

# **VISION: World Class Education in The Mount**

**Purpose: To maximise opportunities for Mounties to achieve their full potential**



## **Annual Implementation Plan and AOV 2025**



# Vision: World Class Education in the Mount

Purpose: To maximise opportunities for Mounties to achieve their full potential

## Our Super Measures



A super measure is an overall measure designed to capture improvement in learning for our Mounties as a result of a number of these initiatives and corresponding actions.

2025 Goal: Establish baseline data in Reading, Writing and Maths aligned with the new curriculums

- Student progress will be measured using effect size shifts in standardised assessments
- Student achievement in Reading and Maths will be compared with national CIS data at Year 3 (NZ 20% At or Above) and Year 6 (28% At or Above)

2025 Goal: 40% of kākano make accelerated progress

- Acceleration of kākano students will be measured using effect size shifts in standardised assessments for those in Y3-6

2025 Goal: Achieve attendance targets

- Attendance targets will be measured according to Ministry guidelines alongside active engagement with whānau to reduce barriers to attendance
- Align strategic planning with the Government's target of achieving 80% of students attending more than 90% of the time by 2030

### POU

#### 1. Learning/Akoranga

Our localised curriculum offers a broad, authentic learning experience for all

#### 2. People/Tāngata

Mount Primary is a school with a positive culture and strong reputation

#### 3. Partnerships/Whakahoahoa

Community is strongly and positively involved in our school to support our vision of World Class in The Mount

### Initiatives

1.1 Progress and Achievement  
1.2 Learning Design & Teacher Practice  
1.3 Te Āo Māori

2.1 Positive School Culture  
2.2 Build Leadership Capacity  
2.3 Hauora  
2.4 Kaitiakitanga

3.1 Strong Whānau Connections  
3.2 Strong Reciprocal Iwi Connections  
3.3 International Education  
3.4 Transitions

# Evaluation of our Super Measures

2025 Goal: Establish baseline data in Reading, Writing and Maths aligned with the new curriculums

- Student progress will be measured using effect size shifts in standardised assessments
- Student achievement in Reading and Maths will be compared with national CIS data at Year 3 (NZ 20% At or Above) and Year 6 (28% At or Above)

## Evaluation & Analysis:

2025 Goal:  
Establish baseline data in Reading, Writing and Maths aligned with new curriculums.

Student progress will be measured using progress in standardised assessments

Student achievement in Reading and Maths will be compared to National CIS data at Year 3 (20% at/above) and Year 6 (28% at/above)

*This goal was difficult to achieve as the Ministry still does not have any clear and measurable indicators to benchmark our student data against, or what data is to be measured.*

*As an interim measure, student achievement against the 2025 curriculum has been gathered using the following:*

- *Above expectation: a year or more above year level*
- *At expectation: 80 %- 100% of year level dials achieved*
- *Below expectation: less than 80% achievement at their current year level to one year below current year level*
- *Well below expectation: more than a year below*

## Reading and Maths Data

### Year 3 Reading

- 68% At or Above
- CIS data 54% at or above

### Year 3 Maths

- 53% At or Above
- CIS data 22% at or above

### Year 6 Reading

- 91% At or Above
- CIS data 52% at or above

### Year 6 Maths

- 46% At or Above
- 30% CIS at or above

## 2025 Goal: 40% of kākano make accelerated progress

Acceleration of kākano students will be measured using effect size shifts in standardised assessments for those in Y3-6

2025 Goal:  
40% of Kākano will make accelerated (greater than 1 year in a year) progress

Acceleration of Kākano students will be measured using effect size shifts in standardised assessment for those in Year 3-6.

*When we set this goal we were told that the e-asTTle scoring schedule would be aligned to the new curriculum and that it would include expectations for Year 3 students. The Ministry then decided that they would discontinue e-asTTle as an assessment tool from the end of 2026 so no accurate alignment was done.*

*We have not been able to use Year 3 kākano students due to this as we have no measure of expectation and therefore acceleration.*

*Some student data is not included as they did not have two data points to compare.*

