



MORRINSVILLE
Intermediate School

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

Charter 2025

including:

Strategic Plan

2024 – 2025

and

Annual Achievement Plan

2025



“Empowering Learners to Succeed”

Hei whakamana nga ākonga i te whai ao



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.”

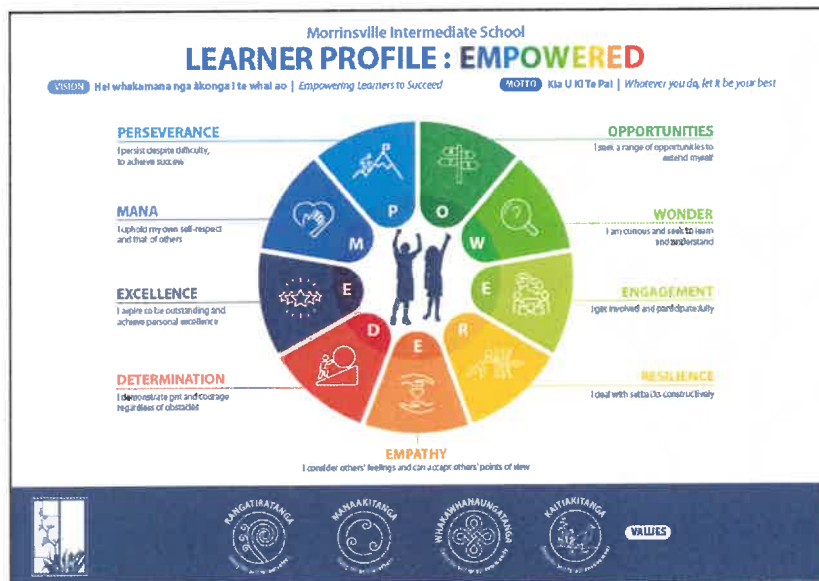
This is enacted through doing our best for:

- **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 the skills and dispositions of:



SCHOOL MISSION STATEMENT:

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

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, pater 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



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.



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.*

- 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 and Training Act 2020.

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	<ul style="list-style-type: none"> ● 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 ākonga 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 Tahī
Wānanga	Communication, problem-solving, innovation We all participate with learners and communicate in robust dialogue for the benefit of Māori learners' achievement	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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

Whakamana ākonga ki te angitu : 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

Mātaiahika:

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

Mātararanga: Curriculum

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

Mātairea:

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

INITIATIVES: What we are going to do?

1b

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 Hikoia

Links

Board Objectives: # 1, 2
NELP Objectives: 1 (learners at the centre)
Kāhuru Ako: Whānau whakawhiringa (partnerships)
Māori's 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

M.I.S. has an inclusive environment (free from racism, discrimination and bullying)
Improved rates of regular attendance

2a

Implement and embed our learner profile

2b

Implement the refreshed New Zealand Curriculum: Te Mātaiaho (prioritising Mathematics)

2c

Review and implement effective learning support systems and programmes

Links

Board Objectives: # 1, 3, 4
NELP Objectives: 2 (learner free seats)
4 (future of learning and work)
Kāhuru Ako: Nga Moemoea (student agency)

2a

Learner Profile

2b

NZC/Te Mātaiaho Refresh

2c

Learning Support

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 culturally responsive practices (collaborating with our Kāhuru Ako to support this)

3c

Strengthen schooling improvement practices through building middle leadership capability

Links

Board Objectives: # 1, 2, 4
NELP Objectives: 3 (quality teaching and leadership)
Kāhuru Ako: Ko te reo kaitiaki (teacher efficacy)

