

UNIQUENESS

Nau mai, Haere mai, Welcome to Te kura o Te Mahoe, a unique and vibrant rural kura located 30 kilometres from Whakatāne, Te kura o Te Mahoe is dedicated to nurturing, inspiring, and educating our tamariki with a focus on the values of Respect, Excellence, Perseverance, and Self-Control.

These values are the foundation upon which our school is built.

Our student population is proudly 80 percent Māori, with strong affiliations to the local iwi of Ngāti Awa, as well as connections to Ngai Tūhoe, Whakatōhea, Te Arawa, Te Whānau ā Apanui, and iwi from further afield, including Ngāti Kahungunu, Ngāti Porou, Ngāti Maniapoto, and Ngāpuhi.

This year 2024, marks a significant period of change for Te kura o Te Mahoe, as our Board of Trustees has welcomed an esteemed leader with thirty years of experience as a teacher and in various leadership roles, including Deputy Principal, Acting Principal, Associate Principal, and now Principal/Tumuaki of our kura. We look forward to the future with optimism and a shared commitment to excellence in education for our tamariki and community.

Te kura o Te Mahoe serves a small rural community, with many of our whānau facing economic challenges. Despite this, there is a shared aspiration within our community to explore and develop both New Zealand Curriculum and Rumaki Māori Medium education, a vision that will be pursued by our new leadership team, the Board, and the community over the course of 2024 & 2025.

We place great importance on fostering positive relationships and open communication between parents, whānau, and our dedicated staff, as we work together to make a meaningful difference in the learning journey of our tamariki.

Despite the distinct educational pathways, we unite under the tikanga me kawa o Ngāti Awatanga for all hosting and events. Each day begins with karakia and concludes with kapahaka, reflecting our commitment to cultural and educational excellence.



Te Tiriti o Waitangi:

Te Tiriti o Waitangi is a founding agreement between Māori and the Crown (New Zealand government). It sets out how the two groups will work together in New Zealand. Te Kura o Te Mahoe understands its duty to respect and follow this agreement.

Our Responsibilities under the Law:

The Education and Training Act 2020 says that the school board at Te Kura o Te Mahoe must follow Te Tiriti o Waitangi. We do this by:

1. Making sure our plans, policies, and school activities respect Māori customs and knowledge.
2. Offering lessons in the Māori language and customs whenever possible.
3. Ensuring Māori students have equal opportunities to succeed.



The Principles of Te Tiriti o Waitangi:

The school follows three main principles of Te Tiriti o Waitangi: partnership, protection, and participation.

1. Partnership:

We work closely with our local Māori community to support their self-determination (making their own decisions). We regularly ask for their advice on how to best support Māori students. We also include them in planning the school's future, and we work together to create opportunities for learning in Māori language and culture.

2. Protection:

We actively protect and promote Māori knowledge, language, and customs. These are part of everyday life at our school. We support our teachers in learning and using Māori language and customs in their teaching and encourage culturally responsive teaching methods.

3. Participation:

We aim high for every student and encourage students and their families to be involved in all parts of school life. Our relationships with families help us design education that honours students' identities, languages, and cultures, ensuring that Māori students succeed as Māori.

The School Board's Role:

The school board is responsible for overseeing the school and ensuring that every student can achieve their best.

- This includes:
- Making the school a safe and inclusive place for all.
 - Respecting students' rights and eliminating discrimination.
 - Meeting the needs of students with different abilities.

To achieve these goals, the board carefully considers national education priorities, manages the school's finances, follows laws, and ensures high-quality teaching.

Consulting with the Community:

Te Kura o Te Mahoe consults the community in important areas, such as developing school policies, making changes to school rules, and reviewing the curriculum. We regularly review our policies to make sure they are working well and reflect the needs of our school community.

Conflicts of Interest:

A conflict of interest happens when someone's personal interests might affect their decisions at school. We expect everyone at Te Kura o Te Mahoe to act in the school's best interest. When conflicts arise, we handle them fairly and transparently to protect the integrity of the school and its community.



