Mokoia Intermediate School

Strategic Plan 2019-2021

Mission Statement

We are Limitless! We are Passionate! We are Mokoia No.1!

Vision Statement

The needs of ākonga are at the heart of all that we do at Mokoia Intermediate School.

For young people who are caring, confident, connected, actively involved, lifelong learners who are proud of their unique cultural identity.

Confident
Positive in their own identity
Motivated and reliable
Resourceful
Enterprising and entrepreneurial
Resilient
Connected
Able to relate well to others
Effective users of communication tools
Connected to the land and environment
Members of communities
International citizens
Actively involved
Participants in a range of life contexts
Contributors to the well-being of New Zealand – social, cultural, economic, and environmental
Lifelong learners
Literate and numerate
Critical and creative thinkers Active seekers, users, and creators of knowledge
Informed decision makers

Values and Beliefs
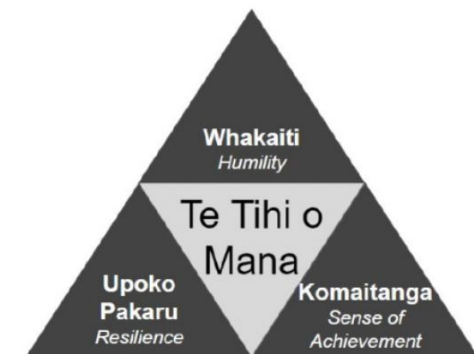
Whakaiti - Humility
Ūpoko Pakaru - Resilience
Kōmaitanga - Sense of Achievement

Motto

"Kia eke ki te pae o angitu."
Striving for success.

Aim

At Mokoia Intermediate for our Curriculum we aim to provide opportunities for all students to ignite their passion in learning. We will do this by delivering a meaningful and relevant curriculum drawn largely from our own local context and mātauranga Māori.

The foundation of our school is Relationships. Respectful relationships are the key to effective learning. Research results stress the need for teachers to be caring, to have high expectations of students, to know what students need to learn and to know how individual students learn best. These are the principles our teaching team are committed too.

Board's Undertakings

Consultation with the Māori and Wider Community
We will:
- consult with parents regarding their understanding of and satisfaction with the school data as a means for reporting in writing using plain language and for reporting against the school achievement templates in Auraki & Rumaki
- consult with parents and the wider community regarding the developing of our local curriculum in Mainstream & Rumaki Māori for Mokoia Intermediate School.

Ratification of Charter
- March 2019

Submitting copy of Charter & Annual Report
- 1 Mar 2019 & 31 May 2019

## Mokoia Intermediate School Pedagogy

WHY?

We each have a WHY. Most of us live our lives by accident. Fulfilment comes when we live our lives on purpose. Knowing your WHY provides a filter through which you can make decisions, every day, to act with purpose.
  - *Sinek, S. (2018) Start with why. Retrieved from https://startwithwhy.com/commit/why-discovery-course-intro/*

There are four fundamental areas (Ngā Poupou) that will be at the forefront of our curriculum:
- **WHĀNAU DEVELOPMENT** - Warm and respectful relationships are the key to finding success. Mokoia Intermediate is
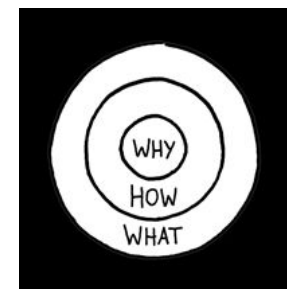
committed to providing opportunities to engage with whānau, hapu and iwi.
- **RESEARCH & DEVELOPMENT**- Mokoia Intermediate strives to always be a 'new learning centre', relevant and engaging for all tamariki and whānau.
- **MARAUTANGA (STEAM)** - Mokoia Intermediate places the highest value on quality teaching and learning. The content is localised and contextualised, drawing on matauranga Māori and the knowledge base of our wider community.
- **TE REO ME NGĀ TIKANGA** - Mokoia Intermediate is committed to the development of Te Reo me ngā tikanga o Te Roro o te Rangi.

STRATEGIC LINKS TO NAGS

NAG 1
- To emphasise the importance of literacy and numeracy in our curriculum planning and delivery.
- To develop and implement strategies to raise the achievement of Māori students, particularly in literacy and numeracy.
- To provide education that meets the needs of all children, including Gifted & Talented students, those with special needs, those not achieving and at risk of not achieving.
- To provide a broad education through a curriculum covering the Learning Areas and the Key Competencies, giving priority to regular quality physical activity.
- By promoting Te Reo Māori me Nga Tikanga Māori, children will value their Māori heritage, be proud to be Māori, demonstrate high levels of self-esteem and believe in themselves as high achievers.

NAG 2
- To ensure excellence is achieved through quality planning of teaching programmes.
- To ensure excellence is achieved through the use of a range of good quality assessment practices.
- To monitor student performance against specific learning outcomes and annual targets for achievement.
- To effectively manage change for improvement through the use of school-wide self-review.
- To report effectively to students and their parents, and to the wider school community.
- To report school level data to the Board of Trustees' according to the guidelines of N.A.G 2a.

NAG 3
- To be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts.
- To utilise effective performance appraisal systems resulting in continued improvements in staff performance.
- To ensure professional development needs are appropriately identified and met.

NAG 4
- To set priorities for the continued development of grounds, buildings, facilities and resources.
- To develop and implement a financially viable plan for the ongoing upgrade of school equipment and facilities.
- To increase the sources of revenue to the school to fund existing and new initiatives.

NAG 5
- To provide a safe physical and emotional learning environment.
- To provide opportunities for students to develop the values needed to become full members of New Zealand's society.

NAG 6
- To comply with all general legislation.

NAG 7
- To complete annual update of the School Charter and provide the Secretary of Education with a copy before 1st March of the relevant year.

NAG 8
- To provide an analysis of variance between the school's performance and the aims, objectives, directions, priorities, and or targets set out in the School Charter.

At Mokoia Intermediate School our 'Learning Programmes' will be based on Te Roro o te Rangitanga.

