.		
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