## Kākano Progress

Reading	Writing	Maths
<b>Year 4:</b> <ul style="list-style-type: none"><li>Expected - 18%</li><li>Accelerated - 64%</li></ul>	<b>Year 4:</b> <ul style="list-style-type: none"><li>Expected - 20%</li><li>Accelerated - 50%</li></ul>	<b>Year 4:</b> <ul style="list-style-type: none"><li>Expected - 0</li><li>Accelerated - 66%</li></ul>
<b>Year 5:</b> <ul style="list-style-type: none"><li>Expected - 22%</li><li>Accelerated - 56%</li></ul>	<b>Year 5:</b> <ul style="list-style-type: none"><li>Expected - 13%</li><li>Accelerated - 43.5%</li></ul>	<b>Year 5:</b> <ul style="list-style-type: none"><li>Expected - 20%</li><li>Accelerated - 50%</li></ul>
<b>Year 6</b> <ul style="list-style-type: none"><li>Expected - 29%</li><li>Accelerated - 42%</li></ul>	<b>Year 6</b> <ul style="list-style-type: none"><li>Expected - 11%</li><li>Accelerated - 37%</li></ul>	<b>Year 6</b> <ul style="list-style-type: none"><li>Expected - 50%</li><li>Accelerated - 44%</li></ul>

## 2025 Goal: Achieve attendance targets

Attendance targets will be measured according to Ministry guidelines alongside active engagement with whānau to reduce barriers to attendance

- Align strategic planning with the Government's target of achieving 80% of students attending more than 90% of the time by 2030

### 2025 Goal:

#### Achieve attendance target:

National Regular Attendance Goal is 80% (attending 90% or more of the time)

#### Outcome:

2025 Average was 66%. 2024 was 63%

**Action:** Attendance targets will be measured according to Ministry guidelines alongside active engagement with whānau to reduce barriers to attendance.

#### Outcome:

Measured alongside Ministry Guidelines.

Active engagement with whānau included email, phone, face to face contacts.

Additional supports via external agencies, Mōrena Mounties, Learning Support, Social skills groups, rewards.

**Action:** Align strategic planning with the Government's target of achieving 80% of students attending more than 90% of the time by 2030.

#### Outcome:

Designed and now implementing Attendance Management Plan, which includes *Stepped Attendance Response (STAR)*

## Regular Attendance

- Term 1 76%
- Term 2 68%
- Term 3 43%
- Term 4 75%

## Main Absence Reasons

	Illness/Med	Holiday
Term 1	42%	32%
Term 2	56%	24%
Term 3	42%	39%
Term 4	46%	20%

## Maths

**Goal: to improve the achievement of our Mounties in maths by strengthening teacher practice**

**What does success look like?**

- 85% of students (Y3-6) make at least expected progress in Maths e-asTTle or PAT

Actions	Resources	Outcomes	Measures
<ul style="list-style-type: none"> <li>• New curriculum given to all teachers. PLD sessions to unpack and familiarise with new progressions and <i>potentially</i> new assessment tools (1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff hui x 2</li> </ul>	<ul style="list-style-type: none"> <li>• School wide scope &amp; sequence including year overviews</li> </ul>	
<ul style="list-style-type: none"> <li>• 'Maths Champs' supported to lead team planning (2.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Session with Barbara on how to lead 'Design Learning' sessions</li> <li>• CRT time</li> <li>• Team leader release</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative planning developed and used by all teachers (1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Team leaders to check daily planning every 3 weeks, recorded and feedback given as required</li> </ul>
<ul style="list-style-type: none"> <li>• Teacher Only Day session and workshops across the year with The Learner First (1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• The Learner First workshops</li> <li>• Teacher release TBC</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit instruction &amp; Rich Routines are used daily by all teachers (1.1, 1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of lessons by Hayley and Barbara</li> </ul>
<ul style="list-style-type: none"> <li>• Identify students who did not meet the EOY expectations for 2024 (1.1)</li> <li>• Meet with these parents and students each term - individual meetings and information sessions (3.1)</li> <li>• Acceleration lessons with Hayley, Karin or Rebecca (1.1)</li> <li>• In-class learning design shows adaptation &amp; accelerative strategies (1.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing x 1 teacher, 2 x TA</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 40% of kākano students show acceleration in Maths (1.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Data from standardised assessments compared to measure acceleration</li> </ul>
<ul style="list-style-type: none"> <li>• Explore what success as Māori for Māori looks like in Maths (1.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Time for Stacey</li> </ul>	<ul style="list-style-type: none"> <li>• Māori student achievement is comparable to other students (1.1, 1.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Data from standardised assessments compared</li> </ul>

