



# MOKAU SCHOOL

School Name: Mokau School  
School Id Number: 2200

"Together We Can Do It!"

## School Charter Strategic and Annual Plan for Mokau School 2023

Principal's Endorsement:

  
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Board of Trustees Endorsement:

  
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Submission Date to Ministry of Education: 20/03/2023

- **Introduction**

*Established in 1895, Mokau School is located in the small township of Mokau. We cater for students in year 1-8 with 50% of students identifying as Maori. Our students are children who reside in the village and surrounding area. We are decile 2.*

*Mokau School is an inclusive school giving our students the best opportunities to learn and grow. We have a developing link to our local Marae, Maniaroa. This charter has been developed thanks to input from parents and whanau, members of the wider Mokau community, Board of Trustees and staff of Mokau School.*

*Mokau School is an Enviro-school with a focus on empowering students to learn respect for the diversity of people and their culture and developing sustainable communities while celebrating our unique coastal environment.*

*Mokau School has a supportive parent and wider school community that support the school to achieve its goals.*

# MOKAU SCHOOL

**"Together We Can Do It!"**



**Mission:**  
To assist our students to achieve their academic potential and develop personal skills that enable them to be positive, respectful contributors to their communities and the modern sustainable world.

**Vision:**  
Provide high quality, inclusive learning opportunities in a safe environment  
Show knowledge, understanding and respect for our modern and multicultural world  
Care for the environment and role model sustainable practices

**Values:**  
Our refreshed school values were developed as a result of community consultation and constructed by our senior students in 2019.

- Mana Motuhake** - We are mature and independent
- Outstanding** - We are amazing and original individuals
- Kaitiakitanga** -We are respectful and care for our environment
- Atawhai** -We are kind and caring
- Unity** -We are connected and confident

## **Maori Dimensions and Cultural Diversity:**

Mokau School Celebrates the cultural richness of our community. We acknowledge the unique position of Maori as Tangata Whenua. Our kura will take all reasonable steps to ensure all students have the opportunity to acquire knowledge in Tikanga and te reo Maori. We will acknowledge and respect the values, tradition and history of Maori, observe cultural sensitivity to Tikanga Maori and show respect for our local Maori identity. If a parent requests programmes to be taken fully in Maori, the Principal will refer to the Resource Teacher of Maori for advice and assistance.

The achievement of all students will be monitored closely and trends within identified cultural groups will be analyzed and changes made to teaching and learning programmes will reflect identified needs.

## MOKAU SCHOOL STRATEGIC PLAN 2020-2023

<p><b>Goal 1: CURRICULUM</b> To ensure all students are able to access The New Zealand Curriculum as evidenced by appropriate assessment and progress. <b>NELP Objectives 2 and 4.</b></p>	<p><b>Goal 2: WELLBEING</b> To provide a safe emotional and physical environment that develops potential and confidence. <b>NELP Objective 1</b></p>	<p><b>Goal 3: TE TIRITI O WAITANGI</b> To ensure all students have access to learning that reflects the Treaty Principles of protection, partnership and participation. <b>NELP objective 3</b></p>	<p><b>Goal 4: TEACHING AND LEARNING</b> Develop effective teacher inquiry and professional capability <b>NELP Objective 3</b></p>
<p>Design and deliver a future focused and inclusive curriculum that identifies, accelerates and extends the learning of all learners.</p>	<p>Plan and develop sustainable practices that promote the social, emotional, cultural and physical wellbeing of the school community.</p>	<p>Develop collaborative partnerships with our Maori community to support the design and delivery of appropriate learning of Tikanga, te reo Maori and our local history.</p>	<p>Explore and develop innovative professional practise that ensures a consistent, effective approach to teaching and learning</p>

## MOKAU SCHOOL ANNUAL OPERATIONAL PLANNING 2023

### Strategic Goal 1: CURRICULUM

To ensure all students are able to access The New Zealand Curriculum as evidenced by appropriate assessment and progress.

#### READING

##### BASELINE DATA 2022

##### Achievement Data and Analysis 2022

Reading

Mid-Year (24 students included)				End of Year (28 students included)				
	Requires support	Working towards	At	Above	Requires support	Working towards	At	Above
Year 0-2		4	9			4	12	
Year 3-6			7			1	6	
Year 7-8	1		2	1	1	1	2	1
All Learners	4.2%	16.7%	75%	4.2%	3.6%	21.4%	71.4%	3.6%
Māori	1 (6.6%)	3 (20%)	10 (66.6%)	1 (6.6%)	1 (5.5%)	5 (27.7%)	11 (61.1%)	1 (5.5%)

Requires Support- More than 1 year below curriculum expectation

Working towards- Less than 1 year below curriculum expectation

At- At curriculum expectation

Above- More than 1 year above curriculum expectation

The data included has been generated by teacher observations LLLL assessment, Probe PaCT and various other testing to provide information to make teacher OTJ.

