

Mokoia Intermediate School Strategic Plan 2020-2022



Mission Statement

We are Limitless! We are Passionate! We are Mokoia!

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 are 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 to.

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 and Rumaki.
- consult with parents and the wider community regarding the developing of our local curriculum in Mainstream and Rumaki Māori for Mokoia Intermediate School.

Ratification of Charter

- March 2020

Submitting copy of Charter & Annual Report

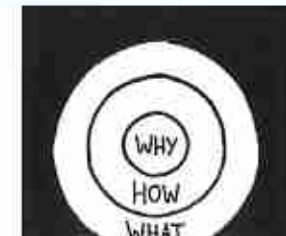
- 1 Mar 2020 & 31 May 2020


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 an 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 49% Māori. We have 2 Rumaki classes (Immersion Māori) and 11 Auraki classes (English) with 4 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 3 or 4 for Mainstream and Level 1 for Rumaki.

Te Reo Māori me ona Tikanga will be included in 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 12 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
- Whānau Hui
- Board of Trustee Surveys
- School Surveys
- Newsletters
- Face to face discussions during school events.
- Maintaining a welcoming open door policy
- Seesaw



Mokoia Intermediate School Strategic Plan 2020

<p>Our Why, How and What:</p> <ol style="list-style-type: none"> 1. Authentic Learning/Marautanga 2. Well-being/Hauora 3. Local Curriculum 4. Pedagogy 5. Assessment for Learning 6. Leadership 7. Whānau Engagement 	<p><i>“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.”</i></p> <p>- https://startwithwhy.com/</p>	
STRATEGIC GOALS	AIMS	TARGETS
<p>Tahi -To have a learning environment that engages students in their own learning so that they experience success.</p>	<p>1.1 To integrate curriculum around powerful learning contexts such as wicked problems, using problem based learning.</p>	<p>All teachers are using the problem based learning model. The two year plan includes big ideas and powerful localised learning contexts.</p> <p>Curriculum expands to include all learning areas included in the NZC, with greater emphasis on STEAM.</p>
	<p>1.2. To grow students into self-directed learners.</p>	<p>Teachers and students use a range of digital tools to plan, access and report on their learning.</p>
	<p>1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.</p>	<p>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.</p>
	<p>1.4. To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies Curriculum/ Hangarau Matahiko.</p>	<p>All teachers and students embrace and integrate the concepts in the Digital Technologies Curriculum/ Hangarau Matahiko.</p>
	<p>1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.</p>	<p>90% of all students will make at least 1 year's progress in Literacy and Numeracy.</p>

	1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.	90% of Māori students will make at least 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.	Board of trustees, staff and community 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 the 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	2020	2021	2022	Target
Tahī - 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.	<ul style="list-style-type: none"> - 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. - Revisit Mokoia PBL model - Reinforce integration of literacy and numeracy into integrated PBL inquiries. - Expand digital technology resources in Makerspace i.e. robotics. 	<ul style="list-style-type: none"> - 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 - Review 2 Year Overview. Review odd year section of the two year plan, including 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. 	<ul style="list-style-type: none"> - 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 - Review 2 Year Overview. Review odd year section of the two year plan, including 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. 	<p>All teachers are using the problem based learning model. The two year plan includes big ideas, and powerful localised learning contexts.</p> <p>Curriculum expands to include all learning areas included in the NZC, with greater emphasis on STEAM.</p>
1.2. To grow students into self-directed learners.	<ul style="list-style-type: none"> - Students have SMART goals each term/five weeks. - Teachers use exemplars and next step matrices. - Use PEPS rather than reports as continuous living documents of learning progress. 	<ul style="list-style-type: none"> - Students have SMART goals each term/five weeks. - Teachers use exemplars and next step matrices. - Continue use of PEPS rather than reports as continuous living documents of learning progress. 	<ul style="list-style-type: none"> - Students have SMART goals each term/five weeks. - Teachers use exemplars and next step matrices. - Continue use of PEPS rather than reports as continuous living documents of learning progress. 	<p>Teachers and students use a range of digital tools to plan, access and report on their learning.</p> <p>Classrooms are set up so that</p>