3a

Professional Learning and Development

3b

Te Reo Māori

3c

Schooling Improvement and capability

Our Values

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

1) Mātaitaihika: 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	2025 Milestones (Impact)	Measures
1a) Create opportunities within our curriculum for involvement with our wider community	Staff involvement Whānau involvement Budget allocation	<ul style="list-style-type: none"> - Continue to hold regular community events/celebrations or learning showcases - Seek community voice to determine community need - Establish a community service group (e.g. initiatives that enhance our connection/service with the wider community) - Seek and utilise whānau capabilities in school programmes 	KW KW KW KW	JC JC JC JC	\$1500	12/11 7/03 4/4 28/11	<ul style="list-style-type: none"> - Actively involved whānau - student voice reflected in the concept plan; high levels of engagement 	<ul style="list-style-type: none"> 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. Whānau picnic, M Mates fundraisers, Matariki, Special Persons Day
1b) Strengthen whānau involvement in the learning partnership	External and internal PLD Time allocated	<ul style="list-style-type: none"> - Live-stream celebratory assemblies and special events - Invite whānau to all assemblies (open door policy) - Drive 100% engagement in the learning partnership (SLCs) - Strengthen the consistency and effectiveness of fortnightly, learning-based communication to whānau (explicitly in Reading/Writing and Maths); share best practice - Conduct 'sandpit' skill sessions for parents e.g. Maths, DT, Literacy, Linewize - Investigate Kahui Ako-wide 'sandpit' sessions 	KV JC Tchr SLT TIC KW	KW JC JC JC JC JC		15/12 4/12 23/7 5/12 19/09 11/4	<ul style="list-style-type: none"> - success is celebrated both in and beyond school - SLCs are purposeful, valued and well attended - whānau are aware of supporting learning from home - parents are upskilled to effectively support tamariki 	<ul style="list-style-type: none"> ≥ 80% SLC engagement Positive feedback about value and effectiveness of SLCs
1c) Promote a culture that fosters a strong sense of belonging, wellbeing and engagement; aligned with the five pou of Ka Hikitia		<ul style="list-style-type: none"> - Engage with Constable Tash Snowden to support us with cyber safety practices (and prevention of cyberbullying) - Strengthen students' proactive social strategies (in response to the 2024 student wellbeing survey) - Include x 2 localised stories in our concept plan, to be deliberately researched/retold (in a variety of formats) - Continue to work with a student-led culture/diversity group to drive improving awareness and empathy for diverse cultures - Review and embed sustainable recycling practices - Respond to trends generated from pastoral reports - Continue to monitor, improve and celebrate student attendance and engagement (identify and support students, and families, at risk) - Investigate peer mediation programmes for students 	KW SA KW KW MC SLT SLT KW	JC JC JC JC JC KW JC JC		5/12 16/12 28/11 28/11 16/12 16/12 16/12 11/4	<ul style="list-style-type: none"> - Student wellbeing is prioritised and practices are responsive - students 'know' their local narratives and/or pūrakau - cybersafety skills are improved with less incidents - paper/card recycling is occurring regularly - Significant improvement by target students; attendance - daily rates of attendance have improved - students problem solving with peer support 	<ul style="list-style-type: none"> At least 70% of our ākonga are attending school regularly Annual 91%+ daily attendance rate Target students improvement by 10%+ (from 2024)



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



2) Mātauranga: 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	2025 (impact)	Measures		
2a) Implement and embed our learner profile	Time; staff meetings and teacher release	<ul style="list-style-type: none"> - Embed the skills and dispositions depicted in our learner profile, across the school, for consistency - Engage with a sign writing company to visibly incorporate our learner profile across our environment - investigate our next steps toward designing a pou for MIS and make a start on it - Devise, implement and monitor our attendance plan, including use of STAR (Stepped Attendance Response) 	KW	JC		16/12	Students will clearly articulate and demonstrate the dispositions depicted in our learner profile	Learner profile graphics will be visible across the school		
	Funding		JC	JC	\$5000	11/04 29/06			Improved attitude to regular attendance	Increased regular attendance
2b) Implement the refreshed New Zealand Curriculum (relevant to Y. 7-8)	External and internal PLD; application of CFPLD hours	<ul style="list-style-type: none"> - Engage in Maths PLD (with Te Mahau) as part of Kahui Ako - Review our MIS Curriculum and align it with Te Mātaiaho (specifically in Maths) - Prioritise the core learning areas of English and Mathematics with explicit, one hour daily instruction (including effective use of learning progressions) - Continue to build on our understanding and proficiency in the use of a Structured Literacy approach i.e. The Code - Use 'Writer's Toolbox' across the whole school with PLD provision - Re-design our reporting to parents to align with the refreshed curriculum - Investigate engaging in PLD with EDGE to use progressions aligned with Te Mātaiaho in Maths 	TIC TIC	JC JC	\$1000	28/11 28/11	Refreshed Maths Curriculum is being implemented consistently using: - New Wave maintenance - PRIME Maths - Maths Whizz	Improved learning outcomes and achievement: grow the % of students achieving at/above expectation in Reading, Writing and Mathematics		
	RTL support		SLT	JC					16/12	
				TIC KW	KW JC	\$35,000			18/11 16/12 28/03	Reading, Writing and Mathematics are explicitly taught daily for one hour daily WTB is being used consistently and effectively as part of our literacy programme
2c) Review and implement effective learning support systems and programmes		<ul style="list-style-type: none"> - Monitor and implement the next steps emerging from the 2024 self-review of 2024-SENCO Internal Evaluation and Self-Review (twice term LS committee) - Continue to provide targeted PLD on Fridays for our LAs to effectively implement explicit programmes/interventions in literacy and mathematics responsive to student needs - Review best practice of Learning Assistants through visiting other schools to see how they effectively utilise their LAs (expectations of LAs and how they operate in schools e.g. DSS and Matamata Intermediate School) 	SA	JC		16/12	Learning Assistants are confidently and effectively implementing explicit and targeted learning programmes consistently across the school	Improved student achievement outcomes		
			SA	JC		16/12				
			SA	JC		19/09				