Students who are ORS or MOE intervention students not included in table. Each of these students has IEP plans and progress is recorded relative to goals.

### **Mid-Year analysis**

79 % of learners are achieving at or above expected curriculum level.

73% of Māori learners are achieving at or above the curriculum level.

This is currently on track to achieve the target. Of particular importance is to support Māori learners to achieve at expected curriculum level. Analysis of data indicates the majority of learners are close to expected curriculum level and the actions listed will raise their performance to within expected curriculum level. The student identified as requiring support is currently supported by MOE Learning Support and a referral has been made to RTLB and other learning support services for 2 other priority learners working towards curriculum level.

- Extend the text type knowledge and vocabulary of all students
  - Further encourage reading for pleasure at school and at home to increase learning mileage
  - Ensure all students are read to daily
  - Continue to make literacy a timetabled learning priority
  - Continue to support the development of delivery capability and assessment practises of teaching staff
- All students working towards will receive daily targeted instructional learning from classroom teacher.
- A structured literacy approach will continue to be used for all learners.

### **End of Year analysis**

75 % of learners are achieving at or above expected curriculum level.

67 % of Māori learners are achieving at or above the curriculum level.

We were unable to reach our target despite extremely hard work from our learners and teaching staff. Of the learners who appear in working towards statistics,<sup>3</sup> began school here after the midyear data was recorded. These learners have had very low attendance levels prior to coming to our kura and therefore have some learning challenges. Progress has been made with all learners and we will continue to target time and resources towards our students needing acceleration. The highest number of students working towards expected curriculum levels are in our current Year 2. These learners have had 2 years of interrupted learning due to covid and we have made this group our achievement target for 2023.

### **READING TARGET 2023**

- *To better the 2022 end of year Reading achievement of 66% of Year 3 students achieving at or above expected curriculum level*
- *To maintain or better the reading progress of learners that are ORS or MOE intervention students*
- *All 2023 5 year old cohort to be reading at or above expected curriculum at age 6*
- *To Maintain or better 75% of all learners achieving at or above expected curriculum level*

<b>STRATEGY REF</b>	<b>SPECIFICATIONS</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>RESOURCES</b>	<b>TIME FRAME</b>	<b>Date Completed</b>
Refine and deliver a reading program that reflects effective evidence based structured literacy.	Specific learning program for students having difficulties (focused on priority student's needs)	Students' needs are met on an individual basis using interventions to raise achievement.	Teachers and Teacher Aides	Little Learners Love Literacy Program Literacy Progressions Other reading resources Structured literacy PD iDeal structured literacy Platform	Periodic effective review	

<b>STRATEGY REF</b>	<b>SPECIFICATIONS</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>RESOURCES</b>	<b>TIME FRAME</b>	<b>Date Completed</b>
Improve outcomes and achievement levels in Reading	Students not showing expected progress in Reading will become priority learners and be a focus for teacher inquiries. Acceleration practises will be embedded in teaching and learning where appropriate.	Resources and knowledge enhanced to support teaching and learning Aim for all students to make accelerated progress	All staff	Reading Planning folders Reading Professional Development for staff Structured Literacy PD through iDeal platform Focussed use of acceleration practises. Reporting to BOT on progress Students, Staff, Whanau, Data	February  On going Mid Year End of Year Beginning of Term 2 As required End of year.	
	Parent, Student, Teacher Conferences to share success and identify next steps.	Strong learning partnerships established to link home and school	Students, Staff, Whanau.			

## WRITING

### Achievement Data and Analysis 2022

### Writing

Mid Year (24 students included)	End of Year (28 students included)
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	Requires support	Working towards	At	Above	Requires support	Working towards	At	Above
Year 0-2		4	9			4	12	
Year 3-6			7			1	6	
Year 7-8	1		2	1	1	1	2	1
All learners	4.2%	16.7%	75%	4.2%	3.6%	21.4%	71.4%	3.6%
Māori	1 (6.6%)	3 (20%)	10 (66.6%)	1 (6.6%)	1 (5.5%)	5 (27.7%)	11 (61.1%)	1 (5.5%)

Requires Support- More than 1 year below curriculum expectation

Working towards- Less than 1 year below curriculum expectation

At- At curriculum expectation

Above- More than 1 year above curriculum expectation

The data included has been generated by teacher observations, PaCT progressions and various other testing to provide information to make teacher OTJ.