	<ul style="list-style-type: none"> - Use of Learning Progression Framework / PaCT - development of teacher knowledge in Reading. - Continue staff development of Google Classroom and Seesaw. - Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking. - Teachers aware of Universal Design for Learning. - Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts. 	<ul style="list-style-type: none"> - Use of Learning Progression Framework / 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. - Audit ICT programme. - Upgrade computers and devices. - Review budget. 	<ul style="list-style-type: none"> - Use of Learning Progression Framework / PaCT - reinforcement of teacher knowledge in Maths, Reading and Writing. - Continue development of Digital Technologies curriculum and teacher integration of digital tools. - Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts. - Audit ICT programme. - Upgrade computers and devices. - Review budget. 	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.	<ul style="list-style-type: none"> - Review whole-school assessment data 2019-2020. Identify target groups of concern. - Teachers improve formative assessment for learning capacity. Continued implementation of LPE. - Term moderation meetings - Tutor teacher working with provisionally certificated teacher (1) 	<ul style="list-style-type: none"> - Review whole-school assessment data 2020-2021. Identify target groups of concern. - Teachers continue to improve formative assessment for learning capacity. Continued implementation of LPE. - Term moderation meetings 	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.	<ul style="list-style-type: none"> - Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners. - Teachers using accelerated learning practices. 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	90% of all students will make at least 1 year's progress in Literacy and Numeracy.

	<ul style="list-style-type: none"> - Teachers using Teaching As Inquiry methods to support all learning needs. - Teachers making students aware of own achievement data in move to Seesaw - 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. - LSA allow teachers to work with target groups. - Tier 3 learners have IEPs - Tiers listed on etap 	Inquiry methods to support all learning needs.	Inquiry methods to support all learning needs.	
1.5. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.	<ul style="list-style-type: none"> - 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. - Teachers develop understanding of culturally responsive practice. 	<ul style="list-style-type: none"> - 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. - Teachers continue to develop understanding of culturally responsive practice. 	<ul style="list-style-type: none"> - 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. - Teachers continue to develop understanding of culturally responsive practice. 	90% of Māori students will make at least 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.	<ul style="list-style-type: none"> - Embed Restorative Practice - Continue to develop understanding and promotion of programmes and structures that 	- Review and embed programmes from 2020.	- Review and embed programmes from 2020.	All staff and students are skilled in restorative conversations and understand trauma sensitive practice.

	support trauma sensitive practice - Consistent use of PB4L reporting - Review of PB4L matrix implementation			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 Key Competencies 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 te reo and tikanga in class programmes. - Mokoia staff learn te reo Māori - Using digital technologies to support the teaching of te reo Māori - To investigate specific programmes promoting positive role modelling, high self-esteem and confidence.	- 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	- 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.	understand culturally responsive practice.

	<ul style="list-style-type: none"> - 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 - f2f, Seesaw - Attend Regional Kapa Haka Competition and other events. - Explore/initiate Māori and other expressions of gifted and talented e.g. Mana korero competitions 	<p>supporting learning through teachers, making contact with parents at least once per term.</p> <ul style="list-style-type: none"> - Attend Ahurei & other events - Continue to explore Māori and other expressions of gifted and talented e.g. Mana korero competitions 	<ul style="list-style-type: none"> - 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. - Continue to explore Māori and other expressions of gifted and talented e.g. Mana korero competitions 	
<p>2.5. All students and those with special learning needs are supported and included.</p>	<ul style="list-style-type: none"> - Review IEP and CAPs for low achievers (individually or in groups) - Continue to monitor and research suitable programmes for this group. - Initiate Passion Pathways - weekly electives in Gardner's Multiple Intelligences, to cater for the range of passions and talents. - Other specialised learning programmes e.g. ESOL, Limitless, High Performance Sports, Leadership, Champion Made Leadership Programme, extension groups - SENCO register maintained across 	<ul style="list-style-type: none"> - Review IEP for low achievers. - Continue to monitor and research suitable programmes, e.g. ESOL, Limitless, High Performance Sports, Leadership - Review and modify all programmes for both low and high achiever groups. - SENCO register maintained across the COL - Transition programme reviewed and improved across the COL. 	<ul style="list-style-type: none"> - Continue to develop programmes from 2020. 	<p>Teachers are aware of Universal Design for Learning and all students are supported by specialist agencies, resources and whānau.</p>

	the COL. - Transition programme reviewed and improved across the COL.			
2.6. To promote good health and well-being in students, staff and the community.	<ul style="list-style-type: none"> - Continue daily fitness - Review P.E. programme so that it is inclusive of all skills and abilities, including students with special learning needs - Continue to develop 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 - Develop audit system - Encourage whanau involvement e.g. coaching, managing and refereeing - Embed school values - Review new values reward system - Embed 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 - Student Survey Term 2 and 4. - New water fountains 	<ul style="list-style-type: none"> - 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. - Life Education programmes - Student Survey Term 2 and 4. 	<ul style="list-style-type: none"> - 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 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 - Student Survey Term 2 and 4. 	<p>To encourage sports and activities school wide.</p> <p>To ensure school environment is safe, clean, and friendly.</p>

