



Mokoia Intermediate School Charter 2018 - 2020

Mission Statement

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

Vision Statement

Our vision is for young people who will be confident, connected, actively involved, lifelong learners who are proud of their unique cultural identity.

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

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

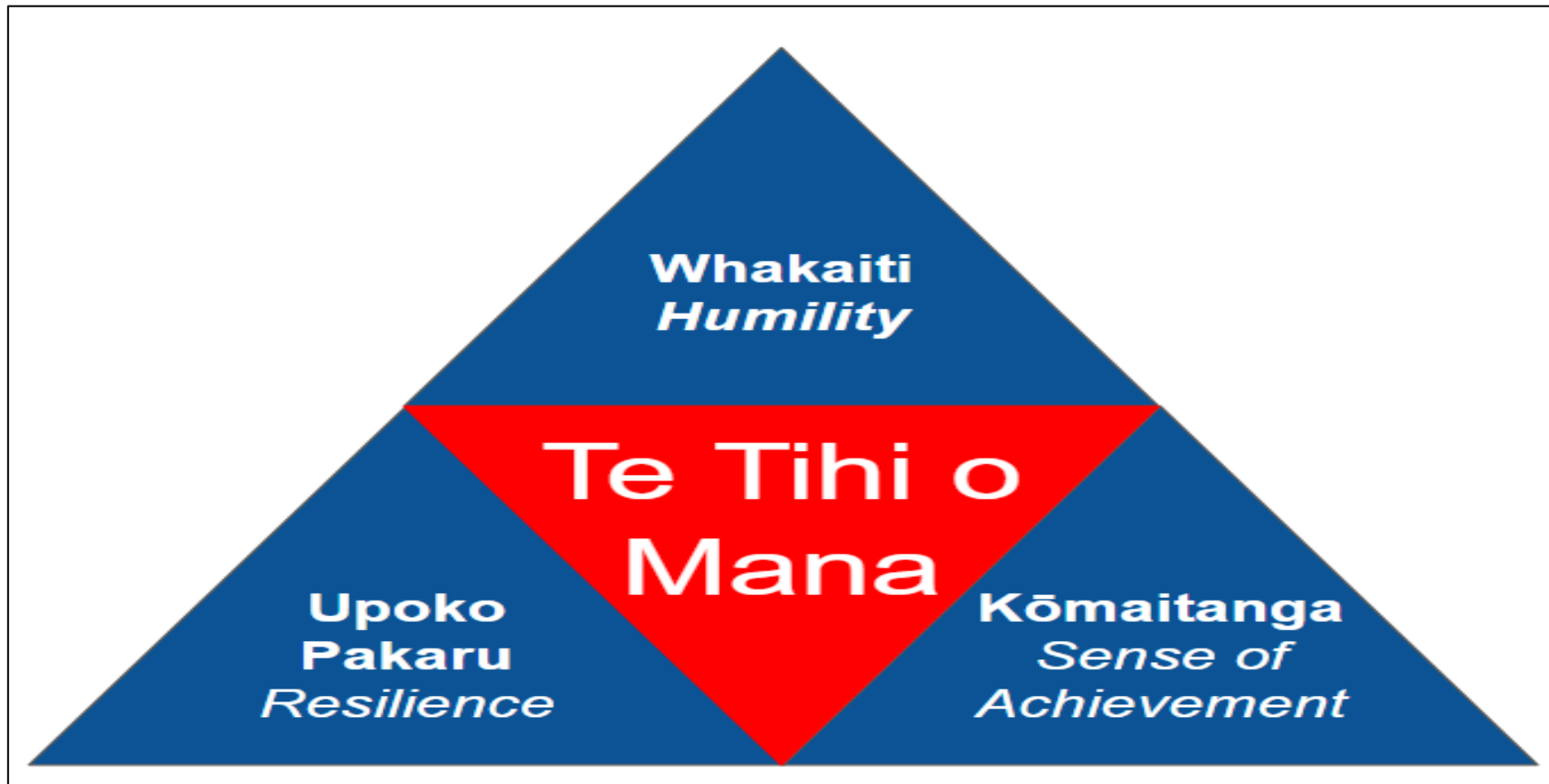
Critical and creative thinkers Active seekers, users, and creators of knowledge

Informed decision makers



Motto

“Kia eke ki te pae o angitu.”
Striving for success.



Values and Beliefs

Whakaiti - Humility

Upoko Pakaru - Resilience

Kōmaitanga - Sense of Achievement

Aim

Our teaching and learning programme will be of the highest standard possible. We will deliver quality teaching to ensure that all students achieve their personal best.

We will plan to ensure that students are aware of the teaching and learning process. This will enable our students to understand learning intention and success criteria. It will empower our students to reflect upon their learning and construct their knowledge based on individual needs and strengths.