MOKOIA INTERMEDIATE SCHOOL AND CULTURAL DIVERSITY IS
- All cultures within the school will be valued and celebrated.
- Students will value each other's heritage and culture.
- All staff members will ensure that students from all cultures are treated with respect and dignity.

LEARNING OPTIONS

We offer a unique opportunity for all parents/caregivers/whanau to enrol their tamaiti/tamariki in either Auraki (English) or Rumaki (Immersion Maori) at Mokoia Intermediate School. OUR UNIQUE POSITION OF TE REO MĀORI ME ONA TIKANGA

Mokoia Intermediate School is 50% Māori. We have 2 Rumaki classes (Immersion Māori) and 11 Auraki classes (English) with 2 classes teaching Te Reo Maori at Level 3 (50% to 80%). All staff are expected to develop an awareness of Te Reo Māori me ona Tikanga and this will be an integral part of classroom programmes throughout the school.

WE WILL INCORPORATE TIKANGA MĀORI INTO THE SCHOOL'S CURRICULUM BY...

Daily programmes will include Te Reo Māori at Level 4 or 3 for Mainstream and Level 1 for Rumaki.

Te Reo Māori me ona Tikanga will be included in to all class programmes and will be overseen by the teacher in charge of Te Reo Māori Curriculum.

All teaching staff will undertake professional development in Te Reo Māori me ona Tikanga as part of our weekly staff meetings.

Rumaki classes have been established in the school for the past 11 years and Auraki classes for many years.

WE WILL PROVIDE INSTRUCTION IN TE REO MĀORI FOR ALL STUDENTS BY...
- Ensuring the best qualified teachers be employed to meet the aims and objectives of our school charter and strategic plan.

- Maintaining low class numbers to effectively offer all tamariki a comfortable learning environment.
- Utilising EOTC learning tools whenever possible.

A RANGE OF STEPS WILL BE TAKEN TO GATHER THE VOICE OF OUR MĀORI COMMUNITY BY...
- Parent Interviews
- Whanau Hui
- Board of Trustee Surveys
- School Surveys
- Newsletters
- Face to face discussions during school events.
- Maintaining a welcoming open door policy

Mokoia Intermediate School Strategic Plan 2019

Our Why, How and What:

1. **Authentic Learning/Marautanga**
2. **Well-being/Hauora**
3. **Local Curriculum**
4. **Pedagogy**
5. **Assessment for Learning**
6. **Leadership**
7. **Whānau Engagement**

"Imagine a world in which the vast majority of us wake up inspired, feel safe at work and return home fulfilled at the end of the day."
- *https://startwithwhy.com/*

Mokoia Intermediate

STRATEGIC GOALS	AIMS	TARGETS
Tahi -To have a learning environment that engages students in their own learning so that they experience success.	1.1 To integrate curriculum around powerful learning contexts such as wicked problems, using problem based learning.	All teachers are using the problem based learning model. The two year plan includes big ideas and powerful localised learning contexts.
		Curriculum expands to include all learning areas included in the NZC, with greater emphasis on STEAM.
	1.2. To grow students into self-directed learners.	Teachers and students use a range of digital tools to plan, access and report on their learning.
	1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.	All teachers implement AfL in their classrooms. Developing students' self-regulation skills and metacognition, giving them a strong sense of self-efficacy for self directed learning.

	1.4. To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies Curriculum/ Hangarau Matahiko.	All teachers and students embrace and integrate the concepts in the Digital Technologies Curriculum/ Hangarau Matahiko.
	1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.	All students below and well below the expected curriculum level will make more than 1 year's progress in Literacy and Numeracy.
	1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.	All Maori students below and well below the expected curriculum level will make more than 1 year's progress in Literacy and Numeracy.
Rua - To have an inclusive learning environment where all members of the school community feel safe and valued.	2.1. To have a culture of "kind discipline" where students and staff use restorative practice.	All staff and students are able to demonstrate positive learning relationships with other members of the school community.
		All staff and students are skilled in restorative conversations and understand trauma sensitive practice. Staff use the behaviour matrix consistently.
		Fewer stand downs and suspensions.
	2.2. Our students to be self regulating and mindful.	All staff and students will be familiar with the school values.
	2.3. Teachers are proud members of the Mokoia Intermediate team.	School systems, structures and practices acknowledge the workload and wellbeing of school staff.
	2.4. All cultures of the school community are valued and recognised. To ensure students have pride in their identity, language and culture.	Staff understand culturally responsive practice.
	2.5. All students and those with special learning needs are supported and included.	Teachers are aware of Universal Design for Learning and all students are supported by specialist agencies, resources and whānau.
	2.6. To promote good health and well-being in students, staff and their whanau.	To encourage sports and activities school wide. To ensure school environment is safe, clean, and friendly.

	2.7. To provide flexible, well resourced, comfortable and safe learning spaces.		To have available for students and staff, flexible, well resourced, comfortable and safe learning spaces.	

Strategic Plan	2019	2020	2021	Target
Tahi - To have a learning environment that engages students in their own learning so that they experience success.				
1.1. To integrate curriculum around powerful learning contexts such as wicked problems, using problem based learning.	- Encourage the use of exciting local contexts and wicked problems to inspire learners. Otauriri course in Term 3 all teachers. - Use of student agency in curriculum design. - Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw - Develop 2019 section of the two year plan, to include big ideas based on key competencies and wicked problems. - Revisit Mokoia PBL model - Encourage teachers to integrate literacy and numeracy into integrated PBL inquiries. - Expansion of technology subjects i.e. Biotechnology/Science, Makerspace.	- Continue developing exciting local contexts and wicked problems to inspire learners. Otauriri course for new teachers. - Use of student agency in curriculum design. - Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw - Develop 2020 section of the two year plan, to include big ideas based on key competencies and wicked problems. - Continue using Mokoia PBL model - Reinforce integration of literacy and numeracy into integrated PBL inquiries. - Expand digital technology resources in Makerspace i.e. robotics.	- Continue developing exciting local contexts and wicked problems to inspire learners. Otauriri course for new teachers. - Use of student agency in curriculum design. - Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw - Develop 2020 section of the two year plan, to include big ideas based on key competencies and wicked problems. - Continue using Mokoia PBL model - Reinforce integration of literacy and numeracy into integrated PBL inquiries. - Expand digital technology resources in Makerspace i.e. robotics. - Review 2 Year Overview.	All teachers are using the problem based learning model. The two year plan includes big ideas, and powerful localised learning contexts. Curriculum expands to include all learning areas included in the NZC, with greater emphasis on STEAM.
1.2. To grow students into self-directed learners.	- Students have SMART goals each term/five weeks. - Teachers use exemplars and next step matrices.	- Students have SMART goals each term/five weeks. - Teachers use exemplars and next step matrices.	- Students have SMART goals each term/five weeks. - Teachers use exemplars and next step matrices.	Teachers and students use a range of digital tools to plan, access and report on their learning.

