

MOKAU SCHOOL



TOGETHER WE CAN DO IT.

Mōkau School Strategic Plan 2024 - 2026

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.

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| Mana Motuhake | - We make good choices |
| Outstanding | - We use a growth mindset |
| Kaitiakitanga | - We are respectful and care for our environment |
| Atawhai | - We are kind and caring |

Unity

- We are connected and confident

Provide high quality, inclusive learning opportunities.

To ensure all students have access to learning that reflects Te Tiriti o Waitangi

Nelaps

Objective 1: Learners with their whānau are at the center.
Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
Priority 2: Have high aspirations for every learner.

Objective 2: Barrier free access, ensure sound foundation skills.
Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
Priority 4: Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy

Objective 3: Quality teaching and leadership.
Priority 6: develop leadership and staff capability.

Objective 1: Learners with their whānau are at the center,
Priority 2: 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

Objective 2: Quality teaching and leadership.
Priority 5: Incorporate Te Reo Māori and Tikanga Māori
Priority 6: Develop leadership and staff capability.

Board Primary Objective Links

- Every student is able to attain their highest possible standard in educational achievement.
- The school is inclusive and caters for students with differing needs.

- Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
- Achieving equitable outcomes for Māori students

		<ul style="list-style-type: none"> ● The school gives effect to Te Tiriti o Waitangi ● Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.
Expected Outcomes	<ul style="list-style-type: none"> ● Development of an authentic and inclusive local curriculum that reflects the aspirations of all stakeholders; whānau, iwi, kaiako, ākonga. ● Effective implementation of our local curriculum. ● Evidence based teaching and learning practices ● Establishment of a collective of relevant experts to guide management and governance in planning for success. 	<ul style="list-style-type: none"> ● Collaborative partnerships with our Maori community ● Development and delivery of learning opportunities that incorporate maori identity, language and culture into the teaching and curriculum.
What steps will we take to progress towards our goals	<ul style="list-style-type: none"> ● In depth consultation with all stakeholders to inform the review of our mission and vision (our purpose) and our local curriculum development ● The development of a graduate profile that reflects the current communities aspirations and aligns with the waitomo aratahi kahui ako graduate profile ● The development of an integrated local curriculum that reflects our people and place. ● The implementation of structured literacy and Prime across the school. ● Apply for appropriate PLD funding to support us in our goals as needed. ● Access the personal that are already in place to support (Maniapoto regional management committee, RTlit, RTIb, Ministry leads) ● BoT to participate in NZSTA workshops to enhance their knowledge and understanding of effective governance 	<ul style="list-style-type: none"> ● Unpack Te Tiriti o Waitangi standard (code and standards) ● Establish a whānau group that is consulted regularly to support providing barrier free access to learning ● Implement Maniapoto te reo poutama across the school ● Ensure te ao Māori perspectives, matauranga and tikanga are included in teacher planning and lessons ● Our learning spaces reflect the identities of all cultures in our school.

How will we measure success	<ul style="list-style-type: none"> ● A living local curriculum document ● Achievement data ● Consultation, staff and student voice ● Communication and participation through edge ● Professional growth cycle reflects teacher inquiry, our strategic goals and legislative requirements. ● BOT training has been undertaken 	<ul style="list-style-type: none"> ● Professional growth cycle ● Evidence in teacher planning ● Professional development priority - cultural capabilities. ● Student, staff and community voice ● Feedback/consultation from our whānau
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Mokau School Annual Plan 2024

Strategic Goal	Provide high quality, inclusive learning opportunities.			
Expected Outcome	<ul style="list-style-type: none"> ● Development of an authentic and inclusive local curriculum that reflects the aspirations of all stakeholders; whānau, iwi, kaiako, ākonga. 			
Our current situation:	Our current local curriculum needs to be aligned with Te Mātaiaho and further consultation with key stakeholders is required to ensure it reflects the aspirations of our current and transient community.			
Key actions we will take				
Action	Who is responsible	Resources required	Timeframe	Measure of Success

In depth consultation with all stakeholders to inform the review of our mission and vision (our purpose) and our local curriculum development	Donna Davies PLD Springboard trust Tumuaki BOT Staff Whānau Iwi Students	Surveys Planned hui Current vision, mission Te Mātaiaho	Term Two	We will have collected and analysed quality data to inform future steps.
The development of a graduate profile that reflects the current communities aspirations and aligns with the waitomo aratahi kahui ako graduate profile	Donna Davies PLD Springboard trust Tumuaki BOT Staff Whānau Iwi Students	Consultation data Planned hui Current vision, mission Waitomo aratahi kahui ako graduate profile	Term Three and Term Four	A completed graduate profile that is shared and reflects community aspirations
Evidence based teaching and learning practices	PLD facilitators Tumuaki BOT Staff Students	Ideal PLD Prime Maths PLD	Ongoing	Improvement in teacher capability and confidence Achievement data
BoT to participate in NZSTA workshops to enhance their knowledge and understanding of effective governance	Board Members Tumuaki	Calendar dates of NZSTA workshops and trustees share the load (attendance).	Term One - Term Four	Board members will have shared workshop focus / what was learnt / how the focus can enhance board effectiveness.

Strategic Goal	To ensure all students have access to learning that reflects Te Tiriti o Waitangi			
Expected Outcome	<ul style="list-style-type: none"> • Collaborative partnerships with our Maori community • Development and delivery of learning opportunities that incorporate maori identity, language and culture into the teaching and curriculum. 			
Our current situation:	We have rebuilt relationships with our local Marae (Maniaroa) and Maniapoto Iwi over the past few years . Kapahaka is again a weekly feature of learning. In 2023 The Maniapoto Regional Management Committee approved the selection of a co-opted Board member to ensure we had Māori voice on the Board.			
Key actions we will take				
Action	Who is responsible	Resources required	Timeframe	Measure of Success
Unpack Te Tiriti o Waitangi standard (code and standards)	Tumuaki Kaiako	Code and Standards and elaborations	Term One	We have a clear, shared understanding of Te Tiriti o Waitangi standard and giving effect to Te Tiriti at Mōkau School.
Establish a whānau group that is consulted regularly to support providing barrier free access to learning	BOT Tumuaki Whānau Iwi Kāhui āko	Personnel TBC Consultation processes	Term One - Term Four	We have a functioning whānau group. We have removed the barrier for our Māori students.

<p>Ensure te ao Māori perspectives, matauranga and tikanga are included in teacher planning and lessons</p>	<p>Tumuaki Kaiako</p>	<p>Donna Davies cultural capabilities PLD Te ahu o te reo Māori AST Kāhui ako Whānau group</p>	<p>Ongoing</p>	<p>Evident in planning and student learning outcomes</p>
<p>Our learning spaces reflect the identities of all cultures in our school.</p>	<p>Tumuaki Kaiako Students</p>	<p>Te kura tapa wha</p>	<p>Ongoing</p>	<p>Cultural space audit</p>