STRATEGIC GOALS & ACTION PLAN: 2024/2025 – 2027

Principals' endorsement:

Whaea Mariana Gordon

Board of Trustees' endorsement:

Caroline Abraham

Submission date to Ministry of Education:

August 2024/2025

School No:

2009

SCHOOL PRIORITIES

WHAKAAKOAKO

CURRICULUM

The principal must ensure that the curriculum aligns with the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa (TMA), providing a broad, engaging, and culturally responsive education. Ensuring that students achieve to their full potential across all learning areas is critical

WHANAUTANGA

COMMUNITY

The principal will encourage the involvement of students, whānau, and the wider community in all areas of school life. Through ongoing dialogue, that will ensure in meeting the needs of our Māori students and creating an environment where every student can succeed.

HAUORA

WELLBEING

The principal must prioritise the health and wellbeing of students and staff, creating a safe, inclusive, and supportive environment. This includes addressing mental health, physical safety, and overall wellbeing, which are foundational for effective teaching and learning.

WHAKAHAERENGA

GOVERNANCE

The Principal has a critical obligation to prioritise school finances by ensuring that all resources are allocated effectively to support the educational needs of students while maintaining the long-term financial health of the school

NGĀ PUTEA

FINANCES

The Principal has a critical obligation to prioritise school finances by ensuring that all resources are allocated effectively to support the educational needs of students while maintaining the long-term financial health of the school

WĀHI Ā KURA

PROPERTY

The Principal has a critical obligation to prioritise school finances by ensuring that all resources are allocated effectively to support the educational needs of students while maintaining the long-term financial health of the school

TE MAHOE STRATEGIC GOALS

KŌRERO Ā MAHI *MISSION*

Growing socially, academically and spiritually with our whānau, hapū and iwi

WHAKAKITENGA *VISION*

IGNITE THE FIRE, LIKE THE MAHOE

WHAKAKĀNGIA I TE MURA PĒNĀ I TE RĀKAU O TE MAHOE

The Mahoe tree was a unique wood used in unison with the Kaikomako, creating fire. In learning shows that all students are unique, the desire to learn is within, ignited, maintained and fueled in all conditions to achieve success.

NGĀ UARA *VALUES*

RESPECT
EXCELLENCE
PERSEVERANCE
SELF-CONTROL

WHAIRAUTAKI *STRATEGIC GOALS*

Develop a curriculum that supports students to reach their highest educational capability.
Foster an active community culture that supports and reflects local and cultural contexts.
Build resilience and wellbeing for staff and students.

NGĀ WHAKAPONO *BELIEFS*

HIGH EXPECTATIONS
INCLUSION
TREATY OF WAITANGI
CONNECTEDNESS
COMMUNITY ENGAGEMENT
PREPARED FOR THE FUTURE

BASELINE DATA

AUNOA

READING	By the end of 2025 we want the Aunoa students in 2024 operating below and well below for Reading to accelerate by at least 1 year progress in Reading.
WRITING	By the end of 2025 we want the Aunoa students currently operating below and well below to accelerate by at least 1 year progress in Writing.
MATHEMATICS	By the end of 2025 we want the Aunoa students in 2024 operating below and well below in Mathematics to accelerate by at least 1 year progress in Mathematics.
ORAL/SPEECH	By the end of 2025 we want the Aunoa students in 2024 operating below and well below to accelerate by at least 1 year progress in Oral/Speech.

RUMAKI REO

PĀNUI	By the end of 2025 we want the Rumaki Reo students in 2024 operating below and well below in Pānui to accelerate by at least 1 year progress in Oral/Speech.
TUHITUHI	By the end of 2025 we want the Aunoa students in 2024 operating below and well below in Tuhituhi to accelerate by at least 1 year progress in Oral/Speech.
PĀNGARAU	By the end of 2025 we want the Aunoa students in 2024 operating below and well below in Pāngarau to accelerate by at least 1 year progress in Oral/Speech.
REO MATATINI	By the end of 2025 we want the Aunoa students in 2024 operating below and well below in Oral/ speech to accelerate by at least 1 year progress in Oral/Speech.