	- Use of PaCT - development of teacher knowledge in Maths. Staff development of Google Classroom and Seesaw. - Begin development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko. - Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts.	**- Use of PaCT - development of teacher knowledge in Writing.** - Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools. - Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts.	**- Use of PaCT - development of teacher knowledge in Reading.** - Continue development of Digital Technologies curriculum and teacher integration of digital tools. Audit ICT programme. Upgrade computers and devices. Review budget. - Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts.	Classrooms are set up so that students have visual prompts and exemplars easy access to resources for self directed learning.
1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.	- Teachers improve formative assessment for learning capacity.	- Teachers continue to improve formative assessment for learning capacity	Teachers are capable at using formative assessment for learning.	Teachers are capable at using formative assessment for learning.
1.4. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.	- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners. - Teachers using accelerated learning practices. - Teachers using Teaching As Inquiry methods to support all learning needs.	- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners. - Teachers using accelerated learning practices. - Teachers using Teaching As Inquiry methods to support all learning needs.	- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners. - Teachers using accelerated learning practices. - Teachers using Teaching As Inquiry methods to support all learning needs.	All students below and well below the expected curriculum level will make more than 1 year's progress in Literacy & Numeracy.
1.5. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.	- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners. - Teachers using accelerated learning practices. - Teachers using Teaching As Inquiry methods to support all learning needs.	- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners. - Teachers using accelerated learning practices. - Teachers using Teaching As Inquiry methods to support all learning needs.	- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners. - Teachers using accelerated learning practices. - Teachers using Teaching As Inquiry methods to support all learning needs.	All Maori students below and well below the expected curriculum level will make more than 1 year's progress in Literacy & Numeracy.

	- Teachers develop understanding of culturally responsive practice.	- Teachers continue to develop understanding of culturally responsive practice.	- Teachers continue to develop understanding of culturally responsive practice.	

Rua - To have an inclusive learning environment where all members of the school community feel safe and valued.				
2.1. To have a culture of "kind discipline" where students and staff use restorative practice.	- Margaret Thorsborne second TOD (all staff) on Restorative Practice - Introduction of trauma informed practice - DPC - Review of PB4L matrix implementation - Staff use PB4L reporting on etap efficiently - review of the template	- Embed Restorative Practice - Continue to develop understanding and promotion of programmes and structures that support trauma sensitive practice - Consistent use of PB4L reporting	- Review and embed programmes from 2020.	All staff and students are skilled in restorative conversations and understand trauma sensitive practice. Fewer stand downs and suspensions. All staff and students will be familiar with the school values. Staff use the behaviour matrix and values rubric consistently.
2.2. Our students to be self regulating and mindful.	- Introduction of Restorative Conversations to students and whānau. - Inquire into mindfulness and or wellbeing programmes - Teachers deliberately coregulate students - Unpack Managing Self (Key Competency) with staff and students	- Continue to develop and embed programmes.	- Continue to develop and embed programmes.	All staff and students are able to demonstrate positive learning relationships with other members of the school community.
2.3. Teachers are proud members of the Mokoia Intermediate team.	- Team building activities - Review school systems, structures and practices to ensure they support the workload and wellbeing of school staff. - Regular intrinsic and extrinsic acknowledgement and rewards - Leadership development - Review classroom resourcing	- Team building activities - Review school systems, structures and practices to ensure they support the workload and wellbeing of school staff. - Regular intrinsic and extrinsic acknowledgement and rewards - Leadership development - Review classroom resourcing	- Team building activities - Review school systems, structures and practices to ensure they support the workload and wellbeing of school staff. - Regular intrinsic and extrinsic acknowledgement and rewards - Leadership development - Review classroom resourcing	School systems, structures and practices acknowledge the workload and wellbeing of school staff.

2.4. All cultures of the school community are valued and recognised. To ensure students have pride in their identity, language and culture.	- All teachers include and build mana of te reo and tikanga in class programmes. - Using digital technologies to support the teaching of te reo Māori - To investigate specific programmes promoting positive role modelling, high self-esteem and confidence. - Annual marae visits and noho for Rumaki and Auraki. - Initiate Māori specific programme(s). - Celebrate international festivals. Invite whānau to hui, and whānau support meetings each term. - Engage parents in supporting learning through teachers, making contact with parents at least once per term. - Attend Regional Kapa Haka Competition & other events.	- Continue developing programmes. - Annual marae visits & noho for Rumaki and Auraki. - Continue Māori specific programme(s). - Embed international festivals. - Whānau to hui, and whānau support meetings each term. - Continue to engage parents in supporting learning through teachers, making contact with parents at least once per term. - Attend Regional Kapa Haka Competition & other events	- Review 2 Year Overview - Continue developing programmes. - Annual marae visits & noho for Rumaki and Auraki. - Continue Māori specific programme(s). - Embed international festivals. - Whānau to hui, and whānau support meetings each term. - Continue to engage parents in supporting learning through teachers, making contact with parents at least once per term. - Attend Regional Kapa Haka Competition & other events	All staff understand and practise culturally responsive pedagogies.
2.5. All students and those with special learning needs are supported and included.	- To develop IEP and CAPs for low achievers (individually or in groups) - Monitor and research suitable programmes for this group. - Specialised learning programmes e.g. ESOL, Limitless, High Performance Sports, Leadership, Champion Made Leadership Programme, extension groups - SENCO register developed across the COL. - Transition programme developed	- Review IEP for low achievers. - Continue to monitor and research suitable programmes, e.g. ESOL, Limitless, High Performance Sports, Leadership - Review and modify programme for both low and high achiever groups. - SENCO register developed across the COL	- Continue to develop programmes from 2020.	Teachers are aware of Universal Design for Learning and all students are supported by specialist agencies, resources and whānau.

