

MOAWHANGO SCHOOL

Strategic Plan 2024-2025



Te Kura o Moawhango
Strategic Plan 2024-2025

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<p>‘Kia Tū Te Kura o Moawhango’</p> <p>Our vision for the learners of Moawhango School is to be confident, culturally strong lifelong learners.</p> <p>E koekoe te tui E ketekete te kākā E kūkū te kererū The tui chatters The kākā gabbles The kereru coos</p> <p>We celebrate and enhance our differences, our unique gifts to contribute to the world around us. It takes all kinds of birds in the forest to make up the chorus of bird song that sounds so sweet.</p> <p>Our goal is to encourage students of Moawhango</p> <ul style="list-style-type: none"> • Rangatiratanga • Whanaungatanga • Kaitiakitanga • Manaakitanga 	<p>The aspirations of Whanau, Hapu, Community and Iwi were gathered to identify the things that are most important to us. This information was gathered from Iwi Education Hui, Mokai Patea Hui, The Mokai Patea Education Strategy and Mokai Patea Graduate Profile, Iwi engagement and representation on Moawhango School Board of Trustees, School events and celebrations, school excursions, whanau days and Parent/Whanau surveys.</p> <ul style="list-style-type: none"> • Students like learning Te Reo, Kapa Haka and Science (Whanau Survey November 2023) • Whanau want their tamariki to have a strong sense of Community and local history. (Whanau Survey November 2023) • Community Events promoting Whanaungatanga, pride and enhancing the mana of the whanau. (Whanau Survey November 2023) • Whakapapa – to know and respect the rights and responsibilities of my own lineage; my connections to land, family, hapū and Iwi. (Mokai Patea Graduate Profile V6) 	<p>We used a range of relevant feedback gathered from internal evaluation, self-review and Iwi feedback.</p> <p>This feedback was unpacked and aligned with National Education and Learning Priorities or NELPS, Mokai Patea Education Strategy and Graduate Profile and Mokai Patea Kahui Ako Achievement Challenges to define what mattered the most to us and what was important to focus on the next two years.</p> <ul style="list-style-type: none"> • Te Mātaioho: the Refreshed NZ Curriculum • Board Primary Objectives (as set out in section 127 of the Education and Training Act 2020) • Links to other Education Requirements and Statements, NELPS, Mokai Patea Education Strategy and Graduate Profile, Mokai Patea Kahui Ako Achievement Challenges and Moawhango School Curriculum <p>From the ‘unpacking’ we came up with three main goals – what we want our school to focus on over the next two years.</p>
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Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4		OBJECTIVE 5
LEARNERS AT THE CENTRE		BARRIER FREE ACCESS		QUALITY TEACHING AND LEADERSHIP		FUTURE OF LEARNING AND WORK		WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Learners with their whānau are at the centre of education		Great education opportunities and outcomes are within reach for every learner		Quality teaching and leadership make the difference for learners and their whānau		Learning that is relevant to the lives of New Zealanders today and throughout their lives		New Zealand education is trusted and sustainable
1	2	3	4	5	6	7	8	
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)	
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	Identify gaps in teaching capability and invest in opportunities for teachers/kaiaiko and staff to strengthen teaching, leadership and learning support	Support learners/ākonga to see the connection between what they're learning and the world of work		
Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	Use development opportunities for teachers/kaiaiko and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	Develop teacher/kaiaiko confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women		
Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Where possible, reduce non-fee costs, including costs associated with BYOD ² policies, and take advantage of policies to reduce financial dependence on families and whānau	Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them	Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Expect and support teachers/kaiaiko to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education		

² Bring your own device.

Mōkai Pātea Kāhui Ako Kaupapa

Our Vision

To promote kotahitanga for the benefit of our students and whanau, partner purposefully with ngā iwi o Mōkai Pātea and lead the development of a localised curriculum for the benefit of all tamariki and their well being.

Our Values

Kotahitanga

Everyone contributes and every contribution is valued. We are connected and committed to our vision.

Rangatiratanga

We are leaders of change

Whanaungatanga

We value relationships and seek to understand each other's uniqueness

Challenge 1: Localised Curriculum - with a Culturally Responsive Practice Focus

Belief: If students' identity, culture and language is acknowledged, valued and nurtured then they will thrive.

Vision:

All students will develop a sense of place, belonging and citizenship. Māori whanau, hapū and iwi are active partners with our education services in defining and supporting those outcomes.

Strategic Goal: To develop systems that challenge education inequities by applying unified practices, developing agreed progress indicators and collective efficacies across the schools.

Challenge 2: Localised Curriculum -Wellbeing

Belief: wellbeing underpins everything that we want to achieve in our kura.