STRATEGIC GOALS 2025-2027

STRATEGIC GOALS (This is what we want to achieve)

<p>Goal 1: Whakaakoako</p> <p>Develop a curriculum that supports ākonga to reach their highest educational capability. (Obj 1,2,3)</p>	<p>Goal 2: Whanaungatanga</p> <p>Foster an active community culture that supports and reflects local and cultural contexts for Te kura o Te Mahoe.(Obj 1,3)</p>	<p>Goal 3: Hauora</p> <p>Build resilience and wellbeing for staff and students (Obj 1&2)</p>
---	--	---

STRATEGIC GOALS (This is what we want to achieve)

<ul style="list-style-type: none"> • To implement the DIMIC mathematics program over the next three years. • To ensure Te Reo Maori me ōnā Tikanga is a natural part of Te kura o Te Mahoe life. • To continue to develop and review the local curriculum. • To develop collaborative practices that support differentiated learning programs. 	<ul style="list-style-type: none"> • To be realistic and genuine in consulting and communicating with whānau. • To value and share the unique strengths, interests and identities of whānau and community. • To identify and share rich cultural knowledge and expertise for learning at Te kura o Te Mahoe. • To ensure plenty of opportunities to be involved in the learning of ngā tamariki. 	<ul style="list-style-type: none"> • To maintain a physically, socially and emotionally safe place for all. • To develop a shared vision of what wellbeing looks like at Te kura o Te Mahoe for both students and staff. • To create a bank of resources to use based on wellbeing. • To ensure that there are lots of opportunities for enjoyment and sharing of talent in the arts, team sports and physical activities.
--	--	--

NATIONAL EDUCATION AND LEARNING PRIORITIES*

Objective 1: Learners at the Centre,

Objective 2: Barrier Free Education,

Objective 3: Quality teaching and Learning,

Objective 4: Future of Learning and Work

Annual Plan 2025 linked to Strategic Goals

Strategic goal 1: Develop a curriculum that supports ako to reach their highest educational capability.

ANNUAL OBJECTIVES	ACTIONS	RESOURCES	INDICATORS OF PROGRESS
To implement the DIMIC mathematics program over the next two years.	<ul style="list-style-type: none"> -To challenge our own beliefs in math. -To assess student learning in mathematics through responsive and reflective practices -To instill a collaborative approach to problem solving -To utilise the five talk moves, social grouping and key competencies. -To use a culturally responsive and sustaining pedagogy -Become Maori mathematicians - develop confidence in math abilities. 	Teacher only days Staff meetings In Class mentoring	PLD once a term In class support 4 days per term.
To ensure Te Reo Maori me ōnā Tikanga is a natural part of Te kura o Te Mahoe life.	<ul style="list-style-type: none"> -Staff aspire to increase levels of Te Reo Maori me ōnā Tikanga - Maori perspectives are weaved through all curriculum areas. -Te Reo Maori kaiako//volunteer to deliver kapa haka & Te Reo. -Involvement in Maori Achievement Collaborative (MAC) 	Staff meetings Classroom environment Kapa haka tutor MAC facilitator Te Puna Reo Maori	Staff and students participate with understanding and confidence in situations where Te Reo me ōnā tikanga Maori predominate.
To continue to develop and review the local curriculum.	<ul style="list-style-type: none"> -Local curriculum is included in teacher planning -Student interests, identities and strengths are reflected well within the classroom. -Ensure the curriculum is culturally connected -Review L.C as a staff and then with the board 	Staff meetings Whānau input	Staff and students are familiar with L.C and provide feedback.
To develop collaborative practices that support differentiated learning programs.	<ul style="list-style-type: none"> -To develop protocols for collaborative planning -To collaboratively plan how to use teacher expertise across the school for full effective impact. -To explore new and existing successful models of learning to provide differentiated support and programs for all learners, including target priority students. -To ensure students needing extra assistance are accessing external providers and resources where possible. 	Teachers LSC LLF - (Loss of learning fund) The Code - Resource	Regular staff meetings to collaboratively plan. Term 1- Extra teacher delivers program for targeted Yrs. 7&8's. Term 2- LSC assesses specific Yrs. 7&8 students. Term 3- Programs are implemented by LLF & LSC teachers. Term 4-