	and improved across the COL.			
2.6. To promote good health and well-being in students, staff and the community.	- Continue daily fitness - Review P.E. programme so that it is inclusive of all skills and abilities, including students with special learning needs - Develop lunchtime sports programme - Ensure range of sports provided intra and inter school - Aim for involvement rather than elite emphasis - Develop sports resourcing, storage, maintenance and issuing systems - Develop audit system - Encourage whanau involvement e.g. coaching, managing and refereeing - Embed school values - Replace current house reward system - Develop PB4L and Restorative Practice. - Develop and implement nutrition policy for school. - Maintain Kickstart Breakfasts - Team building activities for staff. - Review school bullying policy. - Review Life Education programmes including Puberty - NZCER Wellbeing Survey Term 1 and 4.	- Continue daily fitness - Ensure P.E. programme is inclusive of all skills and abilities, including students with special learning needs - Continue lunchtime sports programme - Ensure range of sports provided intra and inter school - Continue aim for involvement rather than elite emphasis - Continue to develop sports resourcing, storage, maintenance and issuing systems - Use audit system - Encourage whanau involvement e.g. coaching, managing and refereeing - Embed school values - Review new values reward system - Embed PB4L and Restorative Practice. - Embed nutrition policy for school. - Maintain Kickstart Breakfasts - Team building activities for staff. - Implement school bullying policy. - Life Education programmes - New water fountains - Repeat NZCER Wellbeing Survey Term 1 and 4.	- Continue daily fitness - Ensure P.E. programme is inclusive of all skills and abilities, including students with special learning needs - Continue lunchtime sports programme - Ensure range of sports provided intra and inter school - Continue aim for involvement rather than elite emphasis - Continue to develop sports resourcing, storage, maintenance and issuing systems - Use audit system - Encourage whanau involvement e.g. coaching, managing and refereeing - Embed school values - Review new values reward system - Embed PB4L and Restorative Practice. - Embed nutrition policy for school. - Maintain Kickstart Breakfasts - Team building activities for staff. - Implement school bullying policy. - Life Education programmes - New water fountains	To encourage sports and activities school wide. To ensure school environment is safe, clean, and friendly.

2.7. To provide flexible, well resourced, comfortable and safe learning spaces.	- Review and implement 5YP plans, i.e. Technology block - Teacher resources moved to - Lundia shelves in library - Seek funding for wellbeing room. - Research wellbeing room. - Expand and provide storage for PE shed. - Safe and accessible storage for mountain bike set. - Develop makerspace (green room) - Maintenance	- Review and implement 5YP plans, i.e. Technology block - Develop wellbeing room. - Maintenance	- Review and implement 5YP plans, i.e. Technology block - Maintenance	To have available for students and staff, flexible, well resourced, comfortable and safe learning spaces.

Mokoia Intermediate Strategic Plan, 2019
(based on image from Simon Sinek)

Annual Plan 2019		Target
Tahi - To have a learning environment that engages students in their own learning so that they experience success.		
1.1. To integrate curriculum around powerful learning contexts such as wicked problems, using problem based learning.	- Encourage the use of exciting local contexts and wicked problems to inspire learners. Otauriri course in Term 3 all teachers. - Use of student agency in curriculum design. - Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw - Develop 2019 section of the two year plan, to include big ideas based on key competencies and wicked problems. - Revisit Mokoia PBL model. Teachers expected to use each term in integrated studies. - Encourage teachers to integrate literacy and numeracy into integrated PBL inquiries. - Expansion of technology subjects i.e. Biotechnology/Science, Makerspace.	All teachers are using the problem based learning model. The two year plan includes big ideas, powerful localised learning contexts. Curriculum expands to include all learning areas included in the NZC, with greater emphasis on STEAM.
1.2. To grow students into self-directed learners.	- Students have SMART goals each term/five weeks. - Teachers use exemplars and next step matrices. - **Use of PaCT - development of teacher knowledge in Maths.** Appointment of Lead teacher, A Harvey. Staff development of Google Classroom and Seesaw. - Begin development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko. Input of Kahui Ako cross COL teachers (A Tapsell and K Belt). Appointment of lead teachers in Digital Technologies (COL T Low and Lead teacher D Maguire) - Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts.	Teachers and students use a range of digital tools to plan, access and report on their learning. Classrooms are set up so that students have visual prompts and exemplars easy access to resources for self directed learning.
1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.	- Teachers improve formative assessment for learning capacity. - Implementation of PaCT - discussions about assessment	Teachers are capable at using formative assessment for learning.

	- Term moderation meetings - Tutor teachers working with provisionally certificated teachers (4). - Teachers making students aware of own achievement data in move to Seesaw - Teachers using target groups based on data	
1.4. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.	- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners. - Teachers using accelerated learning practices. - Teachers using Teaching As Inquiry methods to support all learning needs.	All students below and well below the expected curriculum level will make more than 1 year's progress in Literacy & Numeracy.
1.5. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.	- As above. - Teachers develop understanding of culturally responsive practice.	All Maori students below and well below the expected curriculum level will make more than 1 year's progress in Literacy & Numeracy.
Rua - To have an inclusive learning environment where all members of the school community feel safe and valued.		
2.1. To have a culture of "kind discipline" where students and staff use restorative practice.	- Margaret Thorsborne second TOD (all staff) on Restorative Practice - Introduction of trauma informed practice - DPC - Review of PB4L matrix implementation - Staff use PB4L reporting on etap efficiently - review of the template	All staff and students skilled in restorative conversations and understand trauma sensitive practice. Fewer stand downs and suspensions. All staff and students will be familiar with the school values. Staff use the behaviour matrix consistently.
2.2. Our students to be self regulating and mindful.	- Introduction of Restorative Conversations to students and whānau. - Inquire into mindfulness and or wellbeing programmes - Teachers deliberately coregulate students - Unpack Managing Self (Key Competency) with staff and students	All staff and students are able to demonstrate positive learning relationships with other members of the school community.
2.3. Teachers are proud members of the Mokoia Intermediate team.	- Team building activities - Review school systems, structures and practices to ensure	School systems, structures and practices acknowledge the workload and wellbeing of school staff.