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



3) Mātairea: Strengthening Capability <i>We have a highly competent and committed team who affect equitable outcomes.</i>							
Initiative	Input	Key Actions: who and how will we achieve the milestones?	R	A	Budget	Date completed	
					2025 Milestones (Impact)	Measures	
3a) Provide effective and responsive professional learning and development and 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	- Design a student feedback form on teacher practice that supports improved practices and impact on student learning - Provide further PD to effectively enact the principles of Te Tiriti o Waitangi (supported by MOE Julie Taupo) - Provide targeted PLD: Executive Functioning (RTL/B) Writing (Writer's Toolbox) Te Mātaiao (Maths and Science of Learning) ALIM (for x 2 teachers) Maths Whizz Linewise (to ensure we're utilising it to its capacity) 'Connecting with Māori Communities: whānau, hapu and iwi (Mere Berryman)	JC KW KW	SLT JC JC	\$35000 \$1000 \$9000 \$5000	11/04 19/09 4/11	≥ X 2 student/teacher observations (T.1-3) Staff's capability strengthened with increased confidence to meet the needs of diverse ākonga (determined through gathering baseline and end of year data)
3b) Build on staff proficiency in te reo Māori, and culturally responsive practices (collaborating with our Kahui Ako to support this)	External facilitator hours (RFPLD 40 hours) Strategic timetabling for formal coaching and mentoring	- Reflect on, and identify our He Tipuranga (culturally responsive matrix) priority area/s for 2025 - Register interested staff members for Education Perfect (optional for 2025) - All teachers to explicitly timetable te reo Māori lessons each week - Utilise staff strengths in te reo Māori to share/teach colleagues at staff meetings	KW CG KW CG	JC JC JC KW	\$2000	29/06 21/02 28/11 2/12	All staff growing confidence and competence in using te reo Māori in everyday contexts (determined through gathering baseline and end of year data) Progress in relation to the He Tipuranga matrix (pre/post)
3c) Strengthen schooling improvement practices through building middle leadership capability	Release time for TL as required	- Continue to 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) - Target Mathematics in TAI - Teams to moderate target students' writing twice per term - Moderate writing each term, as part of PLD	JC KW SLT KW	JC JC KW JC	\$5000	19/09 4/11 4/11 4/11	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)

Student Achievement Target and Development Plan 2025: improving student attendance rates and engagement

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

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. Mātauranga: 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) Implement the refreshed *New Zealand Curriculum: Te Mātaiaho (prioritising Mathematics)*

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

3. Mātairea: 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. Mātauranga: 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. Mātairea: 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

As a school we collaborate with our local College, primary schools and Starfish (Attendance Services; who meet with us every fortnight to monitor moderate absences and those students with chronic non-attendance i.e. < 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 and 2024, 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 2024 Y. 7 cohort who are enrolled with us again in 2025; 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%+.

