MORRINSVILLE
Intermediate School
Kia U Ki Te Pai   Whatever You Do, Let It Be Your Best

Charter 2024

including:

Strategic Plan
2024 – 2025

and

Annual Achievement Plan
2024

"Empowering Learners to Succeed"
Hei whakamana nga ākonga i te whai ao

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MORRINSVILLE INTERMEDIATE SCHOOL CHARTER YEAR 2024
(SCHOOL N0. 1833)

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MORRINSVILLE
Intermediate School
Kia U Ki Te Pai Whatever You Do, Let It Be Your Best

SCHOOL VISION AND MOTTO:

Hei whakamana nga akonga i te whai ao
"Empowering Learners to Succeed"

Kia U Ki Te Pai
"Whatever you do, let it be your best."

This is enacted through doing our best for:

- **Rangatiratanga** (doing the best for ourselves)
- **Manaakitanga** (doing the best for others)
- **Whakawhanaungatanga** (doing the best for the community)
- **Kaitiakitanga** (doing the best for the environment)

LEARNER PROFILE:

The principal, staff, students and community value, and are committed to enabling diverse opportunities for ākonga to develop and demonstrate:

Excellence

Mana (respecting and upholding their own, and others' mana)

Perseverance

Opportunities

Wonder (curiosity)

Engagement

Resilience

Empathy

Determination

Our Values

SCHOOL MISSION STATEMENT:

"To provide opportunities for students to learn and grow in ways that acknowledge and value emerging adolescence."

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CORE BELIEFS:

Our school philosophy relating to effective teaching and learning means...

- we prioritise establishing a safe and inclusive learning environment where all students, whānau and staff feel valued with a strong sense of belonging; we develop positive and caring relationships with high expectations *– all people have the right to feel physically and emotionally safe and secure at Morrinsville Intermediate School*

- all staff, in partnership with their learners, will create a positive culture for learning that promotes our core values and addresses equity and excellence

- we will provide a broad range of relevant and rich learning experiences based on the New Zealand Curriculum (NZC), supporting explicit development of the NZC Key Competencies

- all students will learn and achieve their potential; they are motivated and receive regular, quality feedback and feed-forward, guidance and encouragement in order to achieve personal excellence. Learning is responsive to need

- students will be able to participate in a range of opportunities in the sporting, cultural, academic and civic duty fields

- passionate teachers who are responsible for high quality effective practice, enabling and empowering students, in partnership, to take responsibility for their learning outcomes

- teachers are supported, coached and mentored to continually grow their capacity as effective practitioners by inquiring into their own practice, and responding accordingly, to improve learning outcomes for students

At Morrinsville Intermediate School we believe that ...

- we are a learning community who work in partnership for the benefit of all

- all people in our school community will feel valued, included and respected

- strong and positive relationships are fostered within the school and wider community

- learning will be holistic: encompassing academic growth, cultural responsiveness and wellbeing

- conditions must be deliberately put in place to enable equity and excellence for all learners

- all students can learn and achieve personal excellence

- teachers will enable a positive learning culture to engage, challenge and empower all students as learners

DESCRIPTION OF SCHOOL AND COMMUNITY

Morrinsville Intermediate affiliate to the Ngati Haua iwi and have forged a strong partnership. We are committed to, and recognise cultural diversity, by integrating Tikanga and Te Reo Māori into the curriculum. At the commencement of each year, Morrinsville Intermediate School welcomes our new students and staff with our annual welcome pōwhiri. We ensure all students' iwi and hapu are recognised and celebrate the diversity of all students' ethnicity.

At Morrinsville Intermediate School we will actively encourage forging positive partnerships with family and whānau, and the wider community, in the life of the school. Through this we hope to achieve mutually beneficial advantages of understanding, cooperation and support.

The school's vision: "Empowering Learners to Succeed" and motto: "Kia u Ki Te Pai - whatever you do, let it be your best" is reflected prominently in the school environment by students, teachers and the community.

The school is located centrally in the township in close proximity to the local college. The school has an abundance of sports fields including a soccer field, rugby field, hockey field, cricket pitch and nets, netball courts, futsal court, patter tennis courts, and a covered sports dome including two full-sized basketball courts. Recent property development has included the installation of new shade sails, turf areas and playground equipment that enhance the learning environment for students.

Morrinsville Intermediate School is a semirural / urban intermediate school that caters for students in Years 7 and 8. The majority of our students come from rural and urban contributing primary schools in the Morrinsville – Piako district.

Morrinsville Intermediate offers specialist classes in Materials Technology, Food Technology, Art and Design, Science, Te Ao Maori and Music.
In addition to these, the Literacy Centre assists students needing support with Reading. We also have various extension and enrichment programmes available e.g. Robotics, Maths, .

The students at Morrinsville Intermediate School benefit directly from the fundraising efforts of the 'Mi-Mates Group' who annually raise additional funds for the purchase of: e-books, music equipment, heat pumps, sports uniforms and equipment plus outdoor seating/turf/shaded areas.

Meetings and whānau hui will be held annually for parents and the wider community to share our school's achievements, goals, aspirations and

needs. A hui will be held early in the year to introduce teachers, consult with and discuss learning programmes for the year. Student-led learning conferences are held twice throughout the year to discuss learning progress, achievements goals and next steps.

The staff, students and whanau are committed to working cooperatively in order to lead Morrinsville Intermediate School from the present to the future.

Morrinsville Intermediate School is part of the Morrinsville Community of Learning/Kāhui Ako, working in partnership with ten other schools and several ECEs under the leadership of Mrs Thilo Govender (Deputy Principal, Morrinsville College).

School Roll as of February 5th 2024:

	Boys	Girls	Total	%
All Students	181	156	337	100%
Year 7	108	70	178	53%
Year 8	73	86	159	47%
NZ European	128	110	238	71%
NZ Māori	32	30	62	18%
Pasifika	4	6	10	3%
MELAA	5	3	8	2%
Asian	10	7	17	5%
Other	2	-	2	1%

PARTNERSHIPS WITH IWI (Te Tiriti O Waitangi)

Cultural Perspectives Morrinsville Intermediate School's curriculum will recognise the unique position of Māori within New Zealand society. It will provide students with experiences and understandings in cultural traditions, language and local and national histories.

At Morrinsville Intermediate School we are able to enjoy the Tuakana / Teina relationships in our learning and teaching environment. In 2024 we will continue to work toward enhancing our partnership with Morrinsville College to include an effective tuakana teina programme to support health and well-being and improve transitions to College.

Tikanga Māori and Te Reo Māori At Morrinsville Intermediate School all students will be provided with learning opportunities in Tikanga Māori and Te Reo Māori. Extension Te Reo Māori opportunities are provided and Mahi Tahi (growing mana, confidence and leadership) groups also provide enrichment learning opportunities for tamariki.

The school recognises, values and celebrates Māori culture through the use of signage, waiata, immersion of greetings and language, pōwhiri, blessings and incorporating significant events such as Mātariki, and Māori Language week as part of the school curriculum.

Morrinsville Intermediate School places special emphasis on ensuring opportunities are available for our Māori students to experience success as Maori.

Consultation with Māori

Whānau of Māori children attending Morrinsville Intermediate School have the opportunity to attend whānau hui throughout the year to participate in discussions on any issues, concerns or matters of interest concerning Māori and Māori student achievement. Active participation is encouraged (as part of our strategic goals).

THE BOARD OF TRUSTEES UNDERTAKINGS

Consultation

The Morrinsville Intermediate School Board consults annually with both the Māori community and wider community. Processes for consultation include school newsletters, Board of Trustees meetings, learning conferences (student/parent/teacher), whānui hui, open evenings and kanohi ki te kanohi (face to face with parents and family).

School's Charter
The Morrinsville Intermediate School Board submits our Charter and Strategic Plan as per the requirements of the Education and Training Act 2020 (published on our school website, and sent to the Ministry of Education by 31st March 2024)

Annual Report
The Board uploads our Annual Report to our school website and the Ministry of Education annually by May 31st including the Statement of Variance; a report reflecting student progress and achievement in relation to the annual student achievement targets.

MORRINSVILLE
Intermediate School
Kia U Ki Te Pai Whatever You Do, Let It Be Your Best

School Internal Evaluation and Self-Review

At Morrinsville Intermediate School we look to provide regular internal evaluation and self-review to assess the performance of the school in relation to our Charter, policies, strategic plans and annual aims.

Morrinsville Intermediate School self-review processes focus on student learning and the ways in which school policies, programmes, processes and practices contribute to student engagement, progress and achievement.

Student voice is valued and regularly captured to inform future improvement and practices. Student leadership forums contribute to ensuring needs of students are considered, and met. This includes the Student Executive (six peer elected student leaders) and class councillors.

The Ministry of Education's vision for schooling in the New Zealand Curriculum is to produce 'young people who will be confident, connected, actively involved lifelong learners.'

School reviews are ways in which needs in areas relating to student diversity are identified, responded to, monitored and evaluated and in which effective practice is recognised and sustained.

Morrinsville Intermediate School is an **inclusive school**. *Section 8(1) of the Education Act 1989 requires that people who have special educational needs, whether because of a disability or otherwise, have the same rights to enrol and receive education at state schools as people who do not; no child should be denied access to their local, regular school because of their impairment. We work very hard to ensure all students requiring specific support have programmes in place to ensure they can access the curriculum to the best of their ability.*

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Governance

The Board of Trustees emphasises strategic leadership and has a clear distinction of board and staff roles, is future-focused and is proactive rather than reactive.

All elected, appointed and co-opted trustees, whether they are parent or staff representatives, come to the board table to ensure effective governance despite the different perspectives they bring to discussions. Individuals are neither advocates nor delegates with sectional interests but work for positive outcomes for all concerned.