Mokoia Intermediate Strategic Plan 2019

	they support the workload and wellbeing of school staff. - Regular intrinsic and extrinsic acknowledgement and rewards - Leadership development - Review classroom resourcing	
2.4. All cultures of the school community are valued and recognised. To ensure students have pride in their identity, language and culture.	- All teachers include te reo and tikanga in class programmes. - To investigate specific programmes promoting positive role modelling, high self-esteem and confidence. - Annual marae visits & noho for Rumaki and Auraki. - Initiate Māori specific programme(s). - Celebrate international festivals. Invite whānau to hui, and whānau support meetings each term. - Engage parents in supporting learning through teachers, making contact with parents at least once per term. - Attend Regional Kapa Haka Competition & other events.	Staff understand culturally responsive practice.
2.5. All students and those with special learning needs are supported and included.	- To develop IEP for low achievers. - Monitor and research suitable programmes for this group. - Specialised learning programmes e.g. ESOL, Limitless, High Performance Sports, Leadership, Champion Made Leadership Programme, extension groups - SENCO register	Teachers are aware of Universal Design for Learning and all students are supported by specialist agencies, resources and whānau.
2.6. To promote good health and well-being in students, staff and their whānau.	- Continue daily fitness - Review P.E. programme so that it is inclusive of all skills and abilities, including students with special learning needs - Develop lunchtime sports programme - Ensure range of sports provided intra and inter school - Aim for involvement rather than elite emphasis - Develop sports resourcing, storage, maintenance and issuing systems - Develop audit system - Encourage whanau involvement e.g. coaching, managing and refereeing	To encourage sports and activities school wide. To ensure school environment is safe, clean, and friendly.

	- Embed school values - Replace current house reward system - Develop PB4L and Restorative Practice. - Develop and implement nutrition policy for school. - Maintain Kickstart Breakfasts - Team building activities for staff. - Review school bullying policy. - Review Life Education programmes including Puberty - NZCER Wellbeing Survey Term 1 and 4.	
2.7. To provide flexible, well resourced, comfortable and safe learning spaces.	- Review and implement 5YP plans, i.e. Technology block - Teacher resources moved to - Lundia shelves in library - Seek funding for wellbeing room. - Research wellbeing room. - Expand and provide storage for PE shed. - Safe and accessible storage for mountain bike set. - Develop makerspace (green room)	To have available for students and staff, flexible, well resourced, comfortable and safe learning spaces.

2019 STRATEGIC PLAN Authentic Learning / Marautanga

Strategic Goal 1:	Aims:	Targets:
To have a learning environment that engages students in their own learning so that they experience success.	1.1 To integrate curriculum around powerful learning contexts such as wicked problems, using problem based learning. 1.2. To grow students into self-directed learners. 1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning. 1.4. To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies Curriculum/ Hangarau Matahiko. 1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy & Numeracy. 1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.	- All teachers are using the problem based learning model. - The two year plan includes big ideas, powerful localised learning contexts. - Teachers and students use a range of digital tools to plan, access and report on their learning. - Curriculum expands to include all learning areas included in the NZC, with greater emphasis on STEAM. - All students below and well below the expected curriculum level will make more than 1 year's progress in Literacy & Numeracy. - All Maori students below and well below the expected curriculum level will make more than 1 year's progress in Literacy & Numeracy.

Actions to Achieve Target 2019	Responsible	Budget	Time Frame
1.1. To integrate curriculum around powerful learning contexts such as wicked problems, using problem based learning. a.Encourage the use of exciting local contexts and wicked problems to inspire learners. Otauriri course in Term 3 all teachers. b.Use of student agency in curriculum design. c. Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw, Minecraft d. Develop 2019 section of the two year plan, to include big ideas based on key competencies and wicked problems. e.Revisit Mokoia PBL model. Teachers expected to use each term in integrated studies. f.Encourage teachers to integrate literacy and numeracy into integrated PBL inquiries. g.Expansion of technology subjects i.e. Biotechnology/Science, Makerspace. h. Camps and EOTC	**1.1** a.All T b.Ss c.LT Digitech, T, Ss d.SLT, LCL, T e.DPC, LCL, T f. DPC, LCL, T g.SLT, DPC, LCL Utuhina h. SLT, LCL	P/BOT - Paid version Seesaw and Microsoft Edu licences. - Setting up science lab and Makerspace - will need to look at both ICT and Technology budgets	Term 1 2019

1.2. To grow students into self-directed learners. a.Students have SMART goals each term/five weeks. b.Teachers use exemplars and next step matrices. c.Use of PaCT - development of teacher knowledge in Maths. Appointment of Lead teacher. d. Staff development in Google tools, Google Classroom and Seesaw. e. Begin development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko. Input of Kāhui Ako cross COL teachers. Appointment of lead teachers in Digital Technologies - COL and LT. f. Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts. g. Teachers using culturally responsive practice. Include Te Reo and tikanga in daily programme; celebrate international festivals. Term 3 programme - Otauriri h. Teachers aware of Universal Design for Learning.	**1.2.** a. DPC, LCL, T, Ss b. LT PaCt, T c. LT PaCT d. T Digi tech, COl LT, T e. LT Digitech, LT COL f. T g. SLT, LCL, T h. Individual TAI?	c., e. FU Digitech g. Koha to Te R te R?	T1, T2, T3, T4 2019 Revisit every 5 weeks.
1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning. a.Review whole-school assessment data 2019. Identify target groups of concern. b.Teachers improve formative assessment for learning capacity. Implementation of PaCT - discussions about assessment c.Term moderation meetings d.Tutor teachers working with provisionally certificated teachers (4).	**1.3** a. SLT b. DPC, LT COL(PaCT) c. DPC, LCL d. TT, PCT		T1, T2, T3, T4 2019
1.4. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy. a.Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners. b.Teachers using accelerated learning practices. c. Teachers using Teaching As Inquiry methods to support all learning needs. d.Teachers making students aware of own achievement data in move to Seesaw e. Teachers use inquiry into practice to meet individual needs of learners. Teachers using target groups based on data. Teachers to work intensively with smaller target groups for 5 weeks to accelerate learning. f.LSA allow teachers to work with target groups. g. Tier 3 learners have IEPs h. Tiers listed on etap	**1.4** a.DPC, LCL, T b.DPC, LCL, T c.DPC, LCL, T d. T, Ss e. T f. LT Ngati Whakaue funding g. DDP h. DPP		T1, T2, T3, T4 2019