Supporting Data:

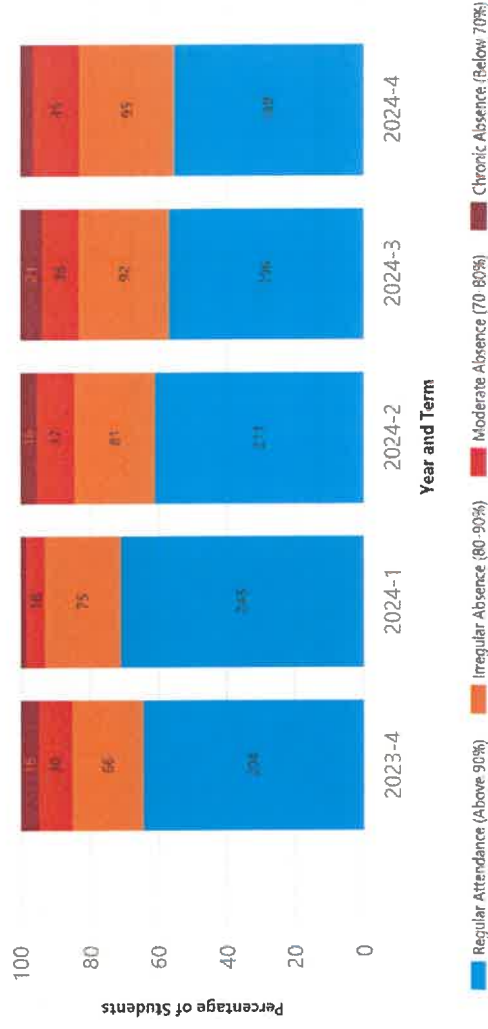
Unjustified attendances 2023 - 2024

2023 EOY	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
2%	2% (T. 1) 2% (YTD)	1.8% (T. 2) 1.9% (YTD)	2.2% (T. 3) 1.9% (YTD)	1.7% (T. 4) 1.9% (YTD)

It was disappointing to see the rate of attendance drop in Term 4 2024 - this may be attributed to school camp where some students took time off after returning from camp to 'recuperate'.

How have your student attendance categories changed over the last 5 terms?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



NZE	Girls	0 0%	2 4%	13 25%	37 71%	52
	Boys	1 2%	2 3%	19 27%	48 69%	70
Māori	Girls	1 9%	5 45%	1 9%	4 36%	11
	Boys	1 6%	3 19%	2 13%	10 63%	16
Asian	Girls	0 0%	0 0%	0 0%	3 100%	3
	Boys	0 0%	0 0%	2 29%	5 71%	7
MELLA	Girls	0 0%	0 0%	0 0%	2 100%	2
	Boys	1 25%	1 25%	1 25%	1 25%	4
Pasific	Girls	0 0%	0 0%	1 33%	2 67%	3
	Boys	0 0%	0 0%	1 50%	1 50%	2
Other	Girls	0 0%	0 0%	1 33%	0 0%	1
	Boys	0 0%	0 0%	1 50%	1 50%	2

Commentary:

1. 2% (4/173) of all 2024 Y. 7s were classified as having chronic absences
2. 8% (14/173) of all 2024 Y. 7s were classified as having moderate absences

6. The group of [34 Y. 8 students](#) (13 girls and 21 boys) who had irregular attendance (i.e. 80% - 89%) in 2024 will make progress and attend school \geq 90% of the time

Action Plan:

Action	Expected Outcome	Responsibility	Time frame	Resourcing
<p>Implement STAR - Stepped Attendance Response (MoE):</p> <ul style="list-style-type: none"> - review our existing practices aligned with this and adjust accordingly - continue to communicate with whānau through phone calls, letters outlining current/historic attendance rates, trends emerging (ie Monday/Friday absences) - continue to ensure students have access to online learning, and are encouraged to engage with this during absences 	<ul style="list-style-type: none"> - improved engagement with whānau to better support 'return to school' of irregular/moderate/chronic attenders - students are able to access learning from home 	Jenny Julie Teachers	Ongoing	WTB and Maths Whizz + Google Classroom
<p>Conduct an internal evaluation of attendance rates of Y. 7s in 2024 and determine causal factors</p>	<ul style="list-style-type: none"> - we will know exactly which students have concerning attendance - we will be able to identify cohorts/trends - we will be able to work collaboratively to create targeted attendance improvement actions 	Jenny	Term 1	Nil
<p>Communicate our attendance policy to the school community, and Ministry expectations</p>	<ul style="list-style-type: none"> - clarity about expectations, processes and procedures - reduce unjustified attendances - reduce Monday/Friday absences 	Jenny	Term 1	Nil
<p>Know our learners: focus on developing positive relationships where students feel valued, safe, caring and inclusive</p>	<ul style="list-style-type: none"> - students will have a sense of belonging and will look forward to attending school 	All staff	Ongoing	Nil
<p>Teachers to conduct a brief phone call to all families over the first three weeks of the term; share an affirmation</p>	<ul style="list-style-type: none"> - 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 - parents will be well informed of current learning foci and can support their child and/or seek help from the teacher 	Teachers	Weeks 1 - 3	Nil
<p>Fortnightly communication home regarding home learning and other supports needed</p>		Teachers	Fortnightly	Nil