Board's Undertakings

Consultation with the Māori and Wider Community

We will:

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

Ratification of Charter

- March 2018

Submitting copy of Charter & Annual Report

- 1 Mar 2018 & 31 May 2018

Mokoia Intermediate School Pedagogy

Mokoia students will:

- ✓ Be willing to engage in their learning.
- ✓ Be literate and numerate.
- ✓ Be confident speakers and communicators – in English or Māori or both.
- ✓ Be competitive, and able to set high standards and have high expectations.
- ✓ Be able to work at a high level in a team
- ✓ Be pro-active members of their community
- ✓ Be lifelong learners along with their teachers

We will encourage students to have high expectations. We will use the following strategies to enhance our students' self-motivation:

1. We will ensure the students have mastered each learning intention before moving on to the next one. We will ensure children produce high quality work at their personal best.
2. We will deliberately teach children how to present work that is visually aesthetic. Our school's guidelines on work presentation will ensure that uniformity occurs but not conformity.
3. We expect to see each child's unique voice in their presentation along with qualitative improvements in their presentation skills.
4. We will deliberately teach the 'how to do it' skills to ensure high quality work is evident. Children learn through the teacher, our role modelling and teaching creates high standards, expectations while creating an environment that is intrinsically motivating for the children. We will ensure that teachers are positive role models who create an environment that will motivate children to high standards.

STRATEGIC LINKS TO NAGS

NAG 1

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

NAG 2

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

NAG 3

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

NAG 4

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

NAG 5

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

NAG 6

- To comply with all general legislation.

NAG 7

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

NAG 8

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

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

MOKOIA INTERMEDIATE SCHOOL AND CULTURAL DIVERSITY IS

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

LEARNING OPTIONS

We offer a unique opportunity for all parents/caregivers/whanau to enrol their tamaiti/tamariki in either Auraki (English) or Rumaki (Immersion Maori) at Mokoia Intermediate School.

OUR UNIQUE POSITION OF TE REO MĀORI ME ONA TIKANGA

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

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

Daily programmes will include Te Reo Māori at Level 4 for Mainstream and Level 1 for Rumaki. Te Reo Māori me ona Tikanga will be included in to all class programmes and will be overseen by the teacher in charge of Te Reo Māori. 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 10 years and Auraki classes for many years.

WE WILL PROVIDE INSTRUCTION IN TE REO MĀORI FOR ALL STUDENTS BY...

- Ensuring the best qualified teachers be employed to meet the aims and objectives of our school charter and strategic plan.
- Maintaining low class numbers to effectively offer all tamariki a comfortable learning environment.
- Utilising EOTC learning tools whenever possible.

A RANGE OF STEPS WILL BE TAKEN TO GATHER THE VOICE OF OUR MĀORI COMMUNITY BY...

- Parent Interviews
- Whanau Hui
- Board of Trustee Surveys
- School Surveys
- Newsletters
- Face to face discussions during school events.
- Maintaining a welcoming open door policy.

Mokoia Intermediate School Strategic Plan 2018

Strategic Goals

Aims

Targets

Tahi -To provide a learning environment that allows students to achieve their academic best.



To increase the number of students reading at, or above the expected curriculum level in Reading/Panui.

To increase the number of students writing at, or above the expected curriculum level in Writing/Tuhituhi.

To increase the number of students achieving at, or above the expected curriculum level in Maths/Pangarau.

To increase the percentage of Māori students achieving at or above the expected curriculum level in literacy and numeracy.

To ensure teachers and students are integrating digital technologies and engaging with the Digital Technologies curriculum.

To ensure students with special learning needs progress in their learning using individual education plans (IEPs).

To ensure students with special learning needs are supported by specialist agencies, resources and whanau.

To encourage sports and activities school wide.
To ensure school environment is safe, clean, and friendly
To promote good health & well-being in students, staff and their whanau.

All students below and well below the expected curriculum level will make more than 1 year's progress in Reading/Panui.

All students below and well below the expected curriculum level will make more than 1 year's progress in Writing/Tuhituhi.

All students below and well below the expected curriculum level will make more than 1 year's progress in Mathematics/ Pangarau.

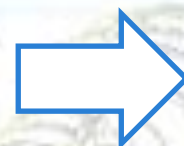
All students will engage in integrated digital technology programmes and demonstrate a growing understanding of their use in their learning.

All students will engage in Science programmes and demonstrate a growing understanding of the Nature of Science and Science Capabilities.

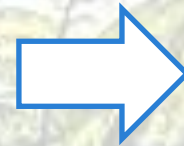
All students will engage in physical education programmes and learn and apply a growing range of skills applicable to a range of sports.

All students will be familiar with the school values and able to demonstrate positive learning relationships with other members of the school community.

Rua -To develop staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko.



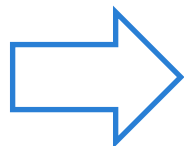
Toru - To ensure students are engaged in learning and are achieving educational success, with pride in their identity, and language.



Whā - To support students with special learning needs, and abilities.



Rima - To build a healthy school environment both physically & emotional for all stakeholders.



Strategic Plan 2018 to 2020

2018

2019

2020

To provide a learning environment that allows students to achieve their academic best.