1.5. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy. a.As above. b.Teachers develop understanding of culturally responsive practice			

2019 STRATEGIC PLAN Well-Being/Hauora

Strategic Goal 2: To have an inclusive learning environment where all members of the school community feel safe and valued.	Annual Plan: 2.1. To have a culture of "kind discipline" where students and staff use restorative practice. 2.2. Our students to be self regulating and mindful. 2.3. Teachers are proud members of the Mokoia Intermediate team. 2.4. All cultures of the school community are valued and recognised. To ensure students have pride in their identity, language and culture. 2.5. Students with special learning needs are supported and included.	Target: - All staff and students skilled in restorative conversations and understand trauma sensitive practice. - Fewer stand downs and suspensions. - All staff and students will be familiar with the school values - Staff use the behaviour matrix consistently. - All staff and students are able to demonstrate positive learning relationships with other members of the school community. - School systems, structures and practices acknowledge the workload and wellbeing of school staff. - Staff understand culturally responsive practice. - Teachers are aware of Universal Design for Learning and all students are supported by specialist agencies, resources and whānau. - To encourage sports and activities school wide. - To ensure school environment is safe, clean, and friendly. - To have available for students and staff, flexible, well resourced, comfortable and safe learning spaces.

Actions to Achieve Target 2019	Responsible	Budget	Time Frame
2.1. To have a culture of "kind discipline" where students and staff use restorative practice. a. Margaret Thorsborne second TOD (all staff) on Restorative Practice b. Introduction of trauma informed practice c. Review of PB4L matrix implementation d. Staff use PB4L reporting on etap efficiently - review of the template	2.1 a.SLT, Margaret Thorsborne b. DPC c. DPP d. DPP	Margaret Thorsborne costs	a. Term 1 - staff only day Week 11

2.2. Our students to be self regulating and mindful. a.Introduction of Restorative Conversations to students and whānau. b.Inquire into mindfulness and or wellbeing programmes c.Teachers deliberately coregulate students d. Unpack Managing Self (Key Competency) with staff and students	2.2 a. SLT, LCL, T b. SLT, LCL c. DPC, T d. SLT	b. May be a cost for programme or facilitator for mindfulness.	b.No earlier than Term 2
2.3. Teachers are proud members of the Mokoia Intermediate team. a. Team building activities b. Review school systems, structures and practices to ensure they support the workload and wellbeing of school staff. c. Regular intrinsic and extrinsic acknowledgement and rewards d. Leadership development e. Review classroom resourcing	2.3 a. P, LCL b. SLT, LCL c. P, SLT, LCL d. SLT, LCL, LT e. SLT	d. Outside facilitator for leadership e.g. Tony Pope; DP appraisal e. Classroom re-resourcing	Term 1
2.4. All cultures of the school community are valued and recognised. To ensure students have pride in their identity, language and culture. a. All teachers include te reo and tikanga in class programmes. b. To investigate specific programmes promoting positive role modelling, high self-esteem and confidence. c. Annual marae visits and noho for Rumaki and Auraki. d. Initiate Māori specific programme(s). e. Celebrate international festivals. f. Invite whānau to hui, and whānau support meetings each term. g. Engage parents in supporting learning through teachers, making contact with parents at least once per term - f2f, Seesaw h. Attend Regional Kapa Haka Competition and other events.	2.4 a. SLT, LT Rumaki, T b. SLT, Prefects and other student leaders c. SLT, LCL, T d. SLT e. SLT, LCL, T f. SLT, LCL, T g. SLT, LCL, T h. LT Rumaki	a. Subsidise te reo course costs for T b. Student leadership programmes, workshops, conferences c. Koho for marae visits f. Hospitality costs h. Competition costs	T1, T2, T3, T4
2.5. Students with special learning needs and abilities are supported and included. a. To develop IEP for low achievers. b. Monitor and research suitable programmes for this group. c. Specialised learning programmes e.g. ESOL, Limitless, High Performance Sports, Leadership, Champion Made Leadership Programme, extension groups d. SENCO register	2.5 a. DPP b. DPP, LT Ngati Whakaue c. SLT, LT all areas d. DPP	c. Some specialised programmes will require funding e.g. box-fit	T2 on.

2.6. To promote good health and well-being in students, staff and their whānau. a. Continue daily fitness b. Review P.E. programme so that it is inclusive of all skills and abilities, including students with special learning needs c. Develop lunchtime sports programme d. Ensure range of sports provided intra and inter school e. Aim for involvement rather than only elite emphasis f. Develop sports resourcing, storage, maintenance and issuing systems g. Develop audit system h. Encourage whānau involvement e.g. coaching, managing and refereeing i. Embed school values j. Replace current house reward system k. Develop PB4L and Restorative Practice. l. Develop and implement nutrition policy for school. m. Maintain Kickstart Breakfasts n. Team building activities for staff. o. Review school bullying policy. p. Review Life Education programmes including Puberty q. Develop Trauma sensitive practices r. NZCER Wellbeing Survey Term 1 and 4.	2.6 a. LT, LCL, T b. DPC, LT c. LT d. LT e. SLT, LT, coaches f. P, LT g. LT h. LT i. SLT, LCL, LT, T j. SLT, think tank k. SLT l. SLT, LCL, think tank, BOT m. TIC, SLT n. P o. SLT, BOT p. SLT q. SLT, LCL, LT r. SLT	f. Sports equipment storage r. NZCER costs	Term 1
2.7. To provide flexible, well resourced, comfortable and safe learning spaces. a. Review and implement 5YP plans, i.e. Technology block b. Teacher resources moved to Lundia shelves in library c. Research wellbeing room and seek funding for wellbeing room d. Expand and provide storage for PE shed. e. Safe and accessible storage for mountain bike set. f. Develop makerspace (green room)	2.7 a. BOT, P b. Resource manager, LSA c. P, DPP d. P, LT e. P f. DPC, LT Digitech	a. 5YP funding c. and d. Possible 5YP funding? f. Digital funding?	As available

