



Mokoia School Strategic Plan 2024-2025



A lighthouse on a rocky shore at sunset, with its beam of light shining across the water.

Our Vision: Mokoia School will become a beacon of excellence.

At Mokoia, we believe that both staff and children can achieve their best, when given the best circumstances. Whilst we cannot control what happens outside of school, within school we are the most important ignitors of the flame of growth and development. We have to inspire our new generation of learners to not just cope but to be ablaze; to set the world on fire. **We aspire to be a beacon of excellence.** It goes beyond just educational excellence- preparing children for their next steps requires more than just academic instruction, but a preparation that allows them to be excellent, in all that they do. We want them to have integrity, to be true to themselves, to be able to be assertive and self-assured, to be confident in who they are.

A beacon is something that lights the way for others. Our vision is that we will eventually be in a position where we can be an example and a help to other educational establishments. Our way of being will help others in the community, and our children will stand out as being exemplary citizens as they grow and mature throughout their lives.

How the Mokoia School Emblem

Reflects our School Values

Taranaki, our maunga, represents Protection, Personal Strength and Mana.

Our maunga watches over all that we do. It protects us and we draw strength from its power and awe-inspiring structure. It points the way to aspire to the skies, to be better than we are. As we metaphorically climb our life's maunga, we will face adversity and storms. Sometimes it will be a gentle hikoi, and sometimes a steep climb. We will skip over puddles, drink water from streams, stand awestruck at tall water-falls and perhaps have to cross the raging river. As our Tamariki symbolically take the journey up Tarankai, we support them to develop resilience, have integrity and grow in mana. We help our children to grant both themselves and others the grace to make mistakes, to see them as valuable stepping stones in their journey. We are preparing children to be able to weather the storms of life, and to become stronger in the face of adversity. We aspire to help children to develop their own reservoirs to draw from when they need to.

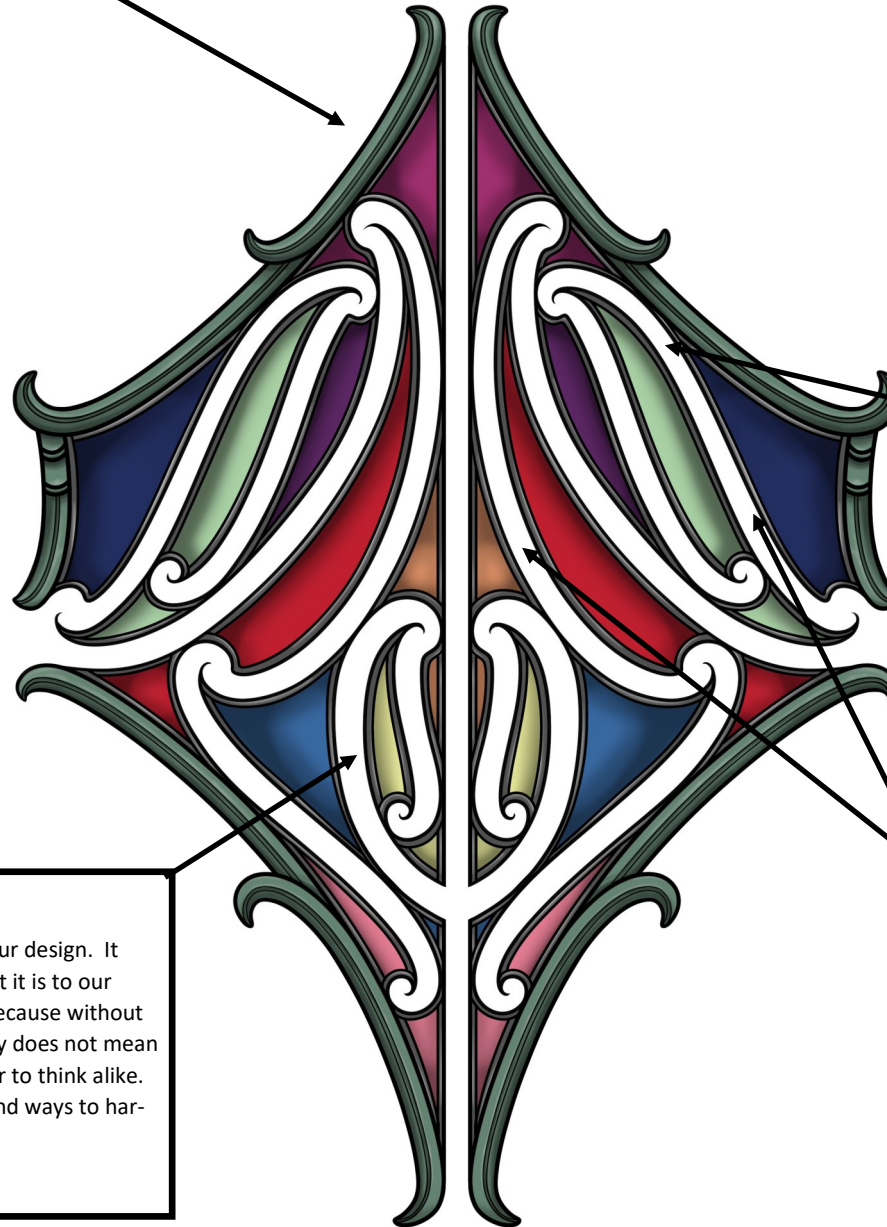
As we learn to develop and accept mana, as we live lives imbued with integrity and resilience, we become like the maunga for those around us.

