

Mokoia Intermediate Annual Plan 2024

Summary of our Plan:

At Mokoia Intermediate, our focus this year is on implementing a holistic approach to learning and teaching that prioritises student success and well-being. Our key areas of focus include:

- Enhancing learning and teaching practices to cater to the diverse needs of our students, with a particular emphasis on differentiation, personalised learning, and the integration of cultural competencies.
- Implementing proactive behaviour management strategies to create a positive and supportive learning environment that fosters respect, responsibility, and resilience among students.
- Improving reporting practices to parents by providing timely and meaningful feedback on student progress and achievement, as well as promoting active parent engagement in their child's education.
- Emphasising core values such as resilience, humility and sense of achievement to instil a strong sense of identity, belonging, and social responsibility in our school community.
- Strengthening literacy, numeracy, and writing skills through targeted interventions, differentiated instruction, and the use of evidence-based practices to support students at all levels of proficiency.
- Enhancing te reo Māori language and cultural competencies through dedicated programmes, resources, and opportunities for students to engage with Māori language and traditions.
- Supporting students who are well below and below in their academic progress through tailored interventions, individualised learning plans, and collaborative support from teachers and educational specialists.
- Promoting accelerated learning for high-achieving students through enrichment activities, extension programmes, and opportunities for advanced skill development in various subject areas.
- Emphasising the importance of handwriting skills as a foundational component of literacy and communication, with a focus on developing legible and fluent handwriting techniques.
- Building cultural competencies and understanding among staff, students, and the wider school community through cultural awareness training, celebrations of diversity, and the integration of Māori perspectives into teaching and learning practices.
- Prioritising the development of strong relationships between students, teachers, parents, and the wider community to create a supportive and inclusive school culture that values collaboration, communication, and mutual respect.

Through these initiatives and areas of focus, we are committed to providing a high-quality, inclusive, and culturally responsive educational experience for all students at Mokoia Intermediate, ensuring that each individual has the opportunity to thrive, achieve, and reach their full potential.

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Where are we currently at: [Regulation 9\(1\)\(e\)](#)

Target 2024: *Ensure that all students demonstrate expected progress of half the curriculum level or more per year in literacy and numeracy skills in the year, with a particular focus on supporting well below and below students to make accelerated progress in these foundational areas.*

Teachers explicitly 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.

- Improving numbers of accelerated progress for those students who are at risk of underachieving using the johari windows
- Embed use of Hero for planning, assessment, reporting, tracking and monitoring
- To take a strategic approach by developing a set of milestones for staff (ERO recommendation)

Track increase in numbers of students in each class being able to answer assessment for learning questions e.g.:

- What are your next learning steps?
- What are you working on at the moment to get better in writing?

Increase use of reading for enjoyment. This will involve making the library available for reading for a longer period.

How will our targets and actions give effect to Te Tiriti o Waitangi: [Regulation 9\(1\)\(e\)](#)

In order to ensure that our targets and actions give effect to Te Tiriti o Waitangi, we must approach our goals and initiatives with a commitment to upholding the principles of partnership, protection and participation as outlined in the Treaty of Waitangi. Here are some ways in which we can align our targets and actions with the spirit of Te Tiriti o Waitangi:

1. Partnership: *Our targets should reflect a commitment to working in partnership with Māori stakeholders, including students, parents, and community members. By fostering genuine and reciprocal relationships based on trust and mutual respect, we can ensure that the voices and perspectives of Māori are valued and integrated into decision-making processes.*

2. Protection: *Our targets should prioritise the protection of Māori rights, interests, and well-being. This includes implementing policies and practices that safeguard the cultural, social, and educational rights of Māori individuals, and ensuring that our actions do not perpetuate or contribute to systemic inequities or discrimination.*

3. Participation: *Our actions should promote active engagement and participation of Māori individuals and groups in all aspects of our work. This includes creating opportunities for Māori representation in leadership roles, involvement in decision-making processes, and participation in cultural events and activities that celebrate Māori identity and heritage.*

By incorporating these principles into our targets and actions, we can ensure that we are actively working to give effect to Te Tiriti o Waitangi and upholding the values of partnership, protection and participation that are fundamental to Aotearoa New Zealand's bicultural heritage.

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How the teaching and learning strategies and programmes of our school support students to progress and achieve with a particular emphasis on literacy and maths, and te reo matatini: [Regulation 9\(1\)\(e\)](#)

To ensure that our teaching and learning strategies and programmes support students to progress and achieve in literacy, maths, and te reo Māori, we have developed a comprehensive plan that focuses on individualised learning, cultural responsiveness, and targeted interventions. Here is an overview of how our school's strategies and programmes align with these key areas:

1. Literacy:

- Differentiated Instruction: Our teachers use a variety of instructional strategies and resources to meet the diverse needs of students in literacy. This includes small group instruction, one-on-one support, and personalised learning plans tailored to each student's strengths and areas for growth.
- Literacy Intervention Programmes: We offer targeted intervention programmes for students who require additional support in literacy. These programmes focus on building foundational skills, improving reading comprehension, and enhancing writing proficiency.
- Culturally Responsive Pedagogy: Our literacy programmes incorporate culturally relevant texts, stories, and resources that reflect the diverse backgrounds and experiences of our students. This helps to engage learners and foster a sense of belonging and identity in their literacy development.

