

Mokoia Intermediate School Charter & Strategic Plan 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.

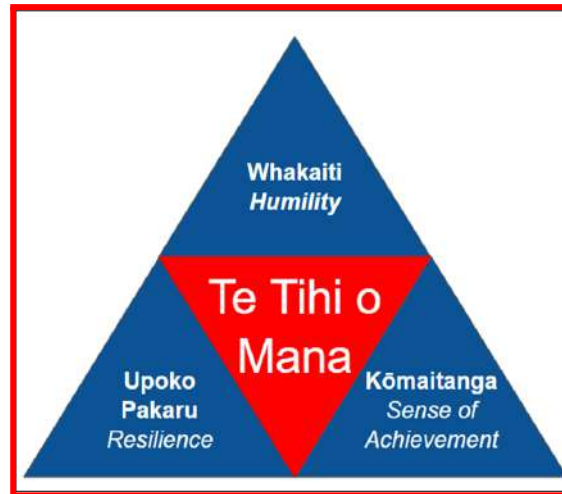
New Zealand Curriculum Principles

For young people who are caring, confident, connected, actively involved, lifelong learners who are proud of their unique cultural identity.

Confident <ul style="list-style-type: none">• Positive in their own identity• Motivated and reliable• Resourceful• Enterprising and entrepreneurial• Resilient	Connected <ul style="list-style-type: none">• Able to relate well to others• Effective users of communication tools• Connected to the land and environment• Members of communities• International citizens
Actively involved <ul style="list-style-type: none">• Participants in a range of life contexts• Contributors to the well-being of New Zealand – social, cultural, economic, and environmental	Lifelong learners <ul style="list-style-type: none">• 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

In 2023 we will introduce three further values based on those of our local community collective, Tatou Pounamu:

Wairuatanga
Manaakitanga
Whanaungatanga

Spirituality
Respect
Relationships



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 2023

Submitting copy of Charter and Annual Report

- 1 Mar 2023 and 31 May 2023

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.



Our Goals and Priorities are based on the Objectives of the National Education and Learning Priorities.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5			
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>			
<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them</p>	<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kaiako to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Support learners/ākonga to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education</p>	

² Bring your own device.



OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
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LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable


Actions Government is taking that support the implementation of the NELP in schools and kura

