

## Annual Plan 2024



*Mā te huruhuru, ka rere te manu*



### **Mauri**

*To grow future focused learners/ākonga with strong foundation skills*



### **Whanaungatanga**

*To enable all ākonga to collaborate as part of a learning community*



### **Ngākaupai**

*To broaden skills and develop character in ākonga through rich and varied opportunities*



### **Kaitiakitanga**

*To empower our ākonga to be positive citizens in a changing world*



### **Manaakitanga**

*To celebrate diversity and all it has to offer*



## School History

Mahora School opening was celebrated on Saturday 22nd August 1903, with the first official day being planned for Monday 24th August. The initial school roll was 62 children. The maximum number of children attending Mahora was in 1949 reaching 924. This resulted in Frimley and Mayfair schools being built and children transferring to these schools. As of 2024 the school has had 9 principals in the 121 years of operation.. The school celebrated the centenary from Friday 22nd August to Sunday 24th August 2003.

History tells us that Bishop Bennet, originally from the Rotorua area gave Board of Trustees the emblem, the shining cuckoo, and the motto, 'Keep on Climbing' to the school.

He wharuroa ngā karere ō māuru - The shining cuckoo is the messenger of the northwest wind. It is said this is in reference to the likelihood of early Maori explorers finding their way to Aotearoa by watching the direction of the migratory birds. The shining cuckoo or Pipiwharuroa is known as the harbinger of spring. The early European settlers regarded the coming of the shining cuckoo as a sign that spring had arrived. For the school, this symbolizes the arrival of a new generation of children.

The school's tohu is the **Pīpīwharuroa-the Shining Cuckoo**. Tangata Whenua saw the Pīpīwharuroa as the 'Harbinger of Spring' heralding renewal and a new life force amongst us. At Mahora we see that as the development of our tamariki, whānau and kaiako. The 5 school values are now linked to the Pīpīwharuroa through the koru which represents growth and the concept of Piki Haere.

*Mā te kahukura ka rere te manu  
Mā ngā huruhuru nei  
Ka rere koe  
Rere runga rawa e  
Ka tae atu koe ki te taumata  
Whakatau mai rā e  
Mau ana taku aroha  
Whai ake i ngā whetu  
Rere tōtika rere pai  
Rere runga rawa rā e*

**Take flight like the bird that is adorned with the colours of  
the rainbow  
Soar high towards the heavens  
And as you arrive to the pinnacle of your destination  
This is where you may rest.  
Cloak yourself with my love  
Follow the pathway to the stars  
Fly straight, fly true.  
Soar high towards the heavens**

The school motto is '**Piki Haere**' - '**Keep on Climbing**'. This was gifted to the kura by Bishop Bennett of Waiapu. '**Mā te huruhuru, ka rere te manu**' - 'Adorn the bird with feathers so it can fly'.

## Strategic Plan comment

Under the Education and Training Act 2020, annually updated charters will be replaced with a 3-year strategic plan and an annual implementation plan. The existing Mahora Strategic Plan and 5 strategic goals were aligned to the NELP's (National Education and Learning Priorities) for development of the 2022 and 2023 Charters. The current strategic plan runs from 2022 to 2024. This plan will remain and be in use during 2024. Strategic Plan consultation will occur in 2024 and the current goals will remain in place until this is completed and the new plan established with the community. This 2024 strategic plan format has been updated to align with the new requirements of the act.

## Te Tiriti o Waitangi

Mahora School takes its direction from Te Tiriti o Waitangi, and endeavors to give full effect to its principles, the provision for the active protection of taonga including Te Reo Maori, Tikanga Maori, and Mātauranga Maori, and for fair and equitable educational processes and outcomes for Maori and for all ākonga. At all times we aim for inclusive, equitable and connected learning that achieves advances for ākonga. We want to ensure every ākonga understands what it means to live in Aotearoa New Zealand and their place in it.

## Ngāti Kahungunu

Mahora school is developing their local curriculum guided by Te Tōpuni Tauwhāinga (The Ngāti Kahungunu Maturanga Strategy) which is an organic cultural framework, growing out of local Ngāti Kahungunu cultural traditions; it comes from the iwi, it belongs to the iwi and it is for the iwi to use as a tool and as a taonga to assist with iwi educational development and iwi educational advancement.

## School Statistics

Roll - Estimated year end 400

Equity Index Number - 469 (473 in 2023)

Ethnicity Breakdown as at 1/3/24 - Māori - 36%, European/Pakehā - 39.9%, Pacific Cultures - 11.3%, Indian 10.4%, Other 2.4%

ESOL & ORS - xx ESOL funded pupils and 1 ORS funded pupils.

