

Annual Implementation Plan 2025



MAHORA SCHOOL

Piki Haere - Keep on Climbing



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 2025 the school will have had 10 principals in the 122 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 the Board of Trustees the emblem, the shining cuckoo, and the motto, 'Keep on Climbing' to the school.

He wharauora 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 Pipiwharauora 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 **Pipiwharauora-the Shining Cuckoo**. Tangata Whenua saw the Pipiwharauora 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 Pipiwharauora 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, kura need a 3-year strategic plan and an annual implementation plan from January 2026. The Mahora School Strategic Plan and three strategic goals are currently aligned to the NELP's (National Education and Learning Priorities) which are under review by the MOE. The current strategic plan will be implemented in 2025 to trail the new strategic goals. These updated strategic goals were following community and kura consultation completed over 2023 and 2024 and in line with the new MOE requirements. The goals may be extended for a further three years from 2026-2028 after review by the 2025 newly appointed Principal and Board of Trustees following the triennial elections.

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 Mātauranga 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 1/3/25 - Māori - 28.83%, European/Pakehā - 41.14%, Pacific Cultures - 14.71%, Indian 5.1%, Asian - 7.52%, Other 2.7%

ESOL & ORS - 48 ESOL funded pupils and 1 ORS funded pupils.

Attendance - The 2024 attendance figure was 87%.

2025 Notes

This plan was drafted by the outgoing Principal and current DP in Dec 2024. It will be reviewed by BOT at the first Hui (28/2/25) and then the incoming principal (Term 2) in 2025 and adjustments will be made. At the time of writing there is still PLD confirmation from MOE needed and further assessment direction from MOE which once finalised will need to be included. Piki Haere.



Annual Implementation Plan 2025 - Ngā pae tawhiti

This contains the 2025 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 - All ākonga grow their literacy, numeracy and communication skills

	Te Kore	Te Pō		Te Rea	Te Ao Marama
	The Potential	Mā Wai - Who	Āhea - When	The Action	The Indicators
1/1	Implement the updated NZ Maths curriculum and develop a structured maths plan	Lee Smith - Cognition (TBC) DP/AP Curriculum Leads	Term 1 & 3 for PLD days Day 1 - 14 March 2025 Day 2 - 11 August 2025 Mahi from Term 1-Term 4	Implement day 1 & 2 of MOE curriculum refresh PLD via MOE PLD. Develop a structured Maths plan that incorporates Numicon resources for junior school and Maths No problem for Senior school.	Structured maths plan in action All staff utilizing new learning and using in practice Links made to Performance Management goals
1/2	Implement Year 2 of the Structured Literacy PLD using The Code as the main tool.	Liz Kane Literacy (MOE and school funded) via Kirsty Tatere Curriculum Leads	Term 1 Workshops One visit per term for PLD support and implementation	To be facilitated by Liz Kane Literacy based on staff need. Refer to the application overview link. New staff inducted	Milestone reports. As per regular annual plan progress reporting is shared with the Board of Trustees.
1/3	Implement the new MOE Y2 curriculum assessment (further details to be provided)	Curriculum Leads Junior Team Leader	Term 1 - Term 4	Complete training around the tool including, purpose, implementation, analysis options and use of the data. Implement during 2025 for all Y2 tamariki.	Assessment in use and draft being used to inform practice and support learning needs. Outcomes reported to Board of Trustees. Data reviewing with Kāhui kura.

1/4	Implement PAT across Years 3-6 using online PAT option as prep for MOE assessment requirements for Reading, Writing (when available) and Mathematics	DP/AP Curriculum Leads	Term 1 - Term 4	Develop a good understanding of the tool and the information it provides to support learning programmes and planning. PAT data to be moderated and compared against PaCT data.	Data used for planning purposes and included in improvement plans Data shared with BOT as per annual cycle. Additional analysis section added to mid year and end of year raising achievement plan reports
1/5	Implementation of Y0-6 Mahora Learning Assessments & Support Poutama based on adjustments following MOE plans and 2024 trials.	Curriculum Leads AP/DP Principal	Term 1 - Term 4	Modify the draft to include new government assessment requirements and implement the changes 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 twice a term at SMT End of year report at Dec Board of Trustees Hui
1/6	Continue to monitor Reading, Writing and Maths allocation to ensure one hour a day as per 100 day plan.	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 each term.



