

# Mokoia Intermediate School Strategic Plan 2021-2023





## 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.

## New Zealand Curriculum Principles

*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

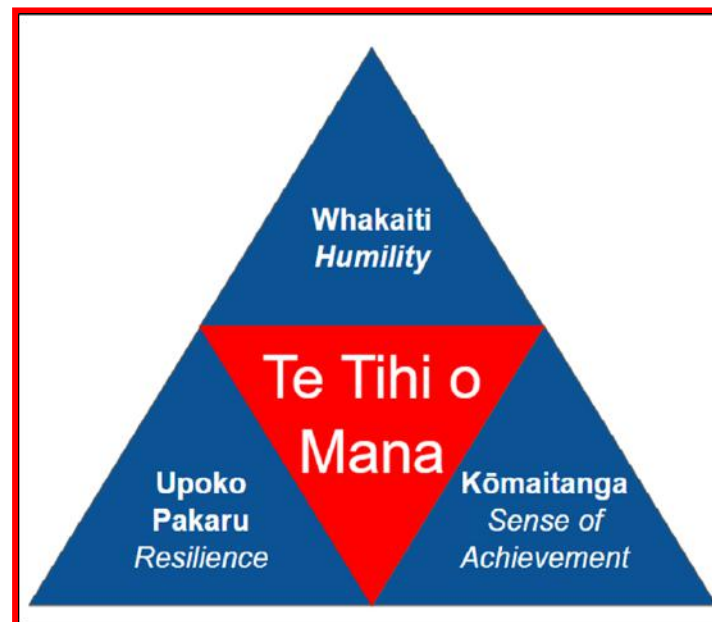
- Participants in a range of life contexts
- Contributors to the well-being of New Zealand – social, cultural, economic, and environmental

#### Lifelong learners

- Literate and numerate
- Critical and creative thinkers; Active seekers, users, and creators of knowledge
- Informed decision makers

### Values and Beliefs

**Whakaiti**  
**Ūpoko Pakaru**  
**Kōmaitanga**



**Humility**  
**Resilience**  
**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 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 development of our local curriculum in Mainstream and Rumaki Māori for Mokoia Intermediate School.

## Ratification of Charter

- March 2021

## Submitting copy of Charter & Annual Report

- 1 Mar 2021 and 31 May 2021

# Mokoia Intermediate School Pedagogy

*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:

- **Whānaungatanga 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 and Development** - Mokoia Intermediate strives to always be a 'new learning centre', relevant and engaging for all tamariki and whānau.
- **Marautanga o Mokoia** - 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 an annual update of the School Charter and provide the Secretary of Education with a copy before 1<sup>st</sup> 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 means**

- 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), Reo Rua (Bilingual Maori/English) or Rumaki (Immersion Māori) at Mokoia Intermediate School.



Mokoia Intermediate School is 49% Māori. We have 1 Rumaki class (Immersion Māori - 80% to 100%) and 1 Reo Rua (Bi-lingual Maori/English - 50% to 80%) and 12 Auraki classes (English) with 3 classes teaching Te Reo Māori at Level 3 (30% to 50%). 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 4a for Mainstream, Level 2 for Reo Rua 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 13 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 surveys
  - School surveys
  - Newsletters
  - Face to face discussions during school events
  - Maintaining a welcoming open door policy
  - Seesaw
  - Email
  - Facebook

# Mokoia Intermediate School Strategic Plan 2021

*“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/>



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, powerful localised learning contexts, and integrates key competencies, NZC, Marautanga o Aotearoa under the umbrella of Te Whare Tapa Wha. 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,

		<p>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> <p>Portfolio of graphic organisers is developed which students can use to support their thinking.</p>
	1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.	<p>All teachers implement AfL in their classrooms e.g. by being able to analyse data and design learning programmes which meet individual learning needs in all curriculum areas. Developing students' self-regulation skills and metacognition, giving them a strong sense of self-efficacy for self directed learning.</p>
	1.4. To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies Curriculum/ Hangarau Matahiko.	<p>All teachers and students embrace and integrate the concepts in the Digital Technologies Curriculum/ Hangarau Matahiko.</p>
	1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.	<p>90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.</p>
	1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.	<p>90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.</p>
	1.7. To ensure we include learning objectives and experiences from across the curriculum with an improved emphasis on the arts curriculum.	<p>All students engage in the seven areas of the New Zealand Curriculum and / or the nine areas of Te Marautanga O Aotearoa, including the arts: the performing arts such as dance, drama, music and the visual arts. In te MoA this is Ngā Toi.</p>

<b>Rua - To have an inclusive learning environment where all members of the school community feel safe and valued.</b>	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. Instigation of mindfulness or other wellbeing programmes.
	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. Programmes are differentiated to be inclusive.
	2.6. To promote good health and well-being in students, staff and their whānau.	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	2021	2022	2023	Target
<b>Tahi - To have a learning environment that engages students in their own learning so that they experience success.</b>				
<b>1.1. To integrate curriculum around powerful learning contexts such as wicked problems, using problem based learning.</b>	<ul style="list-style-type: none"> <li>- Develop Marautanga o Mokoia</li> <li>- Continue developing exciting local contexts and wicked problems to inspire learners.</li> <li>- Otairua course for new teachers, or similar.</li> <li>- Use of student agency in curriculum design.</li> <li>- Development of Arts and PE curriculum</li> <li>- Development of staff capacity in te reo and tikanga Māori</li> <li>- Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw</li> <li>- Develop Year 1 of the 2 Year Overview using learning objectives based on the Marautanga o Mokoia.</li> <li>- Revisit Mokoia PBL model</li> <li>- Reinforce integration of literacy and numeracy into integrated PBL inquiries.</li> <li>- Expand digital technology curriculum knowledge and resources in Makerspace i.e. robotics.</li> <li>- Camps and EOTC.</li> </ul>	<ul style="list-style-type: none"> <li>- Embed Marautanga o Mokoia</li> <li>- Continue developing exciting local contexts and wicked problems to inspire learners.</li> <li>- Otairua course for new teachers.</li> <li>- Use of student agency in curriculum design.</li> <li>- Embedding Arts and PE curriculum</li> <li>- Continued development of staff capacity in te reo and tikanga Māori</li> <li>- Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw</li> <li>- Develop Year 2 of the 2 Year Overview using learning objectives based on the Marautanga o Mokoia.</li> <li>- Reinforce Mokoia PBL model</li> <li>- Reinforce integration of literacy and numeracy into integrated PBL inquiries.</li> <li>- Expand digital technology curriculum knowledge and resources in Makerspace i.e. robotics.</li> </ul>	<ul style="list-style-type: none"> <li>- Refine Marautanga o Mokoia</li> <li>- Continue developing exciting local contexts and wicked problems to inspire learners.</li> <li>- Otairua course for new teachers.</li> <li>- Use of student agency in curriculum design.</li> <li>- Unpack STEAM curriculum</li> <li>- Continued development of staff capacity in te reo and tikanga Māori</li> <li>- Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw</li> <li>- Second cycle of 2 year plan development. Review.</li> <li>- Reinforce Mokoia PBL model</li> <li>- Reinforce integration of literacy and numeracy into integrated PBL inquiries.</li> <li>- Expand digital technology curriculum knowledge and resources in Makerspace i.e. robotics.</li> </ul>	<p>All teachers are using the problem based learning model.</p> <p>The two year plan includes big ideas, powerful localised learning contexts, and integrates key competencies, NZC, Marautanga o Aotearoa under the umbrella of Te Whare Tapa Wha.</p> <p>Curriculum expands to include all learning areas included in the NZC, with greater emphasis on STEAM.</p>