<p>2.7. To provide flexible, well resourced, comfortable and safe learning spaces.</p>	<ul style="list-style-type: none"> - Review and implement SYP plans, i.e. Technology block - Develop wellbeing room - Upgrade furniture for library - Review classroom furniture - Upgrade adventure playground - Plan - Decide on priorities for extra funding announced December 2019 - Maintenance 	<ul style="list-style-type: none"> - Review and implement SYP plans - Maintenance 	<ul style="list-style-type: none"> - Review and implement SYP plans - Maintenance 	<p>To have available for students and staff, flexible, well resourced, comfortable and safe learning spaces.</p>
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Mokoia Intermediate Strategic Plan:2019, 2020
(based on image from Simon Sinek)

Annual Plan 2020

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.

- 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.
- Revisit Mokoia PBL model
- Reinforce integration of literacy and numeracy into integrated PBL inquiries.
- Expand digital technology resources in Makerspace i.e. robotics.

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 PEPS rather than reports as continuous living documents of learning progress.
- Use of Learning Progression Framework / PaCT - development of teacher knowledge in Reading.
- Continue staff development of Google Classroom and Seesaw.
- Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking.
- Teachers aware of Universal Design for Learning.
- 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.

<p>1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.</p>	<ul style="list-style-type: none"> - Review whole-school assessment data 2019-2020. Identify target groups of concern. - Teachers improve formative assessment for learning capacity. Continued implementation of LPE. - Term moderation meetings - Tutor teacher working with provisionally certificated teacher (1) 	<p>Teachers are capable at using formative assessment for learning.</p>
<p>1.4. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.</p>	<ul style="list-style-type: none"> - 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. - Teachers making students aware of own achievement data in move to Seesaw - 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. - LSA allow teachers to work with target groups. - Tier 3 learners have IEPs - Tiers listed on etap 	<p>90% of all students will make at least 1 year's progress in Literacy and Numeracy.</p>
<p>1.5. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.</p>	<ul style="list-style-type: none"> - 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. - Teachers develop understanding of culturally responsive practice. 	<p>90% of Māori students will make at least 1 year's progress in Literacy and Numeracy.</p>

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.	<ul style="list-style-type: none"> - Embed Restorative Practice - Continue to develop understanding and promotion of programmes and structures that support trauma sensitive practice - Consistent use of PB4L reporting - Review of PB4L matrix implementation 	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.	<ul style="list-style-type: none"> - Introduction of Restorative Conversations to students and whānau. - Inquire into mindfulness and or wellbeing programmes - Teachers deliberately coregulate students - Unpack Key Competencies 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.	<ul style="list-style-type: none"> - 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.	<ul style="list-style-type: none"> - All teachers include te reo and tikanga in class programmes. - Mokoia staff learn te reo Māori - 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 - (2f, 	Board of trustees, staff and community understand culturally responsive practice.

	<p>Seesaw</p> <ul style="list-style-type: none"> - Attend Regional Kapa Haka Competition and other events. - Explore/initiate Māori and other expressions of gifted and talented e.g. Mana korero competitions 	
2.5. All students and those with special learning needs are supported and included.	<ul style="list-style-type: none"> - Review IEP and CAPs for low achievers (individually or in groups) - Continue to monitor and research suitable programmes for this group. - Initiate Passion Pathways - weekly electives in Gardner's Multiple Intelligences, to cater for the range of passions and talents. - Other specialised learning programmes e.g. ESOL, Limitless, High Performance Sports, Leadership, Champion Made Leadership Programme, extension groups - SENCO register maintained across the COL. - Transition programme reviewed and improved across the COL. 	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.	<ul style="list-style-type: none"> - Continue daily fitness - Review P.E. programme so that it is inclusive of all skills and abilities, including students with special learning needs - Continue to develop 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 - Develop audit system - Encourage whānau involvement e.g. coaching, managing and refereeing - Embed school values - Review new values reward system - Embed PB4L and Restorative Practice. - Develop and implement nutrition policy for school. - Maintain Kickstart Breakfasts - Team building activities for staff. 	<p>To encourage sports and activities school wide.</p> <p>To ensure school environment is safe, clean, and friendly.</p>