Strategic Goal 2 - All ākonga grow their understanding of culture and identity

	Te Kore	Te Pō		Te Rea	Te Ao Marama
	The Potential	Mā Wai - Who	Āhea - When	The Action	The Indicators
2/1	Documentation, implementation and understanding of our Mahora local curriculum to date. Strengthen and develop Tikanga Maori through real life experiences at this whānau based marae.	DP Team Leaders Class Teachers WSL's	Term 1- Term 4 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.
				Develop further understanding around rongoā and the connection to our local whenua	Increase rongoā evident on-site Tamariki have hands on engagement with rongoā
2/2	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.
2/3	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 Waitangi. Refer Kāhui strategic overview doc	Participation in Kāhui workstreams and reporting to Senior Leadership Team at the end of each term.
2/4	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.

2/5	Develop an increasing understanding of Te Reo.	DP and WSL's	Term 1- Term 4	Refer CDT plan - Link Additional experts to facilitate increased capacity within staff Trial Mahora Te Reo Maori matrix throughout the school	CDT progress reporting to Board of Trustees annually. Links with NKII Matrix evident in Mahora matrix
2/6	To give effect to Te Tiriti o Waitangi, a Kahungunu lens needs to be explored and developed for all leaders - TBC	Principal	Term 1 - Term 4	Leadership PLD programme provided by Kauwaka (Iwi) across Kāhui Ako.	Leaders reflection via PGC.
2/7	Continued PLD and understanding of te Tiriti o Waitangi is needed for all Board members. - TBC Induction for New Board members following triennial elections.	Principal	Term 1 - Term 4	Te Tiriti o Waitangi PLD programme provided by Kauwaka (Iwi) across Kāhui Ako. Induction PLD by Kauwaka (Iwi)	Board of Trustees minutes and reflection.



Strategic Goal 3 - All ākonga grow their potential to contribute now and in the future

	Te Kore	Te Pō		Te Rea	Te Ao Marama
	The Potential	Mā Wai - Who	Āhea - When	The Action	The Indicators
3/1	Develop the attendance and engagement strategy alongside MOE	Learning Support Coordinator	Term 1 - Term 4	Develop a clear attendance and engagement plan with set targets to meet	Plan presented to Board of Trustees at mid year
3/2	Implement daily attendance reporting to MOE	Office Administrator overseen by DP	Term 1 - Term 4	Ensure new procedures are implemented and followed.	Data, trends and progress shared with BOT and community Staff following up on data trends in line with the engagement strategy.
3/3	Implement trial local curriculum EOTC plan from 2024.	Team Leaders	Term 1 - Term 4	2024 plan implemented in full in 2025.	Reporting via Team whanaungatanga reports to Board of Trustees.
3/4	Consult whānau on Health Education including Navigating the Journey programme.	DP/AP	Term 2	Whānau consulted, plan adjusted based on FB and FF. Implementation of NTJ reviewed and adjusted for 2026.	Reporting to Board of Trustees at Hui # 5.
3/5	Continue Rainbow Community learnings into school documentation and practices through InsideOut support.	AP and DP	Term 1 - Term 4	PLD to continue with InsideOut for all staff and Board of Trustees. Consider whānau PLD options.	PLD in place and procedures or practices under review. As per regular annual plan progress reporting shared with Board of Trustees.



Raising Achievement Plan - Kia hikitia

Background information:

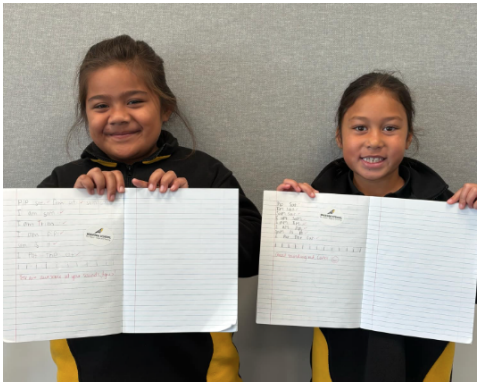
- The PaCT information below is based on the judgments of teachers, in November 2024.
- Alongside this 2024 data, also sits the RSA Priority Progress Report completed on the 2024 Target Students.