Board Roles and Responsibilities

The Board of Trustees key areas of contribution are to:

- Set and, as needed, modify the school vision, mission and values
- Protect, and enhance, the character of our school while meeting education goals and priorities
- Ensure a sensible, relevant and feasible Strategic Plan
- Approve and monitor the Annual Plan
- Develop and review the general policy direction
- Monitor and evaluate student learning outcomes
- Appoint and assess the performance of, and nurture, the Principal
- Act as good employers
- Provide financial stewardship
- Oversee, conserve and enhance the resource base
- Approve major policies and programme initiatives in consultation with the principal/staff
- Manage risk and provide a healthy and safe environment
- Observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the school

- Be diligent and attend board meetings prepared for full and appropriate participation in decision making
- Ensure that individual trustees do not act independently of the board's decisions
- Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
- Avoid any conflicts of interest with respect to their fiduciary responsibility
- Recognise the lack of authority in any individual trustee or subgroup of the board in any interaction with the Principal or staff
- Recognise that only the chairperson can speak for the board
- Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools

Chairperson's Role

The chairperson is the leader of the board and carries overall responsibility for the integrity of the board's processes. The role involves the following responsibilities:

- Spokesperson for the board on strategic matters
- Establishment and maintenance of an ongoing working relationship with the principal
- Building of an effective team
- Ensuring the Principal's Professional Growth Cycle requirements are completed on an annual basis
- Protected Disclosure Officer (see STA Link 2001/01)
- Chairing of board meetings
    1. Meeting discussion content will only be those issues that, according to board policy, clearly belong to the board to decide, not the principal (Governance v Management)
    2. Deliberation will be timely, fair, orderly and thorough, but also efficient, limited to time and kept to the point
    3. Meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 are observed except where the board has suspended them.

Management
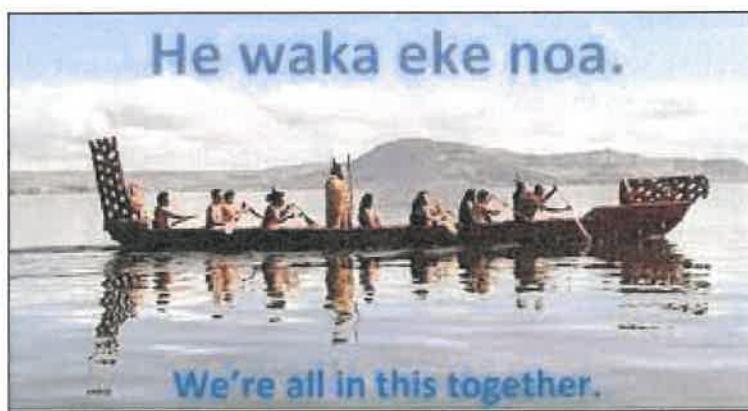
The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal in accordance with the Education Act 1989, Section 75 and 76.

Morrinsville Intermediate School Staff Code of Conduct

Teachers are charged with a vital responsibility in educating the adults of the future. Professionalism must be paramount. To ensure a professional approach to this role all staff are expected to:

1. Provide a safe, engaging and nurturing environment for students, parents, whanau and teachers to learn and develop in and out of the classroom.

2. We will adopt a "We, not me!" approach by working collegially. This includes speaking positively and supportively, showing respect at all times.

3. We will be open and honest discussing practice/behaviours (not personalities) so as to maintain high levels of team spirit and collegiality. It is OK to disagree … without becoming disagreeable (complaints will be dealt with as per school policy).

4. Maintain loyalty to the school, staff members and Board of Trustees. This requires all parties to keep issues in-house for resolution and to promote the school in a positive and professional light. At no time should discussions about negative aspects pertaining to the school or specific staff members be held with parents or members of the public or in an open forum. This would be unprofessional.

5. Perform in a professional manner by meeting deadlines, being prompt, establishing and maintaining high quality professional practices.

6. Positive people achieve positive results, when high expectations are consistently applied.

7. To strive, and exceed, expectations in all areas by constantly inquiring into our own practice to improve learning outcomes for all students through demonstrating a growth mindset.

Coming together, sharing together, working together, succeeding together
Anonymous

He waka eke noa.

We're all in this together.

Culturally Responsive Practice (Cultural Intelligence)

"At MIS, the unique needs of diverse learners are acknowledged and valued. Learning programmes are designed to encompass students' personal and cultural strengths, intellectual capabilities, and prior knowledge and accomplishments." This comes with an understanding that each individual's 'kete' is a personalised story, and when known well, enables teachers to best meet the needs of these learners and upholds their individual mana.

Competency	Key Ideas/Elements	What does this look like at Morrinsville Intermediate School?
Ako	**Practice in the classroom and beyond** All of us taking responsibility for our own learning and that of our diverse range of cultures, including Māori learners, in a safe, respectful, supportive and student-led learning environment	• Policies created through consultation with family and whānau with all cultures considered • Whānau hui • Teachers guided by and respond to policy evident through interactions with learners and whānau • Teachers, students and whānau are all learners who can learn with, and from, each other • Teachers understand how ākona learn, and programmes reflect this • Authentic contexts for learning giving students access to Te Ao Māori, Te Reo Māori and tikanga Māori and explore shared values • TAI is used as a tool for teachers' critical inquiry and effective problem-solving of diverse learning needs (particularly Māori/boys) • Kapa Haka and Te Ao Māori learning programmes (including Aotearoa NZ Histories Curriculum implementation) • Mahi Tahi
Wānanga	**Communication, problem-solving, innovation** We all participate with learners and communicate in robust dialogue for the benefit of Māori learners' achievement	• Professional learning and capability of teachers (He Papa Tikanga and further learning through the Wānanga, and other online programmes as is relevant) • Engagement of parents, whānau and hapu to promote and support the learning and achievement of our tamariki • Assessment information (gathered formally and informally) is analysed and appropriately used
Manaakitanga	**Values – integrity, trust, sincerity and equity** We demonstrate integrity, sincerity and respect toward a range of cultural beliefs, with emphasis on Maori language and culture	• Great value is placed on being individuals, along with appreciating Māori and the unique qualities of Māori and other cultures • A collaborative, inclusive and supportive learning environment is evident • Te Reo Māori is used daily, integrated into learning programmes • Well-being of all ākonga is prioritised • Māori culture is included in curriculum delivery – karakia, waiata, school powhiri
Tangata Whenuatanga	**Place-based, socio-economic awareness and knowledge.** We affirm Māori learners as Māori – provide contexts for learning where their identity, language and culture, and whanau are affirmed	• Learning programmes reflect the diverse language and cultural experiences, and the varied strengths, interests and needs of individuals and groups of ākonga. • Encouragement to acknowledge whakapapa through research of their own whanau links (mihi) • Research around Te Tiriti o Waitangi – the Treaty, what it means, how we live the Treaty today • Curriculum includes learning about local tikanga, language and culture • Culturally relevant activities and initiatives (marae visits, Matariki celebrations, Piako Cultural Festival, Inter-Intermediate Kapahaka)
Whanaungatanga	**Relationships – students, school-wide, community, with high expectations.** We actively engage in respectful working relationships with Māori learners, parents and whanau, hapu and the Māori community	• An open door and inclusive policy encouraging whānau to visit any time • Regular whānau hui, personal invitations to whanau to come to school • Respectful relationships are developed and maintained with whānau and hapu, and focus on the learning and well-being of all ākonga. • Positive and affirming interactions with our whānau • All students/staff/place names are pronounced accurately • Mihi and pepeha are developed, shared and celebrated

MORRINSVILLE
Intermediate School

Strategic Plan 2024-2025
Kia U Ki Te Pai : *Whatever You Do, Let It Be Your Best*

VISION — Hei whakamana ngā ākonga i te whai ao   *Empowering Learners to Succeed*

Our plan has been developed in consultation with our community via surveys and conversation.
Key themes emerging from feedback are reflected in our goals, initiatives and impacts.

STRATEGIC GOALS	INITIATIVES: What we are going to do?	IMPACT

Mataiahika:
Connecting and Collaboration

Connecting to place and community, we develop and nurture strong relationships and enable and value collaborative partnerships between all stakeholders/connecting to place and community; we develop and nurture strong relationships, and enable and value collaborative partnerships between all stakeholders

1a Create deliberate opportunities within our curriculum for involvement with our wider community

1b Strengthen whānau involvement in the learning partnership

1c Promote a culture that fosters a strong sense of belonging, identity, wellbeing and engagement; aligned with the five pou of Ka Hikitia

Links to
Board Objectives: # 1, 2
NELP Objectives: 1 (learners at the centre)
Kahui Ako: Whakamanawangatanga (partnerships)
Hauora (health and wellbeing)

IMPACT
Partnerships and relationships with the community (including whānau and local iwi) will be strengthened and sustained to enhance learning outcomes for ākonga

Ākonga feel valued and respected; their identities cultures, interests and strengths are visible in their learning with equitable outcomes for all

MIS has an inclusive environment (free from racism, discrimination and bullying)

Improved rates of regular attendance

Matauranga:
We have a localised curriculum that is relevant, engaging and inclusive, giving effect to Te Tiriti o Waitangi, its principles and articles

2a Implement and embed our learner profile

2b Familiarise, prepare for, and implement the refreshed New Zealand Curriculum: Te Mātaiaho

2c Review and implement effective learning support systems and programmes

Links to
Board Objectives: # 1, 3, 4
NELP Objectives: 2 (barrier free access)
4 (future of learning and work)
Kahui Ako: Ngā Moemoeā (student agency)

IMPACT
Ākonga are equipped with the skills and dispositions that empower them for learning and life; KCs are amplified across our curriculum

A learning environment and school culture that enhances Mauri Ora, wellbeing and equitable outcomes for all is evident; high levels of ākonga engagement result in progress across all learning areas, including acceleration for ākonga at risk of not achieving expectation in English and Mathematics

Our localised curriculum is responsive, inclusive, meets the diverse needs of our tamariki and encompasses the principles of Te Tiriti o Waitangi

Matairea:
Strengthening Capability

We have a highly competent and committed team who affect equitable outcomes for all ākonga

3a Provide effective and responsive professional learning and development for staff, inclusive of support that promotes success for Māori

3b Build on staff proficiency in te reo Māori and tikanga

3c Strengthen schooling improvement practices through building middle leadership capability

Links to
Board Objectives: # 1, 2, 4
NELP Objectives: 3 (quality teaching and leadership)
Kahui Ako: Ko tō te kaiako (teacher efficacy)

IMPACT
Culturally responsive and competent practices that enable success for all ākonga