	<ul style="list-style-type: none"> - Review school bullying policy. - Review Life Education programmes including Puberty - Student Survey Term 2 and 4. - New water fountains 	
2.7. To provide flexible, well resourced, comfortable and safe learning spaces.	<ul style="list-style-type: none"> - Review and implement 5YP plans, i.e. Technology block - Develop wellbeing room - Upgrade furniture for library - Review classroom furniture - Upgrade adventure playground - Plan - Decide on priorities for extra funding announced December 2019 - Maintenance 	To have available for students and staff, flexible, well resourced, comfortable and safe learning spaces.

2020 STRATEGIC PLAN Authentic Learning / Marautanga

Strategic Goal 1:

To have a learning environment that engages students in their own learning so that they experience success.

Aims:

- 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 Matihiko.
- 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.

Targets:

- 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.
- 80% of students below and well below the expected curriculum level will make more than 1 year's progress in Literacy and Numeracy. (NB 50% achieved 2019.)
- 80% of Māori students below and well below the expected curriculum level will make more than 1 year's progress in Literacy and Numeracy. (NB 30% achieved 2019.)

Actions to Achieve Target 2020	Responsible	Budget	Time Frame
<p>1.1. To integrate curriculum around powerful learning contexts such as wicked problems, using problem based learning.</p> <p>a. Continue developing exciting local contexts and wicked problems to inspire learners. Otauriri course for new teachers.</p> <p>b. Use of student agency in curriculum design.</p> <p>c. Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw, Minecraft.</p> <p>d. Develop 2020 section of the two year plan, to include big ideas based on key competencies and wicked problems.</p> <p>e. Revisit Mokoia PBL model. Teachers expected to use each term in integrated studies.</p> <p>f. Reinforce integration of literacy and numeracy into integrated PBL inquiries.</p> <p>g. Expand digital technology resources in Makerspace i.e. robotics.</p> <p>h. Camps and EOTC.</p>	<p>1.1</p> <p>a. LCL, T</p> <p>b. T, Ss</p> <p>c. LT Digitech, T, Ss</p> <p>d. SLT, LCL, T</p> <p>e. LT PBL, DPC, LCL, T</p> <p>f. LT PBL, DPC, LCL, T</p> <p>g. DPC, LCL Utuhina/LT Digitech</p> <p>h. SLT, LCL, T</p>	<p>P/BOT</p> <p>- Paid version Seesaw and Microsoft Edu licences.</p> <p>- 2019 FFF fundraising</p>	<p>Term 1 2020</p>

<p>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 Learning Progression Framework / PaCT - development of teacher knowledge in Reading. d. Continue staff development in Google tools, Google Classroom and Seesaw. e. Use PEPS rather than reports as continuous living documents of learning progress. f. Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking. g. Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts. h. Teachers using culturally responsive practice. Include Te Reo Māori and tikanga in daily programme; celebrate international festivals. i. Teachers aware of Universal Design for Learning.</p>	<p>1.2. a. DPC, LCL, T, Ss b. LT Afl, T c. LT Afl d. LT Digi tech, LT Afl, T e. SLT, LCL, LT Afl f. LT Digi tech g. T h.. SLT, LCL, T i. SLT, LT Afl</p>	<p>c. Application for centrally funded PLD</p>	<p>T1, T2, T3, T4 2020 Revisit every 5 weeks.</p>
<p>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 2019-2020. Identify target groups of concern. b.Teachers improve formative assessment for learning capacity. Continued implementation of LPF c.Term moderation meetings d.Tutor teacher working with provisionally certificated teacher (1).</p>	<p>1.3 a. SLT, LCL, LT Afl b. DPC, LT Afl c. DPC, LCL, LT Afl d. TT, PCT</p>		<p>T1, T2, T3, T4 2019</p>
<p>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 making students aware of own achievement data d. 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. e. LSA allow teachers to work with target groups. f. Tier 3 learners have IEPs g. Tiers listed on etap</p>	<p>1.4 a.DPC, LCL, T, LT Afl b.DPC, LCL, T, LT Afl c. T, Ss, LT Afl d. T, LT Afl e. LT Ngati Whakaue funding, DPP f. DPP g. DPC, DPP</p>	<p>PfS funding - 2xALL, 1xALIM</p>	<p>T1, T2, T3, T4 2020</p>
<p>1.5. To increase the number of Māori 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.</p>	<p>a.DPC, LCL, T, LT Afl b.DPC, LCL, T, LT Afl c. T, Ss, LT Afl d. T, LT Afl</p>	<p>PfS funding - 2xALL, 1xALIM</p>	<p>T1, T2, T3, T4 2020</p>