Attendance - The 2023 attendance figure was 87%.



## Annual Implementation Plan 2024 - Ngā pae tawhiti

This contains the 2024 implementation goals for our school based on the Strategic Plan. Monitoring of this plan is completed at each Board of Trustees Hui.

**Strategic Goal 1** - To grow future focused learners/ ākongā with strong foundation skills

<b>Te Kore</b>	<b>Te Pō</b>		<b>Te Rea</b>	<b>Te Ao Marama</b>
<b>The Potential</b>	<b>Mā Wai - Who</b>	<b>Āhea - When</b>	<b>The Action</b>	<b>The Indicators</b>
<b>Trial and implement structure change of 2 teams being Y0-3 and Y4-6.</b>	Team Leaders with support and mentoring by AP and DP.	Term 1- Term 4	Teams make up is aligned to refreshed NZ curriculum levels and increased consistency of practice evident across kura.	Staff Feedback & Feed Forward collected twice a year is positive.  Team Whanaungatanga reports show a level of consistency.  Whānau voice collected on positives of 2 teams vs 3.
<b>Implementation of Y0-6 Mahora Learning Assessments &amp; Support Poutama.</b>	Curriculum Leads	Term 1 - Term 4	All teachers implement the assessment programme with results evident and recorded for each tamariki from each assessment.	Written progress report to SMT at end of each term with recommendations for term ahead  External referrals in place based on assessment results
	Learning Support Coordinator	Term 1 - Term 4	Support in place for Tier 2 and 3 identified tamariki	Reported at 2 x termly Hauora Hui  End of year report at Dec Board of Trustees Hui
<b>Trial of e-asTTLe assessment tool</b>	Curriculum Leads  Selected teaching staff as needed	Term 1 - Term 4	Our school has an understanding of the tool and has the capacity to implement this school wide in 2025	Written progress report to SMT at end of each term

	Curriculum Leads	Mid year and end of year	PACT data is moderated and compared against e-asTTLe data	Additional analysis section added to mid year and end of year raising achievement plan reports
<b>Explore and review DIBELS Reading and Wilkie Way Maths</b>	Curriculum Leads	Term 1 - Term 3	Two programmes reviewed to see if they are relevant to be added to our annual assessment plan.	Report and recommendations for 2025 to Senior Leadership Team by the end of Term 3.
<b>Review and monitor Reading, Writing and Maths allocation to ensure one hour a day as per 100 day plan.</b>	Curriculum Leads	Term 1 - Term 4 with adjustments each term	Review, monitor and adjust timetables to ensure we are meeting the guidelines set by MOE for one hour per day.	Report to Senior Leadership Team by the end of Term 1
<b>Review attendance and engagement strategy and seek MOE support to develop a Mahora response plan.</b>	Learning Support Coordinator	By end of Term 2	Develop a clear attendance and engagement plan with set targets to meet	Plan presented to Board of Trustees at mid year



**Strategic Goal 2** - To enable all ākonga to collaborate as part of a learning community

Te Kore	Te Pō		Te Rea	Te Ao Marama
The Potential	Mā Wai - Who	Āhea - When	The Action	The Indicators
Implement Navigating the Journey programme.	Team Leaders  Delivered by teaching staff	Term 1 & 2	Programme completed for all tamariki from Y0- 6. This is an optional programme and parents can withdraw tamariki	Summary report included in team whanaungatanga report # 2.
Review 2022-2024 Strategic Goals and set 2024-2025 goals with whānau in preparation for the next strategic plan to be from 2026 to 2028.	Board of Trustees	Term 1 - Term 4	Strategic plan set using whānau and staff voice	Feedback sought from MOE on this format and adjustments made once new strategic goals are set.
Develop a Whānau roopu to regularly (termly) contribute to school kaupapa.	DP	Term 1 - Term 4	Regular whānau hui held and direct input into strategic direction	As per regular annual plan progress reporting shared with Board of Trustees.
Implement Nga Hau e Whā Kāhui Ako pou.	WSL's (Within School Leaders)	Term 1 - Term 4	Implementation of the workstreams under “Whiria te Ara” - Weave together the pathway as the kaupapa for giving effect to Te Tiriti o Waitanagi. <a href="#">Refer Kāhui strategic overview doc</a>	Participation in Kāhui workstreams and reporting to Senior Leadership Team at the end of each term.