Vision

The wellbeing of our tamariki, whānau and kaiako is placed at the forefront of all planning. We will engage tamariki, attending school regularly, experiencing higher levels of achievement and success. We will ensure that the development of reo for all tamariki is at the prominent in the strategic planning in all schools and kura.

Strategic Goal

We will have a greater understanding of the impact and effectiveness wellbeing can make to improve learning outcomes as well as stems within kura that promote wellbeing for all.

Challenge 3: Relationship based teaching practice

Belief: Our collective belief is that "no significant learning can occur without a significant relationship" (Gower, J.)

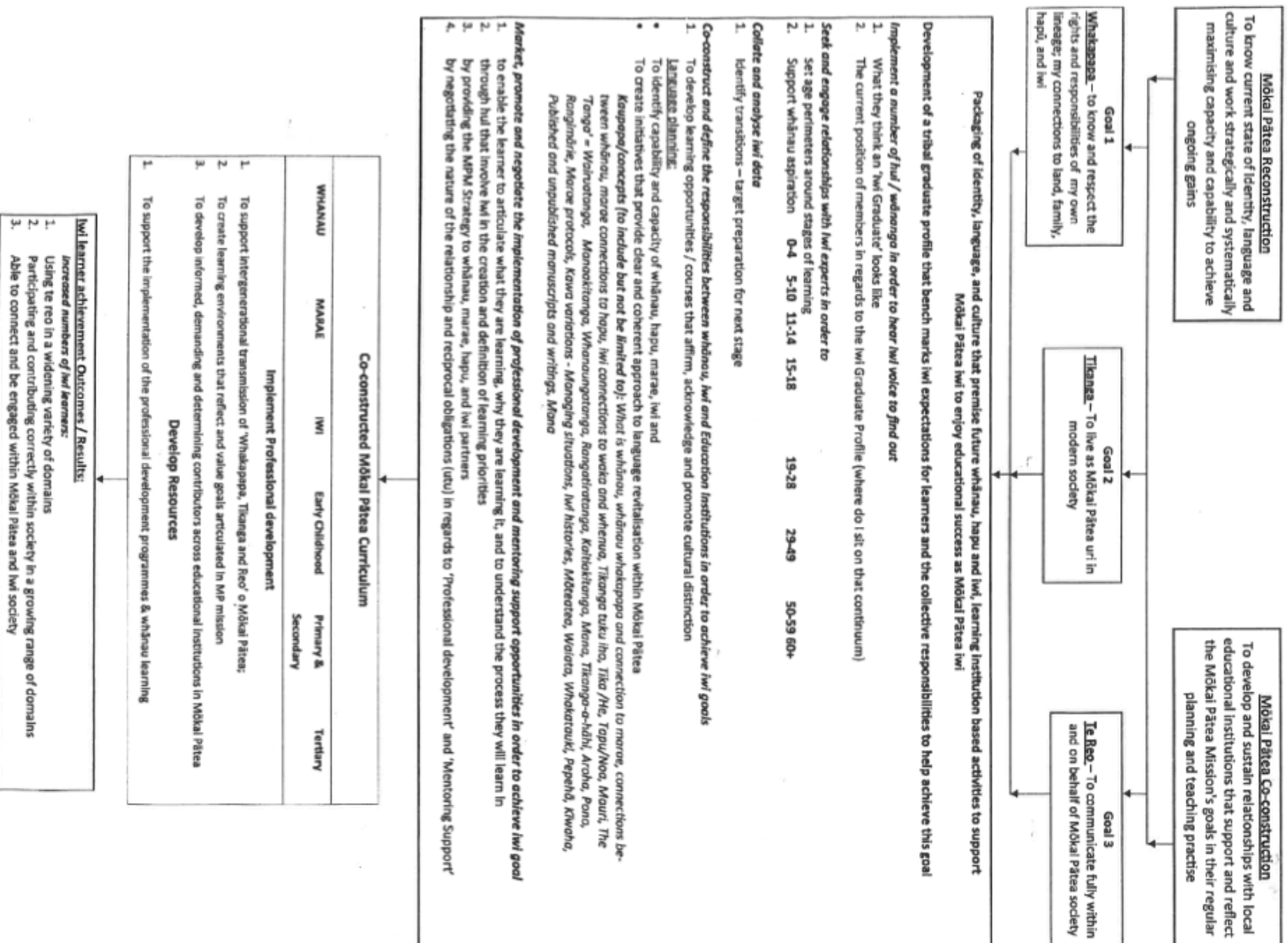
Vision

Inclusive learning environments and culturally responsive teaching practices create a climate where positive relationships are nurtured and valued, which leads to improved outcomes for all.