c. Teachers making students aware of own achievement data d. 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. e. LSA allow teachers to work with target groups. f. Tier 3 learners have IEPs g. Tiers listed on etap	e. LT Ngati Whakaue funding, DPP f. DPP g. DPC, DPP		
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2020 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. - Board of trustees, staff and community 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.
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Actions to Achieve Target 2020	Responsible	Budget	Time Frame
2.1. To have a culture of "kind discipline" where students and staff use restorative practice. a. Embed Restorative Practice b. Continue to develop understanding and promotion of programmes and structures that support trauma sensitive practice c. Consistent use of PB4L reporting d. Review of PB4L matrix implementation	2.1 a. SLT, LCL b. DPC, DPP c. DPP d. DPP		

<p>2.2. Our students to be self regulating and mindful.</p> <p>a. Introduction of Restorative Conversations to students and whānau.</p> <p>b. Inquire into mindfulness and or wellbeing programmes</p> <p>c. Teachers deliberately coregulate students</p> <p>d. Unpack Key Competencies with staff and students</p>	<p>2.2</p> <p>a. SLT, LCL, T</p> <p>b. SLT, LCL, T</p> <p>c. T</p> <p>d. SLT</p>	<p>b. May be a cost for programme or facilitator for mindfulness.</p>	<p>b.No earlier than Term 2</p>
<p>2.3. Teachers are proud members of the Mokoia Intermediate team.</p> <p>a. Team building activities</p> <p>b. Review school systems, structures and practices to ensure they support the workload and wellbeing of school staff.</p> <p>c. Regular intrinsic and extrinsic acknowledgement and rewards</p> <p>d. Leadership development</p> <p>e. Review classroom resourcing</p>	<p>2.3</p> <p>a. P, LCL</p> <p>b. SLT, LCL</p> <p>c. P, SLT, LCL</p> <p>d. SLT, LCL, LT</p> <p>e. SLT</p>	<p>d. Outside facilitator for leadership e.g. Tony Pope; DP appraisal; PLD contract to engage Learning Architects and Rob Clarke for strengths based leadership (100 hours)</p> <p>e. Classroom re-resourcing</p>	<p>T1, T2, T3, T4</p>
<p>2.4. All cultures of the school community are valued and recognised. To ensure students have pride in their identity, language and culture.</p> <p>a. All teachers include te reo and tikanga in class programmes.</p> <p>b. Mokoia staff learn te reo Māori</p> <p>c. Using digital technologies to support the teaching of te reo Māori</p> <p>d. To investigate specific programmes promoting positive role modelling, high self-esteem and confidence.</p> <p>e. Annual marae visits and noho for Rumaki and Auraki.</p> <p>f. Initiate Māori specific programme(s).</p> <p>g. Celebrate international festivals.</p> <p>h. Invite whānau to hui, and whānau support meetings each term.</p> <p>i. Engage parents in supporting learning through teachers, making contact with parents at least once per term - f2f, Seesaw</p> <p>j. Attend Regional Kapa Haka Competition and other events.</p> <p>k. Explore/initiate Māori and other expressions of gifted and talented e.g. Mana korero competitions</p>	<p>2.4</p> <p>a. SLT, LT Rumaki, T</p> <p>b. SLT, LCL, LT, T</p> <p>c. all staff</p> <p>d. SLT, LT CP</p> <p>e. SLT, LCL, T</p> <p>f. SLT, LCL, T, LT CP</p> <p>g. SLT, LCL, T</p> <p>h. LT Rumaki, LT CP</p> <p>i. SLT, LCL, T, LT CP</p> <p>j. SLT, LT Rumaki, LT CP, T</p> <p>k. SLT, LT Rumaki, LT CP</p>	<p>d., f. Student leadership programmes, workshops, conferences</p> <p>e. Koha for marae visits</p> <p>h. Hospitality costs</p> <p>j. Competition costs</p>	<p>T1, T2, T3, T4</p>