Our values are **Ngakau pono/Integrity**
and **Augmangea/Resilience**

The Hammerhead Shark represents Strength.

The hammerhead shark is the central motif in our design. It represents the community and the strength that it is to our kura. It is placed in the foundational position, because without it we could not stand. Being a strong community does not mean that we need to be the same, to always agree or to think alike. It means that we have common goals and we find ways to harness our strength, together.

Our value is **Kotahitanga/Unity**



The Koru represent Growth and Development.

Just as koru grow at different rates, in different stages, and depend on different input (e.g. nutrients, water, sunlight) to grow, so do our Tamariki. Growth should feel natural, exciting, stimulating and above all, suited to the needs of our Tamariki. We strive to help children learn happily and endeavour to do this within their own cultural context, so far as is possible.

We facilitate learning that we hope will endure beyond our kura. We support Tamariki to develop life-long passions for learning, as well as give them the skills to access wider learning, such as reading and writing.

We acknowledge that the Pūhoro design can also represent connections from our ancestors, through us, to our children. Like a koru that grows on an ancient fern, we are part of a great inherited learning that is passed down from tipuna to mokopuna.

Our value is **Aro Torowhanui/Learning**

The Koru represent Tuakana-Teina Relationships.

The Pūhoro (split koru) is differently sized, to represent the importance that we place on tuakana-teina relationships in our school. The kindness with which our children support one another is one of the biggest strengths of our kura. The koru are connected showing the unity of the children, of all ages. Our children truly have whanau-like relationships with each other and staff.

Our value is **Kotahitanga/Unity**

Strategic Aspirations

Akonga Engagement

We will continuously seek ways in which to stimulate and engage akonga so that they strive for excellence.



NELP 1, 2, 3, 4

Staff Empowerment

We will enable staff to strive to be their best and highest selves.



NELP 5 & 6

Sustainability

We will develop practices that will enable the school to be sustainable.



NELP 6



Mokoia Children will flourish and thrive in a supportive and aspirational environment





Mokoia School Annual Plan 2024



Akonga Engagement

We will continuously seek ways in which to stimulate and engage akonga so that they strive for excellence.

Goal 1: Develop a localized curriculum

Ongoing Actions

Action	Time Frame	Personnel Involved	Indicators of success
Meet with PLD provider to make a plan for 2024-2025	2024-2025	Principal, teachers, teacher aides	Plan for creating curriculum scheduled, including additional voice, PLD, TOD, after school discussions with staff etc.
Evaluate the three year planning cycle	Term 1-2 2024	Principal, teachers, teacher aides, PLD provider	Reflective discussions about content, resourcing, value of plan. Plan moving forward of what to keep, what to change etc.
Implement learning journey books for each child, to track progress, collect voice and build relationships with whanau	February 2024- Dec 2024	Principal, teachers, teacher aides	Children are interested in their learning and want to document it, make comments about their learning, revisit and consolidate their learning. Whanau feel that they have intimate knowledge about their child's learning journey, and that the staff have this knowledge too. Better planned work by Kaiako, as more closely aligned to the children's needs.
Discussions, (facilitated by PLD provider), about pedagogy, rural and local nature of the school, and how we can realise the curriculum in meaningful ways for our kura.	Term 2 onwards	Principal, PLD provider, teachers, teacher aides, children, community members	Discussions will enable the third party (PLD provider) to guide school to pin down their ideas/ideologies/practices into clear and useable guidelines. This may include a policy that underpins all teaching and planning. Planning and teaching should become more congruent, and realise the curriculum in a way that is true to our beliefs, our local culture and our heritage.
Deliver PLD re: pedagogical practices and specific curriculum knowledge.	2024-2025	Teaching staff, teacher aides, outside agencies	Staff feel more confident, empowered and capable.

Staff Empowerment

We will enable staff to strive to be their best and highest selves.