Strategic Goal

By 2023 the outcomes of Kāhui Ako inquiries have led to the development of a professional learning framework for all kaiako to implement.

**MŌKAI PĀTEA MATURANGA STRATEGY 2016-2020 VS
" M Ō K A I P Ā T E A A C H I E V I N G E D U C A T I O N S U C C E S S A S M Ō K A I P Ā T E A "**



MŌKAI PĀTEA GRADUATE PROFILE (V9)

"If there is an emerging educational vision among Maori, it is the desire for an education that enhances what it means to be Maori; so simple and yet so profound."

Peneito, 2002

Strategic Intent

The intent of the "Mōkai Pātea Graduate Profile - te mana-motuhaketanga o Mōkai Pātea" is 'Mōkai Pātea achieving education success as Mōkai Pātea'. This intent follows on from the current national Maori education strategy, but becomes more explicit by specifying the relevance of reo-a-iwi, tikanga and whakapapa as the basis upon which to grow success. Yes, iwi want learners who are confident, connected, and actively involved nationally and globally, but additionally and as important, iwi need learners who have a 'heart for home' and find ways to maintain and grow their own iwi-tanga within 'te ao huruhiri'. *E ai ki nga kupu o Ta Apirana Ngata...*

<i>E tipu e Rea mo ngā rā o tou ao</i>	<i>Grow up and thrive for the days destined to you</i>
<i>Ko to ringa ki ngā rakau a te Pākehā</i>	<i>Your hands to the tools of the Pākehā</i>
<i>Hei ara mo to tinana</i>	<i>to provide physical sustenance,</i>
<i>Ko to ngākau ki ngā tōonga o a tipuna Māori</i>	<i>Your heart to the treasures of your Māori</i>
<i>Hei tikiriki mo to māhunga</i>	<i>ancestors</i>
<i>Ko to wairua ki te Atua,</i>	<i>as a diadem for your brow,</i>
<i>nāna nei ngā meo katoa</i>	<i>Your soul to God,</i>
	<i>to whom all things belong</i>

Overarching ACHIEVEMENT OUTCOMES

Increased numbers of iwi learners:

- 1) Confidently demonstrating and applying specialised knowledge, skill and understandings particular to Mōkai Pātea iwi and hapū; specifically, Ngāti Whitikaupēka, Ngāti Tamakōpiri, Ngāti Hauti, Ngai Te Ohuake, Ngāti Hinemānu, Ngāti Paki
- 2) Using 'te reo' in a widening variety of domains
- 3) Connecting and engaging within Mōkai Pātea iwi society – with focus active involvement
- 4) Participating and contributing **competently** within and on behalf of Mōkai Pātea iwi society in a growing range of domains and authentic situations
 - This includes specific knowledge, skill and understandings of te reo, tikanga, and whakapapa

Local Marae domain	Global domain
Standing confidently on local marae as host, and to represent the whanau/hapū/iwi perspective within the rohe - <i>Tangata akona i te kāinga, tūnga ki te marae, tau ana</i>	Standing confidently anywhere, to represent the whanau/hapū/iwi perspective

The MPG Profile is divided into three sections – A, B, C.

Section A defines the expected learning outcomes required of iwi members in order to enable iwi survival into the future.

Section B describes the supports and responsibilities required of whanau, iwi and education providers to enable the iwi learner to achieve success. An agreement is required of the whanau, the education provider and iwi involved to make this profile effective.

Section C explains the assessment, evaluation and review.

In Aotearoa learning communities that are honouring Te Tiriti o Waitangi, we would...

Is your learning community exploring how you might give mana to Te Tiriti o Waitangi in your learning environment? For those that are considering ways to better meet their obligations as Treaty partners, here are some suggestions about where you might start.

See

Equitable representation of things Māori and non-Māori in the physical environment. (whakairo, kōwhiriwhiri, tukutuku etc.)



Signs, posters, labels in both English and Te Reo Māori in learning spaces, the office, staffroom, hall, library etc.



Te Reo Māori in content on the website, in blogs, in newsletters.



Equitable integration of Mātauranga Māori (Māori knowledge) into learning content.



Integration of tikanga Māori appropriate to local contexts (Iwi & Hapū). Karakia, waiata, kawa for pōwhiri and whakatau.



Equitable representation of Māori in governance and within leadership teams. Māori have a place at the table and contribute to decision making.



Communication between the learning community, whānau and learners is meaningful, ongoing, reciprocal and transparent.



A shared decision making process with whānau, hapū and iwi - (partnership) is embedded. Māori have the power to act and make decisions.