Identify gaps in educational programmes, environment and resources needed.

Engage parents to help with learning at home.

Review budgets

Re-measure student achievement against school data, in Reading, Mathematics and Writing.

Complete reporting requirements.

Ensure suitable budget allowed for subjects targeted.

Continue review of curriculum areas and leadership by teachers in charge.

Continue communication with parents to support learning.

Engage parents/caregivers in supporting learning through teachers making contact with parents at least once per term about children's learning, whanau meetings, newsletters, parent helpers in school and parent evenings.
To work towards and maintain whakawhanaungatanga – building relationships at Mokoia Intermediate School to give our children a good start in their Intermediate School learning.

To develop staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko.

Introduce BYOD and phase out lease scheme for laptops.
Migration to cloud based servers.
Staff development of Google Classroom and Seesaw.
Begin development of Digital Technologies curriculum.

Maintain development of use of staff and student integration of digital technologies.

Maintain development of Digital Technologies Curriculum.

Audit ICT programme.

Upgrade computers and devices.

Review budget.

To ensure students are engaged in learning and are achieving educational success, with pride in their identity, language and culture.

To investigate specific programmes promoting positive role modelling, high self-esteem and confidence.

Attend relevant cultural activities in local community.

Attend Regional Kapa Haka Competition & other events.

Annual marae visits & noho for Rumaki & Auraki.

Initiate Māori specific programme(s).

Student data collected and measured.

Attend Māori festival & other events.

Invite whanau to hui, and whanau support meetings each term.

Engage parents in supporting learning through teachers, making contact with parents at least once per term.

Attend Regional Kapa Haka Competition & other events.

Maintain links with Kahui Āko (COLs).

Invite whanau to volunteer time to classroom activities.

Māori student's data collected and measured.

Maintain communication between home and school.

To support students with special learning needs and abilities.

Māori students' achievement data collected and measured.

To promote Whakawhanaungatanga & learn Te Roro o te Rangi tikanga within the school.

To develop IEP for low achievers.

Continue to monitor and research for suitable programmes for this group.

Interclass exchanges to promote better learning.

Maintain specialised learning programmes e.g. Limitless, High Performance Sports, Leadership

Investigate different learning styles and activities (e.g. science) to support learning.

Review progress of IEP.

Review & modify programme for both low & high achiever groups.

Implement Champion Made Leadership Programme.



Identify high achievers using School Data.

Develop programmes with support of SENCO.

SENCO register must be completed each term.

Initiate programme for high achievers e.g. extension classes in maths, reading, writing and other e.g. science, technology etc

Communicate with parents of students identified.

Contact MOE support network.



Involve staff, parents and the community to participate in coaching and support of sports codes.

Develop audit form for sports equipment.

Review school maintenance programme (including maintenance of sports facilities).

Continuous review of school physical education and sports programmes

Audit of sports equipment

To build a healthy school environment both physically & emotional for all stakeholders.

Sports and Activities

Daily Fitness & weekly house sports.

Ensure sports facilities/equipment for sports codes are up to standard.

Review P.E Programme.

Encourage involvement in school team sports – Everything – AIMS Games

Strategic Plan 2018 to 2020

2018

2019

2020

To build a healthy school environment both physically & emotional for all stakeholders.

Safe and friendly school environment

Upgrade P.E Shed & Equipment.

Continue to encourage and reward students for promoting school values.

PB4L & Values established around school – Inside & Outside.

Removal of storage, moving and clearing of resources in the school.

Source funding for healthy school environment.

Planning for Tech Art Block refurbishment.

Development of Tech Arts Block refurbishment.



Good Health

Maintain Kickstart Breakfast in Schools

To support team building activities for staff.

Review of and instigation of new school uniform (colours) & monogram.

Develop and implement nutrition policy for school.

Review Sexuality Education programme.

Maintain team building activities.

Maintain team building activities.

Review budget

Supplementary Support 2018:

ALIM 2 - Accelerated Learning in Maths

KAHUI AKO – Science

Digital Technologies – PLD application to MOE

Good Health

Develop class health check programme.

Investigate nutrition programmes/initiatives for schools.

Repeat the Me & Myself Survey – T4

Review budget

Investigate activities/programmes that support language culture and identity.

Review budget



Mokoia Intermediate School National Standards Data for Mathematics/Pangarau

2017 National Standards Reporting

Number:		1832							
Name:		Mokoia Intermediate							
Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	22	8.2%	104	38.7%	85	31.6%	58	21.6%	269
Māori	14	11.3%	62	50.0%	30	24.2%	18	14.5%	124
Pasifika	0	0%	2	33.3%	3	50.0%	1	16.7%	6
Asian	0	0%	0	0%	2	28.6%	5	71.4%	7
European/Pākehā	8	6.4%	37	29.6%	48	38.4%	32	25.6%	125
Male	12	8.5%	57	40.4%	40	28.4%	32	22.7%	141
Female	10	7.8%	47	36.7%	45	35.2%	26	20.3%	128

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
End of Year 7	7	4.6%	62	40.8%	51	33.6%	32	21.1%	152
End of Year 8	15	12.8%	42	35.9%	34	29.1%	26	22.2%	117

NAG2A (c) (ii)

Progress made against the **Maths** National Standard.