2. Maths:

- Numeracy Support: Our school provides additional support and resources for students to improve their numeracy skills. This includes access to maths tutors, peer mentoring programmes, and online maths resources to reinforce concepts and practice problem-solving strategies.
- Real-World Applications: We integrate real-life scenarios and practical applications of maths concepts into our curriculum to help students see the relevance and importance of mathematical skills in everyday situations.
- Differentiated Instruction: Our teachers use a variety of instructional approaches, such as hands-on activities, group work, and technology-enhanced lessons, to cater to the diverse learning styles and abilities of students in maths.

3. Te Reo Māori:

- Te Reo Matatini Programme: Our school offers a comprehensive te reo Māori programme that focuses on language acquisition, cultural understanding, and proficiency in te reo. This includes regular language classes, cultural workshops, and opportunities for students to engage with te reo speakers and practitioners.
- Kapa Haka and Cultural Events: We actively promote the use of te reo Māori and Māori cultural practices through kapa haka performances, cultural celebrations, and community events. This helps to reinforce the importance of te reo and tikanga Māori in our school community.
- Bilingual Resources: We provide bilingual resources, signage, and learning materials to support the use and integration of te reo Māori across all aspects of school life. This includes incorporating te reo into daily greetings, classroom instructions, and school-wide communication.

By implementing these strategies and programmes, we are committed to supporting our students in progressing and achieving in literacy, maths, and te reo Māori. Our goal is to create a learning environment that is inclusive, engaging, and culturally responsive, where all students have the opportunity to thrive and succeed in their academic pursuits.

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Strategic Goal 1 Regulation 9(1)(a)

Action - Well Being / Hauora - Safe, diverse, inclusive learning and teaching environment.

Annual Target / Goal: Regulation 9(1)(a)

- Enhanced learners and teachers focus on wellbeing.
- Embed the 'MIS WAY' to be at the centre of what we do as a school.
- Promote a sense of belonging, connectedness and relationships for the whole community

What do we expect to see at the end of the year? Regulation 9(1)(d)

- Values programme taught weekly.
- Learners can articulate what it means to be in a safe environment.
- All staff have a clear understanding of the 'MIS WAY'.
- Learners are able to clearly articulate the 'MIS WAY'.
- 'MIS WAY' recognitions are regularly given out and acknowledged to our community.
- Greater engagement from our school community.
- Open door policy for families.
- Surveys and consultation with families.

Actions Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
MIS values Initiative delivered in all classrooms.	DP - Pastoral SLT LCL	Values Programme Value charts	T1 - 4	Values programme taught weekly. Learners can articulate what it means to be in a safe environment. Value displays up within the class. Values mentioned regularly within the classroom through informal observations.
Consistency in teaching approaches.	D.P Curriculum LCL's Teachers	Teachers Planning Assessment books. School wide Literacy and numeracy progressions used	T1-4	Annual tracking and analysis of student progress and achievement. Regular planned checks by team

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	Office Manager	within planning, and on Hero Regular tracking of attendance	T1-4	leaders of planning and assessment books. In conjunction with the Ministry of Education, Hero has developed a feature to identify, record and report student attendance interventions, Attendance Service Officer, Boy's High Intervention, Kahui Ako Intervention.
Survey results analysed.	Principal	Survey	T1 & 4	Surveys and consultation with families.
'MIS WAY' embedded into everyday school life.	D.P's LCL's Teachers	Graduate Profile Teacher planning	T1-4	All staff have a clear understanding of the 'MIS WAY'.
'MIS WAY' language is used throughout the whole school environment.	D.P's LCL's Teachers	Stakeholders	T1-4	Learners are able to clearly articulate the 'MIS WAY'.
'MIS WAY' is explicitly taught throughout the school.	D.P's LCL's Teachers	Teachers	T1-4	'MIS WAY' recognitions are regularly given out and acknowledged to our community.
Plan and communicate school events throughout the year.	Senior Management	Calendar	T1-4	Everyone is informed and communicated to. Everyone knows what is happening.
Meaningful community engagement with all stakeholders.	Senior Management	Stakeholders Venue	T1-4	Greater engagement from our school community. Open door policy for families.
Individual ethnic groups have the opportunity to come together and share eg. Maori/Pasifika Hui Fono.	D.P Curriculum LCL's	Venue	T1-4	Greater engagement from our school community. Open door policy for families.

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Strategic Goal 2 Regulation 9(1)(a)

CONNECTION -PARTNERSHIPS / MAHI TAHI - Highly effective connections with stakeholders

Annual Target / Goal: Regulation 9(1)(a)

- Diversity, identities and world views embraced within the school.
- Strong partnerships with whānau and community.
- Te Tiriti o Waitangi is given effect by working to ensure our plans value local tikanga Māori and Mātauranga Māori

What do we expect to see at the end of the year? Regulation 9(1)(d)

- Teachers adjust programmes based on feedback from students. Cultural Competencies survey.
- Teachers have improved in the Kahui Ako Mātauranga framework.
- Annual tracking and analysis of student progress and achievement.
- Bi-annual community survey.
- Networking and sponsorship support.
- Annual student wellbeing and belonging survey.

