

Mokoia Intermediate School Strategic Plan 3YP 2022-2024



Strategic Plan	2022	2023	2024	Target
Tahi - To have a learning environment that engages students in their own learning so that they experience success.				
1.1. To integrate curriculum around powerful learning contexts using problem based learning.	<ul style="list-style-type: none"> - Complete Marautanga o Mokoia - Continue developing exciting local contexts and wicked problems to inspire learners. - Start development of Aotearoa NZ Histories curriculum for Mokoia. - Use of student agency in curriculum design. - Implement PE curriculum - Staff huis led by Rumaki Leader in Te Reo me ona Tikanga - Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw, Minecraft, IXL, StepsWeb - Annual overview using learning objectives based on the Marautanga o Mokoia. - Revisit Mokoia PBL model - Expand digital technology curriculum knowledge particularly using Google suite and Seesaw for hybrid learning - Camps and EOTC - activities that enrich learning in spite of Covid limits. 	<ul style="list-style-type: none"> - Refine Marautanga o Mokoia - Continue developing exciting local contexts and wicked problems to inspire learners. - Continue development of Aotearoa NZ Histories curriculum for Mokoia. - Use of student agency in curriculum design. - Refine PE curriculum - Staff huis led by Rumaki Leader in Te Reo me ona Tikanga - Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw - Annual overview using learning objectives based on the Marautanga o Mokoia. - Revisit Mokoia PBL model - Expand digital technology curriculum knowledge particularly using Google suite and Seesaw for hybrid learning - Camps and EOTC - activities that enrich learning in spite of Covid limits. 	<ul style="list-style-type: none"> - Refine Marautanga o Mokoia - Continue developing exciting local contexts and wicked problems to inspire learners. - Continue development of Aotearoa NZ Histories curriculum for Mokoia. - Use of student agency in curriculum design. - Unpack STEAM curriculum - Continued development of staff capacity in te reo and tikanga Māori - Use of digital tools which excite learners and provide a range of options for creating and sharing their work e.g. Seesaw - Annual overview using learning objectives based on the Marautanga o Mokoia. - Reinforce Mokoia PBL model - Expand digital technology curriculum knowledge and resources in Makerspace i.e. robotics. 	<p>All teachers are using the problem based learning model.</p> <p>The annual long term 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 and the ANZH Curriculum.</p>

1.2. To grow students into self-directed learners.	<ul style="list-style-type: none"> - Students set SMART goals each week - Students able to use their own assessment for learning (see 1.3) - Students work on reflective capacity using graphic organisers e.g. De Bono, templates added to Seesaw - Teachers use exemplars and next step matrices. - Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking. - Development of portfolio of graphic organisers to scaffold student thinking - Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts. - Teachers actively mindful of Universal Design for Learning. - Audit ICT programme. <ul style="list-style-type: none"> - Upgrade computers and devices - Review budget - Look towards full BYOD in 2023 	<ul style="list-style-type: none"> - Students set SMART goals each week - Students able to use their own assessment for learning (see 1.3) - Students work on reflective capacity using graphic organisers e.g. De Bono, templates added to Seesaw - Teachers use exemplars and next step matrices. - Matrix of learning dispositions for self directed learning developed. - Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking. - Continue development of portfolio of graphic organisers to scaffold student thinking - Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts. - Teachers actively mindful of Universal Design for Learning. - Audit ICT programme. - Upgrade computers and devices. - Review budget. 	<ul style="list-style-type: none"> - Students set SMART goals at each week - Students able to use their own assessment for learning (see 1.3) - Students work on reflective capacity using graphic organisers e.g. De Bono in the 5 weekly Learning Journals (replaces the Spotlights on Learning) - Teachers use exemplars and next step matrices. - Matrix of learning dispositions for self directed learning developed. - Continue development of staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko and teacher integration of digital tools and computational thinking. - Continue development of portfolio of graphic organisers to scaffold student thinking - Classrooms set up for self directed learners e.g. resources easily accessible, visual prompts. - Teachers actively mindful of Universal Design for Learning. 	<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>
1.3. To improve the evaluative and thereby the instructional ability of teachers through a strong understanding of formative assessment for learning.	<ul style="list-style-type: none"> - Review whole-school assessment data 2021-2022. - Identify target students - both below and above expected levels. - Teachers continue to improve formative assessment for 	<ul style="list-style-type: none"> - Review whole-school assessment data 2022-2023. - Identify target students - both below and above expected levels. - Teachers continue to improve formative assessment for 	<ul style="list-style-type: none"> - Review whole-school assessment data 2023-2024. - Identify target students - both below and above expected levels. - Teachers continue to improve formative assessment for 	<p>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.</p>