<b>1.2. To grow students into self-directed learners.</b>	<ul style="list-style-type: none"> <li>- Students set SMART goals at Three Way Conferences</li> <li>- Students work on reflective capacity using graphic organisers e.g. De Bono in the 5 weekly Learning Journals (replaces the Spotlights on Learning)</li> <li>- Teachers use exemplars and next step matrices.</li> <li>- Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking.</li> <li>- Development of portfolio of graphic organisers to scaffold student thinking</li> <li>- Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts.</li> <li>- Teachers actively mindful of Universal Design for Learning.</li> <li>- Audit ICT programme.</li> <li>Upgrade computers and devices.</li> <li>- Review budget.</li> </ul>	<ul style="list-style-type: none"> <li>- Students set SMART goals at Three Way Conferences</li> <li>- Students work on reflective capacity using graphic organisers e.g. De Bono in the 5 weekly Learning Journals (replaces the Spotlights on Learning)</li> <li>- Teachers use exemplars and next step matrices.</li> <li>- Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking.</li> <li>- Continue development of portfolio of graphic organisers to scaffold student thinking</li> <li>- Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts.</li> <li>- Teachers actively mindful of Universal Design for Learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Students set SMART goals at Three Way Conferences</li> <li>- Students work on reflective capacity using graphic organisers e.g. De Bono in the 5 weekly Learning Journals (replaces the Spotlights on Learning)</li> <li>- Teachers use exemplars and next step matrices.</li> <li>- Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking.</li> <li>- Continue development of portfolio of graphic organisers to scaffold student thinking</li> <li>- Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts.</li> <li>- Teachers actively mindful of Universal Design for Learning.</li> <li>- Audit ICT programme.</li> <li>Upgrade computers and devices.</li> <li>- Review budget.</li> </ul>	<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 students have visual prompts and exemplars easy access to resources for self directed learning.</p> <p>Portfolio of graphic organisers is developed which students can use to support their thinking.</p>
<b>1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.</b>	<ul style="list-style-type: none"> <li>- Review whole-school assessment data 2020-2021.</li> <li>Identify target groups of concern.</li> <li>- Teachers continue to improve formative assessment for learning capacity, in particular using Progressive Assessment Test data.</li> </ul>	<ul style="list-style-type: none"> <li>- Review whole-school assessment data 2021-2022.</li> <li>Identify target groups of concern.</li> <li>- Teachers continue to improve formative assessment for learning capacity, in particular using Progressive Assessment Test data.</li> </ul>	Teachers are shown capability in using formative assessment for learning.	<p>All teachers implement AfL in their classrooms e.g. by being able to analyse data and design learning programmes which meet individual learning needs in all curriculum areas.</p> <p>Developing students'</p>



	<ul style="list-style-type: none"> <li>- Term moderation meetings</li> <li>- Tutor teacher working with provisionally certificated teacher (1)</li> </ul>	- Term moderation meetings		self-regulation skills and metacognition, giving them a strong sense of self-efficacy for self directed learning.
<b>1.4. To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies Curriculum/ Hangarau Matahiko.</b>	Second year of implementation of Digital Technologies Curriculum/ Hangarau Matahiko Curriculum. Teachers introduced to activities to engage students in digital technologies, using readily available platforms, and computational thinking activities	Third year of implementation of Digital Technologies Curriculum/ Hangarau Matahiko Curriculum. Teachers introduced to activities to engage students in digital technologies, using readily available platforms, and computational thinking activities	Ensure Digital Technologies Curriculum/ Hangarau Matahiko is incorporated into integrated planning.	All teachers and students embrace and integrate the concepts in the Digital Technologies Curriculum/ Hangarau Matahiko.
<b>1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.</b>	<ul style="list-style-type: none"> <li>- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners.</li> <li>- Teachers using accelerated learning practices as part of ALiM/ALL contracts..</li> <li>- Teachers using Teaching As Inquiry methods to support all learning needs.</li> <li>- Teachers making students aware of own achievement data in move to Seesaw</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners.</li> <li>- Teachers using accelerated learning practices.</li> <li>- Teachers using Teaching As Inquiry methods to support all learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners.</li> <li>- Teachers using accelerated learning practices.</li> <li>- Teachers using Teaching As Inquiry methods to support all learning needs.</li> </ul>	90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.

	<ul style="list-style-type: none"> <li>- LSA allow teachers to work with target groups.</li> <li>- Tier 3 learners have IEPs</li> <li>- Tiers listed on etap</li> </ul>			
<b>1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.</b>	<ul style="list-style-type: none"> <li>- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners.</li> <li>- Teachers using accelerated learning practices as part of ALiM/ALL contracts..</li> <li>- Teachers using Teaching As Inquiry methods to support all learning needs.</li> <li>- Teachers develop understanding of culturally responsive practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners.</li> <li>- Teachers using accelerated learning practices.</li> <li>- Teachers using Teaching As Inquiry methods to support all learning needs.</li> <li>- Teachers continue to develop understanding of culturally responsive practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners.</li> <li>- Teachers using accelerated learning practices.</li> <li>- Teachers using Teaching As Inquiry methods to support all learning needs.</li> <li>- Teachers continue to develop understanding of culturally responsive practice.</li> </ul>	90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.
<b>1.7. To ensure we include learning objectives and experiences from across the curriculum with an improved emphasis on the arts curriculum.</b>	<p>Start creating Te Marautanga o Mokoia. Te Whare Tapa Whā is the umbrella under which there is a) a deliberate emphasis on self directed learning habits through the key competencies and b) deliberate integration and “unsiloing” of the seven learning areas of the New Zealand Curriculum.</p> <p>Develop two year plan based on ensuring wide curriculum is included.</p>	<p>Continue creating Te Marautanga o Mokoia. Te Whare Tapa Whā is the umbrella under which there is a) a deliberate emphasis on self directed learning habits through the key competencies and b) deliberate integration and “unsiloing” of the seven learning areas of the New Zealand Curriculum.</p> <p>Start unpacking Marautanga o Aotearoa as part of creating of Mokoia’s marautanga.</p>	<p>Review progress on developing Te Marautanga o Mokoia. Te Whare Tapa Whā is the umbrella under which there is a) a deliberate emphasis on self directed learning habits through the key competencies and b) deliberate integration and “unsiloing” of the seven learning areas of the New Zealand Curriculum.</p> <p>Integration of Marautanga o Aotearoa as part of creating of Mokoia’s marautanga.</p>	All students engage in the seven areas of the New Zealand Curriculum and / or the nine areas of Te Marautanga O Aotearoa, including the arts: the performing arts such as dance, drama, music and the visual arts. In te MoA this is Ngā Toi.
<b>Rua - To have an inclusive learning environment where all members of the school community feel safe and valued.</b>				
<b>2.1. To have a culture of “kind discipline” where students and staff use restorative practice.</b>	<ul style="list-style-type: none"> <li>- Embed Restorative Practice</li> <li>- Continue to develop understanding and promotion of</li> </ul>	<ul style="list-style-type: none"> <li>- Review and embed programmes from 2021.</li> </ul>	<ul style="list-style-type: none"> <li>- Review and embed programmes from 2022.</li> </ul>	All staff and students are able to demonstrate positive learning relationships with other members

	programmes and structures that support trauma sensitive practice - Consistent use of PB4L reporting - Review of PB4L matrix implementation			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..
<b>2.2. Our students to be self regulating and mindful.</b>	- Introduction of Restorative Conversations to students and whānau. - Inquire into mindfulness and or wellbeing programmes - Teachers deliberately coregulate students - Marautanga o Mokoia breaks down Key competencies into Learning Objectives which students can monitor themselves against in their reflective learning Journals.	- Continue to develop and embed programmes.	- Continue to develop and embed programmes.	All staff and students will be familiar with the school values. Instigation of mindfulness or other wellbeing programmes.
<b>2.3. Teachers are proud members of the Mokoia Intermediate team.</b>	- Team building activities - Continuous review of 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 (year 2) emphasizing leader capacity in	- Team building activities - Continuous review of 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 (year 2) emphasizing leader capacity in	- Team building activities - Continuous review of 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 (year 2) emphasizing leader capacity in	School systems, structures and practices acknowledge the workload and wellbeing of school staff.

	accountability (own and others) and monitoring/mentoring. - Review classroom resourcing	accountability (own and others) and monitoring/mentoring. - Review classroom resourcing	accountability (own and others) and monitoring/mentoring. - Review classroom resourcing	
<b>2.4. All cultures of the school community are valued and recognised. To ensure students have pride in their identity, language and culture.</b>	<ul style="list-style-type: none"> <li>- All teachers include te reo and tikanga in class programmes.</li> <li>- Mokoia staff learn te reo Māori</li> <li>- Using digital technologies to support the teaching of te reo Māori</li> <li>- To investigate specific programmes promoting positive role modelling, high self-esteem and confidence.</li> <li>- Annual marae visits and noho for Rumaki and Auraki.</li> <li>- Initiate Māori specific programme(s).</li> <li>- Celebrate international festivals.</li> <li>- Invite whānau to hui, and whānau support meetings each term.</li> <li>- Engage parents in supporting learning through teachers, making contact with parents at least once per term - f2f, Seesaw, text and phone</li> <li>- Attend Regional Kapa Haka Competition and other events.</li> <li>- Explore/initiate Māori and other expressions of gifted and talented e.g. Mana korero competitions</li> <li>- Active involvement in Kahui Āko development of rumaki pathway</li> </ul>	<ul style="list-style-type: none"> <li>- Continue developing programmes.</li> <li>- Annual marae visits &amp; noho for Rumaki and Auraki.</li> <li>- Continue Māori specific programme(s).</li> <li>- Embed international festivals.</li> <li>- Whānau to hui, and whānau support meetings each term.</li> <li>- Continue to engage parents in supporting learning through teachers, making contact with parents at least once per term.</li> <li>- Attend Ahurei &amp; other events</li> <li>- Continue to explore Māori and other expressions of gifted and talented e.g. Mana korero competitions</li> <li>- Active involvement in Kahui āko development of rumaki pathway</li> </ul>	<ul style="list-style-type: none"> <li>- Review 2 Year Overview</li> <li>- Continue developing programmes.</li> <li>- Annual marae visits &amp; noho for Rumaki and Auraki.</li> <li>- Continue Māori specific programme(s).</li> <li>- Embed international festivals.</li> <li>- Whānau to hui, and whānau support meetings each term.</li> <li>- Continue to engage parents in supporting learning through teachers, making contact with parents at least once per term.</li> <li>- Attend Regional Kapa Haka Competition &amp; other events.</li> <li>- Continue to explore Māori and other expressions of gifted and talented e.g. Mana korero competitions</li> <li>- Active involvement in Kahui āko development of rumaki pathway</li> </ul>	Board of trustees, staff and community understand culturally responsive practice.