Hear

Being greeted in Te Reo Māori by all staff. Staff being able to say their mihi when welcoming guests or new learners and their whānau.



Te Reo Māori being naturally integrated into instruction and conversations between teachers and learners.



Te Reo Māori has status and mana by being valued and actively revitalised.



Māori learners learning through and about their own culture and being empowered to be successful as Māori.



Māori forms of giftedness are considered of equal importance as other forms of giftedness. Māori learners are empowered to have these gifts nurtured and grown.



Feel

Māori values being lived. Such as: manaakitanga, kaitiakitanga, aroha, whanaungatanga kotahitanga, rangatiratanga.



core-ed.org/culturally-responsive

Tātai Aho Rau
CORE EDUCATION

Strategic Goal 1	Learners are at the Centre
Learners with their whanau are at the centre of education	<p>Boards need to ensure that:</p> <ul style="list-style-type: none"> • every student can reach their highest possible educational achievement in a physically and emotionally safe environment • the school gives effect to Te Tiriti o Waitangi, is inclusive, and caters for students' individual needs.
National Education Learning Priority Links	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures
Expected Results	<ul style="list-style-type: none"> • All ākonga have opportunities to thrive and reach their potential • Māori will have many opportunities to achieve success as Māori • Our local curriculum will be further developed and embedded by 2027 • High levels of attendance, engagement, achievements and successes • Te Reo Māori me ōna Tikanga is valued and actively revitalised • Matauranga Māori and Māori values are seen, heard and felt.
Steps to Make Progress Towards Strategic Goals	<ul style="list-style-type: none"> • Provide PLD through MOE Alim & ALL • Participate in Local Curriculum PLD with Kahui Ako • Participate in Mokai Patea events and Mokai Patea Kahui Ako events such as Kapa Haka festival, Whaikōrero/Manu Kōrero and sports and academic experiences such as Winter Tournament, Technology Days, Literacy Quiz and Rangatahi Programme

Measuring Success	<ul style="list-style-type: none"> • Student and Whanau Voice • Participation on Mokai Patea events • Assessment Data • Te Reo is seen and heard in the school and in communication to whanau. • Kaitiakitanga, Rangatiratanga, Manaakitanga and Whanaungatanga are seen, heard and felt.
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Strategic Goal 2	Barrier Free Access
Board Primary Objectives Great education opportunities and outcomes are within reach for every ākonga	<p>Boards need to ensure that:</p> <ul style="list-style-type: none"> • Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy • The school is inclusive of and caters for, students with differing needs • Every student in the school is able to attain their highest possible standard in educational achievement
National Education Learning Priority Links	Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports including seeking additional support from specialists
Expected Results	<ul style="list-style-type: none"> • All ākonga have opportunities to thrive and reach their potential • Māori will have many opportunities to achieve success as Māori • Our local curriculum will be further developed and embedded by 2025 • High levels of attendance, engagement, achievements and successes

Steps to Make Progress Towards Strategic Goals	<ul style="list-style-type: none"> • Provide PLD through MOE Alim & ALL and Local Curriculum PLD with Kahui Ako • Participation in Mokai Patea events and Mokai Patea Kahui Ako events such as Kapa Haka festival, Whaikōrero/Manu Kōrero and sports and academic experiences such as Winter Tournament, Technology Days, Literacy Quiz and Rangatahi Programme
Measuring Success	<ul style="list-style-type: none"> • Student engagement and Student voice • Achievement data measuring students' progress and informing planning and teaching • High rates of attendance indicating students enjoy learning and are experiencing success

Strategic Goal 3	Quality Teaching and Leadership
Board Primary Objectives Quality teaching and leadership make the difference for learners and their whanau.	<p>Boards need to ensure that:</p> <ul style="list-style-type: none"> • every student can reach their highest possible educational achievement in a physically and emotionally safe environment • the school gives effect to Te Tiriti o Waitangi, is inclusive, and caters for students' individual needs.
National Education Learning Priority Links	Meaningfully incorporate Te Reo Māori and tikanga Māori into the everyday life of the place of learning

Expected Results	<ul style="list-style-type: none"> • All ākonga have opportunities to thrive and reach their potential • Māori will have many opportunities to achieve success as Māori • Our local curriculum will be further developed and embedded by 2027 • High levels of attendance, engagement, achievements and successes
Steps to Make Progress Towards Strategic Goals	<ul style="list-style-type: none"> • Provide PLD through MOE Alim & ALL • Participate in Local Curriculum PLD with Kahui Ako • Participation in Mokai Patea events and Mokai Patea Kahui Ako events such as Kapa Haka festival, Whaikōrero/Manu Kōrero and sports and academic experiences such as Winter Tournament, Technology Days, Literacy Quiz and Rangatahi Programme
Measuring Success	<ul style="list-style-type: none"> • Student engagement and Student voice • Achievement data measuring students' progress and informing planning and teaching • High rates of attendance indicating students enjoy learning and are experiencing success