	<p>learning capacity, in particular using Progressive Assessment Test data.</p> <ul style="list-style-type: none"> - Work through Structured Literacy testing process - Term moderation meetings - Tutor teacher working with provisionally certificated teacher (3) 	<p>learning capacity, in particular using Progressive Assessment Test data.</p> <ul style="list-style-type: none"> - Work through second year of Structured Literacy testing process and evaluate improvement - Term moderation meetings - Tutor teacher working with provisionally certificated teachers (2) 	<p>learning capacity, in particular using Progressive Assessment Test data.</p> <ul style="list-style-type: none"> - Work through third year of Structured Literacy testing process and evaluate improvement - Term moderation meetings - Tutor teacher working with provisionally certificated teachers? 	
1.4. To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies Curriculum/ Hangarau Matahiko.	<p>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</p>	<p>Fourth 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>Ensure Digital Technologies Curriculum/ Hangarau Matahiko is incorporated into integrated planning.</p>	<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.	<ul style="list-style-type: none"> - Strengthen Literacy and Numeracy teacher knowledge. - Ensure Raising Achievement Plan is a living document. - Teachers identify learning tiers based on data. - Teachers using accelerated learning practices. - Teachers using Teaching As Inquiry methods to support all learning needs. - Teachers facilitating students to be aware of own achievement data. - Teachers use inquiry into 	<ul style="list-style-type: none"> - Strengthen Literacy and Numeracy teacher knowledge. - Ensure Raising Achievement Plan is a living document. - Teachers identify learning tiers based on data. - Teachers using accelerated learning practices. - Teachers using Teaching As Inquiry methods to support all learning needs. - Teachers facilitating students to be aware of own achievement data. - Teachers use inquiry into 	<ul style="list-style-type: none"> - Strengthen Literacy and Numeracy teacher knowledge. - Ensure Raising Achievement Plan is a living document. - Teachers identify learning tiers based on data. - Teachers using accelerated learning practices. - Teachers using Teaching As Inquiry methods to support all learning needs. - Teachers facilitating students to be aware of own achievement data. - Teachers use inquiry into 	<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>

	<p>practice to meet individual needs of learners.</p> <ul style="list-style-type: none"> - Learning support assistants allow teachers to work with target students. - Tier 3 learners have IEPs - Tiers listed on etap 	<p>practice to meet individual needs of learners.</p> <ul style="list-style-type: none"> - Learning support assistants allow teachers to work with target students. - Tier 3 learners have IEPs - Tiers listed on etap 	<p>practice to meet individual needs of learners.</p> <ul style="list-style-type: none"> - Learning support assistants allow teachers to work with target students. - Tier 3 learners have IEPs - Tiers listed on etap 	
1.6. To increase the number of Māori students achieving at or above the expected curriculum level in Literacy and Numeracy.	<ul style="list-style-type: none"> - As above - Teachers develop understanding of culturally responsive practice. 	<ul style="list-style-type: none"> - As above - Teachers continue to develop understanding of culturally responsive practice. 	<ul style="list-style-type: none"> - As above - Teachers continue to develop understanding of culturally responsive practice. 	90% of Māori students will make at least 1 year's progress in Literacy and Numeracy, i.e. appropriate NZC or MoA curriculum level according to teacher OTJ.
1.7. To ensure we include learning objectives and experiences from across the curriculum with an improved emphasis on the arts curriculum.	<p>Continue Te Marautanga o Mokoia. Te Whare Tapa Whā is the umbrella under which there is</p> <ul style="list-style-type: none"> 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>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</p> <ul style="list-style-type: none"> 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>Integration of Marautanga o Aotearoa as part of creating of Mokoia’s marautanga.</p>	<p>Refine Te Marautanga o Mokoia. Te Whare Tapa Whā is the umbrella under which there is</p> <ul style="list-style-type: none"> 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>Integration of Marautanga o Aotearoa as part of creating of Mokoia’s marautanga.</p>	<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> <p>Addition of ANZH Curriculum</p> <p>Literacy & Communication and Maths Strategy</p>
Rua - To have an inclusive learning environment where all members of the school community feel safe and valued.				
2.1. To have a culture of “kind discipline” where students and staff use restorative practice.	<ul style="list-style-type: none"> - Revise Restorative Practice - Continue to develop understanding and promotion of programmes and structures that support trauma sensitive practice 	<ul style="list-style-type: none"> - Review and embed programmes from 2022. 	<ul style="list-style-type: none"> - Review and embed programmes from 2023. 	All staff and students are able to demonstrate positive learning relationships with other members of the school community.