Mokoia Intermediate
Mathematics Curriculum Level OTJ (3) End of Year
Curriculum Levels
Percentage of Pupils - for 2018

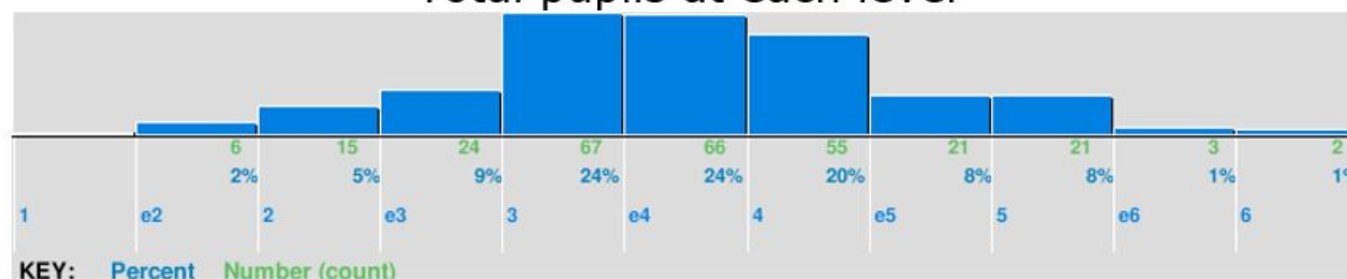|	1	e2	2	e3	3	e4	4	e5	5	e6	6	Total Below	Total At	Total Above	Total Pupils
Y7		3% (5)	8% (12)	10% (15)	28% (43)	26% (40)	17% (26)	4% (6)	1% (2)	1% (2)	1% (1)	21% (32)	54% (83)	24% (37)	54% (152)
Y8		1% (1)	2% (3)	7% (9)	19% (24)	20% (26)	23% (29)	12% (15)	15% (19)	1% (1)	1% (1)	29% (37)	43% (55)	29% (36)	46% (128)
Total pupils		4 % (6)	10 % (15)	17 % (24)	47 % (67)	46 % (66)	40 % (55)	16 % (21)	16 % (21)	2 % (3)	2 % (2)	50% (69)	97% (138)	53% (73)	(280)

End of Year

- **32 (21%)** Year 7 students below in Mathematics.
- **37 (29%)** Year 8 students below in Mathematics.
- **69 (25%)** Year 7/8 students below in Mathematics.
- **120 (78%)** Year 7 students at/above in Mathematics.
- **91 (72%)** Year 8 students at/above in Mathematics.
- **211 (75%)** Year 7/8 students at/above in Mathematics.

Mid Year

- **58 (39%)** Year 7 students below in Mathematics.
- **57 (45%)** Year 8 students below in Mathematics.
- **115 (41%)** Year 7/8 students below in Mathematics.
- **92 (62%)** Year 7 students at/above in Mathematics.
- **71 (56%)** Year 8 students at/above in Mathematics.
- **163 (59%)** Year 7/8 students at/above in Mathematics.

Total pupils at each level

	6	15	24	67	66	55	21	21	3	2
	2%	5%	9%	24%	24%	20%	8%	8%	1%	1%
1	e2	2	e3	3	e4	4	e5	5	e6	6

KEY: Percent   Number (count)

Mokoia Intermediate
Reading Curriculum Level OTJ (3) End of Year
(Curriculum Levels) -
Percentage of Pupils - for 2018

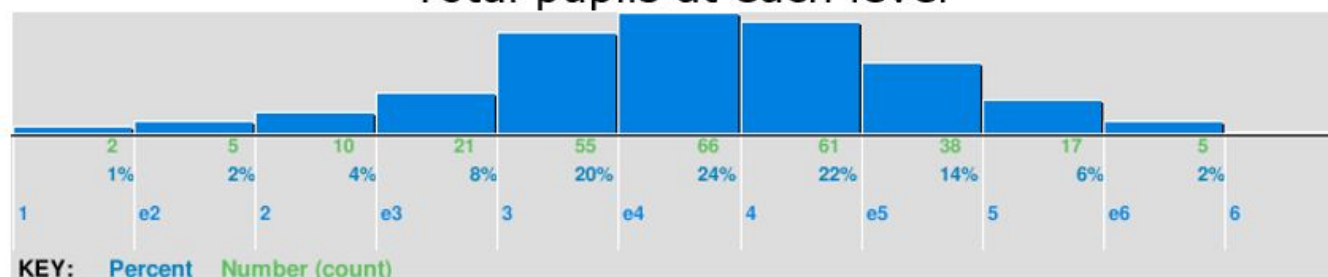|	1	e2	2	e3	3	e4	4	e5	5	e6	6	Total Below	Total At	Total Above	Total Pupils
Y7	1% (2)	3% (5)	3% (4)	9% (13)	22% (34)	32% (49)	14% (22)	13% (20)	2% (3)			16% (24)	54% (83)	29% (45)	54% (152)
Y8			5% (6)	6% (8)	16% (21)	13% (17)	30% (39)	14% (18)	11% (14)	4% (5)		27% (35)	43% (56)	29% (37)	46% (128)
Total pupils	1 % (2)	2 % (5)	4 % (10)	8 % (21)	20 % (55)	24 % (66)	22 % (61)	14 % (38)	6 % (17)	2 % (5)		43% (59)	97% (139)	58% (82)	(280)

End of Year
- 24 (16%) Year 7 students below in Reading.   128 (83%) Year 7 students at/above in Reading.
- 35 (27%) Year 8 students below in Reading.   93 (72%) Year 8 students at/above in Reading.
- 59 (21%) Year 7/8 students below in Reading.   221 (79%) Year 7/8 students at/above in Reading.