1	2	3	4	5	6	7	8
<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<p>2</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>4</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>Delivering Te Hurihanganui to address racism, strengthen equity and accelerate Māori educational achievement and wellbeing</p> <p>Implement the actions committed to in the Action Plan for Pacific Education</p> <p>Investing in and supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to make it clear that providing an emotionally and physically safe environment is a key objective of boards of schools and kura</p> <p>Introduce a mandatory code of conduct for boards of schools and kura to support good governance</p> <p>Providing tools and guidance, such as Not Part of My World toolkit, to confront and eliminate racism</p> <p>Refreshing the Relationship and Sexuality Education Guidelines in the New Zealand Curriculum</p> <p>Investing \$78.5 million over four years to fund greater access to mental health and wellbeing support services for primary and secondary learners/ākonga</p> <p>Allocating \$50 million to provide immediate support for wellbeing issues for learners/ākonga in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships</p> <p>Working with Netsafe to provide the Netsafe Schools Programme</p> <p>Supporting the Keep It Real Online multimedia campaign</p> <p>Providing resources for teachers/ kaiako through The Respectful Relationships toolkit</p> <p>Establishing Curriculum Leads to support early learning services, schools and kura with the teaching of mental health and healthy relationships and promote learner/ākonga wellbeing</p>	<p>Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hurihanganui</p> <p>Implementing Toikuranui to develop local education initiatives with iwi, and Pae Aronui to support great partnerships between whānau and education services.</p> <p>Deliver locally focused PLD priorities, with a focus on cultural capability inclusion and critical consciousness</p> <p>Developing professional learning resources based on the Tapasā: Cultural competencies framework for teachers of Pacific learners</p> <p>Deliver Talanoa Ako programme to support Pacific families</p> <p>Supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to require boards to give effect to Te Tiriti o Waitangi as one of their key objectives</p> <p>Developing tools for rich records of learning to capture aspirations, strengths and learning progress</p> <p>Developing a national learning support network plan to support learners/ākonga with additional needs to transition in education</p> <p>Strengthening the Māori-medium pathway in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākonga Māori and their whānau</p> <p>Updating the National Curricula so Aotearoa New Zealand histories will be taught in all schools and kura</p> <p>Strengthening how The New Zealand Curriculum supports schools to bring Te Tiriti o Waitangi to life in local curriculum</p>	<p>Funding innovative Pacific education initiatives that respond to curriculum and wellbeing needs exacerbated by COVID-19</p> <p>Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong relationships with education providers</p> <p>Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive</p> <p>Amend the Education Act to provide for the establishment of disputes resolution panels</p> <p>Amend the Education Act to shift responsibility for the development and consultation of enrolment schemes to the Ministry of Education</p> <p>School Donations Scheme</p> <p>Fees-free NCEA</p> <p>School Lunch programme</p> <p>Free access to sanitary products</p> <p>School Property Strategy 2030</p> <p>Review of alternative education, and of the stand-downs, suspensions, exclusions and expulsion (SSEE) guidelines</p> <p>Reviewing existing supports for children and young people with high levels of need, and by fully participating in the Learning Support Delivery Model</p> <p>Support schools and kura to ensure appropriate qualifications and awards are in reach for all learners/ākonga</p> <p>NCEA change: Special Assessment Conditions</p> <p>Support coherent secondary/tertiary learning pathways, achievement, and transition to employment</p>	<p>Providing high quality Māori-medium education, including developing a long-term Education Workforce Strategy and Rāngai Māori, a Network Plan, and reviewing funding rates.</p> <p>Establish a nationally-based Curriculum Centre to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa</p> <p>Developing tools to support kaiako and teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning along the pathways</p> <p>Supporting implementation of the digital technologies/hangarau mathihiko curriculum</p> <p>Renew the New Zealand Curriculum and Te Marautanga o Aotearoa to make clear the learning that is too important to leave to chance</p> <p>Implement the NCEA Change Package to strengthen literacy and numeracy requirements, and strengthen supports along the pathways</p>	<p>Allocating \$200 million to support ākonga Māori and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te reo Māori into all students' learning</p> <p>Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau</p> <p>Delivering Kauwhata Reo, the online hub for te reo Māori resources, and the development of localised te reo Māori curriculum resources through Te Aho Ngārahū</p> <p>Amend the Education Act to require school boards to take all reasonable steps to provide Te Reo Māori</p> <p>Implement Ka Hikitia and develop skills and capacity in the education workforce</p> <p>Work closely with Māori-medium leaders to invest in Māori-Medium pathways</p> <p>Strengthen how Te Marautanga o Aotearoa reflects te ao Māori approaches to education while continuing to reflect what Māori deem to be important for their children and young people</p> <p>Implement the NCEA Change Package to support parity for mātauranga Māori and increasing opportunities to follow Māori-medium pathways</p>	<p>Extending Te Ahu o te reo Māori to support the education workforce to integrate te reo Māori into their practice</p> <p>Expanding the delivery of Tautai o le Moana, an educational leadership collaboration which seeks to strengthen the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners/ākonga</p> <p>Deliver evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMIC) to schools with high numbers of Pacific learners/ākonga</p> <p>Introducing mechanisms to improve school board of trustee skills and accountability, including mandatory training and a code of conduct</p> <p>Advice on strengthening collaborative networks across the system, including any changes to Kāhui Ako</p> <p>Enabling principal eligibility criteria</p> <p>Establish a Leadership Centre within the Teaching Council of Aotearoa New Zealand</p> <p>Resetting national priorities for PLD to focus on core curriculum capabilities and assessment approaches that enable a more inclusive and equitable education system</p> <p>Providing funding for teacher aides to access professional learning</p>	<p>Develop tools and information to support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers</p> <p>Implement NCEA Change Package to enhance education pathways for learners/ākonga, and support their transition into further education and employment.</p> <p>Supporting learners/ākonga post-school through the School Leavers Toolkit</p> <p>Valuing vocational education pathways by awarding the Prime Minister's Vocational Education Awards</p>	



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 and Tikanga 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 i.e. noho marae, waka experience, trips to Mokoia Island, school-wide waiata, haka, games and performance.