Goal 1: Develop staff expertise in literacy (in order to raise literacy standards across the school).

Ongoing Actions

Action	Time Frame	Personnel Involved	Indicators of success
PLD in literacy– webinars, school based, RTLIT etc.	Ongoing—mostly after school	Principal, teachers, teacher aides	Planning reflects teachers' new learning. Children's progress and achievement improves in response to better teaching. Focus is on "what am I learning" not on "what am I doing" Greater use/fluency in reading and writing.
Create a literacy policy	School holidays, go through on TOD in January	Principal, teachers, BOT, teacher aides	Policies and practices become committed to paper. Teaching adults clearer about ages/stages, more capable in teaching different stages, areas become more well defined and better used. Better provision in classrooms, literacy envelops the children– the classrooms reflect the living learning of literacy, including power points as part of lessons.
Follow literacy Policy; teachers accountable through growth cycle.	Term 1 onwards	Principal, Teachers	Planning aligned to needs/stages, books reflect marking, feed forward/backward, displays on walls with language, power point with language in lessons. Children move up through reading stages quicker and get targeted support in early reading and writing.
Create intentional opportunities for reading and writing in context.	Term 1 onwards	Principal, Teachers	Children view literacy as part of every day life that they can participate in. They feel empowered and excited to use literacy skills. They use them to pursue and communicate their passions. Teachers notice and take opportunities for writing in context.
Teacher aides timetabled to support literacy (including taking phonics groups, targeted support groups or individuals, vocabulary building, concept development through play).	Ongoing from Term 1	Principal, teachers, with teacher aides	Less time pressure during reading and writing lessons therefore better quality teaching moments, literacy in play (e.g. role play, writing area, reading area), teacher aides become more skilled at supporting literacy. PLD for teacher aides via principal.

Sustainability

We will develop practices that will enable the school to be sustainable.

Goal 1: To develop a school culture that is steeped in community history and community links.

Ongoing Actions

Action	Time Frame	Personnel Involved	Indicators of success
Work with iwi members to build up an understanding of local Maori history in the area	Meeting in March 2023, ongoing	Iwi, BOT, staff, eventually children.	Staff develop knowledge of the local area that they can share through developing school tikanga that reflects local ti
In conjunction with the PTA, run regular and occasional events, that invite the school and local community onto the school grounds. (e.g. Hangi, Pet day, speeches, technology day, discovery time, parent and toddler group, coffee mornings, evening classes etc) and promote these through newsletters, community letters, social media etc.	Start in term 1 2023, ongoing. Follow school calendar for events like swimming competition, Pet Day, speeches	BOT, PTA, Principal, school staff (for school events)	Events occur and are well attended by a variety of people of differing ages, from a variety of places—e.g. whanau, neighbours, past pupils etc. Relationships built within the community. Community members start to take care of one another's needs. Children see that they are part of a wider community. School is supported through time, people power, financial support by the local community. There is a “buzz” at community events and community members want to be part of the school community. They get involved in events, more than just attendance.
Make community links through EOTC and visitors (e.g. visiting pa sites, local beaches, local farms, old people's home, other schools, local museums, sports events etc).	Start term 1, ongoing—Preplanned where possible	Principal, PTA, teachers, BOT where necessary	Children understand who they are within the wider community, and are able to connect with them. Meaningful trips impact learning back in the classroom and are used as tools of learning—as part of a planned curriculum.
To participate in weekly kapa haka and have a Taranaki focus on our practices.	Term 1—ongoing	Principal, kapa haka Kaiako, teachers	Participate in kapa haka beyond lessons (e.g. cultural performance before hangi, interschool kapa kaka activity), hear waiata being sung outside of kapa haka practices, all children participate, kapa haka and Maori culture is valued at our kura, Taranaki pronunciations and practices in waiata.



Mokoia School Annual Academic Targets 2024

Annual Academic Targets 2023

Sports

To increase the incorporation of sports into daily life.



Last year we made a big effort to foster sports in our school. We have increased our attendance at cluster sports, revised our long term plans for teaching sports, received PLD and spent money on resources. This year we want to incorporate sports at different levels– namely cluster/area, class lessons and play time. We will measure success through collecting staff and child voice at the beginning of the year and at the end of the year, as well as looking at staff planning and playground observations.

Literacy

To move Year 3 and 4 children up 2-3 sublevels in writing, and 1-1.5 years in reading age.



Last year, literacy levels had lifted from 50% to 60%. We feel that there is still more that we can do to raise literacy levels. Since reading, writing, phonics and oral language are all so intertwined, we have decided that targeting language as a whole will improve both reading and writing.