Actions Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
Embed relationship-based learning across the school and develop culturally responsive pedagogy.	Principal D.P's LCL's	Values programme PLD Facilitators	T1-4	Teachers adjust programmes based on feedback from students. Effective relationship building between teacher and student.
Regular and reflective consultation with whānau.	Teachers	Communication (Hero) Venue Cultural Competencies survey	T1-4	Whanau views are gathered and discussed. Whanau has a positive relationship and engagement with the school.
Engage and capture voice with all cultures and languages in our	Principal DP's	Community Surveys	T1 & 4	Positive relationships with the local community.

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community.	LCL's Teachers			Whanau views are gathered and discussed. Whanau has a positive relationship and engagement with the school.
Working closely with REKA (Kahui Ako) to achieve better outcomes for learners.	Principal	Governance (REKA Principals)	T1-4	Teachers have improved in the Kahui Ako Mātauranga framework Common goal across all Kahui school's.
We will create ongoing opportunities for our whanau and wider community to connect with the school, and for the school to connect with our local community.	Board Principal	Communication (Hero) Newsletters Facebook Website Surveys	T1-4	Knowing what the community wants. Consultation to get the views of the community. Clear understanding of the school's expectations.
Engage with local businesses and develop stronger relationships.	Principal	Communication Letters	T1-4	Networking and sponsorship support. Build relationships.
We will increase understanding and integration of tikanga Māori and Mātauranga Māori.	Principal D.P's LCL's Rumaki	Te Mātauranga o Aotearoa Rumaki Leader Kaiarahi i te Reo	T1-4	Increased understanding of tikanga maori and mātauranga maori for all stakeholders.
We will work to continue connections with local iwi to ensure that they have a voice in determining the Mātauranga Māori, Te reo Māori and tikanga included within our school curriculum.	Principal	Te Roro o te Rangi Koro Paraone Local Iwi Ngati Whakaue	T1-4	Positive relationships with local community. Input & seen in the school. Attend hui or noho at local marae.

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Strategic Goal 3 Regulation 9(1)(a)

EXCELLENCE - LEARNING AKO - Empowering exceptional learner programmes through quality teaching and learning.

Annual Target / Goal: Regulation 9(1)(a)

- Embedding effective learning programmes throughout the school community.
- Accelerate progress and achievement of all learners.
- Strengthen teaching pedagogy to ensure high quality teaching and learning programmes school-wide.

What do we expect to see at the end of the year? Regulation 9(1)(d)

- Student survey for all students to gauge their understanding.
- Engagement and participation.
- Literacy Learner achievement levels increase learning.
- Teachers know the refreshed curriculum CPM.
- On-going collaborative discussions lead to action and changes in teaching practice.
- Implementation of school wide Literacy and Numeracy Progressions.
- Tracking and showcasing of achievement via Hero.
- Professional Growth Cycle has critical reflections.
- Professional Development is shared and implemented in classrooms.
- Annual tracking and analysis of student progress and achievement.

Actions Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
Explicit and ongoing teaching of specific focus.	D.P - Curriculum LCL's Teachers	Class planning	T1-4	On-going collaborative discussions lead to action and changes in teaching practice. Tracking and showcasing of achievement via Hero.
Parent meetings to outline the specific focus.	D.P Curriculum LCL's	Communication (Hero) Venue	T1 & T3	Communication with parents. A relationship built between teacher

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	Teachers			and parents.
Teachers can break down tasks effectively for learners to inform teaching.	D.P Curriculum LCL's Teachers	Teacher Class planning Student survey	T1-4	Better engagement and participation. Learners show an understanding of what is expected of them.
Te Mātaiaho (NZC) & CPM introduced to staff. Health Curriculum Programme	D.P Curriculum LCL's	Te Mātaiaho (NZC) & CPM Facilitators H&S surveys to community	T1	Teachers know the Te Mataiaho and refreshed curriculum CPM. Parent consultation of the Health Curriculum.
Structured approach to literacy, numeracy and writing is introduced.	D.P Curriculum Acceleration Team Teachers	Literacy, Numeracy and writing plans	T1	Annual tracking and analysis of student progress and achievement. Literacy Learner achievement levels increase learning. Implementation of school wide Literacy and Numeracy Progressions.
MIS Professional Growth Cycle develops robust working relationships between staff.	Principal D.P's LCL's	Professional Growth Cycle Beginning Teacher programme	T1-4	Professional Growth Cycle has critical reflections. Clearer understanding of expectations for teachers.
PLD is differentiated and delivered for all staff to ensure personal needs are met.	Principal D.P's LCL's	PLD planning Facilitators	T1-4	Professional Development is shared and implemented in classrooms. Best practice used in the classrooms.