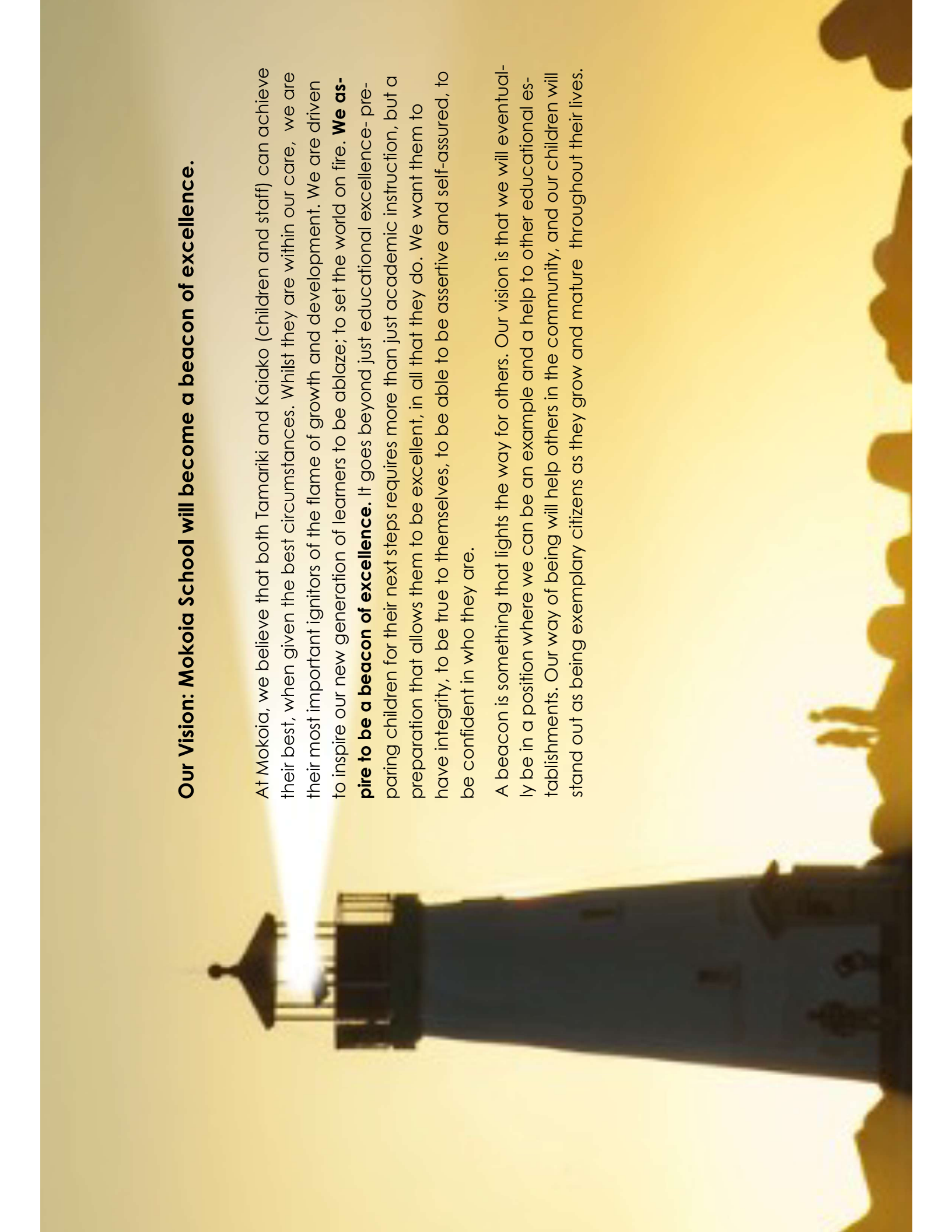




Mokoia School Strategic Plan 2024-2026



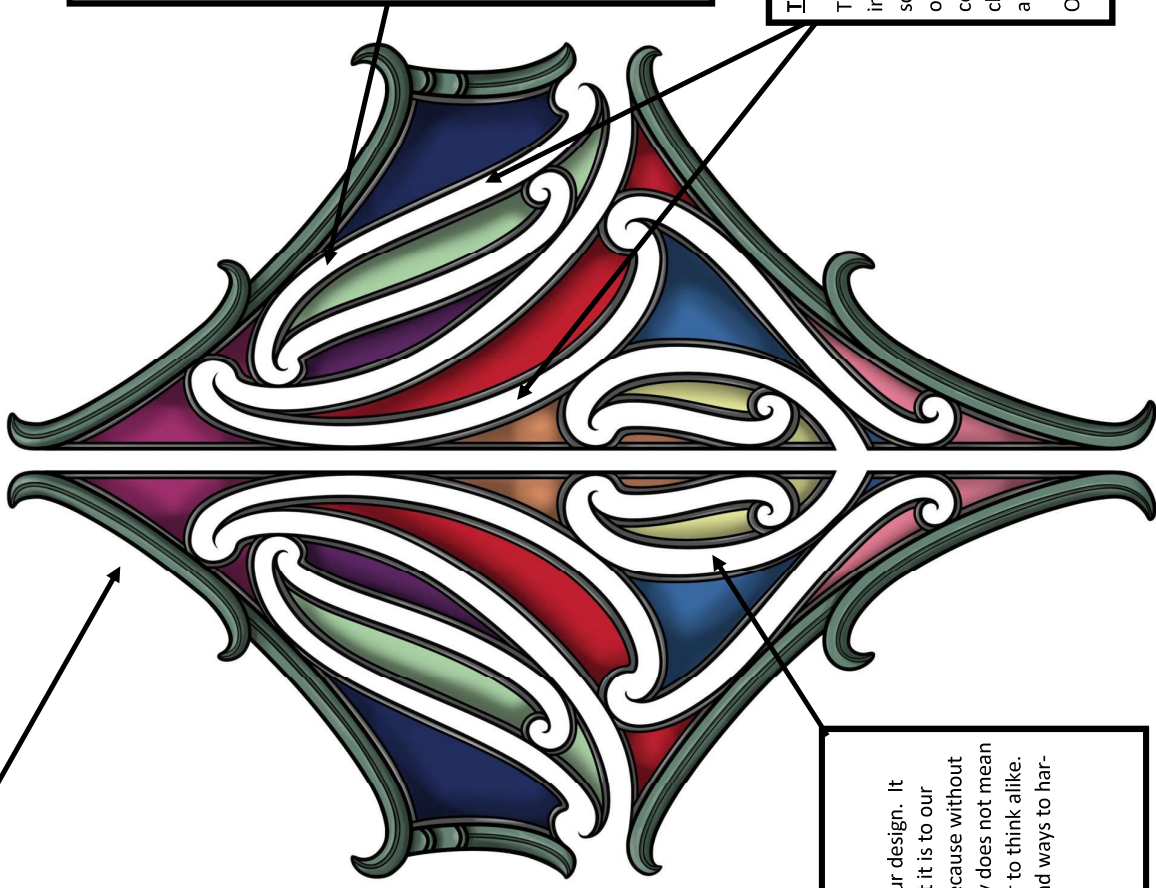
A silhouette of a lighthouse is shown against a warm, golden sunset sky. A bright beam of light emanates from the top of the lighthouse, illuminating the scene. The lighthouse has a cylindrical tower and a lantern room at the top. The sky is filled with soft, glowing clouds, and the overall atmosphere is one of hope and guidance.

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

At Mokoia, we believe that both Tamariki and Kaiako (children and staff) can achieve their best, when given the best circumstances. Whilst they are within our care, we are their most important ignitors of the flame of growth and development. We are driven to inspire our new generation of learners 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 it's 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 Taranaki, 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 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**

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**

Giving Effect to The Treaty of Waitangi 2026

Curriculum Design

Through curriculum design, we have sought to include and protect subject matter that is relevant to our Māori tamariki. This includes their history, stories, cultural references, language and view points. For example, our three year plan focuses on Aotearoa/New Zealand histories every other term, and examines the importance of events, consequences, and belief systems through these. In 2024 we took our Seniors to Waitangi, where we learned about early Māori and European relationships. Last year we took the whole school to Rotorua. Part of the studies will be about early Māori life and culture, and how Māori used natural resources to thrive. We have also visited various local museums, and spent time learning about early Māori settlers and their practices. We also celebrated World Biodiversity Day, with Enviroschools. Their approach is strongly in connection with Te Ao Māori, and many of the activities that we did, help reconnect the children to the natural world of Tane-Mahuta.