Students who are ORS or MOE intervention students not included in the table. Each of these students has IEP plans and progress is recorded relative to goals.

### Mid Year analysis

79 % of learners are achieving at or above expected curriculum level.

73% of Māori learners are achieving at or above the curriculum level.

This is currently on track to achieve the target. Of particular importance is to support Māori learners to achieve at expected curriculum level. Analysis of data indicates the majority of learners are close to expected curriculum level and the actions listed will raise their performance to within expected curriculum level.



The student identified as requiring support is currently supported by MOE Learning Support and a referral has been made to RTLB and other learning support services for 2 other priority learners working towards curriculum level.

- Extend the text type knowledge and vocabulary of all students
  - Further encourage reading for pleasure at school and at home to increase learning mileage
  - Ensure all students are read to daily
  - Continue to make literacy a timetabled learning priority
  - Continue to support the development of delivery capability and assessment practises of teaching staff
  - All students working towards will receive daily targeted instructional learning from classroom teacher.
- A structured literacy approach will continue to be used for all learners.

#### End of Year analysis

75 % of learners are achieving at or above expected curriculum level.

67 % of Māori learners are achieving at or above the curriculum level.

We were unable to reach our target despite extremely hard work from our learners and teaching staff. Of the learners who appear in working towards statistics,3 began school here after the mid year data was recorded. These learners have had very low attendance levels prior to coming to our kura and therefore have some learning challenges. Progress has been made with all learners and we will continue to target time and resources towards our students needing acceleration. The highest number of students working towards expected curriculum levels are in our current Year 2. These learners have had 2 years of interrupted learning due to covid and we have made this group our achievement target for 2023.

#### WRITING TARGET 2023

- *To better the 2022 end of year writing achievement of 66% of Year 3 students achieving at or above expected curriculum level*
- *To maintain or better the writing progress of learners that are ORS or MOE intervention students*
- *To better the writing of Ruma Tuakana boys writing achievement of 73% writing at or above expected curriculum level*
- *To maintain or better 2022 writing achievement of 75% of learners achieving at or above expected curriculum level.*

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
Design and deliver a writing program that reflects effective evidence based practise.	Specific learning program for students having difficulties (focused on priority student's needs)	Students' needs are met on an individual basis using interventions to raise achievement.	Teachers and Teacher Aides	Little Learners Love Literacy Program Literacy Progressions Steve Peha readings and resources to inform practise	Periodic effective review	

<b>STRATEGY REF</b>	<b>SPECIFICATIONS</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>RESOURCES</b>	<b>TIME FRAME</b>	<b>Date Completed</b>
	<p>Improve outcomes and achievement levels in Writing</p> <p>Students not showing consistent progress in Writing will become priority learners and be a focus for teacher inquiries. Acceleration practises will be embedded in teaching and learning where appropriate.</p> <p>Parent, Student, Teacher Conferences to share success and identify next steps.</p>	<p>Resources and knowledge enhanced to support teaching and learning</p> <p>Aim for all students to make accelerated progress</p> <p>Strong learning partnerships established to link home and school</p>	All staff	<p>Writing Planning folders</p> <p>Writing Professional Development for staff</p> <p>Focused use of acceleration practises.</p> <p>Reporting to BOT on progress</p> <p>Students, Staff, Whanau, Data</p>	<p>February</p> <p>On going</p> <p>Literacy PD through iDeal platform</p> <p>Mid Year</p> <p>End of Year</p> <p>Beginning of Term 2</p> <p>As required</p> <p>End of year.</p>	
	<p>Promote a Māori learning as Māori learning environment that values English and Māori medium delivery authentically in the senior classroom</p> <p>Openly valuing Māori and English language and Tikanga Māori. Providing positive role modelling and promoting engaging writing experiences.</p>	<p>Learners will have confidence to operate in Māori and English and develop persistence through confidence</p>	Principal and teaching staff.	<p>Targeting appropriate teaching and learning in a culturally responsive manner.</p>	On going	