<b>2.5. All students and those with special learning needs are supported and included.</b>	<ul style="list-style-type: none"> <li>- Review/compile Collaborative Action Plans/Individual Education Plans (CAP/IEP) as required by MOE</li> <li>- Continue to monitor and research suitable programmes for children with SLD (Specific learning difficulties) Individual/group.</li> <li>-Refer/liaise with RTLB service.</li> <li>- Specialised learning programmes e.g. ESOL, Limitless, High Performance Sports, Leadership, Champion Made Leadership Programme, extension groups, Mind Plus</li> <li>- SENCO (LSR) register maintained across the COL.</li> <li>- Transition programme reviewed and improved across the COL.</li> </ul>	<ul style="list-style-type: none"> <li>- Review IEP for low achievers.</li> <li>- Continue to monitor and research suitable programmes, e.g. ESOL, Limitless, High Performance Sports, Leadership, Champion Made Leadership Programme, extension groups, Mind Plus</li> <li>- Review and modify all programmes for both low and high achiever groups.</li> <li>- SENCO (LSR) register maintained across the COL</li> <li>- Transition programme reviewed and improved across the COL.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop programmes from 2022.</li> </ul>	<p>Teachers are aware of Universal Design for Learning and all students are supported by specialist agencies, resources and whānau.</p> <p>Programmes are differentiated to be inclusive.</p>
<b>2.6. To promote good health and well-being in students, staff and the community.</b>	<ul style="list-style-type: none"> <li>- Continue daily fitness</li> <li>- Review P.E. programme so that it is inclusive of all skills and abilities, including students with special learning needs</li> <li>- Continue to develop lunchtime sports programme</li> <li>- Ensure range of sports provided intra and inter school</li> <li>- Continue aim for involvement rather than elite emphasis</li> <li>- Develop audit system for sports shed</li> <li>- Encourage whanau involvement e.g. coaching, managing and refereeing</li> <li>- Embed school values</li> </ul>	<ul style="list-style-type: none"> <li>- Continue daily fitness</li> <li>- Ensure P.E. programme is inclusive of all skills and abilities, including students with special learning needs</li> <li>- Continue lunchtime sports programme</li> <li>- Ensure range of sports provided intra and inter school</li> <li>- Continue aim for involvement rather than elite emphasis</li> <li>- Continue to develop sports resourcing, storage, maintenance and issuing systems</li> <li>- Use audit system</li> <li>- Encourage whanau involvement e.g. coaching, managing and</li> </ul>	<ul style="list-style-type: none"> <li>- Continue daily fitness</li> <li>- Ensure P.E. programme is inclusive of all skills and abilities, including students with special learning needs</li> <li>- Continue lunchtime sports programme</li> <li>- Ensure range of sports provided intra and inter school</li> <li>- Continue aim for involvement rather than elite emphasis</li> <li>- Continue to develop sports resourcing, storage, maintenance and issuing systems</li> <li>- Use audit system</li> <li>- Encourage whanau involvement e.g. coaching, managing and</li> </ul>	<p>To encourage sports and activities school wide.</p> <p>To ensure the school environment is safe, clean, and friendly.</p>

	<ul style="list-style-type: none"> <li>- Embed PB4L and Restorative Practice.</li> <li>- Develop and implement nutrition policy for school.</li> <li>- Maintain Kickstart Breakfasts</li> <li>- Team building activities for staff.</li> <li>- Review school bullying policy.</li> <li>- Review Life Education programmes including Puberty</li> <li>- Student Survey Term 2 and 4.</li> <li>- New water fountains</li> </ul>	refereeing <ul style="list-style-type: none"> <li>- Embed school values</li> <li>- Review new values reward system</li> <li>- Embed PB4L and Restorative Practice.</li> <li>- Embed nutrition policy for school.</li> <li>- Maintain Kickstart Breakfasts</li> <li>- Team building activities for staff.</li> <li>- Life Education programmes</li> <li>- Student Survey Term 2 and 4.</li> </ul>	refereeing <ul style="list-style-type: none"> <li>- Embed school values</li> <li>- Review values reward system</li> <li>- Embed PB4L and Restorative Practice.</li> <li>- Embed nutrition policy for school.</li> <li>- Maintain Kickstart Breakfasts</li> <li>- Team building activities for staff.</li> <li>- Implement school bullying policy.</li> <li>- Life Education programmes</li> <li>- Student Survey Term 2 and 4.</li> </ul>	
<b>2.7. To provide flexible, well resourced, comfortable and safe learning spaces.</b>	<ul style="list-style-type: none"> <li>- Review and implement 5YP plans, i.e. Technology block</li> <li>- Develop wellbeing room</li> <li>- New classroom furniture and blinds for K5 and W5</li> <li>- New TV monitors for classrooms and update hall AV.</li> <li>- Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>- Review and implement 5YP plans</li> <li>- Maintenance</li> </ul>	<ul style="list-style-type: none"> <li>- Review and implement 5YP plans</li> <li>- Maintenance</li> </ul>	To have available for students and staff, flexible, well resourced, comfortable and safe learning spaces.

Annual Plan 2021		Target
Tahi - To have a learning environment that engages students in their own learning so that they experience success.		
<b>1.1. To integrate curriculum around powerful learning contexts such as wicked problems, using problem based learning.</b>	<ul style="list-style-type: none"> <li>- Develop Marautanga O Mokoia</li> <li>- Continue developing exciting local contexts and wicked problems to inspire learners.</li> </ul>	All teachers are using the problem based learning model.  The two year plan includes big ideas, powerful localised



	<ul style="list-style-type: none"> <li>- Otauirā course for new teachers, or similar course.</li> <li>- Use of student agency in curriculum design.</li> <li>- Development of Arts and PE curriculum</li> <li>- Development of staff capacity in te reo and tikanga Māori</li> <li>- Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw</li> <li>- Develop Year 1 of the 2 Year Overview using learning objectives based on the Marautanga O Mokoia.</li> <li>- Revisit Mokoia PBL model</li> <li>- Reinforce integration of literacy and numeracy into integrated PBL inquiries.</li> <li>- Expand digital technology curriculum knowledge and resources in Makerspace i.e. robotics.</li> <li>- Camps and EOTC.</li> </ul>	<p>learning contexts, and integrates key competencies, NZC, Marautanga o Aotearoa under the umbrella of Te Whare Tapa Wha.</p> <p>Curriculum expands to include all learning areas included in the NZC, with greater emphasis on STEAM.</p>
<b>1.2. To grow students into self-directed learners.</b>	<ul style="list-style-type: none"> <li>- Students set SMART goals at Three Way Conferences</li> <li>- Students work on reflective capacity using graphic organisers e.g. De Bono in the 5 weekly Learning Journals (replaces the Spotlights on Learning)</li> <li>- Teachers use exemplars and next step matrices.</li> <li>- Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking.</li> <li>- Development of portfolio of graphic organisers to scaffold student thinking</li> <li>- Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts.</li> <li>- Teachers actively mindful of Universal Design for Learning.</li> <li>- Audit ICT programme.</li> <li>- Upgrade computers and devices.</li> <li>- Review budget.</li> </ul>	<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 students have visual prompts and exemplars easy access to resources for self directed learning.</p> <p>Portfolio of graphic organisers is developed which students can use to support their thinking.</p>
<b>1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.</b>	<ul style="list-style-type: none"> <li>- Review whole-school assessment data 2020-2021. Identify target groups of concern.</li> </ul>	<p>Il teachers implement AfL in their classrooms e.g. by being able to analyse data and design learning programmes which meet individual learning needs in all curriculum areas.</p>

	<ul style="list-style-type: none"> <li>- Teachers continue to improve formative assessment for learning capacity, in particular using Progressive Assessment Test data.</li> <li>- Term moderation meetings</li> <li>- Tutor teacher working with provisionally certificated teacher (1)</li> </ul>	Developing students' self-regulation skills and metacognition, giving them a strong sense of self-efficacy for self directed learning.
<b>1.4. To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies Curriculum/ Hangarau Matahiko.</b>	Second year of implementation of Digital Technologies Curriculum/ Hangarau Matahiko Curriculum. Teachers introduced to activities to engage students in digital technologies, using readily available platforms, and computational thinking activities	All teachers and students embrace and integrate the concepts in the Digital Technologies Curriculum/ Hangarau Matahiko.
<b>1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.</b>	<ul style="list-style-type: none"> <li>- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners.</li> <li>- Teachers using accelerated learning practices as part of ALiM/ALL contracts..</li> <li>- Teachers using Teaching As Inquiry methods to support all learning needs.</li> <li>- Teachers making students aware of own achievement data in move to Seesaw</li> <li>- 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.</li> <li>- LSA allow teachers to work with target groups.</li> <li>- Tier 3 learners have IEPs</li> <li>- Tiers listed on etap</li> </ul>	90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.
<b>1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.</b>	<ul style="list-style-type: none"> <li>- Ensure Raising Achievement Plan is a living document. Teachers identify learning tiers and create target groups of learners.</li> <li>- Teachers using accelerated learning practices as part of ALiM/ALL contracts..</li> <li>- Teachers using Teaching As Inquiry methods to support all learning needs.</li> </ul>	90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.