In Mathematics, 36% of students at Year 7 who started at below or well below the National Standard, achieved more than a year's progress. 22 out of 61 students made more than a year's progress. 10 out of 21 Māori boys made more than a year's progress. 2 out of 14 non-Māori boys made more than a year's progress. 8 out of 16 Māori girls made more than a year's progress. 2 out of 10 non-Māori girls made more than a year's progress. While it is pleasing that some students made accelerated progress, it is disappointing that this not occur for a larger number of students. Only about a third of all children achieved this success; about half of the Māori students achieved this success, compared to the very small number of non-Māori students.

A less detailed analysis is available at Year 8. 39% of the students who started well below the National Standard, achieved more than a year's progress: 9 out of 23 students made more than a year's progress. 5 students at the standard made less than a year's progress and joined the original 45 below and well below the National Standard. 11 fewer students scored above the National Standard.

Focus: Mathematics/Pangarau - Strategic Aim

- To improve student achievement through continuous professional learning of teachers.

Annual Aim for 2018

- Pedagogical expectations of Mokoia teachers better understood as teaching leaders support pedagogical improvement.
- Identify and plan to meet the needs of all target and special needs students.

Baseline Data and Targets 2018

- All students who are a year or more below the expected NZ Curriculum or Te Marautanga level (except students on Tier 3 of the RAP), will make more than 1 year's progress in Mathematics/Pangarau.

Mokoia Intermediate School - Area of Strength

A Raising Achievement Plan has been created will be further embedded in 2018.

We will ensure that teaching staff are sufficiently supported to work on accelerating learning with this year's cohort of Year 7 and Year 8 students. We will support all classes with accelerating learning techniques.

All classes will be involved in Year 2 of ALiM. The ALiM lead teacher will support this programme with the support of the DP Curriculum.

Ngati Whakaue funded programme to give support to students low in number knowledge.

Kahui Ako support with PACT lead teacher to assist teachers in breaking down Mathematics objectives.

Refresher from Mathematics facilitator (Institute of Professional Learning, Waikato) to embed mixed ability problem solving approach to Mathematics.

Extension teacher for high achieving Mathematics students.

Mokoia Intermediate School National Standards Data for Reading/Panui

2017 National Standards Reporting

		Number:	1832						
		Name:	Mokoia Intermediate						
Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	25	9.3%	68	25.3%	103	38.3%	73	27.1%	269
Māori	4	11.3%	41	33.1%	50	40.3%	19	15.3%	124
Pasifika	0	0%	2	33.3%	3	50.0%	1	16.7%	6
Asian	1	14.3%	1	14.3%	3	42.9%	2	28.6%	7
European/Pākehā	10	8.0%	22	17.6%	44	35.2%	49	39.2%	125
Male	16	11.3%	48	34.0%	45	31.9%	32	22.7%	141
Female	9	7.0%	20	15.6%	58	45.3%	41	32.0%	128

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
End of Year 7	12	7.9%	41	27.0%	54	35.5%	45	29.6%	152
End of Year 8	13	11.1%	27	23.1%	49	41.9%	28	23.9%	117

NAG2A (c) (ii)

Progress made against the **Reading** National Standard.

In Reading, 54% of students at Year 7 who started at below or well below the National Standard, achieved more than a year's progress. 32 out of 59 students made more than a year's progress. 12 out of 26 Māori boys made more than a year's progress. 7 out of 15 non-Māori boys made more than a year's progress. 7 out of 10 Māori girls made more than a year's progress. 6 out of 8 non-Māori girls made more than a year's progress. Over half of all children achieved this success; girls did particularly well in this curriculum area.

A less detailed analysis is available at Year 8. 33% of the students who started well below the National Standard, achieved more than a year's progress: 5 out of 15 students made more than a year's progress. However, the 10 extra students scoring below the National Standard, indicates that at least 5 students made less than a year's progress. Similarly, numbers of students scoring at or above the National Standard showed that 19 fewer students scored above and 5 fewer scored at or above, again showing less than a year's progress.

Focus: Reading/Panui - Strategic Aim

- To improve student achievement through continuous professional learning of teachers.

Annual Aim for 2018

- Pedagogical expectations of Mokoia teachers better understood as teaching leaders support pedagogical improvement.
- Identify and plan to meet the needs of all target and special needs students.

Baseline Data and Targets 2018

- All students who are a year or more below the expected NZ Curriculum or Te Marautanga level (except students on Tier 3 of the RAP), will make more than 1 year's progress in Reading/Panui.

Mokoia Intermediate School - Area of Strength

A Raising Achievement Plan has been created will be further embedded in 2018. Accelerated Literacy Learning programme knowledge facilitated by DP Curriculum.