<ul style="list-style-type: none"> <li>Hold at least two parent information hui - one to outline the new curriculum and one to share how to help at home with Maths (3.1)</li> </ul>		<ul style="list-style-type: none"> <li>Parents have been informed about the refreshed curriculum</li> <li>Parents are able to support students at home to learn Maths</li> </ul>	<ul style="list-style-type: none"> <li>Parent feedback collected after the hui shows a high positive response to the sessions</li> </ul>
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**Evaluation and Analysis:**

- Hosted four "The Learner First" workshops, including classroom demonstrations that were observed by staff to share best practices.
- Completed school-wide Number assessments to map student knowledge to the new curriculum.
- Developed initial year overviews aligned with the new curriculum and utilized MOE planning examples.
- Confirmed the continuation of Maths Professional Learning and Development (PLD) for 2026.

In 2025, significant progress was made in preparing for the refreshed Mathematics Curriculum. All teachers participated in Maths Professional Learning and Development (PLD), deepening their understanding of new progressions and assessment approaches, which has strengthened consistency and confidence across teams. Key systems are now firmly in place, including a school-wide scope and sequence, collaborative planning processes, and the developing use of explicit teaching alongside rich mathematical routines.

The Maths Team has supported team planning and helped build a shared understanding of the implementation timeline, improving overall alignment across the school. Professional learning through *The Learner First* and staff hui has further developed teacher capability and highlighted effective practice. Staff feedback indicates growing confidence and noticeable shifts in teaching practice.

A strong emphasis on acceleration ensured students below 2024 end-of-year expectations were identified early, closely monitored, and supported through termly whānau meetings, targeted teaching, and in-class strategies. This focused approach contributed to the successful achievement of the goal for 40% of Kākano students to make accelerated progress.

Looking ahead to 2026, the focus will be on maintaining this momentum while continuing to strengthen staff capability and respond to ongoing curriculum developments, particularly through supporting Tier 2 learners in-class and extending through the breadth of the curriculum for capable learners.

**English**

**Goal: for teachers to become familiar with the new curriculum document**

**What does success look like?**

- Structured literacy continues to be taught with fidelity,**
- 90% of students make a year's progress in running records,**
- X% of students will make at least expected progress in reading (90%) and writing (75%) e-asTTle or PAT**

Actions	Resources	Outcomes	Measures
<ul style="list-style-type: none"> <li>Teacher only day session unpack English curriculum (1.1, 1.2)</li> </ul>	<ul style="list-style-type: none"> <li>MOE resources</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are familiar and gain confidence in the new curriculum document - progressions and expectations of progress</li> </ul>	<ul style="list-style-type: none"> <li>New progressions are used in learning design</li> </ul>

<ul style="list-style-type: none"> <li>Moderation sessions to align writing samples with new year level progress outcomes/phases of learning (1.1, 1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Staff hui end T2, T3 and T4</li> </ul>	<ul style="list-style-type: none"> <li>Work samples are correctly marked</li> </ul>	<ul style="list-style-type: none"> <li>TBC - moderation across the kahui ako reflects our in-school judgements</li> </ul>
<ul style="list-style-type: none"> <li>Staff survey in the middle of term 2: what's working, what's not working, what support do you need (1.1, 1.2, 2.1, 2.3)</li> </ul>		<ul style="list-style-type: none"> <li>Staff hui (early Term 3) to respond to staff survey</li> </ul>	<ul style="list-style-type: none"> <li>Any emerging issues are resolved promptly</li> </ul>
<ul style="list-style-type: none"> <li>Review Mountie Structured Literacy scope &amp; sequence to align with new curriculum (1.1, 1.2)</li> </ul>		<ul style="list-style-type: none"> <li>Our scope &amp; sequence is accurate and aligned with the new curriculum</li> </ul>	
<ul style="list-style-type: none"> <li>Literacy leader to do observations/check in on every class across the school each term (1.1, 1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Release</li> </ul>	<ul style="list-style-type: none"> <li>Structured literacy continues to be taught with fidelity</li> </ul>	<ul style="list-style-type: none"> <li>Observation notes with follow up and feedback as required</li> </ul>
<ul style="list-style-type: none"> <li>Attend MOE funded PLD for structured literacy</li> </ul>	<ul style="list-style-type: none"> <li>Release</li> </ul>	<ul style="list-style-type: none"> <li>Literacy leaders are prepared to implement school PLD in 2026</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