	- Teachers develop understanding of culturally responsive practice.	
<b>1.7. To ensure we include learning objectives and experiences from across the curriculum with an improved emphasis on the arts curriculum.</b>	Start creating Te Marautanga o Mokoia. Te Whare Tapa Whā is the umbrella under which there is a) a deliberate emphasis on self directed learning habits through the key competencies and b) deliberate integration and “unsiloing” of the seven learning areas of the New Zealand Curriculum. Develop two year plan based on ensuring wide curriculum is included.	All students engage in the seven areas of the New Zealand Curriculum and / or the nine areas of Te Marautanga O Aotearoa, including the arts: the performing arts such as dance, drama, music and the visual arts. In te MoA this is Ngā Toi.
<b>Rua - To have an inclusive learning environment where all members of the school community feel safe and valued.</b>		
<b>2.1. To have a culture of “kind discipline” where students and staff use restorative practice.</b>	<ul style="list-style-type: none"> <li>- Embed Restorative Practice</li> <li>- Continue to develop understanding and promotion of programmes and structures that support trauma sensitive practice</li> <li>- Consistent use of PB4L reporting</li> <li>- Review of PB4L matrix implementation</li> </ul>	<p>All staff and students are able to demonstrate positive learning relationships with other members of the school community.</p> <p>All staff and students are skilled in restorative conversations and understand trauma sensitive practice.</p> <p>Staff use the behaviour matrix consistently.</p> <p>Fewer stand downs and suspensions.</p>
<b>2.2. Our students to be self regulating and mindful.</b>	<ul style="list-style-type: none"> <li>- Introduction of Restorative Conversations to students and whānau.</li> <li>- Inquire into mindfulness and or wellbeing programmes</li> <li>- Teachers deliberately coregulate students</li> <li>- Marautanga O Mokoia breaks down Key competencies into Learning Objectives which students can monitor themselves against in their reflective learning Journals.</li> </ul>	<p>All staff and students will be familiar with the school values.</p> <p>Instigation of mindfulness or other wellbeing programmes.</p>
<b>2.3. Teachers are proud members of the Mokoia Intermediate team.</b>	<ul style="list-style-type: none"> <li>- Team building activities</li> <li>- Continuous review of school systems, structures and practices to ensure they support the workload and wellbeing of school staff.</li> </ul>	School systems, structures and practices acknowledge the workload and wellbeing of school staff.

	<ul style="list-style-type: none"> <li>- Regular intrinsic and extrinsic acknowledgement and rewards</li> <li>- Leadership development (year 2) emphasizing leader capacity in accountability (own and others) and monitoring/mentoring.</li> <li>- Review classroom resourcing</li> </ul>	
<b>2.4. All cultures of the school community are valued and recognised. To ensure students have pride in their identity, language and culture.</b>	<ul style="list-style-type: none"> <li>- All teachers include te reo and tikanga in class programmes.</li> <li>- Mokoia staff learn te reo Māori</li> <li>- Using digital technologies to support the teaching of te reo Māori</li> <li>- To investigate specific programmes promoting positive role modelling, high self-esteem and confidence.</li> <li>- Annual marae visits and noho for Rumaki and Auraki.</li> <li>- Initiate Māori specific programme(s).</li> <li>- Celebrate international festivals.</li> <li>- Invite whānau to hui, and whānau support meetings each term.</li> <li>- Engage parents in supporting learning through teachers, making contact with parents at least once per term - f2f, Seesaw, text and phone</li> <li>- Attend Regional Kapa Haka Competition and other events.</li> <li>- Explore/initiate Māori and other expressions of gifted and talented e.g. Mana korero competitions</li> <li>- Active involvement in Kahui āko development of rumaki pathway</li> </ul>	Board of trustees, staff and community understand culturally responsive practice.
<b>2.5. All students and those with special learning needs are supported and included.</b>	<ul style="list-style-type: none"> <li>- Review/compile Collaborative Action Plans/Individual Education Plans (CAP/IEP) as required by MOE</li> <li>- Continue to monitor and research suitable programmes for children with SLD (Specific learning difficulties) Individual/group.</li> <li>-Refer/liaise with RTLB service.</li> <li>- Specialised learning programmes e.g. ESOL, Limitless, High Performance Sports, Leadership, Champion Made Leadership Programme, extension groups, Mind Plus</li> </ul>	<p>Teachers are aware of Universal Design for Learning and all students are supported by specialist agencies, resources and whānau.</p> <p>Programmes are differentiated to be inclusive.</p>

	<ul style="list-style-type: none"> <li>- SENCO (LSR) register maintained across the COL.</li> <li>- Transition programme reviewed and improved across the COL.</li> </ul>	
<b>2.6. To promote good health and well-being in students, staff and their whānau.</b>	<ul style="list-style-type: none"> <li>- Continue daily fitness</li> <li>- Review P.E. programme so that it is inclusive of all skills and abilities, including students with special learning needs</li> <li>- Continue to develop lunchtime sports programme</li> <li>- Ensure range of sports provided intra and inter school</li> <li>- Continue aim for involvement rather than elite emphasis</li> <li>- Develop audit system for sports shed</li> <li>- Encourage whanau involvement e.g. coaching, managing and refereeing</li> <li>- Embed school values</li> <li>- Embed PB4L and Restorative Practice.</li> <li>- Develop and implement nutrition policy for school.</li> <li>- Maintain Kickstart Breakfasts</li> <li>- Team building activities for staff.</li> <li>- Review school bullying policy.</li> <li>- Review Life Education programmes including Puberty</li> <li>- Student Survey Term 2 and 4.</li> <li>- New water fountains</li> </ul>	<p>To encourage sports and activities school wide. To ensure the school environment is safe, clean, and friendly.</p>
<b>2.7. To provide flexible, well resourced, comfortable and safe learning spaces.</b>	<ul style="list-style-type: none"> <li>- Review and implement 5YP plans, i.e. Technology block</li> <li>- Develop wellbeing room</li> <li>- New classroom furniture and blinds for K5 and W5</li> <li>- New TV monitors for classrooms and update hall AV.</li> <li>- Maintenance</li> </ul>	<p>To have available for students and staff, flexible, well resourced, comfortable and safe learning spaces.</p>

## 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 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.
- 1.7 To ensure we include learning objectives and experiences from across the curriculum with an improved emphasis on the arts curriculum.

### **Targets:**

- 1.1 All teachers are using the problem based learning model. The two year plan includes big ideas, powerful localised learning contexts, and integrates key competencies, NZC, Marautanga o Aotearoa under the umbrella of Te Whare Tapa Wha. Curriculum expands to include all learning areas included in the NZC, with greater emphasis on STEAM.
- 1.2 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. Portfolio of graphic organisers is developed which students can use to support their thinking.
- 1.3 All teachers implement AfL in their classrooms e.g. by being able to analyse data and design learning programmes which meet individual learning needs in all curriculum areas. Developing students' self-regulation skills and metacognition, giving them a strong sense of self-efficacy for self directed learning.
- 1.4 All teachers and students embrace and integrate the concepts in the Digital Technologies Curriculum/ Hangarau Matahiko.
- 1.5 90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.
- 1.6 90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.
- 1.7 All students engage in the seven areas of the New Zealand Curriculum and / or the nine areas of Te Marautanga O Aotearoa, including the arts: the performing arts such as dance, drama, music and the visual arts. In te MoA this is Ngā Toi.