	<ul style="list-style-type: none"> - Consistent use of PB4L reporting - Review of PB4L matrix implementation 			<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>
2.2. Our students are self regulating and mindful.	<ul style="list-style-type: none"> - Use of Restorative Conversations to students and whānau. - Embed Pause, Smile, Breathe - Teachers deliberately coregulate students - Te Marautanga o Mokoia breaks down Key competencies into Learning Objectives which students can monitor themselves against in their reflections. 	<ul style="list-style-type: none"> - Continue to develop and embed programmes. 	<ul style="list-style-type: none"> - Continue to develop and embed programmes. 	<p>All staff and students will be familiar with the school values.</p> <p>Embedding of mindfulness or other wellbeing programmes.</p>
2.3. Teachers are proud members of the Mokoia Intermediate team.	<ul style="list-style-type: none"> - 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) emphasising leader capacity in accountability (own and others) and monitoring/mentoring. - Review classroom resourcing 	<ul style="list-style-type: none"> - 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 - Continue internal leadership development emphasising leader capacity in accountability (own and others) and monitoring/mentoring. - Review classroom resourcing 	<ul style="list-style-type: none"> - 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 - Continue internal leadership emphasising leader capacity in accountability (own and others) and monitoring/mentoring. - Review classroom resourcing 	<p>School systems, structures and practices acknowledge the workload and wellbeing of school staff.</p>
2.4. All cultures of the school community are valued and recognised. To ensure students	<ul style="list-style-type: none"> - All teachers include te reo and tikanga in class programmes. - Mokoia staff learn te reo Māori 	<ul style="list-style-type: none"> - Continue developing programmes. - Annual marae visits and noho for 	<ul style="list-style-type: none"> - Review 2 Year Overview - Continue developing programmes. 	<p>Board of trustees, staff and community understand culturally responsive practice.</p>

<p>have pride in their identity, language and culture.</p>	<ul style="list-style-type: none"> - Rename learning centres as Kāinga Ako. - Using digital technologies to support the teaching of te reo Māori - To investigate specific programmes promoting positive role modelling, high self-esteem and confidence. - Annual marae visits and noho for Rumaki and Auraki. - Initiate Māori specific programme(s). - Celebrate international festivals. - Invite whānau to hui, and whānau support meetings each term where Covid restrictions make this possible. - Engage parents in supporting learning through teachers, making contact with parents at least once per term - f2f, Seesaw, text and phone - Attend Ahurei and other events. - Explore/initiate Māori and other expressions of gifted and talented e.g. Mana korero competitions - Active involvement in Kāhui Ako development of rumaki pathway 	<p>Rumaki and Auraki.</p> <ul style="list-style-type: none"> - Continue Māori specific programme(s). - Embed international festivals. - Whānau to hui, and whānau support meetings each term. - Continue to engage parents in supporting learning through teachers, making contact with parents at least once per term. - Attend Regional Kapa Haka Competition and other events. - Continue to explore Māori and other expressions of gifted and talented e.g. Mana korero competitions - Active involvement in Kāhui Ako development of rumaki pathway 	<ul style="list-style-type: none"> - Annual marae visits and noho for Rumaki and Auraki. - Continue Māori specific programme(s). - Embed international festivals. - Whānau to hui, and whānau support meetings each term. - Continue to engage parents in supporting learning through teachers, making contact with parents at least once per term. - Attend Ahurei and other events - Attend Regional Kapa Haka Competition and other events. - Continue to explore Māori and other expressions of gifted and talented e.g. Mana korero competitions - Active involvement in Kāhui Ako development of rumaki pathway 	<p>Staff and students actively use te reo and kaupapa in school routines.</p>
<p>2.5. All students and those with special learning needs are supported and included.</p>	<ul style="list-style-type: none"> - Review/compile Collaborative Action Plans/Individual Education Plans (CAP/IEP) as required by MOE - Continue to monitor and research suitable programmes for children 	<ul style="list-style-type: none"> - Review/compile Collaborative Action Plans/Individual Education Plans (CAP/IEP) as required by MOE - Continue to monitor and research suitable programmes, e.g. ESOL, 	<ul style="list-style-type: none"> - Continue to develop programmes from 2023. 	<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</p>

