

# Mokoia Intermediate School Strategic Plan 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.

## 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

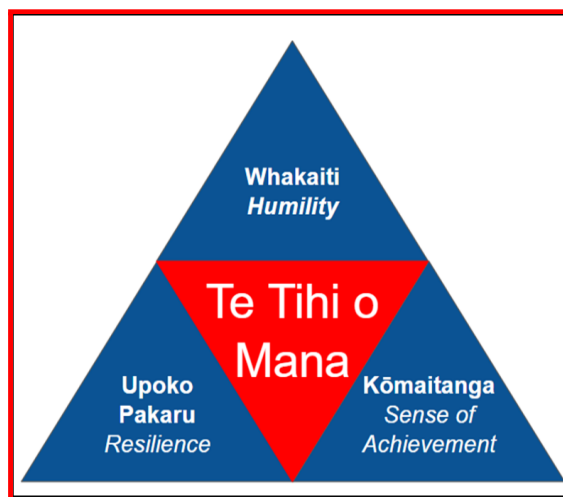
- Contributors to the well-being of New Zealand – social, cultural, economic, and environmental

#### 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.

The last three years have been extraordinarily difficult because of Covid 19. However, we need to view these challenges as opportunities to enact the principles noted above in the New Zealand Curriculum and our own school values.

## Board's Undertakings

### **Consultation with the Māori and Wider Community**

#### **We will:**

- consult with parents regarding their understanding of and satisfaction with what and how we report achievement and progress in auraki and rumaki environments.
- 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 2022

### **Submitting copy of Charter and Annual Report**

- 1 Mar 2022 and 31 May 2022

## 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 mātāuranga 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 National Administration Guidelines

### 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 and 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 according to the guidelines of NAG 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

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- 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 (extended in 2022).

#### **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/whānau to enrol their tamaiti/tamariki in either auraki (English) or rumaki (immersion Māori) at Mokoia Intermediate School.

Mokoia Intermediate School is 50% Māori. We have 1 rumaki class (Immersion Māori - 80% to 100%) and 12 auraki classes (English) with 2 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 auraki 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 many years.

**We will provide instruction in Te Reo Māori for all students by:**

- Ensuring the best qualified teachers are 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 with:**

- 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 2022

*“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
<b>Tahi</b> -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 using problem based learning.	All teachers are using the problem based learning model. The long term plan includes big ideas, powerful localised learning contexts, and integrates key competencies, New Zealand Curriculum, Marautanga o Aotearoa under the umbrella of Te Whare Tapa Whā.  Curriculum expands to include all learning areas included in the NZC, with greater emphasis on STEAM (Science,

		Technology, Engineering, Arts and Mathematics). Investigation into the Aotearoa New Zealand Histories Curriculum documentation in readiness for implementation in 2023.
	1.2. To grow students into self-directed learners.	<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> <p>Development of students' self-regulation skills and metacognition, giving them a strong sense of self-efficacy for self directed learning.</p> <p>Matrix of learning dispositions for self directed learning developed.</p> <p>Audit digital programme.</p> <ul style="list-style-type: none"> <li>- Upgrade computers and devices</li> <li>- Review budget</li> <li>- Look towards full Bring Your Own Devices in 2023</li> </ul>
	1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.	All teachers implement assessment for learning in their classrooms by being able to analyse data and design learning programmes which meet individual learning needs in all curriculum areas.
	1.4. To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies Curriculum/ Hangarau Matahiko.	All teachers and students embrace and integrate the concepts in the Digital Technologies Curriculum/ Hangarau Matahiko.

	1.5. To increase the number of students achieving at, or above the expected curriculum level in Literacy and Numeracy.	90% of all students will make at least 1 year's progress in Literacy and Numeracy i.e. appropriate New Zealand Curriculum or Marautanga o Aotearoa curriculum level according to teacher Overall Teacher Judgements.
	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, i.e. appropriate New Zealand Curriculum or Marautanga o Aotearoa curriculum level according to teacher Overall Teacher Judgements.
	1.7. To ensure we include learning objectives and experiences from across the curriculum with an improved emphasis on the arts curriculum.	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.  Addition of Aotearoa New Zealand Histories Curriculum  Literacy & Communication and Maths Strategy
<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 are self regulating and mindful.	All staff and students will be familiar with the school values. Use of mindfulness or other wellbeing programmes, e.g.

		Pause, Breathe Smile.
	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, staff and community understand culturally responsive practice. Staff and students actively use te reo and kaupapa in school routines.
	2.5. All students and those with special learning needs are supported and included.	Teachers are aware of Universal Design for Learning.  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 active participation in physical activities school wide, ie in class time, break times and school wide events.  To ensure the school environment is safe, clean, and friendly.  To develop understanding and implementation of Te Whare Tapa Whā.
	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.