Actions to Achieve Target 2020	Responsible	Budget	Time Frame
<b>1.1. To integrate curriculum around powerful learning contexts such as wicked problems, using problem based learning.</b> a. Develop Marautanga o Mokoia b. Continue developing exciting local contexts and wicked problems to inspire learners. Otairua course for new teachers or similar.	<b>1.1</b>  a. DPC, SLT, LCL b. LCL, T c. DPC, LCL, T	P/BOT f. Digital Tools: Seesaw, Microsoft	2021-2022



<p>c. Use of student agency in curriculum design.</p> <p>d. Development of Arts and PE curriculum</p> <p>e. Development of staff capacity in te reo and tikanga Māori</p> <p>f. 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>g. Develop Year 1 of the 2 Year Plan using learning objectives based on the Marautanga O Mokoia.</p> <p>h. Revisit Mokoia PBL model. Teachers expected to use each term in integrated studies.</p> <p>i. Reinforce integration of literacy and numeracy into integrated PBL inquiries.</p> <p>j. Expand digital technology resources in Makerspace i.e. robotics.</p> <p>k. Camps and EOTC.</p>	<p>d. DPC, LT PE, Performing Arts, Visual Arts</p> <p>e. LT Te Reo Māori Curr</p> <p>f. DPC, LT DigiTech, LCL, T</p> <p>g. P, DPP, DPC, LCL, T</p> <p>h. DPC, LCL, T</p> <p>i. DPC, LCL</p> <p>j. DPC, LT DigiTech</p> <p>k. DPP, LCL, T</p>	<p>Edu licences, Hapara</p> <p>k. Camp costs, Grants</p>	
<p><b>1.2. To grow students into self-directed learners.</b></p> <p>a. Students set SMART goals at Three Way Conferences</p> <p>b. Students work on reflective capacity using graphic organisers e.g. De Bono in the 5 weekly Learning Journals (replaces the Spotlights on Learning)</p> <p>c. Teachers use exemplars and next step matrices.</p> <p>d. Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking.</p> <p>e. Development of portfolio of graphic organisers to scaffold student thinking</p> <p>f. Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts.</p> <p>g. Teachers are actively mindful of Universal Design for Learning.</p> <p>h. Audit ICT programme.</p> <ul style="list-style-type: none"> <li>- Upgrade computers and devices.</li> <li>- Review budget.</li> </ul>	<p><b>1.2.</b></p> <p>a. DPC, LCL, T, Ss</p> <p>b. LT SDL, T</p> <p>c. DPC, LCL, T</p> <p>d. LT Digi tech, Digiteam, Digital Circus, T</p> <p>e. SLT, LCL, LT SDL</p> <p>f. T</p> <p>g. DPC, LCL, T</p> <p>h. SLT, LT Digi, Digiteam, EO</p>	<p>d. centrally funded PLD contract</p>	<p>T1, T2, T3, T4 2021</p> <p>b. Revisit every 5 weeks.</p>
<p><b>1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.</b></p> <p>a. Review whole-school assessment data 2020-2021. Identify target groups of concern.</p> <p>b. Teachers continue to improve formative assessment for learning capacity, in particular using Progressive Assessment Test data.</p> <p>c. Term moderation meetings</p> <p>d. Tutor teacher working with provisionally certificated teacher (1).</p>	<p><b>1.3</b></p> <p>a. SLT, LCL, LT ALL/ALiM, T</p> <p>b. DPC, LCL, LT ALL/ALiM, T</p> <p>c. DPC, LCL, T</p> <p>d. TT, PCT</p>		<p>T1, T2, T3, T4 2021</p>

<p><b>1.4 To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies Curriculum/ Hangarau Matahiko.</b> a. Second year of implementation of Digital Technologies Curriculum/ Hangarau Matahiko Curriculum. Teachers introduced to activities to engage students in digital technologies, using readily available platforms, and computational thinking activities</p>	<p><b>1.4</b> a. LT Digi, Digiteam, Digital Circus</p>	<p>a. Centrally funded PLD</p>	<p>2021</p>
<p><b>1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.</b> 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 as part of ALiM/ALL contracts. c. Teachers using Teaching As Inquiry methods to support all learning needs. c.Teachers making students aware of own achievement data in move to Seesaw 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><b>1.5</b> a.DPC, LT ALL/ALiM, T b.DPC, LT ALL/ALiM, T c. T, Ss d. LT ALL/ALiM, T e. f. DDP, T g. DPC, DPP</p>	<p>b. PfS funding - 2xALL, 1xALiM  e. Organisation grant, ORRS, Ngati Whakaue funding</p>	<p>2021 (see PfS deadlines)</p>
<p><b>1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.</b> 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 as part of ALiM/ALL contracts. c. Teachers using Teaching As Inquiry methods to support all learning needs. c.Teachers making students aware of own achievement data in move to Seesaw 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><b>1.6.</b> a.DPC, LT ALL/ALiM, T b.DPC, LT ALL/ALiM, T c. T, Ss d. LT ALL/ALiM, T e. f. DDP, T g. DPC, DPP</p>	<p>b. PfS funding - 2xALL, 1xALiM  e. Organisation grant, ORRS, Ngati Whakaue funding</p>	<p>2021 (see PfS deadlines)</p>

## 2020 STRATEGIC PLAN Well-Being/Hauora

<b>Strategic Goal 2:</b> To have an inclusive learning environment where all members of the school community feel safe and valued.	<b>Annual Plan:</b> 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. 2.6. To promote good health and well-being in students, staff and their whānau. 2.7. To provide flexible, well resourced, comfortable and safe learning spaces.	<b>Target:</b> 2.1 All staff and students are able to demonstrate positive learning relationships with other members of the school community. 2.2 All staff and students are skilled in restorative conversations and understand trauma sensitive practice. 2.3 Staff use the behaviour matrix consistently. 2.4 Fewer stand downs and suspensions. All staff and students will be familiar with the school values. Instigation of mindfulness or other wellbeing programmes. 2.5 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. 2.6 Programmes are differentiated to be inclusive. To encourage sports and activities school wide. To ensure the school environment is safe, clean, and friendly. 2.7 To have available for students and staff, flexible, well resourced, comfortable and safe learning spaces.
---	---	--

Actions to Achieve Target 2020	Responsible	Budget	Time Frame
<b>2.1. To have a culture of “kind discipline” where students and staff use restorative practice.</b> 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	<b>2.1</b> a. SLT, LCL, T b. DPC, DPP c. DPP d. DPP		2021
<b>2.2. Our students to be self regulating and mindful.</b> a. Introduction of Restorative Conversations to students and whānau. b. Inquire into mindfulness and or wellbeing programmes c. Teachers deliberately coregulate students d. Marautanga O Mokoia breaks down Key competencies into Learning Objectives which students can monitor themselves against in their reflective learning Journals.	<b>2.2</b> a. SLT, LCL, T b. SLT, LCL,T c. T d. SLT	b. May be a cost for programme or facilitator for mindfulness.	b.No earlier than Term 2

<p><b>2.3. Teachers are proud members of the Mokoia Intermediate team.</b></p> <ul style="list-style-type: none"> <li>a. Team building activities</li> <li>b. Continuous review of school systems, structures and practices to ensure they support the workload and wellbeing of school staff.</li> <li>c. Regular intrinsic and extrinsic acknowledgement and rewards</li> <li>d. Leadership development (year 2) emphasizing leader capacity in accountability (own and others) and monitoring/mentoring.</li> <li>e. Review classroom resourcing</li> </ul>	<p><b>2.3</b></p> <ul style="list-style-type: none"> <li>a. P, LCL</li> <li>b. SLT, LCL</li> <li>c. P, SLT, LCL, T</li> <li>d. SLT, LCL, LT</li> <li>e. SLT</li> </ul>	<p>d. Outside facilitator for leadership e.g. Tony Pope - P, DP appraisal; PLD contract to engage Learning Architects and Rob Clarke for strengths based leadership (120 hours)</p> <p>e. Classroom re-resourcing</p>	<p>T1, T2, T3, T4 2021</p>
<p><b>2.4. All cultures of the school community are valued and recognised. To ensure students have pride in their identity, language and culture.</b></p> <ul style="list-style-type: none"> <li>a. All teachers include te reo and tikanga in class programmes.</li> <li>b. Mokoia staff learn te reo Māori</li> <li>c. Using digital technologies to support the teaching of te reo Māori</li> <li>d. To investigate specific programmes promoting positive role modelling, high self-esteem and confidence.</li> <li>e. Annual marae visits and noho for Rumaki and Auraki.</li> <li>f. Initiate Māori specific programme(s).</li> <li>g. Celebrate international festivals.</li> <li>h. Invite whānau to hui, and whānau support meetings each term.</li> <li>i. Engage parents in supporting learning, through teachers making contact with parents at least once per term - f2f, Seesaw, text and phone</li> <li>j. Attend Regional Kapa Haka Competition and other events.</li> <li>k. Explore/initiate Māori and other expressions of gifted and talented e.g. Mana korero competitions</li> <li>l. Active involvement in kahui āko development of rumaki pathway</li> </ul>	<p><b>2.4</b></p> <ul style="list-style-type: none"> <li>a. SLT, LT te reo Māori, T</li> <li>b. T</li> <li>c. SLT, LT Digi, T</li> <li>d. DPC, DPP, LSC</li> <li>e. SLT, LCL, T</li> <li>f. SLT, LT Te Reo Māori, LT Rumaki</li> <li>g. SLT, LCL, T</li> <li>h. SLT, LT Rumaki, LT Reo Rua</li> <li>i. SLT, LCL, T</li> <li>j. SLT, LT Rumaki, LT Reo Rua</li> <li>k. SLT, LT Rumaki, LT Re Rua, LSC</li> <li>l. LSC, LT Rumaki</li> </ul>	<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 2021</p>
<p><b>2.5. Students with special learning needs and abilities are supported and included.</b></p> <ul style="list-style-type: none"> <li>a. Review/compile Collaborative Action Plans/Individual Education Plans (CAP/IEP) as required by MOE</li> <li>b. Continue to monitor and research suitable programmes for children with SLD (Specific learning difficulties) Individual/group.</li> <li>c. Refer/liaise with RTLB service.</li> <li>d. Specialised learning programmes e.g. ESOL, Limitless, High Performance Sports, Leadership, Champion Made Leadership Programme, extension groups, Mind Plus</li> </ul>	<p><b>2.5</b></p> <ul style="list-style-type: none"> <li>a. DPP</li> <li>b. DPP, LSC, T</li> <li>c. DPP</li> <li>d. SLT, LSC, T</li> <li>e. DPP</li> <li>f. DPP</li> </ul>	<p>b, c, d. Some specialised programmes will require funding e.g. Box-fit</p>	<p>T1, T2, T3, T4 2021</p>