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

“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/>



Mokoia Intermediate School Strategic Plan 2023

Objective	Actions required:	What we will do:	Who will do it and what they need:	What happened:
<p style="text-align: center;">1. LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	1a) Embed values: whakaiti, ūpoko pakaru, kōmaitanga. Introduce new values: wairuatanga, whanaungatanga, manaakitanga	Approach graphic artists to create superhero figures and create billboards, charts, documents	
		1b) Go over Behaviour Matrix with staff and encourage teacher whānau relationships	Spotlight will allow messaging between teacher and whānau - LT Digital Tech, DP Curriculum	
		1c) Review policies on racism, discrimination and bullying	SLT, Board, staff	
		1d) W@S Intermediate-Secondary Student Survey	Term 2	
	2. Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	2a) Explore reasons why there is a disparity in achievement between Māori and NZ European ākonga in Reading and act on this.	Student voice Look for best practice.	
		2b) Integrate Aotearoa NZ histories into all terms, with either a social science or science context.	Creation of long term annual curriculum plan Kāinga ako planning Staff meeting professional development - DP curriculum	

<p>2. BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>3. Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>	<p>3a) Explore why there are disparities in reading results (2022 Analysis of Variance) for Māori ākonga.</p>	<p>LT Literacy, LT Assessment for Learning, DP Curriculum</p>	
		<p>3b) Special needs register kept up to date</p>	<p>DP Pastoral to facilitate with resource teachers of learning and behaviour, psychologists, BLEND (sight) etc</p>	
		<p>3c) Individual education and behaviour programmes (IEPs and IBPs) created for students with specific needs</p>		
		<p>3d) Application for English Second language Funding for 5 students</p>		
		<p>3e) Improve attendance at school so that it meets Ministry targets.</p>	<p>Principal and DPP work on Ministry target</p>	
	<p>4. Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>4a) Continue to embed Structured Literacy by improving knowledge of the Code. Kāhui Ako (REKA) will track Code instructional levels over 5-7 years to provide proof that there is an effect on student literacy levels.</p>	<p>LT Literacy SLT ensures that school structures and events do not interrupt delegated across school SL time. Use of eTAP across REKA)</p>	
		<p>4b) Strengthen the use of assessment data by the Board, leaders, teachers and students (see appendices)</p>	<p>Mokoia Learning Progressions will create a shared language. These have been co developed from existing learning progressions by LT Literacy and LT Mathematics</p>	

		4b) Track numbers of below and well-below students making accelerated progress	Development of a tracking sheet with ERO (Paora Stucki)	
<p>3. QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>5. Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	5a) Embed whole school term events: waiata, haka, dance	<p>Noho marae and waka are in Term 1 LT Māori Kaiarahi i te reo</p>	
		5b) Grow role of kaiarahi i te reo		
		5c) Every class goes to a noho marae, waka experience and trip to Mokoia Island		
		5d) School values are personified using tupuna of Te Roro o te Rangi in stories and on displays on interior and exterior of school buildings		
	<p>6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	6a) Use literacy and numeracy progressions to assess achievement rather than relying on test data. These involve teachers building better understanding of curriculum content at each level. Start with work on teacher knowledge of the Reading progressions.		
		6b) Embed the use of Spotlight for planning, assessment, reporting, tracking and monitoring.		
		6c) Continue leadership development. Next step is understanding team strengths (which helps in approaches to professional development).		

		6d) Board maintains decision to provide for learning support assistants in every classroom		
<p>4. FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	7. Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	7a) Learning inquiries include interviews and talks from real life scientists and other specialists in the relevant fields	E.g. Science - Scion, Catfish Killas,	
Rotorua East Kāhui Ako		Cultural responsiveness day with workshops on aspects of Māori tikanga and Te Roro o te Rangitanga	Whole cluster teacher only day Term 1	

Appendices

2022-2023 Mokoia Intermediate Assessment Action Plan

ERO and the school are working together to strengthen the use of assessment data by Board, leaders, teachers, students and parents/whānau.

The rationale for selecting this as a priority is:

- To increase and improve the focus on progress and achievement of students who are or are at risk of underachieving
- To strengthen the way students are empowered to take responsibility for their own learning

Actions Required:	Responsibility	Time	Resources Needed	Achievement Criteria	Evaluative comment
Tahi - Strengthening the use of assessment information by the Board.					
<p>Changing the reporting of assessment information to the Board in order to ensure a greater focus on the progress of students who are underachieving or at risk of underachieving.</p> <p>Strategic plan wording changes from:</p> <ul style="list-style-type: none"> - <i>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.</i> <p>To:</p> <ul style="list-style-type: none"> - <i>Well below and below students will make accelerated progress in literacy and numeracy.</i> 	<p>DP Curriculum with SLT and Board.</p>	<p>By end of Term 2</p>	<p>Revisit Strategic Plan.</p> <p>Have changes moved by the Board.</p> <p>Present changed targets to middle leaders and teachers.</p>	<p>Strategic plan wording changed.</p> <p>Teachers identify and accelerate well below and below learners.</p> <p>Analysis of variance breaks down data into Māori boys, girls, Pakeha boys and girls and Other ethnicities.</p> <p>Reporting includes numbers of students as well as percentages.</p> <p>Rawiri's board report – report on achievement twice a year and on accelerated progress four times a year.</p>	