#### Evaluation and Analysis:

In 2025, the school implemented a new Phonics Check administered at 20 and 40 weeks of schooling, with all students identified as requiring support receiving targeted intervention. Significant professional learning was undertaken to unpack the new English curriculum, beginning with whole-school sessions and followed by in-depth team-based exploration of specific phases. Staff engaged in both team and whole-staff hui to examine revised progressions, ensuring a shared understanding of expected learning outcomes and how these are demonstrated in practice. Curriculum overviews were reviewed to confirm full coverage and alignment. Writing moderation occurred twice during the year to support consistency of teacher judgements, and staff feedback was gathered through surveys conducted during regular catch-ups. The school's Mountie scope and sequence for Reading and Spelling was realigned to reflect curriculum changes, including notable shifts in the sequencing of phonics content, such as some sounds moving from Year 5 to Year 3. Classroom observations were carried out by the Literacy Leader to ensure fidelity to structured literacy approaches across the school, with largely positive feedback; where needed, additional guidance and support were provided to strengthen practice. Furthermore, members of the English leadership team and literacy champions participated in external professional development with Liz Kane, focusing on structured literacy in Years 4–8.

#### Local Curriculum

**Goal: to explore aspects that enrich our Mountie's learning**

**What does success look like?**

- Cumulative, age appropriate 'camp'/EOTC experiences for all Mounties from 2026
- AI tools used to increase productivity, resulting in quality learning,
- Opportunities for high achieving students to extend themselves, and be recognised, across a range of areas.

Actions	Resources	Outcomes	Measures
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<ul style="list-style-type: none"> <li>Investigate what other schools do for camps and EOTC across year levels (1.2, 2.1, 2.3, 3.1)</li> <li>Develop a six year, loosely costed proposal for Mouties outside the classroom (consider regulations and the law, what's possible, pitfalls)</li> </ul>	<ul style="list-style-type: none"> <li>Unit</li> </ul>	<ul style="list-style-type: none"> <li>A cumulative, age appropriate overview of 'camp'/EOTC experiences document exists and is used to plan for 2026 onwards</li> </ul>	<ul style="list-style-type: none"> <li>High levels of attendance</li> </ul>
<ul style="list-style-type: none"> <li>Investigate what other schools are doing and using Artificial Intelligence (AI) tools for (1.1, 1.2, 2.3)</li> <li>Identify costs associated with different options</li> <li>Provide information regarding regulations and the law</li> </ul>		<ul style="list-style-type: none"> <li>AI tools are used to support teachers/leaders</li> </ul>	
<ul style="list-style-type: none"> <li>Investigate what other schools offer for Gifted and Talented students (G &amp; T)- both in-class and optional activities (consider academics, The Arts e.g. dance, drama, music, leadership) (1.2, 2.1)</li> <li>Develop a list of possible G&amp;T opportunities for our Mouties (including costs)</li> </ul>		<ul style="list-style-type: none"> <li>We offer a wide range of opportunities for our high achieving students from 2026</li> </ul>	<ul style="list-style-type: none"> <li>Positive feedback in community surveys</li> </ul>

**Evaluation & Analysis:**

We've mapped out a great EOTC journey for our Mouties that grows with them. It starts with a simple after-school event for our newest learners and builds up to a multi-night camp by Year 6. We've kept it flexible so it works across all our different team setups.

On the tech side, we've reviewed the best AI tools to help with productivity and are focusing on upskilling everyone throughout 2026 to keep learning quality high. Since the camp and AI projects took priority, we've spent our time researching the best ways to support our high achievers so we have a solid starting point for when we dive deeper into that area.