<p>2.5. Students with special learning needs and abilities are supported and included.</p> <ul style="list-style-type: none"> a. Review IEP and CAPs for low achievers (individually or in groups) b. Continue to monitor and research suitable programmes for this group. c. Initiate Passion Pathways - weekly electives in Gardner's Multiple Intelligences, to cater for the range of passions and talents. d. Other specialised learning programmes e.g. ESOL, Limitless, High Performance Sports, Leadership, Champion Made Leadership Programme, extension groups e. SENCO register maintained across the COL f. Transition programme reviewed and improved across the COL 	<p>2.5</p> <ul style="list-style-type: none"> a. DPP b. DPP, LT Ngati Whakaue c. SLT, LT all areas d. DPP, LT GT e. DPP f. DPP, LT CP 	<p>b, c, d. Some specialised programmes will require funding e.g. Box-fit</p>	<p>T1, T2, T3, T4</p>
<p>2.6. To promote good health and well-being in students, staff and their whānau.</p> <ul style="list-style-type: none"> 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. Continue to develop lunchtime sports programme d. Ensure range of sports provided intra and inter school e. Continue aim for involvement rather than elite emphasis f. Continue to develop sports resourcing, storage, maintenance and issuing systems g. Develop audit system h. Encourage whanau involvement e.g. coaching, managing and refereeing i. Embed school values j. Review new values reward system k. Embed 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. Student Survey Term 2 and 4, r. New water fountains. 	<p>2.6</p> <ul style="list-style-type: none"> a. LT PE, LCL, T b. DPC, LT PE c. LT PE d. LT S e. SLT, LT S, coaches f. P, LT PE g. LT PE h. LT S i. SLT, LCL, LT, T j. SLT, T k. SLT, LCL, T l. SLT, LCL, T, BOT m. TIC, SLT n. SLT o. SLT, BOT p. SLT, LCL, T q. SLT r. SLT 	<p>f. Sports equipment storage</p>	<p>q. Term 2, Term 4</p>



<p>2.7. To provide flexible, well resourced, comfortable and safe learning spaces.</p> <ul style="list-style-type: none"> a. Review and implement SYP plans, i.e. Technology block b. Develop wellbeing room c. Upgrade furniture for library d. Review classroom furniture e. Upgrade adventure playground f. Decide on priorities for extra funding announced December 2019 g. Maintenance 	<p>2.7</p> <ul style="list-style-type: none"> a. BOT, P b. SLT c. SLT d. SLT e. SLT, Ss f. SLT, T, BOT g. P, BOT 	<ul style="list-style-type: none"> a. SYP funding c. furniture in budget e. Playground? Gym? 	<p>As available</p>
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Analysis of Variance - Achievement Data End 2019

Mokola Intermediate School
Students with Assessments in Reading

Reading Curric Level OTJ (1) Beg 2019
Annemarie Hyde - DP Whole School 2019

10373	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y7		5% (6)	7% (5)	23% (26)	28% (22)	17% (19)	10% (21)	1% (1)				12% (14)	23% (26)	28% (32)	36% (41)	113
Y8	1% (2)	4% (3)	11% (16)	18% (25)	16% (22)	22% (31)	23% (32)	5% (7)				34% (48)	16% (22)	22% (31)	28% (39)	140
Totals	0.8%	4.3%	9.5%	20.2%	21.3%	19.8%	20.9%	3.2%				24.5%	19%	24.9%	31.6%	253
	2	11	24	51	54	50	53	8				62	48	63	80	

Reading Curric Level OTJ (3) End 2019
Annemarie Hyde - DP Whole School 2019

10370	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y7		3% (3)	4% (4)	11% (12)	25% (28)	42% (47)	6% (7)	11% (12)				6% (7)	11% (12)	25% (28)	38% (46)	113
Y8	2% (2)	1% (1)	6% (6)	14% (19)	14% (19)	26% (36)	21% (30)	15% (21)	2% (2)			22% (31)	14% (19)	26% (36)	30% (54)	140
Totals	1.2%	1.6%	4.7%	12.3%	18.6%	32.8%	14.6%	13%	1.2%			15%	12.3%	25.3%	47.4%	253
	3	4	12	31	47	83	37	33	3			38	31	64	120	