	<ul style="list-style-type: none"> - 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 				
Student goal setting based on need aligned with our Learner Profile (KCs)	<ul style="list-style-type: none"> - students will be able to set a SMART goal based on achieving regular attendance, with constant monitoring 	Classroom Teachers	Ongoing <small>(goal setting each term)</small>	Nil	
Strengthen follow-up procedures with parents about unexplained absences	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - students will articulate reasons for repeated absences and work help develop an ISP (individual support plan) to improve attendance rates 	Jenny Kylie	Ongoing	Nil	
Reduce Monday/Friday absences - schedule fun events on days with historic low attendance i.e. Friday/Monday eg enrichment	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	

<p>3b) Build on staff proficiency in te reo Māori and tikanga</p> <p>3c) Strengthen schooling improvement practices through building middle leadership capability (focusing on building capability in Maths)</p>	
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Annual Objectives and Aims:

- To increase the number of students achieving at/above the New Zealand Curriculum Levels in MATHEMATICS (Early Level Four: Year 7, Level Four: Year 8)

MATHEMATICS: Background and Baseline Data - 2024 End of Year exit data

<p>Entry expectation: working within the following bands -</p>	<p>End-of-Year expectation: working within the following bands -</p>
<p>Y. 7 = Early L.3ii - L.3ii (3P/3A e-asTTle equivalent) Y. 8 = L.3ii - Early L.4ii (3A/4B e-asTTle equivalent)</p>	<p>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)</p>

Curriculum 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	
			Entry (EL. 3ii - L3ii)	Exit (L3ii - EL4ii)	Entry (EL. 3ii - L3ii)	Exit (L3ii - EL4ii)	Entry (L3ii - EL4ii)	Exit (EL4ii-L4ii)	Entry (L3ii - EL4ii)	Exit (EL4ii-L4ii)	Entry (EL. 3ii - L3ii)	Exit (L3ii - EL4ii)	Entry (L3ii - EL4ii)	Exit (EL4ii-L4ii)
Maths	60%	68%	59%	63%	59%	71%	55%	66%	65%	F: 30% M: 56%	F: 30% M: 59%	F: 40% M: 58%	F: 47% M: 58%	

Commentary:

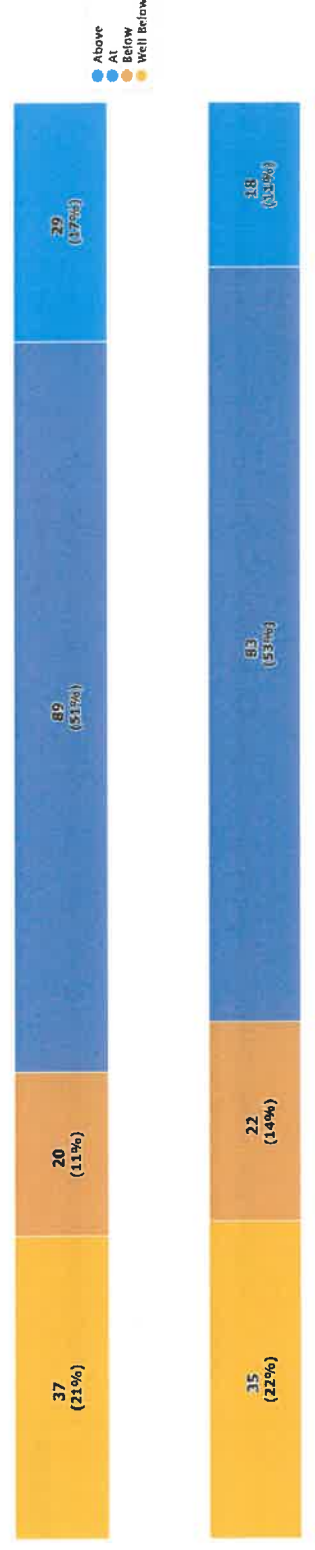
- acceleration of 6% is evident from entry 2024 to exit 2024; 60% - 66% achieving at/above expectation from entry to exit
- Y. 7 boys have made significant improvement, and are achieving better than their female counterparts
- Y. 8 girls/boys are achieving similarly with the boys but have improved significantly from entry
- Māori males are achieving better than females