e. SENCO (LSR) register maintained across the COL. f. Transition programme reviewed and improved across the COL.			
<b>2.6. To promote good health and well-being in students, staff and their whānau.</b> 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 for sports shed h. Encourage whānau involvement e.g. coaching, managing and refereeing i. Embed school values j. Embed PB4L and Restorative Practice. k. Develop and implement nutrition policy for school. l. Maintain Kickstart Breakfasts m. Team building activities for staff. n. Review school bullying policy. o. Review Life Education programmes including Puberty p. Student Survey Term 2 and 4. q. New water fountains	<b>2.6</b> a. LT PE, LCL, T b. DPC, LT PE c. LT PE d. LT Sport e. SLT, LT Sport, coaches f. P, LT PE g. LT PE h. LT S i. SLT, LCL, LT, T j. SLT, LCL, T k. SLT, LCL, T, BOT l. TIC, SLT m. SLT n. SLT, BOT o. SLT, LCL, T p. SLT q. P		2021
<b>2.7. To provide flexible, well resourced, comfortable and safe learning spaces.</b> a. Review and implement 5YP plans, i.e. Technology block b. Develop wellbeing room c. New classroom furniture and blinds for K5 and W5 d. New TV monitors for classrooms and update hall AV. e. Maintenance	<b>2.7</b> a. BOT, P b. SLT c. P d. P, DPC e. P, BOT	a. 5YP funding c. furniture in budget e. Playground? Gym?	As available

## Analysis of Variance - Achievement Data End 2020

### Mokoia Intermediate School

Students with Assessments in Both.

#### Mathematics Curric Level OTJ (1) Beg 2020

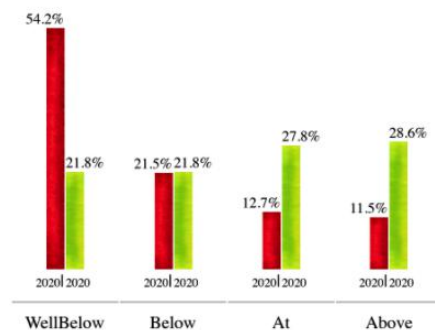
Annemarie Hyde - DP Whole School 2020

10375	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	2% (4)	22% (37)	20% (34)	10% (17)	25% (42)	7% (12)	7% (11)	4% (7)	1% (2)			55% (92)	25% (42)	7% (12)	12% (20)	166
Y8			7% (7)	21% (20)	23% (22)	15% (14)	22% (21)	4% (4)	6% (6)			52% (49)	15% (14)	22% (21)	11% (10)	94
Totals	1.5% 4	14.2% 37	15.8% 41	14.2% 37	24.6% 64	10% 26	12.3% 32	4.2% 11	3.1% 8			54.2% 141	21.5% 56	12.7% 33	11.5% 30	260

#### Mathematics Curric Level OTJ (3) End 2020

Annemarie Hyde - DP Whole School 2020

10372	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	1% (2)	3% (4)	5% (8)	13% (20)	26% (41)	24% (38)	12% (19)	8% (12)	9% (14)			22% (34)	26% (41)	24% (38)	28% (45)	158
Y8			3% (3)	5% (5)	14% (13)	15% (14)	34% (32)	11% (10)	17% (16)	1% (1)		22% (21)	15% (14)	34% (32)	29% (27)	94
Totals	0.8% 2	1.6% 4	4.4% 11	9.9% 25	21.4% 54	20.6% 52	20.2% 51	8.7% 22	11.9% 30	0.4% 1		21.8% 55	21.8% 55	27.8% 70	28.6% 72	252



Focus:

Targets:

Outcomes:

Target - 90% of all students will make at least 1 year's progress in Literacy and Numeracy.

90% of Māori students will make at least 1 year's progress in Literacy and Numeracy.

77% of students made at least one year's progress in Mathematics.

Update @ Risk

#### Key:

- Mathematics Curric Level OTJ (1) Beg 2020
- Mathematics Curric Level OTJ (3) End 2020



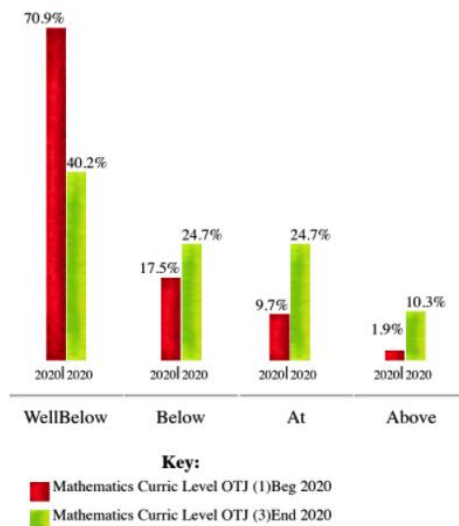
**Mokoia Intermediate School**  
Students with Assessments in Both.

**Mathematics Curric Level OTJ (1) Beg 2020**  
**Admin NZ Maori (ethnic 1) 2020**

10375	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	4% (3)	29% (20)	24% (17)	10% (7)	23% (16)	7% (5)	1% (1)	1% (1)				67% (47)	23% (16)	7% (5)	3% (2)	70
Y8			15% (5)	33% (11)	30% (10)	6% (2)	15% (5)					79% (26)	6% (2)	15% (5)		33
Totals	2.9% 3	19.4% 20	21.4% 22	17.5% 18	25.2% 26	6.8% 7	5.8% 6	1% 1				70.9% 73	17.5% 18	9.7% 10	1.9% 2	103

**Mathematics Curric Level OTJ (3) End 2020**  
**Admin NZ Maori (ethnic 1) 2020**

10372	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	3% (2)	3% (2)	6% (4)	23% (15)	30% (19)	22% (14)	8% (5)	2% (1)	3% (2)			36% (23)	30% (19)	22% (14)	13% (8)	64
Y8			9% (3)	12% (4)	27% (9)	15% (5)	30% (10)	3% (1)	3% (1)			48% (16)	15% (5)	30% (10)	6% (2)	33
Totals	2.1% 2	2.1% 2	7.2% 7	19.6% 19	28.9% 28	19.6% 19	15.5% 15	2.1% 2	3.1% 3			40.2% 39	24.7% 24	24.7% 24	10.3% 10	97



Focus: \_\_\_\_\_  
 Targets: \_\_\_\_\_  
 Outcomes: Target -  
 90% of all students will make at least 1 year's progress in Literacy and Numeracy.  
 90% of Māori students will make at least 1 year's progress in Literacy and Numeracy.  
 77% of students made at least one year's progress in Mathematics.  
 76% of Māori students made at least one year's progress in Mathematics.