<b>STRATEGY REF</b>	<b>SPECIFICATIONS</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>RESOURCES</b>	<b>TIME FRAME</b>	<b>Date Completed</b>
	<p>Writing moderation within school and between schools in the cluster</p> <p>Formal and formative assessments informing OTJs for writing. Moderation and staff dialogue to inform next learning steps.</p> <p>Investigate moderation in writing between schools in the Cluster.</p>	<p>Moderation and discussion amongst staff of students' writing samples to inform OTJs.</p> <p>Between school consistency of judgements</p>	All staff  All staff in cluster	<p>e-astle reference matrices</p> <p>Writing progressions</p>	On going	

# MATHEMATICS

## Achievement Data and Analysis 2022

### Mathematics

Mid-Year (24 students included)	End of Year (28 students included)
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	Requires support	Working towards	At	Above	Requires support	Working towards	At	Above
Year 0-2		3	10			3	13	
Year 3-6			7			1	6	
Year 7-8	1		2	1	1	1	2	1
All Learners	4.2%	12.5 %	79%	4.2%	3.6%	14.3%	78.5%	3.6%
Māori	1 (6.6%)	2(20%)	11 (66.6%)	1 (6.6%)	1 (5.5%)	4 (22%)	12 (66.6%)	1 (5.5%)

Requires Support- More than 1 year below curriculum expectation

Working towards- Less than 1 year below curriculum expectation

At- At curriculum expectation

Above- More than 1 year above curriculum expectation

The data included has been generated by teacher observations, Gloss,JAM, PaCT and various other testing to provide information to make teacher OTI.

Students who are ORS or MOE intervention students not included in the table. Each of these students has IEP plans and progress is recorded relative to goals.

## Mid-Year analysis

83 % of learners are achieving at or above expected curriculum level.  
 73% of Māori learners are achieving at or above the curriculum level.  
 This is currently on track to achieve the target. Of particular importance is to support Māori learners to achieve at expected curriculum level. Analysis of data indicates the majority of learners are close to expected curriculum level and the actions listed will raise their performance to within expected curriculum level. The student identified as requiring support is currently supported by MOE Learning Support and a referral has been made to RTLB and other learning support services for 2 other priority learners working towards curriculum level.

- Closely monitor progress of students and target next steps appropriately
- Continue to support the development of delivery capability and assessment practises of teaching staff

All students working towards, will receive daily targeted instructional learning from classroom teacher.

#### End of Year analysis

82 % of learners are achieving at or above expected curriculum level.  
 72 % of Māori learners are achieving at or above the curriculum level.  
 We were unable to reach our target despite extremely hard work from our learners and teaching staff. Of the learners who appear in working towards statistics, 3 began school here after the midyear data was recorded. These learners have had very low attendance levels prior to coming to our kura and therefore have some learning challenges. Progress has been made with all learners and we will continue to target time and resources towards our students needing acceleration. The highest number of students working towards expected curriculum levels are in our current Year 2. These learners have had 2 years of interrupted learning due to Covid and we have made this group our achievement target for 2023.

#### MATHEMATICS TARGET 2023

- *To better the end of year 2022 mathematics progress of 82% of students achieving at or above expected curriculum level*
- *To better the 2022 end of year Mathematics achievement of 66% of year 3 students achieving at or above expected curriculum level*
- *To maintain or better the mathematics progress of learners that are ORS intervention students*

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
Design and deliver a mathematics program that reflects effective evidence based practise.	Specific learning program for students having difficulties (focused on priority student's needs)	Students' needs are met on an individual basis using interventions to raise achievement.	Teachers and Teacher Aides	The numeracy project prime maths learner books, teacher guides, student learning guides. Jo Boaler research and you cubed activities Matific subscriptions for students	Periodic effective review	

<b>STRATEGY REF</b>	<b>SPECIFICATIONS</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>RESOURCES</b>	<b>TIME FRAME</b>	<b>Date Completed</b>
Improve outcomes and achievement levels in Mathematics	Students not showing consistent progress in Mathematics will become priority learners and be a focus for teacher inquiries. Acceleration practises will be embedded in teaching and learning where appropriate.	Resources and knowledge enhanced to support teaching and learning Aim for all students to make accelerated progress	All staff  Students, Staff, Whanau.	TSB grant funding for instructional support materials Mathematics Planning folder Focussed use of acceleration practises. Reporting to BOT on progress Students, Staff, Whanau, Data	February  On going  Mid-Year End of Year  Beginning of Term 2 As required End of Year.	