What PaCT doesn't measure:

- Our professional development on Te Tiriti o Waitangi and the implementation of The Mataiaho 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.

Data sourced from Board of Trustees PaCT Report 2024	Reading At or above the expected Curriculum level	Writing At or Above the expected Curriculum level	Mathematics At or Above the expected Curriculum level
All Students	232/296 = 78.4%	208/296 = 69.6%	247/296 = 83.4%
Māori Students	58/87 = 66.7%	51/87 = 58.6%	68/87 = 78.2%
NZ European	118/137 = 86.1%	104/137 = 75.9%	121/137 = 88.3%
Pasifika	23/34 = 67.6%	20/34 = 58.8%	26/34 = 76.5%
All Females	116/152 = 82.2%	115/152 = 75.7%	128/152 = 84.2%
All Males	107/144 = 74.2%	91/144 = 63.2%	119/144 = 82.7%

Further detailed analysis is available from the 2024 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..

2025 Literacy Reading Target - Years 4 - 6

Our reading data at the end of 2024 indicates 68% 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 -

- 126/158 tamariki need to be in the 50-100th PaCT percentile in reading by the end of 2025
- 26 children across Whanake

Nikau (Rm 11) will target 4 children

Titoki (Rm 12) will target 5 children

Pōhutukawa (Rm 13) will target 5 children

Tōtara (Rm 14) will target 5 children

Rātā (Rm 15 & 16) will target 8 children

Please Refer to Whanake (Y4-6) Improvement Plan for in depth strategies

2025 Maths Target - Years 1-3

Year 1 - Maths (Wilkie Way)

To effectively monitor mathematics progress within our junior syndicate, we are utilizing the Wilkie Way Assessment Tool. This tool enables us to track number knowledge development. At the beginning of the year, 13 out of 47 students (28%) were achieving at or above their year level. We have identified target learners across the cohort and set a goal to increase this number to 25 out of 47 students (53%) by the end of the year. While this represents a moderate overall shift, progress is expected among students currently achieving well below their level, moving towards achieving below, as well as those requiring Tier 4 support, who will receive targeted interventions to enhance their learning outcomes.

Year 2 - Maths (Wilkie Way)

To effectively monitor mathematics progress within our junior syndicate, we are utilizing the Wilkie Way Assessment Tool. This tool enables us to track number knowledge development. At the beginning of the year, 10 out of 55 students (18%) were achieving at or above their year level. We have identified target learners across the cohort and set a goal to increase this number to 20 out of 55 students (36%) by the end of the year. While this represents a slight overall shift, progress is expected among students currently achieving well below their level, moving towards achieving below, as well as those requiring Tier 4 support, who will receive targeted interventions to enhance their learning outcomes.

Year 3 - Maths (PaCT)

At the start of the year 45/67 tamariki currently sit in the 50-100% percentiles which means 67% of tamariki are making sufficient progress in Maths. By the end of the year we want 80% of our year 3 cohort to be progressing in Maths which would be represented by students sitting within or above the 50th percentile. To achieve this that would mean that 61/76 tamariki will need to finish the year in the 50-100% percentiles.