Y. 7 Females	56% (39/70)	65% (46/71)	63% (45/72)
Year 7 Males	57% (62/108)	62% (65/105)	69% (77/104)
Year 8 Females	57% (48/84)	50% (42/84)	64% (54/84)
Year 8 Males	66% (48/73)	58% (43/74)	61% (45/74)
Year 7 Māori Females	30% (3/10)	40% (4/10) x 1 student	30% (3/10)
Year 7 Māori Males	56% (10/18)	53% (10/19)	55% (11/17)
Year 8 Māori Females	45% (9/20)	40% (8/20) x 1 student, NB: 25% are at 3ii	45% (9/20)
Year 8 Māori Males	60% (9/15)	44% (7/16) NB: 31% are at 3ii	50% (8/16) x 1 student
Pasifika	43% (3/7)	57% (4/7)	57% (4/7) x 1 student
Asian	61% (11/18)	61% (11/18)	60% (16/20)
MELAA	63% (5/8)	56% (5/9) x 1 new student	70% (7/10)

Y. 7s are the top bar, which indicates there are 32% of students not achieving at expectation. 36% of Y. 8s are not meeting expectations

Math Term 4 - 2024 - 100% Bar Chart

Split By: Year Level



<p>(facilitated by Dr Jacqui Patuawa, Evaluation Associates)</p>	<ul style="list-style-type: none"> - Maths planning checked by TL for content and specificity - team meetings have dedicated time to discuss effective practices (or problems) in Maths - moderation of Maths happening frequently e.g. twice per term in team meetings (aligned with Maths phases; refreshed NZC) - Target student data scrutinised twice per term with progress discussed and next steps agreed on and followed up via class observations/coaching conversations - Accelerated progress and achievement of students who are not currently meeting the expected NZC Level - Supplementary Inquiry Teams will drive effective pedagogy and practice in Maths - Staff meetings will be held to share best practice proven to accelerate student achievement 	<p>Kylie Chris Anita M</p>	<p>Terms 1-4</p>	<p>One hour per day to work with target group \$4000 per tchr</p>
<p>PFS: Participation in ALIM (x 2 teachers)</p>	<ul style="list-style-type: none"> - Consistent school-wide maintenance programme - School-wide PLD in the use of PRIME Maths - Consistent scope and sequence - Teachers familiar with Maths phases (Phase 3 for Y. 7/8) - MOE PLD support (with Kahui Ako) 	<p>Jenny TIC Maths</p>	<p>T. 1 - 4</p>	<p>\$1000</p>
<p>Implementation of the refreshed NZC</p>	<ul style="list-style-type: none"> - TAI launched (aligned with CCPS processes i.e. NNNN and focus on causal factors with responsive interventions) - SLT walk throughs conducted to determine initial mathematics practices are effectively being met - Classroom visits/observations will be centred around best practice in Maths (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 - student-teacher reflective feedback conversations 	<p>Jenny Kylie SLT</p>	<p>Week 6 Term 1 Week 6 Term 1 Week 4 Term 2 Class visits by week 4 of Term 1/2 Weeks 4, 9 each term Weeks 3, 9</p>	<p>\$1000</p>
<p>TAIs linked with Mathematics - 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</p> <p>Strengthen teachers' use of High Impact Teaching Strategies with teachers professional growth cycles</p>	<ul style="list-style-type: none"> - teachers will have improved understanding of the HITS and be actively including the strategies into their practice 	<p>Kylie</p>	<p>By week 8 T 1-4</p>	<p>Nil</p>