## ASSESSMENT

<b>STRATEGY REF</b>	<b>SPECIFICATIONS</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>RESOURCES</b>	<b>TIME FRAME</b>	<b>Date Completed</b>
Review and update Annual Assessment Plan	Collection and analysis of assessment data to inform planning Data collected following schedule and timing	Cohesive and appropriate set of school assessment data that shows progress and achievement in relation to NZC and sets next learning steps.	Principal + PRT	Assessment materials NZC Teacher time	Ongoing Reported to the BOT midyear and end of year.	

## GIFTED AND TALENTED

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
Explore opportunities for GATES (gifted and talented students)	To extend gifted and talented students. Student voice for selection of topics and direction of learning	Students are extended through purposeful learning experiences of interest to them	All staff	Professional development if available Resources		

All students extended through multilevel classroom practice – working with (older) students at their academic level.

## TARGET STUDENTS

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
High needs and target students IEPs	Implement and formalise IEPs for all at risk students Develop de-escalation plans where required Timely evaluation of effectiveness of programs	Meeting the needs of at risk students and their whanau with students receiving inclusive learning experiences	Specialist teacher – outreach services All staff RTL B RTLit SWIS	Teacher time	Ongoing with periodic review	

## MOKAU SCHOOL ANNUAL OPERATIONAL PLANNING 2023

### Strategic Goal 2: WELLBEING

To provide a safe emotional and physical environment that develops potential and confidence.

#### GENERAL HEALTH AND SAFETY

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
	Ensure safe environment by identifying hazards and rectify issues	Ensure an ongoing safe environment for students and staff	All	MOE Caretakers Checklist Staff communication book Incident reports	On going	

#### PHYSICAL ENVIRONMENT

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
	5Year Agreement (5YA) and 10 Year Property Plan (10YPP) scheduled activity. Continued maintenance response to any Health and Safety Issue	Effective use of budget for property projects specified Effective forward plan for next 10 years. Health and Safety issues addressed	MOE Ardern Peters Craig Mclean BOT	5YA budget Repairs and Maintenance Budget	Ongoing	

#### SCHOOLWIDE WELLBEING STRATEGY

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
	Develop a strategy to monitor and actively promote the wellbeing of staff and students	Happy, healthy resilient staff	BOT	Other principals and advisors Time	Ongoing	

## WILDSIDE

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed	
	Regular monitoring of the health and safety of the Wildside	Ensure safety of this environment by regular inspection	Students will have access to Wildside when it is safe Timely tree maintenance & closed when high winds	Staff BOT parents	BOT funded tree maintenance if required	Periodic inspection	Ongoing

## SPORT, ART AND CULTURAL ACTIVITIES

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed	
	Encouragement of sport, art and cultural activities within and outside of school.	Community and area sporting, arts and cultural activities promoted in school correspondence to parents	Whanau choice for uptake of additional opportunities on offer e.g. Boys' and Girls' Brigade, Cluster events, interschool events, Maniapoto schools festivals etc...	Sarah Williams Sport Walkato	Newsletter Tainui Trader	Ongoing	
	Cluster Sports and Cultural activities Other school sporting, art and cultural activities	Regular school skills based sessions	Cluster Schools Maniapoto Maori Education Initiative Teachers				

## SPECIALIST HEALTH EDUCATION

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed	
	Participate in specialist learning opportunities	Students have access to specialised delivery of health related learning	Adaptation of health curriculum to meet the needs of our students and provision of a safe emotional and physical school environment. Provision of programs that meet	Staff	Life Ed Firewise St Johns in Schools District Health Nurse Asthma Education Nurse	Ongoing	



		the community's expectations e.g. Life Ed focus on anti-bullying relationship skills, pubertal change				
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## MOKAU SCHOOL ANNUAL OPERATIONAL PLANNING 2023

### Strategic Goal 3:

#### TE TIRITI O WAITANGI

To ensure all students have access to learning that reflects the Treaty Principles of protection, partnership and participation.

#### MAORI LEARNERS

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
Continue to adapt teaching practice to lift learning outcomes for Māori students	<p><b>Ako</b> - recognising the knowledge that both teachers and learners bring to learning interactions</p> <p><b>Manaakitanga</b> – valuing cultural connectedness</p> <p><b>Wananga</b> - the importance of good communication and listening to different view points</p> <p><b>Whanaungatanga</b> - relationships, strong partnerships with all stakeholders</p> <p><b>Nga Whakapiritanga</b> - respect for our unique environment and its people</p> <p>Continue to embed te reo and tikanga Māori in classroom practice</p> <p>All teachers to have culturally responsive teaching goal using Ta Taiako principles</p> <p><b>Principal strategy – respect me, show me, don't tell me – find a way to help me and my whanau</b></p>	<p>A current and appropriate school curriculum that increases expectations and outcomes for Māori students</p> <p>Adaptation of teaching practice to increase successful learning outcomes for Māori students as per Māori achievement plan</p>	All staff	<p>MOE documents</p> <p>Local Kaumātua and Kuaia.</p> <p>Mokau Museum</p> <p>WAKA</p> <p>Maniapoto Iwi</p>	On going	