ANNUAL PLAN 2025 LINKED TO STRATEGIC GOALS

Strategic goal 2: Foster an active community culture that supports and reflects local and cultural contexts.

Baseline data:

~ *Te Mahoe students are predominantly Maori*

~ *The staff from Te kura o Te Mahoe are Maori from different tribal areas.*

~ *At Te kura o Te Mahoe there is a rich cultural and historical heritage that has not been fully realised by the school.*

~ *Whānau and Community networks are in the beginning stages of being established and developed.*

~ *Review the local curriculum with whānau for feedback that reflects local perspectives.*

ANNUAL TARGETS	ACTIONS	RESOURCES	INDICATORS OF PROGRESS
To be realistic and genuine in consulting and communicating with whānau.	<ul style="list-style-type: none"> -To gather whānau voice through Facebook surveys, whānau group, consultation days, etc. -To summarise and report findings to all stakeholders -To ensure we have clear, regular and up to date communication with whānau. -To encourage whakawhānaungatanga by providing opportunities to gather together and celebrate the learning of tamariki. 	Whānau gatherings Budgeted at least once a term.	<ul style="list-style-type: none"> ~ Identify and feedback the aspirations of whānau for their tamariki. ~ Classroom teachers involved in regular learning conversations with whānau. ~ Whānau are comfortable and regularly attend gatherings at the kura.
To value and share the unique strengths, interests and identities of whānau and community.	<ul style="list-style-type: none"> -To involve whānau and community in creating māra (garden), working bees and sports teams. - To encourage members of the whānau and community to share and teach their interests to tamariki. - 'Kuia & Koroua' I ngā wā o mua 	Whānau members Students Staff	<ul style="list-style-type: none"> ~ Gardens are prepared and planted. The school environment is well maintained and tamariki are attending sports outside of school hours. Whānau and community members share their knowledge with tamariki.
To identify and share rich cultural knowledge and expertise for learning at Te kura	<ul style="list-style-type: none"> -To ensure local stories, history and waiata are shared by whānau, hapū and Iwi. -To develop relationships with organisations such as Omataroa Trust, Ngāti Awa & Tuhoe iwi and Tuwharetoa? -To visit and stay at marae in the area, to make connections 	Iwi members Whānau member Students Staff	<ul style="list-style-type: none"> ~ School is gaining local knowledge to ensure accurate teaching of local stories, history, etc. ~ Connections with local Maori organisations are being made.

o Te Mahoe.	and listen to stories.		
To ensure plenty of opportunities to be involved in the learning of ngā tamariki.	-To invite whānau into school at the end of each term, so tamariki can share their inquiry learning. -To provide opportunities for parents and teachers to talk about student learning and how to help at home.	Whānau Students Staff	~Student learning is shared with an audience regularly. ~Whānau, teacher and student partnerships are strengthened.

Monitoring:

- Track the attendance of Te Mahoe whānau at gatherings.
- Track the attendance of Te Mahoe whānau at school events (including learning conversations)
- Feedback from whānau about their participation in the kura and in the community.
- Feedback from staff about the participation of whānau in the kura and in the community.