Outcomes:

Target -
All students below and well below the expected curriculum level will make more than 1 year's progress 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.
Outcome:
82% of all students made sufficient or accelerated progress in Reading.
52% of all students made more than 1 year's progress in Reading.
50% of all students made more than 1 year's progress in Reading.
84% of our below and well below students, made more than 1 year's progress in Reading.
10% of our below and well below Year 7 students, made more than 1 year's progress in Reading.
87% of our below and well below Year 8 students, made more than 1 year's progress in Reading.
81% of our below and well below Year 9 students, made more than 1 year's progress in Reading.
72% of our below and well below Year 10 students, made more than 1 year's progress in Reading.

Mokoia Intermediate School

Students with Assessments in Both

Writing Curric Level OTJ (1) Beg 2019

Annemarie Hyde - DP Whole School 2019

10374	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y7	1% (1)	5% (6)	30% (23)	26% (29)	33% (27)	10% (11)	4% (5)	1% (1)				27% (30)	26% (29)	33% (37)	15% (17)	113
Y8	1% (2)	1% (2)	12% (16)	17% (23)	21% (29)	24% (33)	17% (24)	7% (9)				31% (43)	21% (29)	24% (33)	24% (33)	138
Totals	1.2% 3	3.2% 8	15.5% 39	20.7% 52	26.3% 66	17.5% 44	11.6% 29	4% 10				29.1% 73	23.1% 58	27.9% 70	19.9% 50	251

Writing Curric Level OTJ (3) End 2019

Annemarie Hyde - DP Whole School 2019

10371	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y7	1% (1)		4% (5)	20% (23)	24% (27)	31% (35)	13% (15)	6% (7)				5% (6)	20% (23)	24% (27)	30% (37)	113
Y8	1% (2)	4% (6)	6% (8)	17% (23)	19% (26)	30% (41)	12% (16)	9% (12)	2% (3)			28% (39)	19% (26)	30% (41)	23% (31)	138
Totals	1.2% 3	2.4% 6	5.2% 13	18.3% 46	21.1% 53	30.3% 76	12.4% 31	8% 20	1.2% 3			17.9% 45	19.5% 49	27.1% 68	35.5% 89	251



Target - All students below and well below the expected curriculum level will make more than 1 year's progress in Literacy and Numeracy.

All Māori students below and well below the expected curriculum level will make more than 1 year's progress in Literacy and Numeracy.

Outcome:

- 62% of all students made sufficient or accelerated progress in Writing.
- 60% of all students made more than 1 year's progress in Writing.
- 47% of all Māori students made more than 1 year's progress in Writing.
- 62% of our below and well below students, made more than 1 year's progress in Writing.
- 83% of our below and well below Year 7 students, made more than 1 year's progress in Writing.
- 44% of our below and well below Year 8 students, made more than 1 year's progress in Writing.
- 77% of our below and well below Year 7 Māori students, made more than 1 year's progress in Writing.
- 10% of our below and well below Year 8 Māori students, made more than 1 year's progress in Writing.

Update Risk

Mokoia Intermediate School

Students with Assessments in Both.

Mathematics Curric Level OTJ (1) Beg 2019

Annemarie Hyde - DP Whole School 2019

10375	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y7		1% (1)	12% (14)	27% (30)	42% (48)	8% (9)	9% (10)	1% (1)				13% (15)	27% (30)	42% (48)	18% (20)	113
Y8		2% (3)	18% (25)	11% (16)	24% (34)	20% (28)	23% (32)	1% (2)				31% (44)	24% (34)	20% (28)	24% (34)	140
Totals		1.6% 4	15.4% 39	18.2% 46	32.4% 82	14.6% 37	16.6% 42	1.2% 3				23.3% 59	25.3% 64	30% 76	21.3% 54	253

Mathematics Curric Level OTJ (3) End 2019

Annemarie Hyde - DP Whole School 2019

10372	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y7			1% (1)	3% (3)	25% (28)	25% (28)	36% (41)	8% (9)	3% (3)			4% (4)	25% (28)	25% (28)	47% (53)	113
Y8		1% (1)	1% (2)	8% (11)	19% (26)	15% (21)	33% (46)	16% (23)	7% (10)			29% (40)	15% (21)	33% (46)	24% (33)	140
Totals		0.4% 1	1.2% 3	5.5% 14	21.3% 54	19.4% 49	34.4% 87	12.6% 32	5.1% 13			17.4% 44	19.4% 49	29.2% 74	34% 86	253



Target - All students below and well below the expected curriculum level will make more than 1 year's progress in Literacy and Numeracy.