Update @ Risk

**(1) Beg Mathematics Curric Level OTJ & (3) End Mathematics Curric Level OTJ 2020**  
For: Annemarie Hyde - DP Whole School

	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Year	Boy 55 (45%)	Girl 57 (46%)	Maori 40 (41%)	Pasifika 7 (70%)	NZ European 54 (47%)	Other 11 (38%)	Boy 35 (28%)	Girl 48 (39%)	Maori 35 (36%)	Pasifika 1 (10%)	NZ European 36 (31%)	Other 11 (38%)	Boy 33 (27%)	Girl 24 (20%)	Maori 23 (23%)	Pasifika 2 (20%)	NZ European 25 (22%)	Other 7 (24%)	
7	40 (25%)	41 (26%)	32 (33%)	4 (40%)	40 (35%)	5 (4%)	21 (13%)	29 (18%)	22 (22%)		21 (18%)	7 (6%)	14 (9%)	13 (8%)	11 (11%)	1 (10%)	13 (11%)	2 (2%)	158
8	15 (16%)	16 (17%)	8 (8%)	3 (30%)	14 (12%)	6 (5%)	14 (15%)	19 (20%)	13 (13%)	1 (10%)	15 (13%)	4 (3%)	19 (20%)	11 (12%)	12 (12%)	1 (10%)	12 (10%)	5 (4%)	94
	112 (44%)						83 (33%)						57 (23%)						252

**(1) Beg Mathematics Curric Level OTJ & (3) End Mathematics Curric Level OTJ 2020**  
For: Admin NZ Maori (ethnic 1)

	Accelerated Progress (more than a step progress)						Sufficient Progress (a step progress)						Insufficient Progress (less than a step progress)						Year Total (Boys+Girls)
Year	Boy 22 (42%)	Girl 17 (32%)	Maori 39 (40%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 19 (36%)	Girl 16 (30%)	Maori 35 (36%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 12 (23%)	Girl 11 (21%)	Maori 23 (24%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	
7	18 (28%)	13 (20%)	31 (32%)				10 (16%)	12 (19%)	22 (23%)				5 (8%)	6 (9%)	11 (11%)				64
8	4 (12%)	4 (12%)	8 (8%)				9 (27%)	4 (12%)	13 (13%)				7 (21%)	5 (15%)	12 (12%)				33
	39 (40%)						35 (36%)						23 (24%)						97

## Target/BoI Reports

Shift Summary Report | Shift Table Report | Shift List Report

(1)Beg Reading Curric Level OTJ & (3)End Reading Curric Level OTJ 2020  
 Group: Annemarie Hyde - DP Whole School  
 MoE Ethnicity:  
 Gender:

**Evidence**

Skill: 10373 10373 (1)Beg Reading Curric Level OTJ [EDIT](#) [Below](#) [At](#) [Above](#)  
 Skill: 10370 10370 (3)End Reading Curric Level OTJ [EDIT](#) [Below](#) [At](#) [Above](#)

[Compare](#)

### Mokoia Intermediate School

Students with Assessments in Both.

#### Reading Curric Level OTJ (1)Beg2020

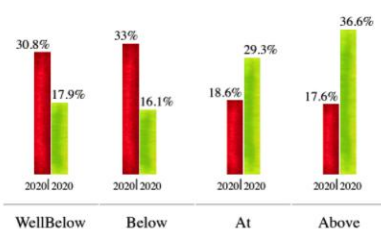
Annemarie Hyde - DP Whole School 2020

10373	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7			14% (22)	14% (22)	35% (55)	11% (17)	19% (30)	6% (9)	1% (1)			28% (44)	35% (55)	11% (17)	26% (40)	156
Y8	1% (1)	2% (3)	4% (5)	27% (33)	30% (37)	28% (35)	5% (6)	2% (3)				34% (42)	30% (37)	28% (35)	7% (9)	123
Totals	0.4% 1	9% 25	9.7% 27	31.5% 88	19.4% 54	23.3% 65	5.4% 15	1.4% 4				30.8% 86	33% 92	18.6% 52	17.6% 49	279

#### Reading Curric Level OTJ (3)End2020

Annemarie Hyde - DP Whole School 2020

10370	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	1% (2)	2% (3)	3% (4)	10% (16)	22% (34)	22% (34)	22% (34)	11% (17)	8% (12)			16% (25)	22% (34)	22% (34)	40% (63)	156
Y8	2% (2)	2% (2)	3% (4)	15% (18)	9% (10)	39% (46)	14% (16)	16% (19)	1% (1)	1% (1)		21% (24)	9% (10)	39% (46)	32% (37)	117
Totals	0.7% 2	1.8% 5	1.5% 4	7.3% 20	19% 52	16.1% 44	29.3% 80	12.1% 33	11.4% 31	0.4% 1	0.4% 1	17.9% 49	16.1% 44	29.3% 80	36.6% 100	273



#### Key:

- Reading Curric Level OTJ (1)Beg 2020
- Reading Curric Level OTJ (3)End 2020

Focus:  
 Targets:  
 Outcomes: Target -  
 90% of all students will make at least 1 year's progress in Literacy and Numeracy.  
 90% of Māori students will make at least 1 year's progress in Literacy and Numeracy.  
 61% of students made at least one year's progress in Reading.

[Update @ Risk](#)

## Target/BoT Reports

Shift Summary Report Shift Table Report Shift List Report

(1)Beg Reading Curric Level OTJ & (3)End Reading Curric Level OTJ 2020  
 Group: Admin NZ Maori (ethnic 1)  
 MoE Ethnicity:  
 Gender:

**Evidence**

Skill: 10373 10373 (1)Beg Reading Curric Level OTJ 2020 [EDIT](#) [Below](#) [At](#) [Above](#)  
 Skill: 10370 10370 (3)End Reading Curric Level OTJ 2020 [EDIT](#) [Below](#) [At](#) [Above](#)  
[Compare](#)

### Mokoia Intermediate School

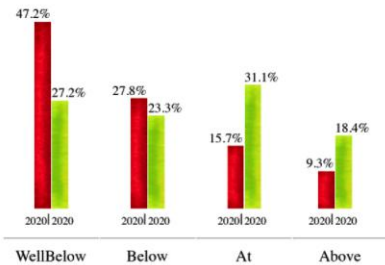
Students with Assessments in Both.

#### Reading Curric Level OTJ (1)Beg2020 Admin NZ Maori (ethnic 1) 2020

10373	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total						
Y6																0						
Y7		25%	(16)	22%	(14)	29%	(18)	8%	(5)	11%	(7)	5%	(3)	48%	(30)	29%	(18)	8%	(5)	16%	(10)	63
Y8				7%	(3)	40%	(18)	27%	(12)	27%	(12)			47%	(21)	27%	(12)	27%	(12)			45
Totals		14.8%	16	15.7%	17	33.3%	36	15.7%	17	17.6%	19	2.8%	3	47.2%	51	27.8%	30	15.7%	17	9.3%	10	108

#### Reading Curric Level OTJ (3)End2020 Admin NZ Maori (ethnic 1) 2020

10370	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	3% (2)	3% (2)	2% (1)	16% (10)	29% (18)	25% (16)	13% (8)	5% (3)	5% (3)			24% (15)	29% (18)	25% (16)	22% (14)	63
Y8		3% (1)		3% (1)	28% (11)	15% (6)	40% (16)	5% (2)	8% (3)			33% (13)	15% (6)	40% (16)	13% (5)	40
Totals	1.9% 2	2.9% 3	1% 1	10.7% 11	28.2% 29	21.4% 22	23.3% 24	4.9% 5	5.8% 6			27.2% 28	23.3% 24	31.1% 32	18.4% 19	103



#### Key:

- Reading Curric Level OTJ (1)Beg 2020
- Reading Curric Level OTJ (3)End 2020

Focus:

Targets:

Outcomes: Target - 90% of all students will make at least 1 year's progress in Literacy and Numeracy. 90% of Māori students will make at least 1 year's progress in Literacy and Numeracy. 61% of students made at least one year's progress in Reading. 55% of Māori students made at least one year's progress in Reading.