**Hauora**

**Goal: all Mouties can self regulate their emotions and behaviour using Zones of Regulation (ZoR) strategies**

**What does success look like?**

- Teachers teaching ZoR lessons in Term 1 as T1 inquiry, and implementing on an ongoing basis in Learning Design
- Physical resources and wall displays in every classroom and around the school
- Students actively using self-regulation strategies in and out of class

Actions	Resources	Outcomes	Measures
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<ul style="list-style-type: none"> <li>Teacher only day session with Matt (RTL) and staff hui in Weeks 2 &amp; 3 of Term 1 (2.3)</li> </ul>	<ul style="list-style-type: none"> <li>Cost of digital curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Teachers teaching ZoR lessons in Term 1 (in sequence) and revisiting these across the year (1.2, 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders to check daily planning a minimum of tri-weekly, recorded and feedback given as requested</li> </ul>
<ul style="list-style-type: none"> <li>Teacher aides to make ZoR classroom resources on teacher only days (2.3)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher aides to make resources</li> <li>Classroom resources = ongoing costs</li> </ul>	<ul style="list-style-type: none"> <li>Physical resources and wall displays in every classroom and around the school (2.1, 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to actively refer to and use, these resources when they are learning to self-regulate</li> </ul>
<ul style="list-style-type: none"> <li>'Zones Champs' supported to lead team planning (2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Session with Damian, Matt on how to lead 'ZoR' sessions</li> <li>CRT time</li> <li>Unit allocation</li> </ul>	<ul style="list-style-type: none"> <li>Learning Design and ZoR resources and intent aligned and used by all teachers (1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Damian to check daily planning every 3 weeks, recorded and feedback given as required</li> </ul>
<ul style="list-style-type: none"> <li>Allocate staff hui time in Terms 2-4 for maintenance PLD (2.3)</li> </ul>	<ul style="list-style-type: none"> <li>Staff hui</li> </ul>	<ul style="list-style-type: none"> <li>Staff continue to develop knowledge of the programme and include sessions in learning design (1.2, 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>Team leaders to check daily planning a minimum of tri-weekly, recorded and feedback given as required</li> </ul>
<ul style="list-style-type: none"> <li>Teachers teaching ZoR lessons in Term 1 and revisiting these across the year (2.3)</li> </ul>	<ul style="list-style-type: none"> <li>ZoR teaching resources</li> </ul>	<ul style="list-style-type: none"> <li>Students actively using self-regulation strategies in and out of class (1.2, 2.3)</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in behaviour posts on Hero</li> </ul>

#### Evaluation and Analysis:

Successful implementation of Zones in 2025 with PLD provided by RTL supporting schoolwide, with DP and Zones Champions. Term 1 intensive teaching lessons with revision and application over Terms 2-4. Zones Champions (teachers across each team) key to ongoing engagement at classroom, playground and schoolwide level. ZoR formed part of the regular agenda at each team meeting level. Resourcing of Online ZOR lessons, lesson resources, timetabled sessions and leader check-ins, along with physical classroom resources, playground resources and Zones Champions key to successful student and teacher use across school contexts for self-regulation. Additionally, regular Pipeline pieces shared concepts, language and strategies. There was not a decrease in behaviour posts of HERO, however this is likely due to a particular cohort of Y6s and a small number of very high needs behaviour students over-represented.

#### Te Āo and Te Reo

**Goal: Māori students achieving success as Māori**


**What does success look like?**



- Clear definition of what Māori achieving success as Māori looks like at our school,
- Planned opportunities across each year for our Māori students

Actions	Resources	Outcomes	Measures
<ul style="list-style-type: none"> <li>Investigate what other schools do</li> </ul>	Kāhui Ako	<ul style="list-style-type: none"> <li>A summary of findings is used to develop a plan for 2026 onwards (1.1, 1.2, 1.3, 2.3, 3.1, 3.2)</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of Māori students achieving, as per our definition, continues to rise from</li> </ul>

<ul style="list-style-type: none"> <li>• Ask whānau what this means to them</li> </ul>			2026
<ul style="list-style-type: none"> <li>• Provide PLD to staff on Māori achieving success as Māori</li> </ul>			
<ul style="list-style-type: none"> <li>• Plan kaupapa Māori opportunities across each year for our Māori students</li> </ul>			

#### Evaluation & Analysis:

Over the past year, we worked towards achieving the goal of ensuring **Māori students achieve success as Māori**. A key strength of this work has been the deliberate focus on building a shared understanding across staff. To do this, we completed 3 PLD workshops during staff meetings, where staff engaged deeply with what "Māori achieving success as Māori" means, why it is critical and how it aligns with our Moutieisms. This has helped shift thinking from viewing success as purely academic, to recognising the importance of identity, culture, relationships and belonging.  [Presentation - Māori Achieving Success as Māori \(1\).pdf](#)