All staff will strengthen and implement their knowledge and understanding of te reo Māori, tikanga and the principles of Te Tiriti o Waitangi

Middle leadership amplify effective teaching practices that improve learning outcomes for ākonga

	2024 TERM 1-2	2024 TERM 3-4	2025 TERM 1-2	2025 TERM 3-4
	1b Learning Partnerships		**1a** Involvement	
			1c Culture	
2a Learner Profile				
2b NZC/Te Mātaiaho Refresh				
2c Learner Profile				
3a Professional Learning and Development				
		3b Te Reo Māori		
3c Schooling Improvement and capability				

Our Values

Manaakitanga — Doing the best for others
Rangatiratanga
Kaitiakitanga
Whakawhanaungatanga

MISSION — "To provide opportunities for students to learn and grow in ways that acknowledge and value emerging adolescence"

Hei whakamana nga ākonga i te whai ao:
Empowering Learners to Succeed

Mataiahika: Connecting & Collaboration

Connecting to place and community; we develop and nurture strong relationships, and enable and value collaborative partnerships between all stakeholders

Initiative	Current Reality
1a) Create opportunities within our curriculum for involvement with our wider community	• Increased EOTC opportunities aligned with localised curriculum e.g. river walks, however, the costs limit what is available to us and the limits of the school donation scheme • Extra-curricular activities are growing whānau involvement e.g. Kapa Haka, Production, Sport • Community events are being planned specifically to involve a range of whānau e.g. Te Ahi Ora, Op Shop Ball, River Trips, Special Person's Day, Matariki celebrations, production, cultural festival • Increased community involvement in sports and enrichments as experts e.g. bowls, Ki o Rahi • Time or availability by people to volunteer is becoming less available particularly during school hours
1b) Strengthen whānau involvement in the learning partnership	• Regular communication from most teachers with whānau (expectation is every fortnight) sharing learning foci in relation to progressions • Fortnightly newsletters are informative and celebratory • School Facebook page used to communicate with whānau about a range of celebrations, learning activities, information; our social media is managed by a small number of staff who keep it current • Student-Learning Conversations engagement is variable • Communication with home is not always read in digital format (do we need to return to hard copies?) • Parent/Child relationships at intermediate start to change and parents are returning to work unlike at primary
1c) Promote a culture that fosters a strong sense of belonging, identity, wellbeing and engagement; aligned with the five pou of Ka Hikitia	• Vision, motto, values and KCs are explicitly referred to, taught and embedded into daily life at MIS • KCs - regular reflection and goal setting • Restorative approach used to support ākongaissues/concerns • Pastoral reporting is being shared at staff/Board level • Increase in cultural responsiveness across the school is evident • Community Picnic, Orientation Days, digital citizenship programmes, Navigating the Journey, Life Education, mentoring systems, Mahi Tahi, extension groups, St Johns Wellbeing, self-defence lessons for Y. 8 girls, Enrichment • Concept planning, enrichment, assemblies all link to wellbeing and a sense of belonging however a next step is setting up a collaborative purpose and set of expectations of why the enrichment is occuring before we start

Hei whakamana nga ākonga i te whai ao: Empowering Learners to Succeed

1) Mataiahika: Connecting & Collaboration

Connecting to place and community; we develop and nurture strong relationships, and enable and value collaborative partnerships between all stakeholders

Initiative	Input	Key Actions: who and how will we achieve the milestones?	R	A	Budget	Date Completed	2024 Milestones (impact)	Measures
1a) Create opportunities within our curriculum for involvement with our wider community	Staff involvement	- Hold community events, celebrations and consultations regularly (at least once per term in some form e.g. learning showcase, Special Person's Day)	KW	JC	$1500	20/11	- Actively involved whānau - student voice reflected in the concept plan that increases engagement	Two planned EOTC events/activities per year for each team that links to the school wide concept plan Two community-based events planned per year e.g. Family picnic, MI Mates fundraisers, Te Ahi Ora Event, Special Persons Day
	Whānau involvement	- Gather student voice to inform the concept big ideas and key foci for each inquiry	KW	JC		Week 7 (T.1-3)		
		- Seek voice from our community about how we can contribute as a school to our wider community and create a community service group (eg marae service, river bank clean up group)	KW	JC		28/03		
	Budget allocation	- Seek and utilise whānau capabilities in school programmes	KW	JC		29/11		
1b) Strengthen whānau involvement in the learning partnership	External and internal PLD	- Live-stream celebratory assemblies	KV	KW	$500	16/12	- success is celebrated both in and beyond school - SLCs are valued and well attended - whānau are aware of current learning foci, and are supporting learning from home - parents are upskilled to effectively support tamariki	Improve the percentage of SLC engagement to at least 80% (with positive feedback provided regarding the value of the SLCs)
		- Invite whānau to all assemblies (open door policy)	JC	JC		16/12		
		- Investigate, through consultation, alternatives and enhancements to SLCs	KW	JC		8/03		
	Time allocated	- Fortnightly, learning-based communication to whānau by all teachers (in Reading/Writing and Maths)	SLT	JC		9/12		
		- Conduct 'sandpit' skill sessions for parents e.g. Maths, DT, Literacy, Linewize	SLT	KW		27/09		
1c) Promote a culture that fosters a strong sense of belonging, wellbeing and engagement; aligned with the five pou of Ka Hikitia		- Engage with Constable Tash Snowden to deliver 'Keeping Ourselves Safe' and cyberbullying	KW	JC		5/07	- Student wellbeing is prioritised and responsive - students 'Know' their local narratives and/or pūrakau - paper/card recycling is occurring regularly - daily rates of attendance have improved	At least 70% of our ākonga are attending school regularly Annual 90%+ daily attendance rate
		- Implement a student well-being and engagement survey (beginning of Term 2)	SA	JC		31/05		
		- Include x 2 localised stories in our concept plan, to be deliberately researched/retold (in a variety of formats)	BF	KW		27/09		
		- Continue to work with a student-led culture/diversity group to drive improving awareness and empathy for diverse cultures	KW	JC		29/11		
		- Establish recycling	?	JC		5/07		
		- Report to staff and Board on Pastoral data x 2 per year (mid/end of year)	KW	JC		30/10		
		- Monitor, improve and celebrate student attendance and engagement; identify students at risk	SLT	JC		17/12		
		- Investigate the Tino Rangatiratanga resources (available soon) to promote wellbeing (Resource cards: nga mahi o te oranga)	RTLB	JC		13/09		
		- Register for Education Perfect for interested students, in te reo Māori, and hold weekly support classes	CG	KW	$1000	1/03		

Hei whakamana nga ākonga i te whai ao: Empowering Learners to Succeed

2) Matauranga: Curriculum

We have a localised curriculum that is relevant, engaging and inclusive, giving effect to Te Tiriti o Waitangi, its principles and articles

Initiative	Current Reality
2a) Implement and embed our learner profile	• Consultation completed • Acronym developed; needs to be introduced and embedded as part of our school culture in 2024 • Visited other schools to see what effective practices they have implemented
2b) Familiarise, prepare for, and implement the refreshed *New Zealand Curriculum*	• PLD for senior management on various aspects of NZC refresh • TOD session with MOE providing an overview of the Refresh • Introduced and using the 'Understand, Know, Do' approach • Maths PLD for our WSL • Some teacher overwhelm and resistance to change • Deliberately not being early adopters in making major changes at this point due to further potential changes to the refreshed curriculum (awaiting further direction from Gvt in terms of CPM and English/Maths progressions) • Broad range of understanding across our staff in relation to the refresh
2c) Review and implement effective learning support systems and programmes	• SENCo release 0.4 • Parent/whānau consultations e.g. Health and Wellbeing • Student health and wellbeing consultation pending (Y. 8s) • Literacy Centre is at capacity • Number Ninjas programme proved beneficial (MoE funded) • Six Learning Assistants currently employed (largely Board funded); a definite need for more support in all classes • Learning Assistant PLD is being accessed both internally and externally • The Code - regular lessons are happening in all classes with further PLD required to strengthen and consolidate on progress • Mahi Tahi needs to be re-established • School-wide register of students established • RTLB access and support available for priority students

Hei whakamana nga ākonga i te whai ao: Empowering Learners to Succeed

2) Matauranga: Curriculum

We have a localised curriculum that is relevant, engaging and inclusive, giving effect to Te Tiriti o Waitangi and its principles and articles

Initiative	Input	Key Actions: who and how will we achieve the milestones?	R	A	Budget	Date Completed	2024 Milestones (Impact)	Measures
2a) Implement and embed our learner profile	Time; staff meetings and teacher release Funding External and internal PLD; application of CFPLD hours	- Consult with key stakeholders in relation to the criteria and design of our MIS graphics (eg learner profile) - Develop team-based graphics - Engage with a commercial graphic designer to design new culturally responsive graphics as part of our visible learning environment e.g. learner profile graphics	JC STL JC	JC JC BoT	$10,000	5/04 10/05 5/07	Graphics designed in consultation with key stakeholders that reflect our school's culture	Learner profile graphics will be visible across the school
2b) Familiarise, prepare for, and implement the refreshed New Zealand Curriculum	RTLB support	- Familiarisation of Te Mataiaho (NZC Refresh) learning progressions in Reading/Writing/Maths - Build on understanding and proficiency in using The Code (Structured Literacy) - Chat GPT used to support development of resources, models and learning tasks - Prioritise the core learning areas of English and Mathematics with explicit, daily instruction (including effective use of learning progressions) - Team Piako to trial the use of 'Writer's Toolbox'	KW KW UTB KW KV	JC JC KW JC KW	$6500	3/12 27/09 27/08 1/03 11/12	Teachers proficiency in teaching The Code is strengthened. Reading, Writing and Mathematics are explicitly taught daily for one hour each (as evident in class timetables) Teachers familiar with, and ready to use learning progressions in Reading/Writing and Maths in 2025	Improved learning outcomes and achievement: grow the % of students achieving at/above expectation in Reading, Writing and Mathematics
2c) Review and implement effective learning support systems and programmes		- Unpack and review our Learning Support Policy - Review current learning support programmes and investigate their effectiveness - Provide targeted PLD on Fridays for our LAs to effectively implement explicit programmes/interventions in literacy and mathematics	SA SA SA	JC JC JC		5/04 31/05 6/12	Learning Support Policy will be reflected in practice Learning Assistants will be upskilled to implement explicit interventions	Learning Assistants are confidently and effectively implementing explicit and targeted learning programmes consistently across the school