	with SLD (Specific learning difficulties) Individual/group. -Refer/liaise with RTLB service. - Specialised learning programmes e.g. ESOL, Sports, Leadership, Extension groups, Mind Plus - SENCO (LSR) register maintained across the COL. - Transition programme reviewed and improved across the COL.	Sports, Leadership, Extension groups, Mind Plus - Review and modify all programmes for both low and high achiever groups. - SENCO (LSR) register maintained across the COL - Transition programme reviewed and improved across the COL.		inclusive.
2.6. To promote good health and well-being in students, staff and the community.	- Implement Mokoia's daily fitness programme - Develop P.E. programme so that it is inclusive of all skills and abilities, including students with special learning needs - Continue to develop lunchtime physical activities programme - Ensure range of sports provided intra and inter school - Develop a school culture where it is about involvement rather than being elite - Embrace and support elite sports people - Develop and maintain systems for sports shed - Create systems that encourage positive whānau involvement e.g. coaching, managing and refereeing - Embed school values - Embed PB4L and Restorative Practice. - Review Kickstart Breakfasts - Develop school lunch supply - Team building activities for staff	- Continue daily fitness - Ensure P.E. programme is inclusive of all skills and abilities, including students with special learning needs - Continue lunchtime sports programme - Ensure range of sports provided intra and inter school - Continue aim for involvement rather than elite emphasis - Continue to develop sports resourcing, storage, maintenance and issuing systems - Use audit system - Encourage whanau involvement e.g. coaching, managing and refereeing - Embed school values - Review new values reward system - Embed PB4L and Restorative Practice. - Embed nutrition policy for school. - Maintain Kickstart Breakfasts - Team building activities for staff. - Life Education programmes	- Continue daily fitness - Ensure P.E. programme is inclusive of all skills and abilities, including students with special learning needs - Continue lunchtime sports programme - Ensure range of sports provided intra and inter school - Continue aim for involvement rather than elite emphasis - Continue to develop sports resourcing, storage, maintenance and issuing systems - Use audit system - Encourage whanau involvement e.g. coaching, managing and refereeing - Embed school values - Review values reward system - Embed PB4L and Restorative Practice. - Embed nutrition policy for school. - Maintain Kickstart Breakfasts - Team building activities for staff. - Implement school bullying policy.	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.

	<ul style="list-style-type: none"> - Review Life Education programmes including Puberty - Student Survey Term 2 and 4. 	<ul style="list-style-type: none"> - Student Survey Term 2 and 4. 	<ul style="list-style-type: none"> - Life Education programmes - Student Survey Term 2 and 4. 	
2.7. To provide flexible, well resourced, comfortable and safe learning spaces.	<ul style="list-style-type: none"> - Review and implement 5YP plans, i.e. Technology block - Update hall AV - As needed, replace classroom furniture with innovative options - Maintenance - Health and Safety committee meet once a month - Use Ministry CO2 monitor as a check on classroom health - Follow current Covid protocols e.g. spacing, group numbers, masking, ventilation. 	<ul style="list-style-type: none"> - Review and implement 5YP plans - Maintenance 	<ul style="list-style-type: none"> - Review and implement 5YP plans - Maintenance 	To have available for students and staff, flexible, well resourced, comfortable and safe learning spaces.