-  [Māori achieving ed success as Māori posters \(3\).pdf](#) We also continued as a staff setting goals and self-monitoring our progress using our Poutama
-  [Kāhui Ako Poutama Posters](#)

Alongside this, we constructed a survey that was sent home to all our whānau Māori to gain insights into student experiences, relationships with teachers, cultural responsiveness and whānau aspirations. We also included a section at the end of the survey to let us know any other concerns or questions which was really helpful as we were able to follow-up with each individual whānau, strengthening relational trust and demonstrating a genuine commitment to partnership rather than consultation alone. This aligns strongly with Partnerships/Whakahoahoa (3.1) and reflects effective practice under Te Tiriti o Waitangi. [Survey](#)

Findings from this engagement showed:

- Strong, respectful relationships between kaiako and ākonga
- Visibility and valuing of culture within the school environment
- Alignment between Moutieisms and whānau aspirations

In terms of Progress and Achievement (1.1), end-of-year data shows there is no disparity between Māori and non-Māori student achievement. This is a significant outcome, particularly given that this was not the case across any of the other schools in our local area. It indicates that Māori learners at our school are achieving equitable academic outcomes, and that current systems and practices are supporting success in this domain.

However, while this parity is a strong foundation, it is important to recognise that equity does not yet fully equate to success as Māori. The next phase of this work is to ensure that ākonga Māori are not only achieving at the same level as their peers, but are also experiencing success as *Māori*, with their identity, language, and culture affirmed and visible within their learning. This work will be ongoing and will need to be addressed every year.

To help towards achieving this goal, we have also planned for some of our ākonga Māori to have some ao Māori lessons/experiences outside of their normal classroom routines.

1. Matariki sleepover (with Matariki viewing and helping with hāngī in the morning)
2. Visit to Waikari marae (Juniors)
3. Visit to Waikari marae (Yr 6) to be helpers in running workshops for ECE centres and Junior students
4. Yr 6s visit to ECE centres to teach young tamariki waiata and haka
5. Excursion to Bay Park to watch kapa haka regionals
6. Kapa haka groups from various areas came to practise at our school (so our tamariki could watch)
7. Lessons across the school for te reo and kaupapa Māori groups with Whaea Sue to learn te reo
8. Junior team with Whaea Stacey each week

9. Kapa haka Yrs 3-6 each week
10. Lessons across the school on Harakeke (flax weaving), kēmu (games), mau rākau (weapons), kawakawa (Māori medicine) and mahi toi (arts).
11. Morning whanaungatanga slides. Whole school to do each morning: (Focus changes each week and term).
  - karakia,
  - waiata,
  - Whakatauaākī (proverb),
  - pakiwaitara (local legend)
  - reo focus
12. Hāngī - lots of whānau/community involvement

**Scope the next three years (as a lead into the 2026 - 2028 Strategic Plan)**

**Goal: to develop an aspirational and realistic strategic plan**

**What does success look like:**

- **'Technically sound' - sequenced, simple, accessible to all stakeholders,**
- **Aspirational and future focused, pushes us beyond the bow,**
- **A 10 year vision, but with space to pivot,**
- **Informed by staff, whāna, future whānau and student voices**

Actions	Resources	Outcomes	Measures
<ul style="list-style-type: none"> <li>• Survey (May) with Jeanette (3.1)</li> <li>• Term 1 BOT hui to plan survey with Springboard</li> </ul>	<ul style="list-style-type: none"> <li>• Cost to engage Springboard and Jeanette</li> </ul>	<ul style="list-style-type: none"> <li>• Community survey has clearly identified trends and areas to develop (3.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Participation levels in the survey are at least as high as 2023</li> </ul>
<ul style="list-style-type: none"> <li>• April/May - strategic planning days to get feed in on how to ask decent questions</li> </ul>	<ul style="list-style-type: none"> <li>• Release costs for team leaders</li> </ul>		
<ul style="list-style-type: none"> <li>• 2 x strategic planning days with SLT and board</li> <li>• Coherence/creation day/s (SMT) to pull it all together into awesomeness</li> </ul>		<ul style="list-style-type: none"> <li>• Our strategic plan for 2026 - 2029 is complete and meets our success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback received from stakeholders on completed plan</li> </ul>