We will ensure that teaching staff are sufficiently supported to work on accelerating learning with this year's cohort of Year 7 and Year 8 students. We will support all classes with accelerating learning techniques.

Ngati Whakaue funded programme to give support to students low in reading and word knowledge ability.

Kahui Ako supported in-school funded teacher who will facilitate teacher development to embed literacy in a science context.

Mokoia Intermediate School National Standards Data for Written Language/Tuhituhi

2017 National Standards Reporting

		Number:	1832						
		Name:	Mokoia Intermediate						
Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	18	6.7%	83	31.0%	99	36.9%	68	25.4%	268
Māori	9	7.3%	50	40.3%	47	37.9%	18	14.5%	124
Pasifika	1	16.7%	0	0%	4	66.7%	1	16.7%	6
Asian	0	0%	3	42.9%	1	14.3%	3	42.9%	7
European/Pākehā	8	6.5%	28	22.6%	44	35.5%	44	35.5%	124
Male	15	10.7%	56	40.0%	43	30.7%	26	18.6%	140
Female	3	2.3%	27	21.1%	56	43.8%	42	32.8%	128

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
End of Year 7	12	7.9%	53	35.1%	54	35.8%	32	21.2%	151
End of Year 8	6	5.1%	30	25.6%	45	38.5%	36	30.8%	117

NAG2A (c) (ii)	Progress made against the Writing National Standard.
<p>In Writing, 41% of students at Year 7 who started at below or well below the National Standard, achieved more than a year's progress. 12 out of 24 Māori boys made more than a year's progress. 6 out of 18 non-Māori boys made more than a year's progress. 3 out of 5 Māori girls made more than a year's progress. 2 out of 9 non-Māori girls made more than a year's progress. About ⅓ of all children achieved this success; Māori students made stronger progress in writing.</p> <p>A less detailed analysis is available at Year 8. 58% of the students who started well below the National Standard, achieved more than a year's progress: 7 out of 12 students made more than a year's progress. The other percentages show that the majority of students made only a year's progress: 67 students achieved at or above at the end of 2016 and 68 students achieved at or above at the end of Year 8.</p>	

Focus: Written Language/Tuhituhi Strategic Aim

- To improve student achievement through continuous professional learning of teachers.

Annual Aim 2018

- Pedagogical expectations of Mokoia teachers better understood as teaching leaders support pedagogical improvement.
- Identify and plan to meet the needs of all target and special needs students.

Baseline Data and Target 2018

- All students who are a year or more below the expected NZ Curriculum or Te Marautanga level (except students on Tier 3 of the RAP), will make more than 1 year's progress in Writing/Tuhituhi.

Mokoia Intermediate School - Area of Strength

A Raising Achievement Plan has been created will be further embedded in 2018. Accelerated Literacy Learning programme knowledge facilitated by DP Curriculum.

We will ensure that teaching staff are sufficiently supported to work on accelerating learning with this year's cohort of Year 7 and Year 8 students. We will support all classes with accelerating learning techniques.

Ngati Whakaue funded programme to give support to students low in reading and word knowledge ability.

Kahui Ako supported in-school funded teacher who will facilitate teacher development to embed literacy in a science context.

STRATEGIC PLAN Mathematics/Pangarau 2018

Strategic Goal 1, 3 & 4:

All students will experience learning success so they can achieve their personal best in Mathematics/Pangarau.

To ensure students are engaged in learning and are achieving educational success, with pride in their identity, and language. .

To support students with special learning needs, and abilities..

Annual Plan:

To increase the number of students achieving Mathematics/Pangarau at or above Level 4 NZ Curriculum /Nga Whanaketanga Rumaki Māori .

To increase the number of Māori students achieving Mathematics/Pangarau at or above Level 4 NZ Curriculum/Nga Whanaketanga Rumaki Māori.

Mathematics/Pangarau Target:

All students below and well below the expected curriculum level will make more than 1 year's progress in Mathematics/Pangarau.

Actions to Achieve Target 2018

1. Review whole-school assessment data 2017 at staff meeting. Identify target groups of concern.
2. Teachers use inquiry into practice to meet individual needs of learners.
3. Teachers to work intensively with smaller target groups for 5 weeks to accelerate learning (ALiM programme monitored by Lead Teacher).
4. Basic fact knowledge supplemented with TAs in Ngati Whakaue programme.
5. Tier 3 learners have IEPs.
6. Use diagnostic testing to closely determine coverage of other strands in Years 7 – 8 (pre and post tests).
7. In-house PLD in areas of concern that arise from Teacher Surveys (2018), from classroom observations by Lead Teacher and teacher discussion.
8. Classroom observations by Lead Teacher each term to ensure that the programme is being followed consistently.
9. Utilise out of school PLD (Jo Matthews) if specific gaps appear that would be best served by external P.D.
10. Lead teacher attend regular Lead Teacher Hui & Lead Teacher/DP/Principal participate in follow-up ALiM PD for 2018.
11. PLD by Lead Teacher will ensure that PACT is administered consistently and accurately in Term 2 and Term 4, in each class so that it provides accurate data for Term 1, 2019.