## MOKAUTANGA

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
Design and deliver learning that enhances knowledge of our Mokau.	Creating a culture of belonging	Collaborative, supportive school culture where all learners and their learning are supported by peers and staff. Recognition of upholding school values and beliefs. Sense of belonging to our Mokau.	All staff and students Local experts		Term by Term	

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
Annual Marae experience with local history exploration.	Marae sleepover – Mokau, Whareorino, Ahititi	Powhiri roles taken by students Oration of some Local (Marae) history Authentic prep and cooking of kai Increased knowledge of wharenui features Authentic workshops - fibres	All staff Cluster schools			

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
Learn about people (past and present) in our community and Mokau's unique environment embedding Enviro schools principles	Use outcomes of Bronze reflections to integrate Enviro schools principles into the learning program. <ul style="list-style-type: none"> <li>Respect for diversity and culture</li> <li>Sustainable Communities</li> <li>Empowering students and learning about sustainability</li> <li>Maori Perspectives</li> </ul>	Students to have an increased understanding of our local environment and people. Increased student responsibility of community gardens Interviewing our ancestors – who lives here and where have they come from? Develop a Mokau School timeline, buildings, people, significant events Understanding of Mokau's unique environment. Plants and animal biodiversity. Whitebait and coastal plant adaptation Beach health	All staff	As required for learning intentions Local people Museum Our unique environment Seaweek resources School Archives	On going	

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed
Language, Art & Music opportunities	Encourage participation in the arts and music (strategic goal 2). Appreciation for other cultures and their languages by exploring options for mini experiences/units  Revitalise Kapahaka in our kura.	Students learning from cultural experiences  Kapa haka experience	All staff  Principal	Kapahaka tutor	On going  Before the end of 2023	

## MOKAU SCHOOL ANNUAL OPERATIONAL PLANNING 2023

### Strategic Goal 4: TEACHING AND LEARNING Develop effective teacher inquiry and professional capability

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed	
	Continue teacher development for growth and support lift in student achievement	Seek professional development <ul style="list-style-type: none"> <li>for teachers to continue to grow as life-long learners.</li> <li>in response to meet the needs of current students</li> </ul>	Teachers up to date with pedagogy and new teaching strategies  Students receive the support they need to lift achievement.	All staff	Professional Development budget	On going	

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed	
	Termly observations of teaching practice	Peer observation and feedback of teaching practice	Effective feedback for growth. Focused reflections of teaching practice to meet the needs of students	All staff		Each term	

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed	
	Strengthen links between evidence of teacher inquiry and teacher criteria (PTCs)	Ensuring teacher practice is meeting the Practicing Teacher Criteria with supporting evidence	All teachers to be proficient in their jobs  All staff			On going	

STRATEGY REF	SPECIFICATIONS	EXPECTED OUTCOMES	WHO	RESOURCES	TIME FRAME	Date Completed	
	Collegial support for PGC goals	Regular sharing of progress, thoughts, reflections, outcomes and actions for inquiries	Clear documentation of inquiry journeys and sharing of same at staff meetings.	All staff	Inquiry logs	On going	

<b>STRATEGY REF</b>	<b>SPECIFICATIONS</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>RESOURCES</b>	<b>TIME FRAME</b>	<b>Date Completed</b>
Collegial support for teacher te reo education	To support all teaching staff to engage in Te Reo Māori professional development	All staff to be more personally and professionally confident in the use of Te Reo Māori	Principal & PRT	Te Ahu o te reo Māori course for all teaching staff before the end of 2023	On going	

Staff support to improve in confidence in their use of te reo in the classroom and wider community

<b>STRATEGY REF</b>	<b>SPECIFICATIONS</b>	<b>EXPECTED OUTCOMES</b>	<b>WHO</b>	<b>RESOURCES</b>	<b>TIME FRAME</b>	<b>Date Completed</b>
Principal to participate in Professional Growth Cycle	Professional Growth Cycle participation	Effective process for growth of Principal in her role	Principal & Cluster Principals		On going	