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?
Mathematics	Unpacking the new Math Curriculum and how to improve teacher pedagogy around teaching Mathematics	Charlotte Wilkinson - 27th Jan 2025 TOD for staff
Structured Literacy Year 4-6 Workshops	In order to create low variance throughout the school we will be refreshing and upskilling Whanake teachers and support staff with structured literacy training using The Code. (This has already been completed by Kākano staff and some support staff).	Liz Kane Literacy (MOE Funded) - 26th, 27th and 28th March 2025
Structured Literacy Coaching/Follow-Up Sessions	To support Whanake staff with their implementation of The Code within their classroom programmes	Liz Kane Literacy (Kirsty Tatere will be the facilitator) 1st session - 4/3/25 2nd session - 6/5/25 3rd session - 22/7/25 4th session - 22/10/25
Rongoā	Help support staff by deepening their knowledge around Rongoā to help implement practices and learning for tamariki at our school. To also look at expanding and cultivating our rongoā area.	Helen Howard 29th April 2025
NZ Math Curriculum (Day 1 of 4)	Unpacking the new Math and Statistics curriculum focussing on: - Introducing the knowledge rich learning area - Overview of the teacher guidance - Unpacking the Understand/Know/Do within the sequence - Focus on number	Lee Smith - Cognition Education 14th March 2025

Property Goals - Manaaki whenua

Te Rea	Te Pō		Te Ao Marama
The Action	Mā Wai - Who	Āhea - When	The Indicators
Security system reviewed with recommendation plan in place. Replaced as school funds allow.	Principal Caretaker	Term 1 for plan Term 2 for review	Via property report at each Board of Trustees Hui
Room 11/12/13 refurbishment project (incl. exterior painting of these rooms. Funded 5YA except painting which is BOT.	Principal DLTA	Term 1 - Term 4	Via property report at each Board of Trustees Hui.
LED lighting upgrade across whole school	Principal DLTA	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
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	PM - design Principal - implementation	Term 1- Term 3	Via property report at each Board of 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
Block A Painting (initial draft colour scheme provided for review - principal's cupboard). BOT funded.	Principal DLTA	Term 1 - Term 4	Via property report at each Board of Trustees Hui.
Back Block - partial painting (areas yet to be done). BOT funded. Colour scheme as per previous scheme.	Principal DLTA	Term 1 - Term 4	Via property report at each Board of Trustees Hui.

Refer to suggested property development suggestions document (BOT Portal 2024) for 2025 +, for additional inclusion and review.

Board of Trustees hui and reporting plan - Manaaki tangata

Term 1 - 28 February 2025	Term 1 - 9 April 2025	Term 2 - 21 May 2025	Term 2 25 June 2025
2025 Strategic and Annual Plan. Assurance - • Risk Management • Planning and Preparing for Emergencies, Disasters, and Crisis • School Planning and Reporting • Learning Support • Health Education • Safety Management System and Worker Engagement, Participation, and Representation • Healthcare • Digital Technology and Online Safety:	Team whanaungatanga report. • Recording and Reporting Accidents, Injuries, and Illness	2025 Annual Report. Assurance - • Risk Management • Planning and Preparing for Emergencies, Disasters, and Crisis • Safety Checking and Police Vetting for Non-Teachers • Teacher Registration, Certification, and Police Vetting • Performance Management • Appointment Procedure, Staff Conduct and PLD • Employment and Equal Employment Opportunities (EEO) • Child Protection and Abuse Recognition and Reporting • Curriculum and student achievement • Cellphones and other personal digital devices	Team whanaungatanga report.
Term 3 - 13 August 2025	Term 3 - 10 September 2025	Term 4 - 5 November 2025	Term 4 - 4 December 2025
Priority Learners progress report. PaCT school wide progress report. Assurance - • Risk Management • Planning and Preparing for Emergencies, Disasters, and Crisis • Student Attendance	Team whanaungatanga report. Board school visit.	Assurance - • Risk Management • Planning and Preparing for Emergencies, Disasters, and Crisis • School Year, Terms, and Holidays	Priority Learners progress report. PaCT school wide progress report. Team whanaungatanga report. 2025 Annual Plan Report. 2026 Draft Annual Plan 2026 Budget.

• Reporting to Parents on Student Progress and Achievement • Searches, Surrender, and Retention of Property • Minimising Physical Restraint • Stand-down, Suspension, Exclusion • Records Retention and Disposal		• Managing Income and Expenditure and Expenditure • School Donations and Student Activity Payments (government scheme only) • Gifts • School Swimming Pool • Protected Disclosures	
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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 28th February 2025.

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