Responsible

Principal/ SLT/
Lead Teacher/
Curriculum Group/
Teachers

Budget

Rawiri/BOT

Time Frame

Dates as on
assessment
schedule

ALiM starts Term 2

STRATEGIC PLAN Writing/Tuhituhi 2018

Strategic Goal 1, 3 & 4:

All students will experience learning success so they can achieve their personal best in Writing/Tuhituhi.

To ensure students are engaged in learning and are achieving educational success, with pride in their identity, and language. .

To support students with special learning needs, and abilities..

Annual Plan:

To increase the number of students achieving Writing/Tuhituhi at or above Level 4 NZ Curriculum /Nga Whanaketanga Rumaki Māori .

To increase the number of Māori students achieving Writing/Tuhituhi at or above Level 4 NZ Curriculum/Nga Whanaketanga Rumaki Māori.

Writing/Tuhituhi Target:

All students below and well below the expected curriculum level will make more than 1 year's progress in Writing/Tuhituhi.

Actions to Achieve Target 2018

Actions to Achieve Target 2018	Responsible	Budget	Time Frame
<ol style="list-style-type: none"> Review whole-school assessment data 2017 at staff meeting. Identify target groups of concern. Start of year writing sample using Mokoia easTTle-based rubric and sample. Use learnings from Gail Loane. Teachers use inquiry into practice to meet individual needs of learners. Teachers to use context of across-school science initiative to develop and integrate writing for a purpose. Word knowledge supplemented with TAs in Ngati Whakaue programme. Tier 3 learners have IEPs. In-house PLD in areas of concern that arise from Teacher Surveys (2018), from classroom observations by Lead Teacher and teacher discussion. Classroom observations by Lead Teacher each term to ensure that the programme is being followed consistently. Utilise out of school PLD if specific gaps appear that would be best served by external P.D. Lead teacher attend regular Lead Teacher Hui with Kāhui Ako. Moderation at start Term 1, end Term 2 and end Term 3/start Term 4 using school provided writing context and using Mokoia easTTle-based rubric and Gail Loane ideas. PLD by Lead Teacher will ensure that PACT is administered consistently and accurately in Term 2 and Term 4, in each class so that it provides accurate data for Term 1, 2019. 	Principal/ SLT/ Lead Teacher/ Curriculum Group/ Teachers	Rawiri/BOT	Dates specified on assessment schedule.

STRATEGIC PLAN Reading/Panui 2018

Strategic Goal 1, 3 & 4:

All students will experience success so they can achieve their personal best in Reading/Panui.

To ensure students are engaged in learning and are achieving educational success, with pride in their identity, and language. .

To support students with special learning needs, and abilities.

Annual Aim:

To increase the number of students achieving in Reading/Panui at or above Level 4 NZ Curriculum /Nga Whanaketanga Rumaki Māori .

To increase the number of Māori students achieving in Reading/Panui at or above Level 4 NZ Curriculum/Nga Whanaketanga Rumaki Māori.

Reading Target:

All students below and well below the expected curriculum level will make more than 1 year's progress in Reading/Panui.

Actions to Achieve Target 2018

1. Review whole-school assessment data 2017 at staff meeting. Identify target groups of concern.
2. Start of year easTTle Reading supplemented by individual PROBE interviews for lower scoring learners.
3. Teachers use inquiry into practice to meet individual needs of learners.
4. Trial of Daily 5 by some teachers.
5. Teachers to use context of across-school science initiative to develop and integrate reading for a purpose.
6. Word knowledge supplemented with TAs in Ngati Whakaue programme.
7. Tier 3 learners have IEPs.
8. In-house PLD in areas of concern that arise from Teacher Surveys (2018), from classroom observations by Lead Teacher and teacher discussion.
9. Classroom observations by Lead Teacher each term to ensure that the programme is being followed consistently.
10. Utilise out of school PLD if specific gaps appear that would be best served by external P.D.
11. Lead teacher attend regular Lead Teacher Hui with Kāhui Ako.
12. PLD by Lead Teacher will ensure that PACT is administered consistently and accurately in Term 2 and Term 4, in each class so that it provides accurate data for Term 1, 2019.

Led By

Principal/ SLT/
Lead Teacher/
Curriculum Group/
Teachers

Budget

RTL/BOT

Time Frame

Dates as on
assessment
schedule

STRATEGIC PLAN Science 2018

Strategic Goal 1:

To provide a broad education through a curriculum covering the Learning Areas and the Key Competencies, giving priority to regular quality physical activity.

Annual Aim:

To improve teacher pedagogy and subject knowledge in Science, particularly the Nature of Science and the Science Capabilities. Science will be used as a context to develop literacy with purpose.

Target:

All students will engage in Science programmes and demonstrate a growing understanding of the Nature of Science and Science Capabilities.