ANNUAL PLAN 2025 LINKED TO STRATEGIC GOALS

Annual Goal 3: Build resilience and wellbeing for staff and students Baseline data:

~ *The pandemic has presented challenges and difficulties in which we need to respond to differently and with a united approach.*

~ *Over time the levels of emotional, social, physical and mental wellbeing need to be uplifted (observations & surveys)*

~ *Te kura o Te Mahoe became a Positive Behaviour for learning school in 2018.*

~ *In 2020 an assessment of Te Mahoe's Positive Behaviour for learning indicated that the school was ready to move to Tier 2.*

~ *Identified need to clarify minor and major behaviours and refresh school values.*

~ *New entrant data shows the difficulty students have entering a structured classroom environment.*

ANNUAL TARGETS	ACTIONS	RESOURCES	INDICATORS OF PROGRESS
To maintain a physically, socially and emotionally safe place for all.	Build a 'strength based' and 'mana enhancing' approach to learning and teaching. Enhance the physical environment of the school to reflect school culture. Further develop PB4L 'next steps' in refreshing school values and reviewing tier 2 criteria. Investigate and discuss the Huakina Mai program and how it can be implemented at Te Mahoe kura.	PB4L regional hui & national conference All Staff RTL PB4L facilitators	Students and staff speak about their own strengths, potential and skills. School environment is upgraded. Transitions for new entrants are clearly established. School values are reviewed by students, staff & whānau. Building a warm, inclusive, culturally connected school environment.
To develop a shared vision of what wellbeing looks like at Te kura o Te Mahoe for both students and staff.	-Develop a wellbeing plan. -NZCER wellbeing survey for staff & students or other effective surveys to capture information. EDK Student measures (Yrs. 7&8) -Investigate different wellbeing programs in schools and wellbeing initiatives. -Report findings to all stakeholders, analyse results and look at an area of focus. Develop an action plan.	Principal & Teachers	Gather and analyse survey information. Collaborate on a wellbeing plan. Use information from surveys, research and other schools to develop our own strategies around wellbeing for staff & students.

ANNUAL TARGETS	ACTIONS	RESOURCES	INDICATORS OF PROGRESS
To create a bank of resources to use based on well being	-Review PB4L Tier 2 with staff and develop next steps for 2025. -Create and add to a collection of resources around wellbeing that is easily accessible by everyone.	Staff Principal Teachers	New Initiatives and incentives are in place to promote positive outcomes. Collection of PB4L resources are stored on google drive and are shared, added to and updated regularly.
To ensure that there are lots of opportunities for enjoyment and sharing of talent in the arts, team sports and physical activities.	-To involve our school in cultural events such as the Rangitaiki festival, Tuhoe ahurei. -To make provision for a school wide kapa haka group. -To assist sports teams to participate in weekend events. -To provide a variety of engaging and regular fitness activities. -To share artistic talent through a range of media.	Staff Whānau Kapa Tutor	Students are given opportunities to be actively involved in -Kapa Haka & cultural events -Sports teams - Fitness initiatives Promote and value the arts as a way of expressing self and responding to others.

Monitoring:

- Reporting against PB4L criteria
- Data gathered from wellbeing surveys
- Transitions of new entrants
- School values are refreshed and taught explicitly throughout the school.



WHEN	WHAT	WHO	INDICATORS
Term 1 Jan	Data wall created for 2025 from EOY data 2025 Review assessment schedule	Teachers	Target students are identified
All Year - Feb	Establish target student groups and think about interventions needed. Robust discussions during monitoring meetings. In class mentoring; 20th & 21st Feb	Teachers	Continuing successful interventions and changing what is not working.
March	13th and 14th March in class mentoring.		
April/May/June	Engaging in DMIC maths PLD during holidays 1 7th April. In class mentoring on 11th & 30th May. 19&20th June in class mentoring	Teachers & DMIC facilitator Kaiako	Challenging and changing mathematical pedagogy.
All year	Build on consistent use of TMS maths progressions and local curriculum	Teachers	Teachers are consistent across the school with maths expectations.
Term 2	DMIC maths & in class mentoring- TOD to be confirmed.	Teachers/ Kaiako	Challenging and changing mathematical pedagogy.
May	Maths workshop to share maths learning and teaching with whānau in order to support their child.	Staff/Whānau	Supportive community culture
June	Midyear assessments and gathering of student voices.	Teachers	Data update and gauging the general attitude to maths.
All year	Meet the learning needs of target students using a range of interventions such as mixed ability grouping, talk moves, complex problem solving, maths vocabulary walls, etc.	Teachers/ Students	Progress and achievement data
Term 3	DMIC maths & in class mentoring- TOD to be confirmed.	Teachers/Kaiako	Challenging and changing mathematical pedagogy.
All year	Seek opportunity for collaboration with other schools like Te Teko in Te Rangitaiki COLs and sharing effective practice.	All staff	Progress and achievement data