**Strategic Goal 3** - To broaden skills and develop character in ākonga through rich and varied opportunities

Te Kore	Te Pō		Te Rea	Te Ao Marama
The Potential	Mā Wai - Who	Āhea - When	The Action	The Indicators
Strengthen and develop Tikanga Maori through real life experiences at this whānau based marae.	DP and AP Team Leaders WSL's	Term 1 - Term 4	Re-introduce marae connection and learning through day visits and overnight stays.	All tamariki have visited and learning programmes are connected to this. Reporting via Team whanaungatanga reports to Board of Trustees.
Review school wide EOTC to develop a localised progression for all year groups.	Team Leaders - DP and AP	Term 1 - Term 4	A age progression programme established for all tamariki based on local curriculum and whenua	Programme in place as early as possible following whānau and staff voice. Reported to Board of Trustees..



**Strategic Goal 4** - To celebrate diversity and all it has to offer

Te Kore	Te Pō		Te Rea	Te Ao Marama
The Potential	Mā Wai - Who	Āhea - When	The Action	The Indicators
Incorporate Rainbow Community learnings into school documentation and practices through InsideOut support.	AP and DP	Term 1 - Term 4	PLD continues with InsideOut for all staff and Board of Trustees. Consider whānau PLD options. Review of procedures or practices relevant to learning.	PLD in place and procedures or practices under review. As per regular annual plan progress reporting shared with Board of Trustees.
Grandparents play a pivotal role in tamariki lives and we want to support this relationship and reintroduce grandparents day.	Team Leaders AP and DP	Term 2	Review of previous grandparents day and then implementation of 2024 day.	Review completed via voice from tamariki, staff and grandparents. Reported to Senior Leadership Team by the end of Term 2.
Develop Pacific education response including fanau fono, celebrations, festivals and events.	CDT and WSL's	Term 1 - Term 4	Refer CDT plan - Link	CDT progress reporting to Board of Trustees annually.
Develop an increasing understanding of Te Reo.	DP and WSL's	Term 1- Term 4	Refer CDT plan - Link	CDT progress reporting to Board of Trustees annually.



**Strategic Goal 5** - To empower our ākonga to be positive citizens in a changing world

Te Kore	Te Pō		Te Rea	Te Ao Marama
The Potential	Mā Wai - Who	Āhea - When	The Action	The Indicators
Documentation, implementation and understanding of our Mahora local curriculum to date.	DP Team Leaders Class Teachers	Term 1- Term 4	Clear documentation of the journey to date including giving school wide direction to teaching and learning programmes.	Documentation evident. Curriculum shared with the Board and community. Reporting via team whanaungatanga reports with links evident.
			Increased integration of school awa through regular on site visits and connection across the kura.	As per regular annual plan progress reporting shared with Board of Trustees.
			Increased understanding and initial integration of maramataka for teaching and learning programmes and relationship building. .	As per regular annual plan progress reporting shared with Board of Trustees.
Continue to implement The Code programme with increased consistency and transition between teams.	Curriculum Leads	Term 1- Term 2	To be facilitated by Liz Kane Literacy based on staff need. Refer to the application overview link.	Milestone reports. As per regular annual plan progress reporting shared with Board of Trustees.
Implement a successful Digital Technology PLD application.	AP	Term 1 - Term 4	To be facilitated by Digital Circus based on staff need. Refer to the application overview link.	Milestone reports. As per regular annual plan progress reporting shared with Board of Trustees.
To give effect to Te Tiriti o Waitangi, a Kahungunu lens needs to be explored and developed for all leaders.	Principal	Term 1 - Term 4	Leadership PLD programme provided by Kauwaka (Iwi) across Kāhui Ako.	Leaders reflection via PGC.
A clear understanding of te Tiriti o Waitangi is needed for all Board members.	Principal	Term 1 - Term 4	Te Tiriti o Waitangi PLD programme provided by Kauwaka (Iwi) across Kāhui Ako.	Board of Trustees minutes and reflection.

## Raising Achievement Plan - Kia hikitia

### Background information:

- The PaCT information below is based on the judgments of teachers, in November 2023.
- Alongside this 2023 data, also sits the Reading & Maths Priority Progress Report completed on the 2023 Target Students.

### What PaCT doesn't measure:

- Our professional development on Te Tiriti o Waitangi and the implementation of The Mata'aho delivered by Kauwaka. The use of Te Reo Māori and tikanga within our school has evolved and as a whole staff there is a deeper layer of learning happening.
- Maturanga Māori is being woven throughout our school through - kawanga whare (blessing new spaces), whakairo (carving), rongoā (māori medicine) and tikanga.