Actions to Achieve Target 2018

1. Review whole-school assessment data Term 1 2018 at staff meeting. Identify target areas/capabilities.
2. Lead Teacher/Curriculum Group provides PLD at staff meetings to support development of term/year long programme.
3. Teachers to use context of across-school science initiative to develop and integrate reading and writing for a purpose.
4. Classroom observations by Lead Teacher each term to ensure that the programme is being followed consistently.
5. Utilise out of school PLD if specific gaps appear that would be best served by external P.D.
6. Lead teacher attend regular Lead Teacher Hui with Kāhui Ako.
7. Science With Evidence assessment is administered consistently and accurately in Term 1 and Term 4, in each class so that it provides accurate data for Term 1, 2019.

Led By

Principal/ SLT/
Lead Teacher/
Curriculum Group/
Teachers

Budget

RTL/BOT

Time Frame

Dates as on
assessment
schedule

STRATEGIC PLAN Digital Technologies 2018

Strategic Goal 2:

To develop staff and student capability with the Digital Technologies Curriculum/ Hangarau Matahiko.

Annual Aim:

To improve teacher pedagogy and subject knowledge in Digital Technologies.

Target:

All students will engage in integrated digital technology programmes and demonstrate a growing understanding of their use in their learning.

Actions to Achieve Target 2018

1. Lead Teacher/Curriculum Group provides PLD at staff meetings to support development of term/year long programme - Teacher PLD in Google Classroom and Seesaw.
2. School move from server to cloud based system will provide impetus for digital development, e.g. Seesaw for parent reporting.
3. Classroom observations by Lead Teacher each term to ensure that the programme is being followed consistently.
4. Utilise out of school PLD if specific gaps appear that would be best served by external P.D.
5. Lead teachers Technology and LWDT attend PLD e.g. Makerspace
6. Application for Digital Technologies PLD from Ministry of Education.
7. Use Seesaw analytics, student and teacher voice to look at school wide use Term 2 and Term 4.

Led By

Principal/ SLT/
Lead Teacher/
Curriculum Group/
Teachers

Budget

RTL/BOT

Time Frame

Dates as on
assessment
schedule

STRATEGIC PLAN Physical Education 2018

Strategic Goal 1 & 5:

To provide a broad education through a curriculum covering the Learning Areas and the Key Competencies, giving priority to regular quality physical activity.

To build a healthy school environment

Annual Aim:

To improve teacher pedagogy and subject knowledge in Physical Education.

Target:

All students will engage in physical education programmes and learn and apply a growing range of skills applicable to a range of sports.

Actions to Achieve Target 2018

1. Lead Teacher/Curriculum Group provides PLD at staff meetings to support development of term/year long programme.
2. Classroom observations by Lead Teacher each term to ensure that the programme is being followed consistently.
3. Utilise out of school PLD if specific gaps appear that would be best served by external P.D.
4. Lead teachers attend PLD if applicable.
5. Use student voice to look at school wide use Term 2 and Term 4.

Led By

Principal/ SLT/
Lead Teacher/
Curriculum Group/
Teachers

Budget

RTL/BOT

Time Frame

Dates as on
assessment
schedule

STRATEGIC PLAN PB4L 2018

Strategic Goal 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.

Annual Aim:

To build strong positive learning relationships (whakawhanaungatanga) between teachers and learners.

Target:

All students will be familiar with the school values and able to demonstrate positive learning relationships with other members of the school community.

Actions to Achieve Target 2018

1. Lead Teacher/Curriculum Group provides PLD at staff meetings to support development of term/year long programme.
2. Development of displays around school and unit plans for use by teachers.
3. Discussion in school assemblies.
4. Values integrated into all teaching programmes.
5. Classroom observations by Lead Teacher each term to ensure that the programme is being followed consistently.
6. Utilise out of school PLD if specific gaps appear that would be best served by external PLD.
- 7.
8. Application for Digital Technologies PLD from Ministry of Education.
9. Use teacher and student voice to look at school wide use Term 2 and Term 4. Possibility of repeating Me & My School survey.

Led By

Principal/ SLT/
Lead Teacher/
Curriculum Group/
Teachers

Budget

RTLB/BOT

Time Frame

Dates as on
assessment
schedule

Mokoia Intermediate School Annual Plan 2018

NAG 1: CURRICULUM - Raising Student Achievement:

- To embed Raising Achievement Plan to ensure acceleration of achievement in Reading, Writing, Mathematics.
- To ensure students achieving below the expected level of the curriculum make at least two years progress.
- To all students are engaged in exciting and purposeful learning across the seven curriculum areas.
- To improve teacher pedagogy and subject knowledge in Science, particularly the Nature of Science and the Science Capabilities. Science will be used as a context to develop literacy with purpose.
- To develop teacher pedagogy in Physical Education and ensure that students are learning and enjoying the range of skills they need for a wide range of sporting codes, and fitness for life.
- To sustain school wide planning and assessment system and caters for teacher and student needs.
- Whole school moderation and on-going discussion of written language.
- All teachers and students engaging in integrated digital technology programmes and demonstrating a growing understanding of their use in their learning.
- Te Reo Maori integrated daily by teachers in korero, waiata, games. Rotorua Schools Kapa Haka performance in November (Ahurei) & Regional Primary Schools Kapa Haka Competition every 2 years.
- Whole school and inter-school competition organised in Swimming, athletics, cross country, Ripper rugby, league, netball and mini-ball. Schools summer and winter code sport programmes in place with regular coaching sessions.
- EOTC programmes, e.g. camp, alternative education, local marae, Crankworx
- SENCO – specialist programmes Ngati Whakaue, RTLit, RTLB programmes implemented whole school.
- Ngati Whakaue programmes implemented.
- Co-operative learning focus on positive teacher and student comments.
- Parent interviews and Whanau Days in school to share student success.
- A celebration of student achievement at assemblies and Whanau Hui.
- Implement where possible Gifted & Talented Programmes e.g. Science.

NAG 2: SELF REVIEW – Raising Student Achievement

- School Assessment Data, student work samples and student achievement.
- Teacher reflection, observations, anecdotal records and discussion. On-going with groups and individual students at teacher discretion. Recorded on new Mokoia template.
- Planning and monitoring reflected in next step planning process evident in teacher planning and modelling books.
- Term update and review of SENCO target students and their progress.
- Term update and review of target students in classrooms (Tier 1, 2 and 3).
- Three-way conferences and Student Led Conferences, student data as a reporting format for students, parents, teachers and senior management on 'Our Code, Our Standards'.
- Review of curriculum areas
- Report and monitor on 2018 action plan in curriculum to BOT.
- Charter to MOE by 1st March 2018.

NAG 3: PERSONNEL - Raising Student Achievement

- Job description reviews by Principal. Staff to sign them and set goals for the year.
- Comply with legislative responsibilities.
- Support and implement effective staff professional development which includes personal growth that will enhance the development of teaching and learning.
- There are 11 mainstream teachers and 2 Rumaki teachers due to roll growth.
- More T/A's to be appointed
- Professional development of students and teachers in Mathematics, Science, Physical education, PB4L and Digital Technologies.

Mokoia Intermediate School Annual Plan 2018

NAG 4: FINANCE AND PROPERTY

- Audit 2017 accounts
- Monitor 2018 budget
- Check stocktake of uniforms and stationery.
- Upgrade Technology Learning Centre, Library & Whanau Rumaki.



NAG 5: HEALTH AND SAFETY

- Continue sustaining PB4L.
- School behavioural programme.
- Health and safety team.
- Emergency drills termly.
- SENCO students identified and programmes in place.
- Health nurse visits organised and Hearing/vision testing.
- Ensure follow up and parental communication school/nurse/home.
- Communication with Whanau to support target student's needs.

NAG 6: POLICIES AND PROCEDURES

- Monitor and sustain electronic attendance register.
- Share curriculum overview with community.
- Regular displays around the school to change appropriately.
- Primary School visits.
- Re-establish compliance list, monitor and update as required.
- Follow the review and revision schedule for Policies and Procedures.

Involving Whanau and wider Community in student achievement

- Home and School group fundraising
- EOTC by term
- Development of links with Te Roro o Te Rangi
- School speech competition Term 3
- Inter school sports days – swimming, athletics, cross country, codes ...
- Inter-school House group competitions in swimming, athletics, cross country...
- Lunchtime activities.
- Share Mokoia Intermediate school curriculum document with Whanau.
- Meet the teacher evening, Three way conferences and Student Led conferences.
- PLD for the use of digital tools: eTap, Seesaw, Office 365, Google Classroom.
- Regional Kapa Haka Competition 2018.
- Whole school participation in Matariki and Wearable Arts.
- Prom.

NAG 6: POLICIES AND PROCEDURES

School and Community involvement

- Invitations to the community for school events.
- Weekly newsletter.
- Rumaki liaison.
- School prospectus/website/Facebook update

Parent forums

- School open door policy
- BOT meetings
- Parent teacher discussions
- Newsletter, sports, EOTC.

Promoting Values and Visions

- House leaders, Student Council, school Prefects
- Develop the new logo
- Te Tihi O Mana in all classrooms, programmes and displayed around the school
- Merit certificates given out at assembly weekly.
- Teachers modelling positive behaviour to others.
- Student goal setting by students.
- Prize Giving.



“Ako maii, ako atu, ako ai, ako tu, ko koia aaraa ee” “Empowering and Encouraging our Community of Learners (Whānau, Learners and Teachers) to Engage in Learning.

Achievement Challenge 1: Leadership Development: identify, nurture and develop our leaders, from across the Kāhui Ako.

Achievement Challenge 2: Science: Raise levels of engagement and achievement in Science.

Achievement Challenge 3: Student Progress: All students will make progress over the 2018 school year.

Achievement Challenge 4: Oral Language: All students have confidence to effectively express their own point of view and perspectives as well as listen and respond to others.