Hei whakamana ngā ākonga i te whai ao:
Empowering Learners to Succeed

3) Matairea: Strengthening Capability
We have a highly competent and committed team who affect equitable outcomes

Initiative	Current Reality
3a) Provide effective and responsive professional learning and development inclusive of support that promotes success for Māori	• UTB bespoke model to enable personal progress • TAI; monitor target learners including our Māori and male ākonga • PLGs – sharing practices • PGC process and implementation is working well • Team Meetings consistently have a learning/PLD focus (for improved outcomes) • Some teachers may be overwhelmed with the frequency of PLD • COL initiative linked to cultural responsiveness • Niho Taniwha course attended by senior management • Local stories explored and cross referencing details to ensure accurate sustainability; the production was a huge success (time and resourcing provided to enable this) • A deliberate focus and effort made to build positive relationships with the students and whānau • Some gaps in knowledge of staff in relation to how Māori ākonga learn best • PLD needed in growing understanding to Te Tiriti o Waitangi and its implementation in school
3b) Build on staffs' proficiency in te reo Māori and tikanga	• te reo Māori: some staff participating in external PLD eg Te Ahu o te reo Māori, Education Perfect • New kupu, phrases and waiata staff resource developed for weekly use, and included in Heads Up • Deliberate use of te reo Māori made by some staff in oral and written communication platforms e.g. at assembly, in classrooms, newsletters • Increased awareness and effort made by most staff to strengthen proficiency • Varying levels of personal inquiry • Staff are willing to improve but some have a perception of being overwhelmed by other foci and limited resource
3c) Strengthen schooling improvement practices through building middle leadership capability	• MIS coaching framework implemented consistently by SLT to guide classroom visits and coaching conversations; confidence that this approach is strengthening practices • PGC aligned with TAI and school-wide foci • Working with external facilitator (TL) has led to progress in strengthening our coaching capabilities • A growth mindset is evident school-wide that PGC processes are making a positive difference • Some staff not exhibiting a sustained change in practice • A next step includes increasing the effectiveness of schooling improvement practices to positively mpact improved student achievement outcomes

Hei whakamana nga ākonga i te whai ao:
Empowering Learners to Succeed

3) Matairea: Strengthening Capability

We have a highly competent and committed team who affect equitable outcomes

Initiative	Input	Key Actions: who and how will we achieve the milestones?	R	A	Budget	Date Completing	2024 Milestones (Impact)	Measures
3a) Provide effective and responsive professional learning and development inclusive of support that promote success for Māori	Time: staff meetings explicitly devoted to address needs

External and Internal PLD Budget (to support the provision of devices and PLD release | - Implement the Niho Taniwha model of inquiry and transformation (using ākonga voice with rigour to support growing teacher practice) | KW | JC | $10,000.00 | 25/10 | - student voice is captured to provide relevant and useful feedback in response to their learning and teaching; | Staff's capability strengthened with increased confidence to meet the needs of diverse ākonga (determined through gathering baseline and end of year data) |
| | | - Unpack the principles of Ka Hikitia with staff and determine how we can activate the five pou within our school (staff meetings) | KW | JC | | 7/05 | - increased understanding of Ka Hikitia by staff | |
| | | - Provide targeted PLD:
  UTB
  Neurodiverse knowledge and competency
  Writing (Writer's Toolbox) | KW | JC | | 3/12 | - responsive PLD
- RTLB have worked in the school to share Inclusive Design Module | |
| | | - Review and enhance our MIS curriculum statement that defines our understanding of the 'Māori way' | SLT | JC | | 15/08 | | |
| | | - Investigate and start implementing the Inclusive Design Module in collaboration with RTLB (including strengthening understanding of neurodiversity) | RTLB SA + KW | JC | | 5/11 | | |
| 3b) Build on staffs' proficiency in te reo Māori and tikanga | External facilitator hours (RFPLD 40 hours)

Strategic timetabling for formal coaching and mentoring

Release time for TL as required | - familiarise with, and prioritise strategies to raise the mana of te reo Māori using the Tupu Ora resource | ? | JC | | 3/12 | - Bespoke and deliberate engagement by all staff to grow and use te reo Māori innately | All staff growing confidence and competence in using te reo Māori in everyday contexts (determined through gathering baseline and end of year data) |
		- develop a kete of resources to support staff's understanding (e.g. The Marae: kawa and tikanga, Te kete o te Tara app for Matamata Piako and Hauraki region)	KW KB?	JC JC		15/11 15/11		
		- all teaching staff (and interested support staff) to engage with Education Perfect to build te reo Māori competency	JC	JC	$2000	3/12		
		- prioritise 15 minutes per staff meeting/team meetings focusing on te reo Māori practices using Education Perfect (Level 1/Level 2)	KW	JC		3/12		
3c) Strengthen schooling improvement practices through building middle leadership capability		- Provide targeted funding (RFPLD) to engage with Dr Jacqui Patuawa in 'Leading by Learning' PLD for middle leaders (LBL) ; school improvement in Writing through collaborative problem solving (CPS)	JC	JC	$15,000.00	5/07	- more success in achieving improvement goals
- trusting relationships formed with coaches (TL), more productive debate and reciprocal learning
- increased motivation by teachers to improve outcomes for tamariki	SLT are confidently supporting their team to grow their capability, through CPS) to improve evidence-based student learning outcomes in Writing (baseline and EoY data will be gathered to determine this)
		- Target Writing in TAI
- Moderate writing each term as part of PLD	KW KW	JC JC		8/11 25/10		

Student Achievement Target and Development Plan 2024: improving student attendance rates and engagement

Strategic Aim: to improve students' regular attendance rates (i.e. students attending 90%+)

Strategic Goals:	Impact (Expected Outcomes):
1. Mātaiahika: Connecting and Collaborating *Connecting to place and community; we develop and nurture strong relationships, and enable and value collaborative partnerships between all stakeholders* 1a) Create deliberate opportunities within our curriculum for involvement with our wider community 1b) Strengthen whānau involvement in the learning partnership 1c) Promote a culture that fosters a strong sense of belonging, identity, wellbeing and engagement; aligned with the five pou of Ka Hikitia	**1. Mātaiahika: Connecting and Collaborating** - Partnerships and relationships with the community (including whānau and local iwi) will be strengthened and sustained to enhance learning outcomes for ākonga - Ākonga feel valued and respected; their identities, cultures, interests and strengths are visible in their learning with equitable outcomes for all - M.I.S. has an inclusive environment (free from racism, discrimination and bullying) - Improved rates of regular attendance
2. Matauranga: Curriculum *We have a localised curriculum that is relevant, engaging and inclusive, giving effect to Te Tiriti o Waitangi, its principles and articles* 2a) Implement and embed our learner profile 2b) Familiarise, prepare for, and implement the refreshed *New Zealand Curriculum: Te Mātaiaho* 2c) Review and implement effective learning support systems and programmes	**2. Matauranga: Curriculum** - Ākonga are equipped with the skills and dispositions that empower them for learning and life; KCs are amplified across our curriculum - A learning environment and school culture that enhances Mauri Ora, wellbeing and equitable outcomes for all, is evident; high levels of ākonga engagement result in progress across all learning areas, including acceleration for ākonga at risk of not achieving expectation in English and Mathematics - Our localised curriculum is responsive, inclusive, meets the diverse needs of our tamariki and encompasses the principles of Te Tiriti o Waitangi
3. Matairea: Strengthening Capability *We have a highly competent and committed team who affect equitable outcomes for all ākonga* 3a) Provide effective and responsive professional learning and development for staff, inclusive of support that promotes success for Māori	**3. Matairea: Strengthening Capability** - Culturally responsive and competent practices that enable success for all ākonga - All staff will strengthen and implement their knowledge and understanding of te reo Māori, tikanga and the principles of Te Tiriti o Waitangi - Middle leadership amplify effective teaching practices that improve learning outcomes

3b) Build on staff proficiency in te reo Māori and tikanga

3c) Strengthen schooling improvement practices through building middle leadership capability

for ākonga

Background:

As a school we monitor student attendance with vigilance as we strongly believe there is a direct correlation between student engagement and achievement. Historically we have always aimed for a daily attendance rate of more than 90%. Over the past six years there has been a decline in daily attendance rates with a significant drop evident in 2022. However, we had a significant improvement in 2023 and wish to continue to build on this momentum.

Year	Daily Attendance Rates
2017	93.2%
2018	92.8%
2019	91.4%
2020	91.25%
2021	91.6%
2022	85.1%
2023	89.5%

Commentary: it is important to note that in 2020-2021 we experienced lockdowns of varying lengths; during lockdown the students were effectively marked as 'present' (coded ?) when there was evidence of engagement in online learning. 17 students were also impacted by the lockdown in the Hamilton area as they resided within the lockdown boundary and were not permitted to attend school in Morrinsville.