**Evaluation & Analysis**

**Sharing with our community**

**Goal: to keep our community informed and educated about life at Mount Primary**

**What does success look like?**

- **Positive feedback from parents**
- **Attendance at hui and workshops**
- **Streamlined lines of communication**
- **Parents have agency over life at school**

Actions	Resources	Outcomes	Measures
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<ul style="list-style-type: none"> <li>Engage expert advice on our effective comms plan for our school</li> </ul>			
<ul style="list-style-type: none"> <li>Annual overview for reporting to parents established and shared with our community (1.1, 1.3)</li> </ul>		<ul style="list-style-type: none"> <li>Overview is shared with the community and dates are in calendar at the start of the year</li> </ul>	<ul style="list-style-type: none"> <li>An increase in whānau attending learning partnership hui (1.1, 2.3, 3.1)</li> </ul>
<ul style="list-style-type: none"> <li>Weekly Pipeline and Pitopito Korero shared with the community (1.1, 1.2, 1.3, 2.3, 3.1)</li> </ul>		<ul style="list-style-type: none"> <li>Parents are informed and educated about the curriculum and school life in classes and the widener school and take responsibility for managing their role</li> <li>Clear list of guidelines for each method of communication is in the drive</li> </ul>	<ul style="list-style-type: none"> <li>A reduction in the number of emails to staff (2.3)</li> </ul>
<ul style="list-style-type: none"> <li>Parent workshops offered across the year e.g. <ul style="list-style-type: none"> <li>Curriculum changes</li> <li>Camp</li> <li>Maths</li> <li>Puberty</li> <li>Digital safety</li> <li>Hero</li> <li>Zones of Regulation</li> <li>Anxiety and Mental Health (3.1)</li> <li>Whānau hui</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Parents are informed and education about the curriculum and school life in classes and the wider school and take responsibility for managing their role</li> <li>Consistent approaches between home and school</li> </ul>	<ul style="list-style-type: none"> <li>Parent feedback collected after workshops shows a high level of positive response to the sessions</li> </ul>

#### Evaluation & Analysis:

We engaged SmartPR to review our communication approach. The review found that our communication was effective, with some minor tweaks suggested. These have been actioned and we are in the process of updating our website to ensure that this is more comprehensive and supports a 'pull approach' to parents being able to find information independently.

Our community survey identified high levels of satisfaction with the weekly Pitopito, and parents felt well informed about the learning that occurs in their child's class. Teachers have used the agreed guidelines to create personalised updates that include agreed aspects. We have informally surveyed staff in regards to parent emails and all reported a reduction in parent emails regarding day-to-day matters. Where emails have been received staff were asked to redirect them to the Pitopito or Pipeline. Readership of the Pipeline is good with articles ranging from around 300 views to just under 100 views (depending on article/week). There is lower engagement towards the end of the term.

Engagement at Learning Partnership hui is strong with around 90% of families making bookings. Kākano hui in Term 1 were less well attended with under 90% of families attending. There continues to be a small number of parents who book but do not show up. We had an excellent turnout in Term 2 for our hui regarding the changes to the curriculum with over 80 people in attendance. Feedback was positive and parents were supportive of the change in achievement level as they understood that their children had not gone backwards with learning. Some commented that they were pleased their learning was not as low as expected when the dials were shared.

# World class education in the Mount

**Critical Thinkers**  
(Whakaaro Arohaehae)

**Mahi tahi**  
(Collaborators)



**Auaha**  
(Creative)

**Connected**  
(Honohono)

**Making Mouties since 1913**

**Aware**  
(Mataara)

**Curious**  
(Pakirehua)

**Aumangea**  
(Gritty)



## Te Tiriti o Waitangi

Te Tiriti o Waitangi is the founding document of Aotearoa New Zealand.

### Article 1: Kāwanatanga | Honourable governance

- Equitable partnerships and genuine collaboration; undertaking governance, leadership, and decision making that is equitable and collective.

### Article 2: Rangatiratanga | Māori self-determination

- Tino rangatiratanga and mana motuhake; honouring the tikanga and kawa of mana whenua and ensuring their active participation in decisions that impact Māori in their takiwā (area).

### Article 3: Ōritetanga | Equity

- Pursuing equity; seeking out and removing barriers and bias from systems, structures, and processes, giving status and mana to all aspects of te ao Māori, actively revitalising te reo Māori, and appropriately observing tikanga Māori.