<b>Data sourced from Board of Trustees PaCT Report 2022</b>	<b>Reading</b> At or above the expected Curriculum level	<b>Writing</b> At or Above the expected Curriculum level	<b>Mathematics</b> At or Above the expected Curriculum level
<b>All Students</b>	229/291 = 78.7%	192/291 = 66%	242/291 = 83.2%
<b>Māori Students</b>	54/90 = 60%	45/90 = 50%	61/90 = 67.8%
<b>NZ European</b>	137/154 = 89%	113/154 = 73.4%	142/154 = 92.2%
<b>Pasifika</b>	18/26 = 69.2%	14/26 = 53.8%	18/26 = 69.2%
<b>All Females</b>	121/149 = 81.2%	103/149 = 69.1%	124/149 = 83.2%
<b>All Males</b>	108/142 = 76.1%	89/142 = 62.7%	118/142 = 83.1%

Further detailed analysis is available from the 2023 End of Year Achievement Report.

## Annual Targets - Ngā pae tata

N.B. - the number of tamariki in targets may vary from year to year and during the year due to enrolments and withdrawals of tamariki.

### 2024 Writing Target - Years 3 - 6

Our writing data at the end of 2023 indicates 66% of tamariki are achieving at or above expectation. To increase this percentage to 80% we need to identify and accelerate progress for tamariki in the 25th-50th PaCT percentile into the 50-75th or above PaCT percentile. In order to achieve this -

1. 179/224 tamariki need to be in the 50-100th PaCT percentile
2. 53/95 tamariki need move from the below 50th PaCT percentile

Refer to Kākano (Y3) and Whanake (Y4-6) Improvement Plans.

### 2024 Writing Target - Year 2

There is currently no standardised progress tool in writing prior to the PaCT assessment at mid year for Year 2's. The Literacy Learning Progression Matrix will be re-implemented to monitor progress. The focus for our 67 Year 2's is to assess tamariki against the matrix to identify those who are at risk of not reaching level 1A by the end of 2024. Tamariki who are identified at Level 1B will become the priority learners.

Refer to the Kākano Improvement Plan.

### 2024 Reading Target - Year 1

The focus for our 48 Year 1 students in 2024 is to ensure foundation literacy skills are secure for all tamariki before they enter Year 2. The focus will be on Reading as the precursor to be successful writers. Baseline data collected late 2023 and early 2024 indicates XX% of Year 1's are at Stage 1 of 6 stages of the LLLL structured literacy approach. By the end of 2024 we want 80% to be at Stage 5. In order to achieve this -

1. xx/48 tamariki need to be at Stage 5

Refer to the Kākano Improvement Plan.

## Professional Development Plan - He ara tika

This plan will be updated as the year progresses in response to needs of the Board of Trustees, students and staff.

Kei te aha? The what?	Mō te aha? For what purpose?	Mā wai? - Āhea? Who will and when?
Maramataka	<p><b>Strategic Goal 4</b> - To celebrate diversity and all it has to offer Localised Mātauranga Māori that will help inform teachers about planning and reading the signs of our taiao. This will help develop our school hauora practices which connects to our rongoā area, mara garden and links to social and emotional competency.</p>	Kawaka Mahora TOD - 24/1/24
Developing expertise in using e-asTTle	<p><b>Strategic Goal 1</b> - To grow future focused learners/ ākongā with strong foundation skills Ensuring that senior management develop an understanding and are equipped with tools when the MOE requires schools to implement e-asTTle.</p>	
E-asTTle reading and math workshop	<p><b>Strategic Goal 1</b> - To grow future focused learners/ ākongā with strong foundation skills Ensuring that senior management develop an understanding and are equipped with tools when the MOE requires schools to implement e-asTTle.</p>	
The Code - Liz Kane Literacy	<p><b>Strategic Goal 1</b> - To grow future focused learners/ ākongā with strong foundation skills All Whanake staff (senior school years 4-6) have a clear understanding of how to implement the Liz Kane structured literacy programme</p>	
Governance	<p>Te Tiiriti o Waitangi through a Kahungunu lens - Kāhui wide board development STA training when available and appropriate - via emails.</p>	<p>TToW - All board members 5.30pm-7.30pm @ HGHS</p> <ul style="list-style-type: none"> <li>● Wed 8 May</li> <li>● Tues 30 July</li> <li>● Mon 21 Oct</li> </ul>