In 2022, while there were no lockdowns, we started the year in 'Red Light' settings, and another wave of covid was prominent forcing many students into isolation, along with rampant flu-like illnesses that impacted hugely on daily attendance in Terms 2-3.
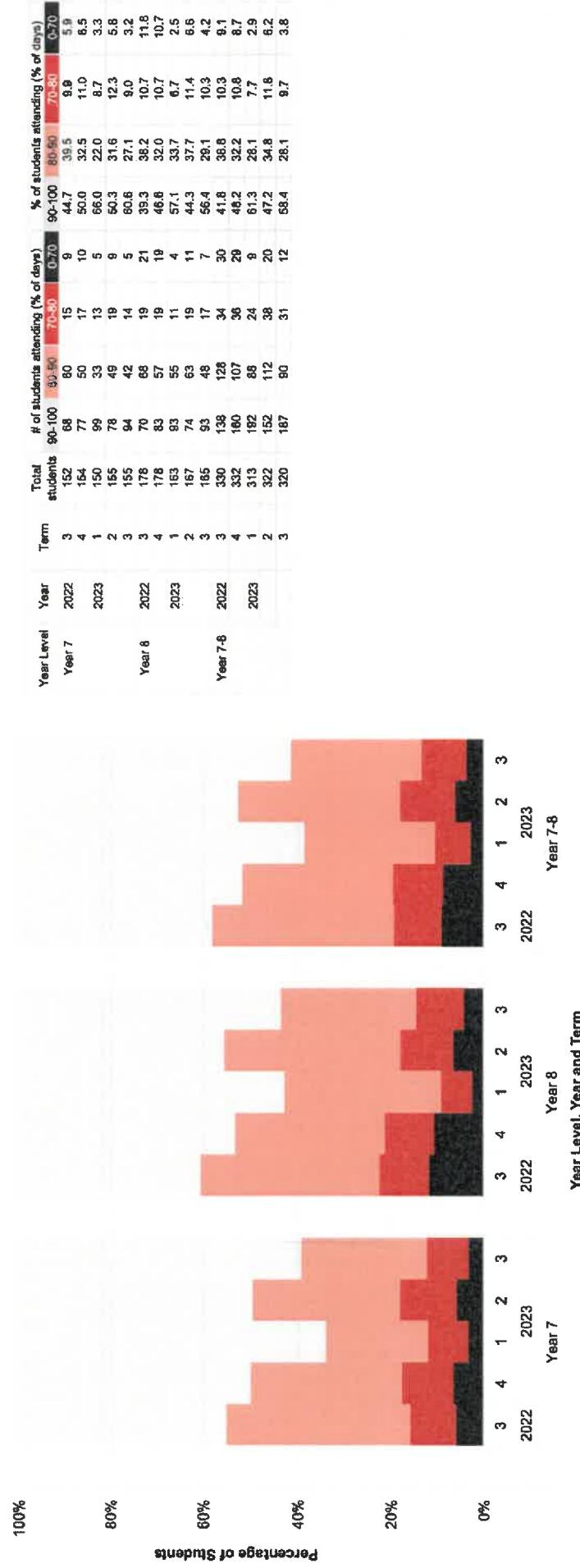
As a school we collaborate with our local College, primary school and Starfish (Attendance Services; who meet with us every fortnight to monitor chronic non-attendance i.e. those students who attend ≤ 70% of the time). We believe that working together with families collectively is more likely to achieve success than acting independently.

Moving forward, after targeting attendance and engagement in 2023, we will continue to strengthen our practices and processes to enable regular attendance for all ākonga. As an intermediate who enrol only Y. 7s and Y. 8s we need to enquire into the attendance rates of our 2023 Y. 7 cohort who are enrolled with us again in 2024. These students will be our target group initially and will form the basis of our internal evaluation. Regular attendance is defined as those students who attend school 90%+.

2023 Baseline Data (Term 3)
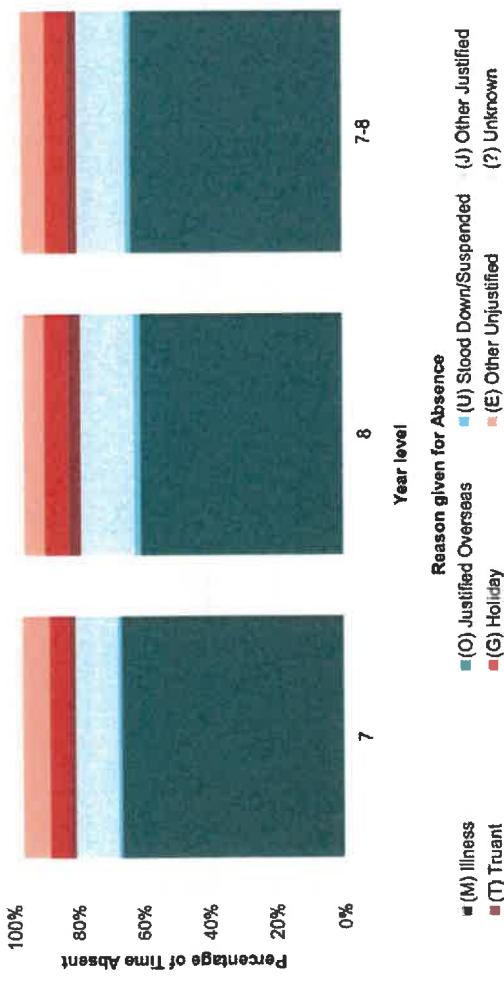
Student attendance rates, by Year level

NB. If the total number of students is small, we suggest you use this data with caution.

Year Level	Year	Term	Total students	# of students attending (% of days)				% of students attending (% of days)			
				90-100	80-90	70-80	0-70	90-100	80-90	70-80	0-70
Year 7	2022	3	152	68	80	15	9	44.7	39.5	9.9	5.9
		4	154	77	50	17	10	50.0	32.5	11.0	6.5
	2023	1	150	99	33	13	5	66.0	22.0	8.7	3.3
		2	155	78	49	19	9	50.3	31.6	12.3	5.8
		3	155	94	42	14	5	60.6	27.1	9.0	3.2
Year 8	2022	3	178	70	88	19	21	39.3	38.2	10.7	11.8
		4	178	83	57	19	19	46.6	32.0	10.7	10.7
	2023	1	163	83	55	11	4	57.1	33.7	6.7	2.5
		2	167	74	63	19	11	44.3	37.7	11.4	6.6
		3	185	93	48	17	7	56.4	29.1	10.3	4.2
Year 7-8	2022	3	330	138	128	34	30	41.8	38.8	10.3	9.1
		4	332	160	107	36	29	48.2	32.2	10.8	8.7
	2023	1	313	192	88	24	9	61.3	28.1	7.7	2.9
		2	322	152	112	38	20	47.2	34.8	11.8	6.2
		3	320	187	90	31	12	58.4	28.1	9.7	3.8

Rate of attendance (% of days attended)
- 0-70%
- 70-80%
- 80-90%
- 90-100%

In term 3 of 2023, Year 7 had the highest percentage of students attending regularly, with 60.6% of students attending this often. Year 8 had the lowest percentage of students attending regularly, with 56.4% of students attending this often.

Reasons given for non-attendance, by Year Level (Term 3, 2023)

Percent of Absence by Reason

Year Level	Justified absences					Unjustified absences				
	(M) Illness	(O) Justified Overseas	(U) Stood Down Susp	(J) Other Justified	All	(T) Truant	(G) Holiday	(E) Other Unjustd	(?) Unknown	All
7	66.8	0.0	1.1	13.1	80.8	1.8	6.1	8.6	2.6	19.2
8	60.7	0.0	1.9	16.3	78.9	3.9	7.3	6.7	3.3	21.1
7-8	63.4	0.0	1.5	14.9	79.8	2.9	6.7	7.6	3.0	20.2

Reason given for Absence

- (M) Illness
- (T) Truant
- (O) Justified Overseas
- (G) Holiday
- (U) Stood Down/Suspended
- (E) Other Unjustified
- (J) Other Justified
- (?) Unknown

See the Attendance Code resources for an explanation of these codes.

Year 7 students had the highest proportion of justified absences, with 80.8% of their absences being for justified reasons. The most common justified reason for absence among these students was (M) Illness, accounting for 66.8% of their absences. The most common unjustified reason for absence among these students was (G) Holiday, accounting for 7.3% of their absences.
Year 8 students had the highest proportion of unjustified absences, with 21.1% of their absences being for unjustified reasons. The most common unjustified reason for absence among these students was (G) Holiday, accounting for 7.3% of their absences.

Cohort Analysis of 2023 Y. 7s

Y. 7 Attendance Rate 2023	All Y. 7 Girls	All Y. 7 Boys	Total Y. 7 Students	Ethnicity			
				Non-Māori Girls	Non-Māori Boys	Māori Girls	Māori Boys
Regular (≥ 90%)	53/83 = 64%	47/77 = 61%	100/160 = 63%	41/59 = 69%	35/60 = 58%	12/24 = 50%	12/17 = 71%
Irregular (80-89%)	21/83 = 25%	22/77 = 29%	43/160 = 27%	13/59 = 22%	19/60 = 32%	8/24 = 33%	3/17 = 18%
Moderate (70%-79%)	8/83 = 10%	5/77 = 6%	13/160 = 8%	5/59 = 8%	3/60 = 1%	3/24 = 13%	2/17 = 12%
Chronic (<70%)	1/83 = 1%	3/77 = 4%	4/160 = 3%	0/59 = 0%	3/60 = 1%	1/24 = 4%	0/17 = 0%

NB: Y. 7 Māori boys' attendance in 2023 was significantly better than Māori girls (by 21%), and also their non-Māori counterparts (exception being moderate absences)

2024 Attendance and Engagement Targets (based on 2023 Year 7 students attendance):

1. Improve our daily attendance rate as a whole school from 89.5% to ≥91%
2. Reduce unjustified attendances across the school
3. The group of four Y. 8 students (one girl + three boys) who had chronic attendance (i.e. less than 70%) in 2023 will make progress and attend school ≥ 75% of the time
4. The group of 13 Y. 8 students (eight girls and five boys) who had moderate absences (i.e. 70% - 79%) in 2023 will make progress and attend school ≥ 90% of the time
5. The group of 43 Y. 8 students (21 girls and 22 boys) who had irregular attendance (i.e. 80% - 89%) in 2023 will make progress and attend school ≥ 90% of the time

Action Plan:

Action	Expected Outcome	Responsibility	Time frame	Resourcing
Conduct an internal evaluation of attendance rates of Y. 7s in 2023 and determine causal factors	- we will know exactly which students have concerning attendance - we will be able to identify cohorts/trends	Jenny Clark	Term 1	Nil