Mokoia Children will flourish and thrive in a supportive and aspirational environment.

Academic Target 1

Sports : To increase the incorporation of sports into daily life.

Indicators of Success

- Teachers with increased sports/physical education knowledge
- Increased participation at cluster sports events
- Children choosing to play sports during breaks
- Increased or maintained roll (e.g. not losing roll due to lack of sports)
- Children increase abilities in variety of sports
- Larger range of children choosing to do sports outside of school (from sparks of interest within school)

Measuring Success

- Baseline and end of year child surveys about attitudes to PE/ sports in and out of school
- Attendance at named events (as a minimum)– swimming, rugby, cross country, cricket and athletics
- Baseline and end of year teacher survey of their competencies in PE/sports
- Survey of children playing sports in playground, each term.



Academic Target 1

Sports : To increase the incorporation of sports into daily life.

Ongoing Actions

Action	Time Frame	Personnel Involved
Provide PLD for teachers, in form of modelled lessons, after school PLD, visits to sports centres etc.	From Term 1, onwards, ongoing	Teachers, PLD providers
Have teacher and teacher aid on duty, one focusing on sports.	From Term 2, onwards, ongoing	Teachers, teacher aides
Plan PE for the year, with consideration to the cluster events that are up and coming. Have 2 PE lessons a week, where weather is permitting	Term 4 2022 for planning, actioned in 2023, starting Term 1	Principal, teachers
Invite more parental engagement for sports cluster events via newsletters, Facebook and conversations with parents	Publish dates at beginning of term, as much as possible	Principal, teachers, BOT, PTA (when organized) and parents
Make cluster sports a priority in the school calendar	Schedule Term 4 2022, and share in Term 1 2023 with staff and parents where possible.	Principal
Have games/activity ideas laminated in the PE shed.	Term 2 onwards	Teachers, teacher aides.



Academic Target 2

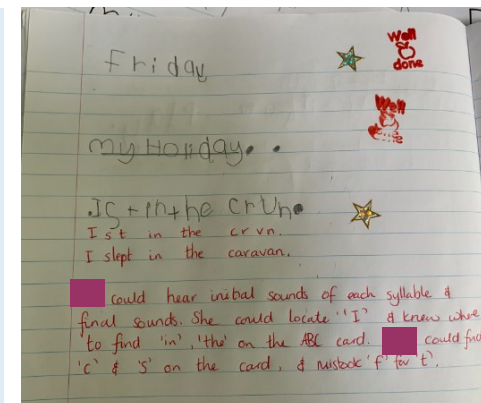
Literacy : To move Year 3 and 4 children up 2-3 sublevels in writing, and 1-1.5 years in reading age.

Indicators of Success

- Oral language, with both students and teachers, becoming richer in language and detail
- Supportive material (e.g. story maps, acting out, re-playing etc.) more visual in classrooms.
- Classrooms are “literate” meaning that they envelop children in literacy-e.g. signs on the wall, power point presentations have writing, children’s writing is published and on the walls or in home made books, areas specifically for literacy (e.g. role play area, writing area, library etc.)
- Quality writing growing in quality and length.
- Spelling and phonics abilities improve
- Evidence of work that has been edited, improved and published.
- Work that has been self-assessed and/or peer assessed.
- Children have positive relationships with books and reading.
- Children’s reading ability improves

Measuring Success

- 4 x writing samples, showing 2-3 sub-levels of improvement over the year (3 levels shows accelerated learning)
- 2 reading running records, showing 1-1.5 years of improvement (1.5 years shows accelerated learning)
- Phonics screening and spelling consistently improving



Academic Target 2

Literacy : To move Year 3 and 4 children up 2-3 sublevels in writing, and 1-1.5 years in reading age.

Ongoing Actions

Action	Time Frame	Personnel Involved
Provide PLD for teachers and teacher aides in phonics, reading and writing.	From Term 1, ongoing	Principal, teachers, PLD providers
Use indigenous stories, materials and resources as starting points for story-telling and writing	From Term 1, ongoing	Principal, teachers, resource teacher for Maori, CAM
Write literacy policy/procedures and implement	From Term 1, ongoing—training given in term 1	Teaching staff
Support stories with experiences, e.g. Gingerbread man with making gingerbread	From Term 1, on-going	Teaching staff
Focus on what the learning goal is, as opposed to the activity	From Term 1-	Teaching staff
Have teacher aide time focused on literacy– e.g. additional reading and writing groups	From Term 1– once SEN children are settled.	Principal to arrange, teachers and teacher aides to facilitate
Create a “literate classroom” - a place where literacy oozes from the very walls!	From Term 1, ongoing	Teaching staff