Reading and writing often includes Māori stories, both modern and ancient, and reo and tikanga are explained through these. We deliberately choose our own indigenous stories as vehicles to learning in a variety of subjects, but most notably literacy and social studies. Framed in age appropriate ways, we teach akonga to think critically about issues that are raised, and to be curious, preparing them for more in depth learning as they grow older.

We have a specialist Kaiako come in weekly to teach te reo and kapa haka. All children are expected to participate. Staff are expected to support learning, and to continue using reo or waiata throughout the week.

Over the last two years we have been building up our bank of Māori resources. For example, we make sure that Māori are represented in the role play area and dressing up area. We actively support the special role that tangata whenua play in our society.

We seek guidance from local Māori, including staff members, parents, community members and local iwi. We have worked with iwi through our kahui ako (now disestablished), our personal connections and through our marae.

Everyday Practices

We give effect to the Treaty, by respecting and teaching local tikanga in every day life, using te reo when possible and having daily routines that reinforce and normalize Māori practices, such as karakia, waiata and counting in te reo. We use te reo in our signage and use resources familiar to Māori, such as kete and whariki. Our children are encouraged to know their pepeha and recite it weekly.

We encourage positive attitudes towards all cultures, and explore children's attitudes towards different races in a meaningful and positive way. Our staff are culturally diverse, hailing from four different continents. We expect all adults to be non-prejudicial, and to give each child equitable opportunities to learn. We reject deficit thinking and actively encourage staff to think positively about how to support all akonga.

Professional Development

Last year, two staff members attended level 1 te reo classes. We hope to continue this, if classes continue.

Staff have supported kapa haka classes by being present and then practicing waiata throughout the week. Teachers are beginning to use more te reo in their every day korero with the tamariki. Teachers are becoming more aware of, and using, regional pronunciation of words.

We have visited several museums to learn about local Māori history. We took the seniors to Waitangi to learn about Te Tiriti o Waitangi, and will take staff there this year, to continue PLD.

Data Collection and Support

Through data collection, we find out how our Māori students are progressing. We support those that struggle through interventions, for example, through the structured literacy teacher. We look at how our curriculum is delivered to find successful ways in which to enable Māori progression. We reach out to whanau for ways in which we can better serve their tamariki's learning needs.

Community

We hold community events that reflect our bicultural inheritance. Every year we hold a hangi, with a performance of waiata. We invite community members to learn how to prepare a hangi. We recently held consultation on the practices that we want to adopt, as a school.

We are planning on attending the cluster kapa haka event in June.

We have just begun our journey with MAC (Maori Achievement Collaborative) and are exploring who Mokoia is and what our roots and connections are. We are teaching out to community members to explore where the Mokoia pa site is, and to learn what knowledge is held about the whenua and it's people.

Strategic Aspirations

Akongga Engagement

We will continuously seek ways in which to stimulate and engage akongga 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 2026



Akongga 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 2025-2026

Ongoing Actions

Action	Time Frame	Personnel Involved	Indicators of success
Write up Localized curriculum, after working with PLD provider.	2025	Principal, PLD provider	Pedagogy and philosophy clearly written and available to all. Staff enacting principals in curriculum— see in planning and action
Evaluate the three year planning cycle	Term 1-2025	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.
PLD (both evening teacher meetings and TA afternoon meetings), specifically look at how planning is embedding localized curriculum and can be further embedded, and how the pedagogical changes are practiced.	2025	Teaching staff, teacher aides, outside agencies	Localized curriculum visible in practice— experiential learning, outdoors learning, tuakana-teina relationships and reflective learners observed.
Planning and teaching explicitly embeds the localized curriculum, and is consulted on by principal. Planning is looked at with a peer-consultation focus.	Term 1 2025	Principal, teachers, PLD provider	Planning shows how pedagogical changes are implemented, and become part of practice. PLD meetings allow reflective discussions about how localized curriculum is functioning and focused forward looking.
Classroom environment policy, co-constructed by staff, as to what the classroom should do as the “3rd teacher”	Term 1 2025	Principal, teachers, teacher aides, PLD provider	Classrooms reflect the learning style of localized curriculum. Displays and resources promote support and self-directed learning, as well as celebrate steps of success. Classroom culture is reflective, positive, supportive, with high student engagement and agency.