2025 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 Curriculum 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 Learning Conversations	Term 1 Week 9 (face to face, online or via phone call to enable 100% engagement)	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 Learning Conversations	Term 3 Week 2 Term 3 Week 2 (face to face, online or via phone call to enable 100% engagement)	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 National Curriculum level overall teacher 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, a formative teacher comment, and attendance to-date 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 report on progress and achievement 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, a summative teacher comment, and a report on attendance.
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, written reflections from students, and a teacher comment.	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 whānau will occur as required or requested in addition to the formal reporting to parents' schedule				



Morrinsville Intermediate School Board of Trustees Self-Review 2025 – 2027

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

Area of Review	2025	2026	2027
<p>Strategic and Annual Plan</p> <p>2024-2025 Strategic Plan is to be implemented by 1st January 2025; update key actions</p> <p>Annual Plan must be ratified by the Board at the first Board meeting</p> <p>Strategic Plan must be uploaded onto our school website by 1st March</p>	<p>Implement and regularly monitor progress in relation to the 2024-2025 Strategic Plan goals and actions</p> <p>Implement annual aims/initiatives and action plan</p> <p><i>NB: In-depth consultation to begin in T. 2 to inform 2026-2028 three-year Strategic Plan</i></p>	<p>Implementation and regularly monitor progress in relation to the 2026-2028 Strategic Plan</p> <p>Develop and implement annual aims/initiatives and action plan</p>	<p>Implementation and regularly monitor progress in relation to the 2026-2028 Strategic Plan</p> <p>Develop and implement annual aims/initiatives and action plan</p>
<p>Strategic Goals and Annual Aims</p>	<p>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</p> <p>Unit holders: report to BOT twice per year in relation to their action plans to progress their area of responsibility and student achievement outcomes</p>		
<p>Student Progress and Achievement</p>	<p>Refer to annual student assessment and achievement plan – progress reported as per plan by Principal, DP and AP</p> <p>SENCO: reporting on Literacy Centre progress and achievement each term</p> <p>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</p>		
<p>School Finance</p>	<p>Monthly monitoring of Education Services Reports and review by the Board Finance Committee (twice per term)</p> <p>October/November: review with Ed Services - draft budget compiled with finance committed and presented to BOT</p> <p>Annual Accounts to Auditors by 31st March. Annual Report submitted to MOE by May 31st and uploaded onto our website</p> <p>February: ratify finalised budget based on Operations Grant. Adjust budget throughout the year to align with MOE funding and staffing</p>		

	<p>Engagement</p> <p>Review: PE and Health</p> <p>Implementation of the refreshed NZC</p>	<p>Minor: Social Sciences</p> <p>Minor: Student Attendance and Engagement</p>	<p>Minor: Student Attendance and Engagement</p>
School Board (BoT)	<p>Board Triennial Election (September 2025) and induction</p> <p>Delegations and PLD</p> <p>Governance procedures and meetings</p>	<p>Delegations and PLD</p> <p>Governance procedures and meetings</p>	<p>Delegations and PLD</p> <p>Governance procedures and meetings</p>
Property	<p>10YPP and 5YA planning review</p> <p>Projects</p> <ul style="list-style-type: none"> - Short term roll growth classrooms; completion - classroom modernisation (x 6 classrooms) - external windows/doors painting 	<p>5YA Implementation</p> <ul style="list-style-type: none"> - Staff toilets - School-wide painting (exterior) 	<p>5YA implementation</p>
Local Initiatives	<p>ERO: school improvement partnership ongoing for schooling improvement (focus on continuing to improve whānau engagement in the learning)</p>	<p>ERO review due; continue to work in partnership with ERO for schooling improvement</p>	<p>ERO: school improvement partnership ongoing for schooling improvement</p>
RTLB	<p>Reports once to the Board, and Cluster Advisory Group, in Week 6 each term documenting progress made in relation to Strategic/Annual aims, casework and student achievement outcomes (Cluster Manager attends BOT meeting once per term)</p> <p>Budget monitored monthly</p> <p>Cambridge Housing: continue to work with MOE in relation to housing at the new Cambridge West School (currently on hold)</p>		