Strategic Goal 1; Learners at the Centre	Board Primary Objective; Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports including seeking additional support from specialists
Annual Target/Goal	We will participate in Accelerated Literacy Learning PLD (ALL) and Accelerated Learning in Maths (ALiM) to build teacher capability to accelerate the achievement of 4/20 students who are working below and well below the expected level in Reading and Maths and 5/20 who are working below and well below in Writing.

Actions

- Identify students working below and well below curriculum expectations
- Participate in MOE PLD, Alim & ALL
- Participate in Local Curriculum PLD with Kahui Ako
- Participation in Mokai Patea events and Mokai Patea Kahui Ako events such as Kapa Haka festival, Whaikōrero/Manu Kōrero and sports and academic experiences such as Winter Tournament, Technology Days, Literacy Quiz and Mokai Patea Uruwhenua ki te Ao Rangatahi Programme
- Share assessment results with students to encourage and instill a purpose for learning that leads to fostering high levels of student engagement

What do we expect to see by the end of the year?

- Ākonga working below and well below will make accelerated progress of two years or more
- All ākonga have opportunities to thrive and reach their potential
- Māori will have many opportunities to achieve success as Māori
- Our local curriculum will be further developed and embedded by 2027
- High levels of attendance, engagement, achievements and successes

Strategic Goal 2;
Barrier Free Access

Board Primary Objective;

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Annual Target/Goal

Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills.

Actions

- Participate in Local Curriculum PLD through Kahui Ako
- Further develop and embed Moawhango Curriculum
- Encourage and support senior students participation in Mokai Patea Uru Whenua Ki te Ao Rangatahi Programme
- Identify students strengths, special talents and interests and provide extra learning opportunities through VLN
- Share assessment results with students to encourage and instill a purpose for learning that leads to fostering high levels of student engagement

What do we expect to see by the end of the year?

- Ākonga will have had 'Moawhango Curriculum' learning opportunities and experiences including learning Mokai Patea Karakia, Waiata, Ngā Marae o Mokai Patea Nui Tonu, Te Taiao, Ngā Mahi-a-Rehia, Kapa Haka, Te Reo me ōna Tikanga, Mahi Kai.
- Participation in Mokai Patea events and Mokai Patea Kahui Ako events such as Kapa Haka festival, Whaikōrero/Manu Kōrero and sports and academic experiences such as Winter Tournament, Technology Days, Literacy Quiz and Mokai Patea Uruwhenua ki te Ao Rangatahi Programme.
- Ākonga will have participated in various VLN programmes based on their special interests and talents.
- Ākonga understand curriculum progressions for their year group and what they need to focus on to achieve and close learning gaps.

Strategic Goal 3;
Quality Teaching and Leadership

Board Primary Objective;
Meaningfully incorporate Te Reo Mōari and Tikanga Māori into the everyday life of the place of learning

Annual Target/Goal	Use development opportunities for teachers/Kaiako and leaders to build their teaching capability, knowledge and skills in Te Reo Māori and Tikanga Māori
<p>Actions</p> <ul style="list-style-type: none"> • Tikanga - Karakia, mihihihi, waiata and pepeha included in daily routine • Kaiako and whanau will participate in Te Reo learning opportunities and PLD • Kaiako will be confidently using Te Reo Māori every day in the place of learning • Mokai Patea Resources will inform planning and teaching focusing on Karakia, Waiata and Kōrero e pā ana ki Te Rohe of Mokai Patea Nui Tōnu • Participate in Local Curriculum PLD with Kahui Ako • Participation in Mokai Patea events and Mokai Patea Kahui Ako events such as Kapa Haka festival, Whaikōrero/Manu Kōrero, sports and academic experiences such as Winter Tournament, Technology Days, Literacy Quiz and Rangatahi Programme 	
<p>What do we expect to see by the end of the year?</p> <ul style="list-style-type: none"> • Students Te Reo capabilities will have improved • Achievement data measuring students' progress and informing planning and teaching • Students using Te Reo Māori in the everyday interactions, greeting people, pēpeha, basic instructions, vocabulary for everyday items and classroom equipment • Students reading Te Reo books daily. • Students writing basic Te Reo Māori sentences • Kaiako and whanau have increased confidence to use Te Reo in every day life 	