Staff Empowerment

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

Goal 1: Develop staff expertise in a structured literacy approach and the new literacy curriculum 2025-2026

Ongoing Actions

Action	Time Frame	Personnel Involved	Indicators of success
PLD in structured literacy	Ongoing—mostly after school	Principal, teachers, teacher aides, PLD providers	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". Reading skills increase and have a bigger impact upon all other areas of learning.
Co-construct/update a literacy policy/processes, scope and sequence and plan for the next three years.	TOD term 4 2024, PLD time, "holiday" time (call back days)	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, and bigger focus in the adult language. Planned explicit teaching and incidental learning.
Follow Literacy Policy; teachers accountable through growth cycle.	Term 1 onwards	Principal, Teachers	Planning aligned to literacy policy and new curriculum. Teachers asked to make a goal re: literacy teaching as part of their PGC.
Create intentional opportunities for literacy across all subjects and in many different contexts	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 their skills. They understand how our language is made up (e.g. through morphemes, syntax etc) and can talk about language and how it can be used.
Analyze literacy assessments to inform teaching gaps	Every assessment week	Principal, teachers.	Teachers able to plan what is most needed to fulfil the curriculum, (should see in planning after diagnostic discussions), literacy improved specifically in assessments the next term.

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. 2025-2026

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, MAC eventually children.	Staff develop knowledge of the local area that they can share through developing school tikanga that reflects local tikanga.
In conjunction with parents, 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 haka 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 2026

Annual Academic Targets 2026

Reading

By the end of the year, 75% of children will be reading at their correct reading age.



Attitude

To develop a school-wide culture where students are motivated, proactive, and engaged learners who take ownership of their learning and continuously strive to improve their academic achievement.



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

Academic Target 1

Literacy By the end of the year, 75% of children will be reading at their correct reading age.

Indicators of Success

Student Achievement Indicators

- Increased percentage of students reading at or above expected curriculum levels.
- Accelerated progress for students who were previously below expectations.
- Improved decoding, fluency, vocabulary, and comprehension skills.
- Reduced disparity in reading achievement between student groups.
- More students successfully accessing and understanding curriculum content across learning areas.

Student Engagement Indicators

- Increased student confidence and enjoyment of reading.
- Students choosing to read independently more often.
- Greater participation in reading discussions and literacy activities.
- Improved attendance and engagement during literacy lessons.

Teaching Practice Indicators

- Consistent use of evidence-based reading instruction across classrooms.
- Teachers using assessment data to inform planning and target teaching.
- Explicit teaching of reading strategies and structured literacy components.
- Increased teacher confidence and capability in reading instruction.
- Regular monitoring and discussion of student progress.

Measuring Success

- Phonics screening at 10 weeks, 20 weeks and 36 weeks
- Key word screening at 10 weeks, 20 weeks and 36 weeks for those below level 9
- Monitoring reading levels each month with Junior team
- 2 reading running records a year (term 2 and 4) Use the Probe Testing for Level 20 onwards.

Academic Target 1

Reading : By the end of the year, 75% of children will be reading at their correct reading age.

Ongoing Actions

Action	Examples of Actions
Continue to provide internal and external training to teachers and teacher aides in different aspects of Structured literacy. Shared reading of texts such as “Levelled Reading, Levelled Lives” by T Shanahan	Joint reading of articles/books about reading practices, attending PLD, sharing knowledge in meetings, TA upskilling
Plan for, and explicitly teach, decoding skills through phonics lessons and reading lessons, with a greater focus on “chunking” words	<ol style="list-style-type: none">1. Recognizing the root word and morphemic suffixes/prefixes (e.g. walk/walking/walked, beauty, beautiful, small, smaller, engaged, disengaged)2. Splitting up compound words (e.g. beehive– bee + hive)3. Separating words using syllables (e.g. ap-ple)
Following the schools scope and sequence, explicitly teach technical language, different sentence constructions and the associated punctuation. Explore the effects of this (e.g. fronted adverbial, compound or complex sentences, direct speech, use of simile).	Each lesson should start with a review where children are expected to recall previous learning. Learning builds on previous learning, sentence structures taught so that they are understood when encountered in reading.
For level 12 and above, increase level that children are reading at so that they are reading, scaffolded, at a higher “frustration level” rather than an “instructional level” . Scaffolding is planned so that teachers and teacher aides can support well. In whole class, teach at “frustration level” for most of the class.	Teaching books that children are not 95% competent at, with clear teaching intentions and scaffolded support (e.g. pre-teaching word recognition, teaching chunking as decoding, teaching how to infer the meaning of a word rather than give the meaning, listen, read in mind, read together, read on own method)
Teach reading comprehension through (although not limited to) structure of a piece of writing, inference, direct and indirect conclusions, summarizing, different genre and expected language. Use tools such as dictionaries and glossaries when inference of a word is not possible.	Using big books or extracts from articles or books, teach different structures (e.g. recipe, science book, narrative etc.), discuss prior knowledge, use knowledge of synonyms, plurals etc to clarify meaning, find evidence in etc.
Intervention– Sharp reading, Structured Literacy teacher, phonics	When children are identified as needing support, implement interventions
Build fluency through repeated reads	Big Book repeated through week, may read own reading book 2-3 days, paired reading, reading boxes (SSR) reading at home.