Morrinsville Intermediate School Charter: Annual Plan 2024

Action	Expected outcome	Who	When	Cost
	- we will be able to work collaboratively to create targeted attendance improvement actions			
Review our attendance policy and communicate this to the school community	- clarity about expectations, processes and procedures - reduce unjustified attendances	Board	Term 1	Nil
Collaborate with RTLB using inclusive practice modules	- liaison meeting to delve into barriers/trends - identify and implement strategies to overcome barriers to attendance/engagement	RTLB (Deidre) Sally (SENCO) Kylie/Jade Jenny	Feb and ongoing	Nil
Know your learners: focus on developing positive relationships where students feel valued, safe, caring and inclusive	- students will have a sense of belonging and will look forward to attending school	Teachers	Ongoing	Nil
Teachers to conduct a brief phone call to all families over the first three weeks of the term; share an affirmation	- all parents/whānau will have had contact from their child's classroom teacher - positive affirmation communicated will strengthen relationships and the child's sense of belonging/wellbeing	Teachers	Weeks 1 – 3	Nil
Fortnightly communication home regarding home learning and other supports needed	- parents will be well informed of current learning foci and can support their child and/or seek help from the teacher	Teachers	Fortnightly	Nil
Promote awareness of the impact of absences on learning	- Students and whānau will develop a better understanding of the importance of attending school regularly, for continuity and learning progress - less condoned absences by parents	Jenny (formal promotion) Teachers (as part of learning culture)	Ongoing	Nil
Communicate attendance regularly to the community using varied platforms i.e. newsletter, email, Class Dojo, Facebook	- transparency and increased understanding - stronger inclination to avoid unnecessary absences	Jenny (newsletters and Board reports) Teachers (online classroom platform)	Twice per term	Nil
Collaborate with families to identify issues and create an attendance improvement support plan (e.g. determine any financial hardship)	- issues identified with responsive action taken through individual support plans (ISP) - parents/whānau feel well supported and can approach the school for help - support mechanisms communicated	Jenny Classroom teachers	Ongoing in response to the action plan (Individual Support Plan)	$2000 (benevolent fund and Strat Plan Goal # 1)

Action	Outcomes	Responsible	Timeframe	Budget
Daily attendance monitored with rigour by classroom teachers; individual students of concern and implement interventions will documented in Team Meeting minutes	- teachers know the absence patterns - regular contact with home (firstly by classroom teachers at the early stage, and then by DP/Principal when repeated unjustified absences occur)	Classroom teachers Secretary Jade Jenny	Weekly	Nil
Celebrate improved, and outstanding, attendance at assembly, with individuals, and whānau	- students will feel proud of their efforts - all students will have key messages reinforced - celebratory morning tea once per term	Jenny	once per term	$200
Align the Key Competencies with regular attendance i.e. Managing-Self; responsibility Participating and Contributing; internal commitment NB: link these to future career/job dispositions	- Classroom treaty will reflect importance of regular attendance - KCs unpacked with deliberate reference to Managing-Self (responsibility) and P & C (internal commitment) - internal commitment will emphasise effort needed to especially when faced with challenges/difficulties/dislikes - resilience featured as part of establishing culture for learning - students will understand the importance of regular attendance (establishing habits for future careers/jobs) - Explicit reference given to regular attendance, with data, at assemblies	Classroom teachers (culture for learning underpinning Treaty) Jenny and Kylie/Jade (assemblies, daily notices)	Ongoing	Nil
Student goal setting based on need aligned with KCs	- students will be able to set a SMART goal based on achieving regular attendance, with constant monitoring	Classroom Teachers	Ongoing (goal setting each term)	Nil
Strengthen follow-up procedures with parents about unexplained absences	- Julie will continue to phone/text unexplained absences daily - notices sent home with students who have unexplained absences with the expectation parents respond in writing	Julie Classroom teachers	Ongoing	Nil
Meet with individual ākonga about their absences and explore the reasons; create a plan to resolve this	- students will articulate reasons for repeated absences and work help develop an ISP to improve attendance rates	Jenny Jade	Ongoing	Nil

Schedule fun events on days with historic low attendance i.e. Friday/Monday eg enrichment	- reduced absences on Fridays and Mondays - students not wanting to miss out on fun events/learning	SLT	Ongoing	Nil
Plan learning that is engaging based on students interests e.g. localised curriculum, enrichment, clubs	- students will want to attend school regularly - improved internal commitment - strong sense of wellbeing and positive attitude	Classroom teachers	Ongoing	As per class budgets and School Activities budget
Collaborate with Starfish and support agencies who can tackle barriers to attendance	- Fortnightly meetings with Starfish (Justine and Reweti) - ROCK On meeting week 5 each term to collaborate with schools - regular monitoring of students who have moderate/chronic attendance - ROCK On letters/referrals actioned as per process i.e. conversation with student, phone home, letter of concern, official referral - wrap around support for families	Jenny	Fortnightly	Nil

Student Achievement Target and Development Plan for raising student achievement in WRITING in 2024

Strategic Aim: To improve student achievement in WRITING

Strategic Goals:

1. Mātaiahika: Connecting and Collaborating
Connecting to place and community; we develop and nurture strong relationships, and enable and value collaborative partnerships between all stakeholders

1a) Create deliberate opportunities within our curriculum for involvement with our wider community

1b) Strengthen whānau involvement in the learning partnership

1c) Promote a culture that fosters a strong sense of belonging, identity, wellbeing and engagement; aligned with the five pou of Ka Hikitia

2. Matauranga: Curriculum
We have a localised curriculum that is relevant, engaging and inclusive, giving effect to Te Tiriti o Waitangi, its principles and articles

2a) Implement and embed our learner profile

2b) Familiarise, prepare for, and implement the refreshed *New Zealand Curriculum: Te Mātaiaho*

2c) Review and implement effective learning support systems and programmes

3. Matairea: Strengthening Capability

We have a highly competent and committed team who affect equitable outcomes for all ākonga

3a) Provide effective and responsive professional learning and development for staff, inclusive of support that promotes success for Māori

Impact (Expected Outcomes):

1. Mātaiahika: Connecting and Collaborating
- Partnerships and relationships with the community (including whānau and local iwi) will be strengthened and sustained to enhance learning outcomes for ākonga

- Ākonga feel valued and respected; their identities, cultures, interests and strengths are visible in their learning with equitable outcomes for all

- M.I.S. has an inclusive environment (free from racism, discrimination and bullying)

- Improved rates of regular attendance

2. Matauranga: Curriculum
- Ākonga are equipped with the skills and dispositions that empower them for learning and life; KCs are amplified across our curriculum

- A learning environment and school culture that enhances Mauri Ora, wellbeing and equitable outcomes for all, is evident; high levels of ākonga engagement result in progress across all learning areas, including acceleration for ākonga at risk of not achieving expectation in English and Mathematics

- Our localised curriculum is responsive, inclusive, meets the diverse needs of our tamariki and encompasses the principles of Te Tiriti o Waitangi

3. Matairea: Strengthening Capability
- Culturally responsive and competent practices that enable success for all ākonga

- All staff will strengthen and implement their knowledge and understanding of te reo Māori, tikanga and the principles of Te Tiriti o Waitangi

- Middle leadership amplify effective teaching practices that improve learning outcomes for ākonga

3b) Build on staff proficiency in te reo Māori and tikanga

3c) Strengthen schooling improvement practices through building middle leadership capability

Annual Objectives and Aims:
- To increase the number of students achieving at/above the New Zealand Curriculum Levels in Writing

(Early Level Four: Year 7, Level Four: Year 8)

WRITING: Background and Baseline Data - 2023 End of Year exit data

Entry expectation:
 working within the following bands -

Y. 7 = Early L.3ii - L.3ii (3P/3A e-asTTle equivalent)
Y. 8 = L.3ii - Early L.4ii (3A/4B e-asTTle equivalent)

End-of-Year expectation:
 working within the following bands -

Y. 7 = L.3ii - Early L.4ii (3A/4B e-asTTle equivalent)
Y. 8's = Early L.4ii - L.4ii (4B/4P e-asTTle equivalent)

Learning Area	Whole School BoY	Whole School EoY	Year 7 Girls		Year 7 Boys		Year 8 Girls		Year 8 Boys		Year 7 Maori		Year 8 Maori	
	Y.7 EL3ii - L3ii Y.8 L3ii - EL4ii	Y.7 (L.3ii - EL4ii) Y.8 (EL4ii - L4ii)	Entry (EL.3ii - L3ii)	EoY (L3ii - EL4ii)	Entry (EL.3ii - L3ii)	EoY (L3ii - EL4ii)	Entry (L3ii - EL4ii)	EoY (EL4ii - L4ii)	Entry (L3ii - EL4ii)	EoY (EL4ii - L4ii)	Entry (EL.3ii - L3ii)	EoY (L3ii - EL4ii)	Entry (L3ii - EL4ii)	EoY (EL4ii - L4ii)
Writing	64%	62%	64%	72%	57%	51%	71%	70%	63%	55%	F: 69% M: 46%	F: 63% M: 38%	F: 57% M: 48%	F: 50% M: 48%

Accelerated Writing Data - 2023 Term 1 To 2023 Term 4 - 100% Bar Chart

Legend: Accelerated, Expected, Insufficient, Regressed

Summary (with a focus on Y. 7 cohort to inform targets as Y. 8s in 2024)

1. The end of year OTJ WRITING data indicates 99.9% all students made progress in Writing (x1 student did not)
2. Y. 7 girls achievement in Writing at expectation from entry to exit increased by 8% (64% - 72%%)
3. Y. 7 boys achievement in Writing at expectation regressed by 6% (57% - 51%) from entry to exit
4. Y. 7 Māori girls achievement in Writing at expectation regressed by 6% (69% - 63%) from entry to exit
5. Y. 7 Māori boys achievement in Writing at expectation regressed by 8% (46% - 38%) from entry to exit

NB: we are therefore concerned about the progress of our boys (and specifically Māori boys) in Writing, and their lack of expected progress; we want to lift the rate of achievement in Writing in 2024 across all cohorts. At the end of 2023 49% of our boys were not meeting NZC expectations as Y. 7s (i.e within the band of Early L. 4)

Key: <mark>cells highlighted in green indicate Y. 7s</mark> and <mark>cells highlighted in yellow indicate Y. 8s</mark>