### Te Ritenga | Spiritual and religious freedom

- Free expression of spiritual and religious beliefs; honouring Māori spirituality and mātauranga Māori.

Mount Maunganui Primary School acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships.

## Board responsibilities

As part of meeting their paramount objective of ensuring that every student can attain their highest possible standard of education achievement, section 127 (2) (e) requires boards to:

- seek to achieve equitable outcomes for Māori students
- take all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers
- take reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity.

School boards are also required to operate an employment policy that complies with the principles of being a good employer (Education and Training Act, s 597). This includes the responsibility to recognise:

- the aims and aspirations of Māori
- the employment requirements of Māori
- the need for greater involvement of Māori in the education service.

Our school is committed to honouring [Te Tiriti](#) and we are guided by the articles of [Te Tiriti o Waitangi](#) in doing this.

As required by the Education (School Planning and Reporting) Regulations 2023, the strategic plan of our school board includes:

- strategic goals, as developed in consultation with the **school community** (including the Māori community associated with the school), for meeting board objectives, including those set out in s 127 (2) (e) above
- information about the links between our strategic goals and any relevant national education strategies or plans, including Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy
- strategies for achieving or making progress towards our strategic goals based on the identities, needs, and aspirations of our school community, including, without limitation, strategies for identifying and catering to **students whose needs have not yet been well met**.

Our strategic planning allows us to work towards and evaluate how we are achieving our objectives and fulfilling our responsibilities. We regularly review our progress towards achieving the goals set out in our strategic plan.

### Engagement and consultation

We seek to empower our Māori students to achieve educational success as Māori in ways that include, but are not limited to, academic achievement.

When developing our strategic goals and planning how we will achieve them, we:

- ensure we recognise and respond to the identities, needs, and aspirations of the Māori community associated with our school
- consult with our Māori community on how we will meet the board objectives to:
  - achieve equitable outcomes for Māori students
  - ensure we take all reasonable steps to provide for students to be taught and to learn in te reo Māori when requested by their parents or immediate caregivers
  - take reasonable steps to ensure the policies and practices of the school reflect New Zealand's cultural diversity.

We also engage regularly with our Māori community by:

- creating opportunities for whānau Māori to meet together with school representatives
- having appropriate and accessible ways that whānau Māori can communicate with the school.

### School policies, practices, and programmes

Our school policies, practices, and programmes are underpinned by our strategic plan, which outlines how we will meet board objectives. In addition, our school programmes are guided by the vision and principles of the New Zealand Curriculum, including:

- working towards a vision of young people who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Tiriti partners, and in which all cultures are valued for the contributions they bring
- acknowledging the principles of Te Tiriti o Waitangi, and the bicultural foundations of Aotearoa New Zealand
- providing all students with the opportunity to acquire knowledge of te reo Māori me ōna tikanga
- reflecting Aotearoa New Zealand's cultural diversity and valuing the histories and traditions of all its people.

### Related policies

- **Board Responsibilities**
- **Curriculum and Student Achievement Policy**

- [School Community Engagement Policy](#)
- [School Planning and Reporting](#)
- [Māori Educational Achievement](#)
- [Inclusive School Culture](#)
- [Learning Support](#)
- [Managing Policies and Procedures](#)

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## Legislation

- [Education and Training Act 2020](#)
- [Treaty of Waitangi Act 1975 \(Schedule 1\)](#)

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## Resources

- [Ministry of Education | Te Tāhuhu o te Mātauranga: Ka Hikitia – Ka Hāpaikia | The Māori Education Strategy](#)
- [Te Poutāhū Curriculum Centre: Tāhūrangi – New Zealand Curriculum](#)

### Hei mihi | Acknowledgement

SchoolsDocs wishes to acknowledge Janelle Riki-Waaka (Tainui Awhiro, Ngāti Hauiti), Kaihautū of Riki Consultancy Ltd, who supported the SchoolDocs team with expert advice in developing an earlier version of this policy. The policy has since been updated to align with legislative changes. He mihi ka tika ki a Janelle mō tōna mahi āwhina ki a mātou.

**Release history:** [Term 4 2025](#), [Term 3 2024](#), [Term 4 2022](#), [Term 4 2020](#)

**Last review** Term 1 2024  
**Topic type** Core