Mid Year
- 51 (35%) Year 7 students below in Reading.   96 (66%) Year 7 students at/above in Reading.
- 51 (40%) Year 8 students below in Reading.   77 (60%) Year 8 students at/above in Reading.
- 102 (37%) Year 7/8 students below in Reading.   173 (63%) Year 7/8 students at/above in Reading.

Total pupils at each level

	2	5	10	21	55	66	61	38	17	5	
	1%	2%	4%	8%	20%	24%	22%	14%	6%	2%	
1	e2	2	e3	3	e4	4	e5	5	e6	6

KEY: Percent   Number (count)

Mokoia Intermediate
Writing Curriculum Level OTJ (3) End of Year
(Curriculum Level)
Percentage of Pupils - for 2018

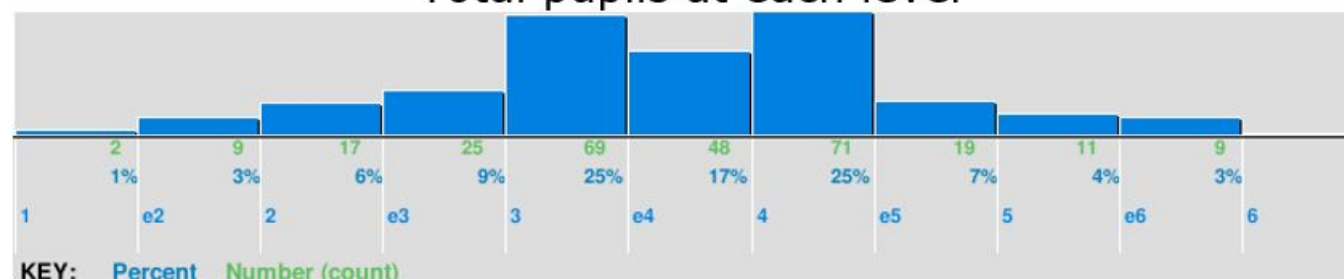|	1	e2	2	e3	3	e4	4	e5	5	e6	6	Total Below	Total At	Total Above	Total Pupils
Y7	1% (2)	5% (8)	7% (10)	10% (15)	33% (50)	22% (33)	20% (30)	2% (3)	1% (1)			23% (35)	55% (83)	23% (34)	54% (152)
Y8		1% (1)	5% (7)	8% (10)	15% (19)	12% (15)	32% (41)	13% (16)	8% (10)	7% (9)		29% (37)	44% (56)	28% (35)	46% (128)
Total pupils	1 % (2)	6 % (9)	12 % (17)	18 % (25)	48 % (69)	34 % (48)	52 % (71)	15 % (19)	9 % (11)	7 % (9)		52% (72)	99% (139)	51% (69)	(280)

End of Year
- 35 (23%) Year 7 students below in Writing.
- 37 (29%) Year 8 students below in Writing.
- 72 (26%) Year 7/8 students below in Writing.

- 117 (78%) Year 7 students at/above in Writing.
- 91 (72%) Year 8 students at/above in Writing.
- 208 (74%) Year 7/8 students at/above in Writing.

Mid Year
- 55 (37%) Year 7 students below in Writing.
- 59 (47%) Year 8 students below in Writing.
- 114 (42%) Year 7/8 students below in Writing.

- 95 (63%) Year 7 students at/above in Writing.
- 67 (52%) Year 8 students at/above in Writing.
- 162 (58%) Year 7/8 students at/above in Writing.

Total pupils at each level

	1	e2	2	e3	3	e4	4	e5	5	e6	6
Number (count)	2	9	17	25	69	48	71	19	11	9	
Percent	1%	3%	6%	9%	25%	17%	25%	7%	4%	3%	

KEY: Percent   Number (count)

Rotorua East Kāhui Ako

"Ako maii, ako atu, ako ai, ako tu, ko koia aaraa ee"

"Empowering and Encouraging our Community of Learners (Whānau, Learners and Teachers) to Engage in Learning"

Eastern Rotorua Community

Every teacher should be able to answer the questions 'why is the KA important to you?' and 'What is your role in the KA?'

*Establish goals/aims/targets that everyone can buy into with some passion because they do represent real needs for our ākonga and community– answers the question '**why are we doing all this?***

What do we want to improve?

Area for Improvement	Possible Targets	Possible Tools
Student Engagement		
❏ Attendance ❏ Engagement ❏ Stand-downs ❏ Transient students ❏ A strong sense of belonging for akonga and tangata across the Kāhui Ako "Ko au te kura, ko te kura ko au"	❏ 95% attendance ❏ 0% stand downs ❏ Improved enrolment and retention data (Yr 9 -13)	❏ MoE baseline attendance data (Term 2) ❏ Ask for last 5 years of historical data on attendance. ❏ Iwi partnering with Kāhui Ako ❏ NZCER wellbeing survey (Term 1) - compare with Oct 2017 survey ❏ Restorative Practice? (Lynne) ❏ PB4L - all schools currently (could use this data for tracking)
Pedagogy		
❏ Digitally competent pedagogy		*Student voice* ❏ What do we use? ❏ Why do we use it? ❏ How do we use it? *Teacher voice* ❏ As above

Mokoia Intermediate Strategic Plan 2019

		Observational data: ❏ Within schools, Andrea, Karen (triangulation of the above) Culturally responsive review tool - MoE?
❏ Culturally responsive teaching practice.		

Local Curriculum Development

❏ Ōtauira (Te Roro o Te Rangi, Uenukukopako, Tuteniu) ❏ A collective graduate profile aligned to the local curricula ❏ Sports Programmes ❏ Kapa Haka		❏ Curriculum tool - overarching capabilities ❏ MoE guidelines (local curriculum, assessment, partnerships)

Data Analysis, Evaluation and Assessment for Learning

❏ Improved evaluative capability ❏ Improved instructional capability ❏ Data conversations		❏ Learning Progression Framework (LPF) ❏ Data conversation meetings across Kāhui Ako