Writing End of Year 2023 - Whole School

Description	At 1 (ii)	Early 2 (i)	Early 2 (ii)	At 2 (i)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	Early 4 (ii)	At 4 (i)	At 4 (ii)	Early 5 (i)	Early 5 (ii)	At 5 (i)	Total	% At/Above
Year 7	0.7	1.3	0.7	0.7	2.6	3.9	7.8	20.3	29.4	16.3	9.8	3.3	3.3	0	0	0	100	95/153 = 62%
Year 8	0	0	0	0.6	0.6	0.6	1.3	7.7	10.3	16.7	21.8	16	19.2	3.8	0.6	0.6	100	97/156 = 62%
Total	0.3	0.6	0.3	0.6	1.6	2.3	4.5	13.9	19.7	16.5	15.9	9.7	11.3	1.9	0.3	0.3	100	192/309 = 62%

1. 62% (192/309) of all students are achieving at/above expectation in Writing at end of year
2. 62% (95/153) Y. 7s are currently achieving at/beyond expectation in Writing at end of year
3. 62% (97/156) Y. 8s are currently achieving at/beyond expectation in Writing at end of year
4. 20% of all Y. 7s are achieving just below expectation, at L.3i, in Writing at end of year, they need a deliberate boost
5. 17% of all Y. 8s are achieving just below expectation, at EL.4ii, in Writing at end of year, they need a deliberate boost

Writing End of Year 2023 - Whole School

Description	At 1 (ii)	Early 2 (i)	Early 2 (ii)	At 2 (i)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	Early 4 (ii)	At 4 (i)	At 4 (ii)	Early 5 (i)	Early 5 (ii)	At 5 (i)	Total	% At/Above
Year 7 Female	0	0	1.2	0	0	3.7	6.2	17.3	30.9	19.8	11.1	4.9	4.9	0	0	0	100	58/81 = 72%
Year 7 Male	1.4	2.8	0	1.4	5.6	4.2	9.7	23.6	27.8	12.5	8.3	1.4	1.4	0	0	0	100	37/72 = 51%
Year 8 Female	0	0	0	0	0	1.3	1.3	2.6	7.9	17.1	18.4	18.4	23.7	6.6	1.3	1.3	100	53/76 = 70%
Year 8 Male	0	0	0	1.3	1.3	0	1.3	12.5	12.5	16.3	25	13.8	15	1.3	0	0	100	44/80 = 55%

1. 72% (58/81) Y. 7 girls are currently achieving at/beyond expectation in Writing at end of year
2. 51% (37/72) Y. 7 boys are currently achieving at/beyond expectation in Writing at end of year
3. 70% (53/76) Y. 8 girls are currently achieving at/beyond expectation in Writing at end of year
4. 55% (44/80) Y. 8 boys are currently achieving at/beyond expectation in Writing at end of year

Māori Students: Writing End of Year 2023

Description	Early 2 (i)	Early 2 (ii)	At 2 (i)	At 2 (ii)	Early 3 (i)	Early 3 (ii)	At 3 (i)	At 3 (ii)	Early 4 (i)	Early 4 (ii)	At 4 (i)	At 4 (ii)	Early 5 (i)	Early 5 (ii)	At 5 (i)	Total	% At/Above
Year 7 Female Māori	0	5.3	0	0	0	5.3	26.3	31.6	21.1	0	5.3	5.3	0	0	0	100	12/19 = 63%
Year 7 Male Māori	7.7	0	0	7.7	7.7	7.7	30.8	15.4	15.4	7.7	0	0	0	0	0	100	5/13 = 38%
Year 8 Female Māori	0	0	0	0	0	4.5	4.5	18.2	22.7	9.1	4.5	27.3	4.5	4.5	4.5	100	11/22 = 50%
Year 8 Male Māori	0	0	0	4.3	0	0	30.4	8.7	8.7	13	17.4	17.4	0	0	0	100	11/23 = 48%
Total	1.3	1.3	1.3	2.6	1.3	3.9	22.1	18.2	16.9	7.8	7.8	14.3	1.3	1.3	1.3	100	39/77 = 51%

1. 51% (39/77) of all Māori students are achieving at/beyond expectation in Writing at end of year
2. 63% (12/19) Y. 7 Maori girls are currently achieving at/beyond expectation in Writing at end of year
3. 38% (5/13) Y. 7 Maori boys are currently achieving at/beyond expectation in Writing at end of year
4. 50% (11/22) Y. 8 Maori girls are currently achieving at/beyond expectation in Writing at end of year
5. 48% (11/23) Y. 8 Maori boys are currently achieving at/beyond expectation in Writing at end of year
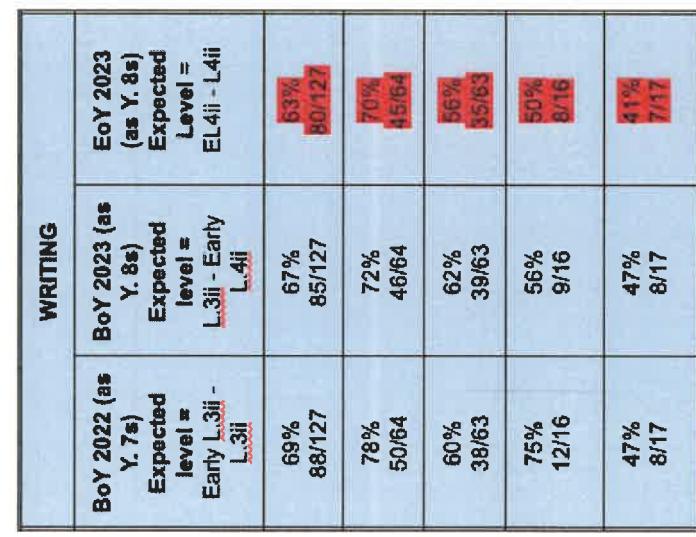
2022 - 2023 Y. 8

WRITING Clean Data

Analysis:

The chart to the right indicates the progress over two years of:

	WRITING		
	BoY 2022 (as Y. 7s) Expected level = Early L.3ii - L.3ii	BoY 2023 (as Y. 8s) Expected level = L.3ii - Early L.4ii	EoY 2023 (as Y. 8s) Expected Level = EL4ii - L4ii
All Y. 8s	69% 88/127	67% 85/127	63% 80/127
Y. 8 Girls	78% 50/64	72% 46/64	70% 45/64
Y. 8 Boys	60% 38/63	62% 39/63	56% 35/63
Y. 8 Māori Girls	75% 12/16	56% 9/16	50% 8/16
Y. 8 Māori Boys	47% 8/17	47% 8/17	41% 7/17

NB: While there has been significant progress made over two years in relation to curriculum levels, achievement is not keeping pace with expectations in Writing across all cohorts (i.e. Level 4 by the end of Y. 8)

2024 Recommendations:

1. Trial Writer's Toolbox
2. Build on the use of The Code (PLD support needed)

WRITING: 2022 - 2023 Progress and Achievement Summary (current Y. 8s)

Legend: Term 1 OTJs Whole School 2022 | Term 1 2023 | Rpts - End of Year 2023

Axis labels — Number of Students (0, 10, 20, 30, 40); Curriculum Level categories: Early 2 (i), Early 2 (ii), At 2 (i), At 2 (ii), Early 3 (i), Early 3 (ii), At 3 (i), At 3 (ii), Early 4 (i), Early 4 (ii), At 4 (i), At 4 (ii), Early 5 (i), Early 5 (ii)

2024 Y. 8 WRITING Targets (based on Y. 7s 2023 exit data)

1. All students will make progress in WRITING (in relation to the NZC curriculum levels)
2. The group of 15 Y. 8 Māori students (x 7 girls and x 8 boys out of a total of 31 Y. 8 Māori students) who are achieving below/well below expectation (E.L4) in WRITING will make accelerated progress (beyond one year's growth)
3. The group of 42 Y. 8 non-Māori students (x 16 girls and x 26 boys out of a total of 80 non-Māori students) who are achieving below/well below expectation (E. L4) in WRITING will make accelerated progress (beyond one year's growth)

Action Plan:

Action	Expected Outcome	Responsibility	Time frame	Budget
Schooling Improvement: Building instructional leadership capability of middle leaders to improve student outcomes in WRITING (facilitated by Dr Jacqui Patuawa, Evaluation Associates)	- PLD with Dr Jacqui Patuawa will generate solutions-focused dialogue that builds capability - Team leaders to utilise release/team meeting time to deliberately focus on building colleague's capability - Writing planning checked for content and specificity - timetables clearly show one hour dedicated Writing time - team meetings have dedicated time to discuss effective practices (or problems) in Writing - moderation of Writing happening frequently e.g. twice per term in team meetings (aligned with writing progressions) - Target student data scrutinised twice per term with progress discussed and next steps agreed on and followed up via class observations/coaching conversations	Kylie/Jade	Fortnightly	Release time is allocated via staffing
Build on understanding of The Code, and strengthen teacher proficiency in using this approach through PLD	- spelling patterns and rules will be explicitly taught and evident in practice - visible references to 'The Code' in classrooms for students to interact with, and refer to	Kylie/Jade	Term 1 - 4	$1000
Team Piako to trial the use of Writers' Toolbox	- increased understanding of effective Writing practices - daily instructional, responsive teaching practice - students achievement improved - sharing of best practice across the school by Piako teachers - teachers observing Writing lessons	Kylie Team Piako	Term 1 - 4	$6400
Moderation of Writing each term	- Staff meetings dedicated to moderation of writing each term	Kylie/Jade	Terms 1 - 4	Nil
Strengthen teachers' use of High Impact Teaching Strategies with teachers professional growth cycles (H.I.T.S.)	- teachers will have improved understanding of the HITS and be actively including the strategies into their practice	Kylie/Jade	T 1-4	Nil