All Māori students below and well below the expected curriculum level will make more than 1 year's progress in Literacy and Numeracy.

Outcome:

- 78% of all students made sufficient or accelerated progress in Mathematics.
- 49% of all students made more than 1 year's progress in Mathematics.
- 50% of all Māori students made more than 1 year's progress in Mathematics.
- 58% of our below and well below students, made more than 1 year's progress in Mathematics.
- 62% of our below and well below Year 7 students, made more than 1 year's progress in Mathematics.
- 60% of our below and well below Year 8 students, made more than 1 year's progress in Mathematics.
- 61% of our below and well below Year 7 Māori students, made more than 1 year's progress in Mathematics.
- 53% of our below and well below Year 8 Māori students, made more than 1 year's progress in Mathematics.

Update @ Risk

2019 End of Year Progress Analysis

(1)Beg Reading Curric Level OTJ & (3)End Reading Curric Level OTJ 2019
For: Annemarie Hyde - DP Whole School

Year	Accelerated Progress (more than a step progress)				Sufficient Progress (a step progress)				Insufficient Progress (less than a step progress)				Year Total (Boys+Girls)
	Boy	Girl	Maori % out of 103	Pasifika % out of 9	Boy	Girl	Maori % out of 103	Pasifika % out of 9	Boy	Girl	Maori % out of 103	Pasifika % out of 9	
4													0
5													0
6													0
7	21 (77%)	28 (25%)	22 (21%)	8 (88%)	18 (16%)	18 (16%)	13 (13%)	2 (22%)	6 (5%)	12 (11%)	5 (5%)		113
8	40 (29%)	12 (13%)	30 (29%)	1 (11%)	18 (13%)	22 (10%)	15 (15%)		22 (16%)	6 (4%)	14 (14%)	1 (11%)	148
	131 (52%)				76 (30%)				40 (16%)				253

(1)Beg Writing Curric Level OTJ & (3)End Writing Curric Level OTJ 2019
For: Annemarie Hyde - DP Whole School

Year	Accelerated Progress (more than a step progress)				Sufficient Progress (a step progress)				Insufficient Progress (less than a step progress)				Year Total (Boys+Girls)
	Boy	Girl	Maori % out of 103	Pasifika % out of 9	Boy	Girl	Maori % out of 103	Pasifika % out of 9	Boy	Girl	Maori % out of 103	Pasifika % out of 9	
4													0
5													0
6													0
7	40 (35%)	36 (32%)	27 (26%)	3 (33%)	8 (7%)	16 (14%)	12 (12%)	2 (22%)	7 (6%)	6 (5%)	5 (5%)	2 (22%)	113
8	28 (26%)	22 (16%)	23 (23%)	1 (11%)	22 (20%)	24 (17%)	19 (19%)	1 (11%)	23 (18%)	12 (9%)	16 (16%)		138
	126 (30%)				75 (30%)				50 (10%)				251

(1)Beg Mathematics Curric Level OTJ & (3)End Mathematics Curric Level OTJ 2019
For: Annemarie Hyde - DP Whole School

Year	Accelerated Progress (more than a step progress)				Sufficient Progress (a step progress)				Insufficient Progress (less than a step progress)				Year Total (Boys+Girls)
	Boy	Girl	Maori % out of 103	Pasifika % out of 9	Boy	Girl	Maori % out of 103	Pasifika % out of 9	Boy	Girl	Maori % out of 103	Pasifika % out of 9	
4													0
5													0
6													0
7	31 (27%)	34 (30%)	22 (21%)	5 (55%)	16 (14%)	16 (14%)	18 (17%)	1 (11%)	8 (7%)	8 (7%)	4 (4%)	1 (11%)	113
8	30 (21%)	30 (23%)	26 (26%)	1 (11%)	23 (18%)	17 (12%)	17 (17%)		25 (18%)	13 (9%)	16 (16%)	1 (11%)	140
	125 (29%)				74 (29%)				54 (21%)				253