Academic Target 2

Attitude: To develop a school-wide culture where students are motivated, proactive, and engaged learners who take ownership of their learning and continuously strive to improve their academic achievement.

Indicators of Success

- **Students can clearly articulate their learning goals** and explain what they need to do to achieve them.
- **Students regularly reflect on their learning progress** and identify next steps for improvement.
- **Student engagement levels increase**, as evidenced by classroom observations and student survey data.
- **Students demonstrate greater independence** by initiating tasks, seeking resources, and solving problems with reduced teacher prompting.
- **Students actively seek and use feedback** to improve the quality of their work and learning outcomes.
- **The proportion of students meeting or exceeding curriculum expectations increases** across learning areas.
- **Students show increased perseverance and resilience** when faced with challenging learning tasks.
- **Teachers consistently implement practices that promote learner agency**, such as goal setting, self-assessment, and student choice in learning.
- **Student survey results indicate a strong sense of ownership and responsibility for learning**, with most students reporting that they understand their progress and know how to improve.

Measuring Success

- Student and Kaiako survey mid year and end of year
- Work shows revisions, personal goals recorded and reached, learning conversations with Kaiako about goals vs. executive functioning
- Dependence on adults is reduced
- Achievement data improves
- Work output improves-e.g. length of writing, sustained time to read increased, concentration time extends for tasks.
- Teacher/SLT observations, student and staff voice, show greater engagement, on task time and increased motivation

Academic Target 2

Attitude: To develop a school-wide culture where students are motivated, proactive, and engaged learners who take ownership of their learning and continuously strive to improve their academic achievement.

Action

Change/develop the mindset of Tamariki, in regards to growth mindset, resilience, motivation towards learning through different ways of learning (e.g. explicit teaching, directed activities, exploration) for academic success

Set academic goals, keep track and achieve them. Embed student reflection and self-assessment as part of this process.

Strengthen relationships with whanau, including creating shared understanding around academic expectations, achievements and attitudes towards learning.

Teach self-regulation and learning-to-learn strategies

Recognise and celebrate effort, progress, resilience, and achievement through classroom and school-wide systems

Develop Accountability

Examples of Actions

Assemblies, circle times, explicit lessons (e.g. zones, growth mindset, power of yet, resilience etc.), activities that promote resilience, signage, songs, newsletters, celebrating effort and then achievement, connecting achievement to effort, catch phrases/language used (e.g. “power of yet”, “don’t settle for less”, “leaders are readers” etc.)

Conferencing time with teachers and akonga, giving specific feedback to formulate next step goals and how to achieve these, keep these written inside cover of books and refer to them each lesson, to evaluate selves against goals, to help each other with goals. Timely feedback, often during lessons, encouragement, time table reflection time individually and with peers (e.g. once a week for Reading, Writing, Maths and Discovery) times tables tracking charts, rewards (e.g. certificates, stickers, congratulations) for effort and achievement.

Parent-teacher interviews, communication via SeeSaw, talking in playground etc. Learning Journals documenting learning and next steps, newsletter to include this week’s learning and spellings, reading bookmarks to record books read at school and home and to celebrate reading. Goals sent home via Seesaw.

Zones of Self-Regulation, class-wide strategies for resilience, returning from “red” zone, gratitude journals, taking account of daily “journey” so as to naturally give regulation times.

School assemblies, certificates, praise, tumeke awards, explicit “noticing” of effort, progress, resilience and achievement, and linking them together where possible. “Double the effect”

Expectations set and then followed up, natural consequences for those who do not follow expectations, child-teacher conferencing, reflections.