Writing (and Reading) will be explicitly taught daily for one hour as per the new Government mandate	- review the Literacy practice guidelines and implement accordingly - emphasis on deliberate teaching of literacy for one hour per day (timetabled) - Technology/Specialist classes will have a weekly Writing component (ten minutes)	SLT Technology/ Specialist teachers	T. 1-4	Nil
TAIs linked with Literacy - teachers conducting inquiries into their own practices, applying tier one interventions to accelerate the learning for students at risk of not achieving expectation and extending those already achieving national expectations	- TAI launched - TAI established for each class - SLT walk throughs conducted to determine initial literacy practices are effectively being met - Classroom visits/observations will be centred around best practice in literacy (reference to H.I.T.S. to underpin practice) - Teachers will deliberately adjust practices to improve learning outcomes for students - Teachers tracking achievement of target monitoring group twice a term via the TAI Doc - PLD linked to TAI focus - Target students (those achieving below expectation) will have OTJ assessments, with evidence, twice per term - Teachers will video own practice (as a 'can do') linked to their TAI	Jenny Kylie/Jade SLT	Week 4 Term 1 Week 4 Term 1 Week 4 Term 2 Class visits by week 4 of Term 1/2 Weeks 4, 9 Weeks 3, 9	$5000 (PLD and English budget to cover relevant resources)
PFS: Participation in A.L.L. (x 2 teachers)	- Implement interventions to accelerate the progress and achievement of students who are not currently meeting the expected NZC Level - Accelerated learning in Literacy for students not currently achieving as expected supported by Ruth Foulkes A.L.L. - Establish a Supplementary Inquiry Team to drive effective pedagogy and practice in Literacy - Facilitate staff meetings sharing best practice accelerating student achievement	Kylie Baylee Jess	Terms 1-2 (until 8 July) End of Term 1 Term 1-4	One hour per day to work with target group $4000 per tchr
Address e-asTTle hotspots as identified from 2023 end of year data	- Better understanding and proficiency in: Processes and Strategies: - Finding, selecting and retrieving info e.g. questions involving sequencing of events - Knowledge of semantic, syntactic, and visual grapho-phonic cues - Making links between verbal and visual information	Kylie/Jade + teachers	T. 1 - 4	Nil

		Who	When	Cost
	Purposes and Audiences: - Exploring author's purpose and question intent **Ideas:** - Consistently reading for meaning e.g. choosing the most appropriate replacement word in the context of the story - Identification and understanding of main ideas - Making links between aspects of the text (65% had difficulty) - Making inferences (53% with difficulty) **Language Features:** - Using reference materials e.g. thesaurus, dictionary, atlas - Knowledge of poetic and figurative language			
Literacy Centre	- Continue to support students who are achieving Well Below in Reading - Engage with Steps Web by priority learners	Lisa	Term 1-4	$2000
Continue use of 'Rev Up'	Implementation of this programme, by learning assistants	Sally and LAs	Week 4 Term 1	Nil
Drilling into Data (noticing, investigating, collaborative sense making, prioritising, monitoring and evaluating) NB: Numbers, Names, Needs, Next Steps must be visible in assessment/evaluation/planning	- NZC tracking sheets completed with in-depth analysis to identify trends/needs and monitor progress over time (based on OTJs) - Responsive planning evident	SLT Teachers	End of Term 1 Week following assessment	Nil
PLGs conducted each term; a forum for teachers to share practices	- Staff sharing interventions, celebrating success, review and rework areas of concern, need, and continue to monitor effectiveness of implemented programmes	Teachers	PLGs and staff meetings Term 1/2	Nil

2024 Reporting to Parents and Whānau

Morrinsville Intermediate School believes students will achieve better learning outcomes when supported by a learning-focused partnership. At school it is critical for students to be taught to be learners and thus active participants in their learning. This includes identifying their strengths and next learning steps, supported by the MIS learning progressions. Progress and achievement will be shared with families throughout the year, but formally through the following:

Reporting format	Time-frame	What reporting will enable:	Purpose:	What the reporting will entail:
Student-led learning conferences	Term 1 Week 9 (face to face or virtually in response to covid-19 traffic light settings)	Focused reflection and discussion on current learning and the identification and support of next learning steps based on learning progressions	To identify individual strengths to inform next learning steps To identify individual/group gaps which inform next steps/teaching	Learning conversations with family and whānau
Mid-Year Written Report **Student-led learning conferences**	Term 3 Week 2 Term 3 Week 2 (face to face or virtually)	Focused reflection and discussion on current learning and the identification and support of next learning steps based on learning progressions Students will include written reflections on their learning as part of the reporting to parents	To identify strengths and progress made in relation to learning goals To identify individual/group gaps which inform next steps/teaching	Reports will include interim National Curriculum level judgments in Literacy and Numeracy as well as progress and achievement in other learning areas. Students will reflect on their learning progress for the first two terms. Learning conversations with whānau
End of Year Written Report	Term 4 Week 9	Parents/caregivers will have a clear indication of progress and achievement made throughout the year across the curriculum, inclusive of assessment in relation to the Key Competencies Students will include written reflections on their learning as part of the reporting to parents	To identify progress and achievement made for the year	To report on every student in relation to National Curriculum levels in Literacy and Numeracy and other learning areas. Students will reflect on their year's learning.
Technology/Specialist Reports	Term 4 Week 9	Progress made in relation to the relevant achievement objectives in Technology (Materials Technology, Food Tech, Art, Music, Science)	To share progress and achievement outcomes, and written reflections from students	Written report and photographic evidence of learning outcomes in relation to the relevant skills and processes in technology

Throughout the year learning conversations with parents and whanau will occur as required or requested in addition to the formal reporting to parents' schedule

2024 Policy Review Schedule (available to view on our Schooldocs site)

SchoolDocs

2024 Review Schedule and Board Assurances

REVIEW SCHEDULE

BOARD ASSURANCES

TOPIC(S)	ACTIONS

TERM 1

TERM 2

TERM 3

TERM 4

JANUARY 2024

Morrinsville Intermediate School
Board of Trustees Self-Review 2024 – 2026

Hei whakamana nga ākonga i te whai ao: Empowering Learners to Succeed

Area of Review	2024	2025	2026
Strategic and Annual Plan 2024-2025 Strategic Plan is to be implemented by 1st January 2024 Annual Plan must be ratified by the Board at the first Board meeting Strategic Plan must be uploaded onto our school website by 1st March	Implement and regularly monitor progress in relation to the 2024-2025 Strategic Plan Compile and implement annual aims/initiatives and action plan	Review and refine Strategic Goal initiatives and measures Develop and implement annual aims/initiatives and action plan *NB: In-depth consultation to begin in T. 2 to inform 2026-2028 three-year Strategic Plan*	Implementation and regularly monitor progress in relation to the 2026-2028 Strategic Plan Develop and implement annual aims/initiatives and action plan
Strategic Goals and Annual Aims	Monitoring of each annual initiative are conducted by the Principal and Senior Leadership Team twice per term, and reported to the BOT in relation to progress made, status and priorities moving forward Unit holders: report to BOT twice per year in relation to their action plans to progress their area of responsibility and student achievement outcomes		
Student Progress and Achievement	Refer to annual student assessment and achievement plan – progress reported as per plan by Principal, DP and AP SENCO: reporting on Literacy Centre progress and achievement each term Analysis of Variance is presented to the BOT at the February meeting and uploaded onto our school website (and link for this submitted to MOE) by 1st June as part of the Annual Report		
School Finance	Monthly monitoring of Education Services Reports and review by the Board Finance Committee (twice per term) October/November: review with Ed Services – draft budget compiled with finance committed and presented to BOT Annual Accounts to Auditors by 31st March. Annual Report submitted to MOE by May 31st and uploaded onto our website February: ratify finalised budget based on Operations Grant. Adjust budget throughout the year to align with MOE funding and staffing		

	Term 2: EEO survey	Term 2: EEO survey	Term 2: EEO survey
Staffing - employment - **Professional Growth Cycle**	Review Exit Interview feedback and act on trends that may be evident Job descriptions signed for new staff (inclusive of Code of Professional Responsibility and Standards for the Teaching Profession) Principal Professional Growth Cycle: develop annual foci and collaborative learning group (principals). Ongoing review and reporting to BOT (December) Professional Growth Cycle: - revisit STPs annually and reflect on practice - develop TAI foci and process - identify personal goal in response to previous year's summative evaluative conversation - implementation of the MIS coaching and mentoring framework (see 'Mothership documentation) - induction of new staff with mentor/SLT (walk through Staff Handbook) - PCT induction and mentoring programme - meet with the principal annually to review practice/progress and next steps	Review Exit Interview feedback and act on trends that may be evident	Review Exit Interview feedback and act on trends that may be evident
Policy	SchoolDocs: personalise policies and implement for MIS, with review as per the schedule February: - Schedule of Delegations (principal) - Health and Safety Policy - Assessment Schedule - Reporting to Parents	Implement SchoolDocs policy review cycle as per schedule February: - Schedule of Delegations (principal) - Health and Safety Policy - Assessment Schedule - Reporting to Parents	Implement SchoolDocs policy review cycle as per schedule February: - Schedule of Delegations (principal) - Health and Safety Policy - Assessment Schedule - Reporting to Parents
Curriculum Review	Major: Writing (continued) Major: Student Attendance and Engagement Minor: Mathematics (Maths Whizz) Minor: Science	Major: Social Sciences Major: Mathematics Minor: Languages	Major: PE and Health Minor: Languages
School Board (BoT)	Delegations and PLD Governance procedures and meetings	Delegations and PLD Governance procedures and meetings	Board Elections: induction Delegations and PLD

		Governance procedures and meetings
Property	10YPP and 5YA planning review Projects - weather tightness remediation (two prefabs) - classroom modernisation (R. 8 - 11) - Short term roll growth classrooms (MOE provision)	5YA Implementation - classroom modernisation	5YA implementation
Local Initiatives	ERO: school improvement partnership ongoing for schooling improvement (focus on improving whānau engagement in the learning)	ERO: continue to work in partnership with ERO for schooling improvement	ERO review due
RTLB	Reports twice per term on progress made in relation to Strategic/Annual aims and student achievement outcomes (Cluster Manager attends BOT meeting once per term) Budget monitored monthly Cambridge Housing: continue to work with MOE in relation to housing at the new Cambridge West School		

MORRINSVILLE
Intermediate School

Kia U Ki Te Pai Whatever You Do, Let It Be Your Best

Ratification of the 2024 Strategic Plan (+ implementation plan) and Annual Student Achievement Plan

Minutes of the Board of Trustees Meeting: 14th February 2024

Uploaded onto our school website and submitted to the Ministry of Education: by 1st March 2024

Signed: _____ Jenny Clark (Principal)

Signed: _____ Mike Garrud (Presiding Member)