CURRICULUM FOCUS AREA FOR READING - 2025

Strategic goal 1: Develop a curriculum that supports ako to reach their highest educational capability.

READING-Baseline data from the end of 2025 identified 16/30 children not achieving in reading (53%)

All students are Maori, 11 boys and 5 girls.

2025 Target

To accelerate the achievement of the 14 target students to their level of educational capability.

Throughout 2025 we aim to accelerate these 14 students by:

- Whānau engagement- meeting with whānau to discuss the importance of reading at home.
- Homework routines of regular reading are established.
- Adoption of Structured Literacy Practices - supported by Tatai Angitu - Massey University
- Unrelenting teacher focus on target students
- Implementing and reviewing TMS reading progressions
- Monitoring meetings (tri termly)
- Regular and consistent use of data walls to track progress and achievement
- Implement student voice and learning conversations
- Assessment practices are consistent and of benefit for students and teacher

Student Achievement Target: To accelerate the achievement of 16 students in reading especially in years 2-5



CURRICULUM FOCUS AREA FOR WRITING - 2025

Strategic goal 1: Develop a curriculum that supports ako to reach their highest educational capability.

READING-Baseline data from the end of 2025 identified 14/30 children not achieving in writing. (47%)
All students are Maori, 9 boys and 5 girls.

2025 Target

To accelerate the achievement of the 14 target students to their level of educational capability.

Throughout 2025 we aim to accelerate these 14 students by:

- Creative and free write sessions
- Feed forward and self/peer assessments.
- Unrelenting teacher focus on target students
- Implementing and reviewing TMS writing progressions
- Monitoring meetings (termly)
- Use of data walls to track progress and achievement
- Implement student voice and learning conversations
- Assessment practices are consistent and of benefit for students and teacher
- Utilise Digital resources that support learning in a targeted fashion (Steps online, Reading Eggs etc.)

Student Achievement Target: To accelerate the achievement of 14 students in writing especially in years 5 and 7



CURRICULUM FOCUS AREA FOR MATHEMATICS - 2025-

Strategic goal 1: Develop a curriculum that supports ako to reach their highest educational capability.

MATHEMATICS-Baseline data from the end of 2024 identified 10/30 children not achieving in mathematics (33%). All students are Maori, 6 boys, 4 girls

2025 Target

To accelerate the achievement of the 10 target students to their level of educational capability.

Throughout 2025 we aim to accelerate these 10 students by:

- Whānau engagement- Work with parents on ways to support their child's learning
- PLD DMIC maths, Inclass mentoring
- Mixed ability grouping, DMIC rubric
- Teachers understanding a variety of assessment procedures (PAT, DMIC)
- Mathematical vocabulary walls in classrooms
- Unrelenting teacher focus on target students
- Implementing and reviewing TMS maths progressions
- Monitoring meetings (tri termly)
- Maths workshops for whānau
- Regular and consistent use of data walls to track progress and achievement
- Implement student voice and learning conversations
- Consistent and regular delivery of mathematical strands.
- Collaboration with other DMIC schools.

Student Achievement Target: To accelerate the achievement of 10 students in maths especially in year Yr 5&6