[Update @ Risk](#)

**(1) Beg Reading Curric Level OTJ & (3) End Reading Curric Level OTJ 2020**  
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 40 (30%)	Girl 37 (28%)	Maori 26 (25%)	Pasifika 6 (55%)	NZ European 31 (25%)	Other 14 (45%)	Boy 40 (30%)	Girl 49 (37%)	Maori 32 (30%)	Pasifika 4 (38%)	NZ European 43 (34%)	Other 10 (32%)	Boy 53 (40%)	Girl 54 (41%)	Maori 47 (45%)	Pasifika 1 (9%)	NZ European 52 (41%)	Other 7 (23%)	
7	19 (12%)	21 (13%)	16 (15%)	2 (18%)	16 (13%)	6 (5%)	20 (13%)	31 (20%)	22 (21%)	2 (18%)	24 (19%)	3 (2%)	34 (22%)	31 (20%)	26 (25%)	1 (9%)	34 (27%)	4 (3%)	156
8	21 (18%)	16 (14%)	10 (10%)	4 (36%)	15 (12%)	8 (6%)	20 (17%)	18 (15%)	10 (10%)	2 (18%)	19 (15%)	7 (6%)	19 (16%)	23 (20%)	21 (20%)		18 (14%)	3 (2%)	117
	77 (28%)						89 (33%)						107 (39%)						273

**(1) Beg Reading Curric Level OTJ & (3) End Reading Curric Level OTJ 2020**  
For: Admin NZ Maori (ethnic 1)

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 18 (33%)	Girl 7 (13%)	Maori 25 (24%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 12 (22%)	Girl 20 (36%)	Maori 32 (31%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 25 (45%)	Girl 21 (38%)	Maori 46 (45%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	
7	12 (19%)	4 (6%)	16 (16%)				7 (11%)	15 (24%)	22 (21%)				13 (21%)	12 (19%)	25 (24%)				63
8	6 (15%)	3 (8%)	9 (9%)				5 (13%)	5 (13%)	10 (10%)				12 (30%)	9 (23%)	21 (20%)				40
	25 (24%)						32 (31%)						46 (45%)						103



## Target/BoT Reports

Shift Summary Report | Shift Table Report | Shift List Report

**(1)Beg Writing Curric Level OTJ & (3)End Writing Curric Level OTJ 2020**  
 Group: Annemarie Hyde - DP Whole School  
 MoE Ethnicity:  
 Gender:

**Evidence**

Skill: 10374 10374 (1)Beg Writing Curric Level OTJ [2020](#) [EDIT Below](#) [At](#) [Above](#)  
 Skill: 10371 10371 (3)End Writing Curric Level OTJ [2020](#) [EDIT Below](#) [At](#) [Above](#)

[Compare](#)

### Mokoia Intermediate School

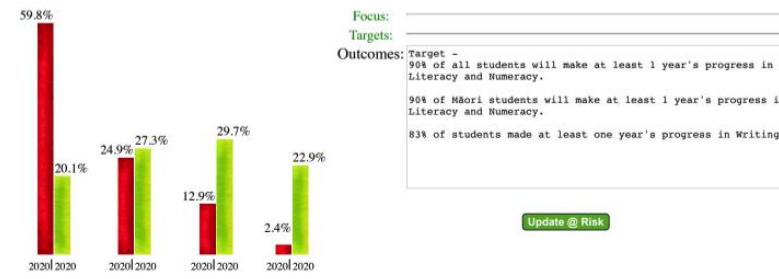
Students with Assessments in Both.

#### Writing Curric Level OTJ (1)Beg2020 Annemarie Hyde - DP Whole School 2020

10374	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	1% (2)	18% (28)	24% (37)	22% (35)	27% (42)	4% (7)	2% (3)	1% (1)	1% (1)			65% (102)	27% (42)	4% (7)	3% (5)	156
Y8		2% (2)	12% (11)	18% (17)	18% (17)	22% (20)	27% (25)	1% (1)				51% (47)	22% (20)	27% (25)	1% (1)	93
Totals	0.8% 2	12% 30	19.3% 48	20.9% 52	23.7% 59	10.8% 27	11.2% 28	0.8% 2	0.4% 1			59.8% 149	24.9% 62	12.9% 32	2.4% 6	249

#### Writing Curric Level OTJ (3)End2020 Annemarie Hyde - DP Whole School 2020

10371	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	1% (2)	7% (11)	11% (17)	32% (50)	22% (34)	17% (27)	4% (7)	4% (7)	1% (1)			19% (30)	32% (50)	22% (34)	27% (42)	156
Y8			5% (5)	16% (15)	19% (18)	43% (40)	15% (14)	1% (1)				22% (20)	19% (18)	43% (40)	16% (15)	93
Totals	0.8% 2	4.4% 11	8.8% 22	26.1% 65	20.9% 52	26.9% 67	8.4% 21	3.2% 8	0.4% 1			20.1% 50	27.3% 68	29.7% 74	22.9% 57	249



## Target/BoT Reports

Shift Summary Report | Shift Table Report | Shift List Report

(1)Beg Writing Curric Level OTJ & (3)End Writing Curric Level OTJ 2020	
Group: Admin NZ Maori (ethnic 1)	
MoE Ethnicity:	
Gender:	
Evidence	
Skill: 10374 10374 (1)Beg Writing Curric Level OTJ	▼ 2020 ▼ EDIT BelowAtAbove
Skill: 10371 10371 (3)End Writing Curric Level OTJ	▼ 2020 ▼ EDIT BelowAtAbove
<a href="#">Compare</a>	

### Mokoia Intermediate School

Students with Assessments in Both.

#### Writing Curric Level OTJ (1)Beg2020

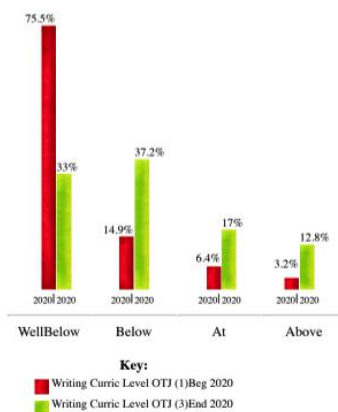
Admin NZ Maori (ethnic 1) 2020

10374	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	3% (2)	27% (17)	31% (19)	21% (13)	13% (8)	2% (1)	2% (1)		2% (1)			82% (51)	13% (8)	2% (1)	3% (2)	62
Y8		3% (1)	13% (4)	28% (9)	19% (6)	19% (6)	16% (5)	3% (1)				63% (20)	19% (6)	16% (5)	3% (1)	32
Totals	2.1% 2	19.1% 18	24.5% 23	23.4% 22	14.9% 14	7.4% 7	6.4% 6	1.1% 1	1.1% 1			75.5% 71	14.9% 14	6.4% 6	3.2% 3	94

#### Writing Curric Level OTJ (3)End2020

Admin NZ Maori (ethnic 1) 2020

10371	1	e2	2	e3	3	e4	4	e5	5	e6	6	Well Below	Below	At	Above	Total
Y6																0
Y7	3% (2)	5% (3)	21% (13)	47% (29)	10% (6)	13% (8)		2% (1)				29% (18)	47% (29)	10% (6)	15% (9)	62
Y8			16% (5)	25% (8)	19% (6)	31% (10)	9% (3)					41% (13)	19% (6)	31% (10)	9% (3)	32
Totals	2.1% 2	3.2% 3	19.1% 18	39.4% 37	12.8% 12	19.1% 18	3.2% 3	1.1% 1				33% 31	37.2% 35	17% 16	12.8% 12	94



Focus:

Targets:

Outcomes: Target - 90% of all students will make at least 1 year's progress in Literacy and Numeracy.  
 90% of Māori students will make at least 1 year's progress in Literacy and Numeracy.  
 83% of students made at least one year's progress in Writing.  
 80% of Māori students made at least one year's progress in Writing.

[Update @ Risk](#)

(1) Beg Writing Curric Level OTJ & (3) End Writing Curric Level OTJ 2020

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 59 (49%)	Girl 69 (57%)	Maori 46 (48%)	Pasifika 7 (70%)	NZ European 59 (51%)	Other 16 (55%)	Boy 41 (34%)	Girl 38 (31%)	Maori 30 (32%)	Pasifika 3 (30%)	NZ European 35 (30%)	Other 11 (38%)	Boy 21 (17%)	Girl 21 (17%)	Maori 19 (20%)	Pasifika 0 (0%)	NZ European 21 (18%)	Other 2 (7%)	
7	43 (28%)	52 (33%)	37 (39%)	4 (40%)	42 (37%)	12 (10%)	20 (13%)	22 (14%)	17 (18%)	1 (10%)	22 (19%)	2 (2%)	11 (7%)	8 (5%)	9 (9%)		10 (9%)		156
8	16 (17%)	17 (18%)	9 (9%)	3 (30%)	17 (15%)	4 (3%)	21 (23%)	16 (17%)	13 (14%)	2 (20%)	13 (11%)	9 (8%)	10 (11%)	13 (14%)	10 (11%)		11 (10%)	2 (2%)	93
	128 (51%)						79 (32%)						42 (17%)						249

(1) Beg Writing Curric Level OTJ & (3) End Writing Curric Level OTJ 2020

For: Admin NZ Maori (ethnic 1)

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 28 (55%)	Girl 18 (35%)	Maori 46 (49%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 16 (31%)	Girl 13 (25%)	Maori 29 (31%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	Boy 7 (14%)	Girl 12 (24%)	Maori 19 (20%)	Pasifika 0 (NAN%)	NZ European 0 (NAN%)	Other 0 (NAN%)	
7	21 (34%)	16 (26%)	37 (39%)				8 (13%)	8 (13%)	16 (17%)				3 (5%)	6 (10%)	9 (10%)				62
8	2 (22%)	2 (6%)	9 (10%)				8 (25%)	5 (16%)	13 (14%)				4 (13%)	6 (19%)	10 (11%)				32
	46 (49%)						29 (31%)						19 (20%)						94