## Property Goals - Manaaki whenua

Te Rea	Te Pō		Te Ao Marama
The Action	Mā Wai - Who	Āhea - When	The Indicators
Learning Support Coordinator space completed and signed off	Principal	Term 1	Via property report at each Board of Trustees Hui.
Spouting and Roof cyclone repairs completed	Principal	Term 1	Via property report at each Board of Trustees Hui
Alleyway mural completed per Creatives in Schools Grant	Learning Support Coordinator	Term 1	Via property report at each Board of Trustees Hui
N4L Network Upgrade	Principal	Term 1	Via property report at each Board of Trustees Hui
Security system reviewed with recommendation plan in place. Replaced as funds allow.	Principal	Term 1 for plan Term 2 for review	Via property report at each Board of Trustees Hui
Room 11 refurbishment project planning is underway to modernize this space	Principal	Term 1 - Term 4	Via property report at each Board of Trustees Hui.
Rooms 1-5 shade funding sourced and installation complete	Principal Caretaker	Term 1 - Term 3	Via property report at each Board of Trustees Hui
Room 14/15 Deck covering installed if 5YA funds allow	Principal	Term 1 - Term 4	Via property report at each Board of Trustees Hui
Whare deck covering installed	Principal	Term 1 - Term 4	Via property report at each Board of Trustees Hui
Power upgrade to hall	Principal	Term 1 - Term 4	Via property report at each Board of Trustees Hui
Completion of front quad redevelopment (funds dependent)	Principal	Term 1 - Term 3	Via property report at each Board of Trustees Hui
Cricket Nets replaced following successful grants	Presiding Member -	Term 1- Term 3	Via property report at each Board of

	design Principal - implementation		Trustees Hui
Driveway repairs completed once drainage completed and as funds allow	Principal	Term 1 - Term 4	Via property report at each Board of Trustees Hui

## Board of Trustees hui and reporting plan - Manaaki tangata

Term 1 - 28 February 2024	Term 1 - 10 April 2024	Term 2 - 22 May 2024	Term 2 26 June 2024
<p>2024 Strategic and Annual Plan. Assurance -</p> <ul style="list-style-type: none"> <li>• School Planning and Reporting</li> <li>• Learning Support</li> <li>• Health Education</li> <li>• Safety Management System and Worker Engagement, Participation, and Representation</li> <li>• Digital Technology and Online Safety:</li> </ul>	<p>Team whanaungatanga report. Governance manual review. Policy Review -</p> <ul style="list-style-type: none"> <li>• Te Tiriti o Waitangi</li> <li>• Board Responsibility</li> <li>• Documentation and Self-Review</li> </ul>	<p>2023 Annual Report. Assurance -</p> <ul style="list-style-type: none"> <li>• Safety Checking and Police Vetting for Non-Teachers</li> <li>• Teacher Registration, Certification, and Police Vetting</li> <li>• Performance Management</li> <li>• Appointment Procedure, Staff Conduct and PLD</li> <li>• EEO</li> <li>• Child Protection and Abuse Recognition and Reporting</li> </ul>	<p>Team whanaungatanga report. Policy Review -</p> <ul style="list-style-type: none"> <li>• Appointment Procedure</li> <li>• Safety checking</li> </ul>
Term 3 - 14 August 2024	Term 3 - 11 September 2024	Term 4 - 6 November 2024	Term 4 - 4 December 2024
<p>Priority Learners progress report. PaCT school wide progress report. Assurance -</p> <ul style="list-style-type: none"> <li>• Student Attendance</li> <li>• Reporting to Parents on Student Progress and Achievement</li> <li>• Searches, Surrender, and Retention of Property</li> <li>• Minimising Physical Restraint</li> <li>• Stand-down, Suspension, Exclusion</li> <li>• Records Retention and Disposal</li> </ul>	<p>Team whanaungatanga report. Board school visit. Policy Review -</p> <ul style="list-style-type: none"> <li>• Concerns and Complaints</li> <li>• Performance Management</li> <li>• Protected Disclosure</li> </ul>	<p>Assurance -</p> <ul style="list-style-type: none"> <li>• School Year, Terms, and Holidays</li> <li>• Managing Income and Expenditure and Expenditure</li> <li>• School Donations and Student Activity Payments (government scheme only)</li> <li>• Gifts</li> <li>• School Swimming Pool</li> </ul>	<p>Priority Learners progress report. PaCT school wide progress report. Team whanaungatanga report. 2024 Annual Plan Report. 2025 Draft Annual Plan 2025 Budget. Policy Review -</p> <ul style="list-style-type: none"> <li>• Managing Income &amp; Expenditure</li> <li>• Financial Conflicts of Interest</li> <li>• Asset Management and Protection</li> </ul>

## Annual Implementation Plan Agreement - Haere whakamua

The Mahora School Board of Trustees agrees to administer this school in a manner reflecting the content and spirit of the Strategic Plan. This annual implementation plan was accepted by the Mahora School Board of Trustees on 10th April 2024.

Matthew Witheford - Board of Trustees Presiding Member, Board of Trustees.