Actions Required:	Responsibility	Time	Resources Needed	Achievement Criteria	Evaluative comment
Rua - Strengthening the use of assessment information by teachers.					
<p>Develop a set of learning progressions across the school in order to ensure a coherent learning pathway.</p> <p>Embed the use of Spotlight for planning, assessment, reporting, tracking and monitoring.</p> <p>To take a strategic approach by developing a set of milestones for staff.</p>	<p>Literacy - Lead Teacher Literacy (Tracey Low), Acceleration Team</p> <p>Mathematics - Lead Teacher Mathematics (Kathryn McMurdo), Acceleration Team</p> <p>Technology - Lead Teacher Technology (Doug Maguire and team)</p> <p>Rob Clark, Learning Architects (Leadership)</p> <p>Sue Bewley, EdConnect, Assessment for Learning in Reading</p>	2022 - 2023	<p>Two PLD contracts in Assessment for Learning (centrally funded) with contexts of</p> <ol style="list-style-type: none"> 1. building leadership and 2. building understanding of Reading <p>PLD release</p> <p>Planned project(s)</p> <p>Staff meetings</p> <p>eTAP Spotlight for Learning</p> <p>Literacy Progressions</p> <p>Maths Progressions</p>	<p>The same progressions will be used for teacher planning, student goals, teacher and student reflections, feedforward and feedback, Board reporting and reports to whanau.</p> <p>Students who are able to set relevant goals and reflect on their own learning progress.</p>	
Actions Required:	Responsibility	Time	Resources Needed	Achievement Criteria	Evaluative comment
Toru - Monitoring Outcomes					

<p>Implementation of the updated Curriculum and Achievement Plan (CaAP)</p> <p>Track numbers of below and well-below students making accelerated progress</p>	<p>DP Curriculum, Lead Teachers Literacy and Mathematics</p> <p>SLT, acceleration team</p>	<p>Term 3 2022</p> <p>End of 2022, End of 2023</p>	<p>Models. Decision on tools used for measuring e.g. NZC Curriculum Levels, Mokoia Learning Progressions</p> <p>Tracking sheets</p>	<p>Teachers tracking progress of below and well below students, taking heed of disparities there may be in gender or ethnicity and using teacher inquiry to raise achievement.</p> <p>Improved numbers of accelerated progress for those students who are at risk of underachieving.</p>	
<p>Track increase in numbers of students in each class being able to answer assessment for learning questions e.g.:</p> <p>What level are you currently at in writing?</p> <p>What level do you need to be at by the end of the year?</p> <p>What are you working on at the moment to get better in writing?</p>		<p>Kāinga Ako leaders</p>	<p>End of 2022, Mid 2023, End of 2023</p>	<p>Students who are able to set relevant goals and reflect on their own learning progress</p>	

2023 Mokoia Intermediate School Board Work Plan

Area for review	Board meeting dates							
	Feb	March	May	June	August	Sept	Nov	Dec
Charter/strategic plan	Confirm charter approved and sent to MoE						Review of strategic plan Approve review plan 2024	Analysis of variance Annual plan draft
Objectives 1-4	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	
Policy		Governance policies 1- 4		Curriculum		Personnel		Role of the presiding member
Student progress and achievement	Year 7 and 8 literacy and numeracy	Special education needs	Data confirmed results	Mid-year student achievement	Pasifika student focus	Gifted and talented		
Te Tiriti o Waitangi	Māori student focus	Local Māori community consultation		Māori student focus	Local Māori community consultation			
Inclusion & Wellbeing	Student transition focus		Staff wellbeing survey		Student wellbeing survey		Student transition focus	Board wellbeing assessment

Human resources	Principal performance agreement approved	HR tool checklist 1		Mid-year review principal performance		HR tool checklist 2		Formal review report principal performance
Curriculum	Key competencies		English		The arts		Health and PE	
Budget	Approved	Monitor	Monitor	Mid-year review	Monitor		2024 draft	
New government initiatives								
New local initiatives								
Board process requirements	Appoint presiding member	Accounts to auditor	Annual report approved and sent to MoE	Parent reporting Roll return 1 July		Health curriculum consultation	Succession planning	Parent reporting