



MORRINSVILLE
Intermediate School

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

Charter 2026

including:

Strategic Plan

2026 – 2028

and

Annual Student Achievement Plan

2026



“Empowering Learners to Succeed”

Hei whakamana nga ākonga i te whai ao

MORRINSVILLE INTERMEDIATE SCHOOL CHARTER

YEAR 2026

(SCHOOL NO. 1833)



CONTENTS:

PAGE

INTRODUCTION SECTION

School Vision, Motto, Learner Profile and Mission	3
Core Beliefs	4
Description of the School and Community	5-6
Partnerships with Iwi	6-7
Board of Trustees Undertakings	7
School Internal Evaluation and Self-Review	7
Governance and Management + Staff Code of Conduct	8-10
Culturally Responsive Practice (Cultural Intelligence)	11-12

STRATEGIC GOALS, MEASURES AND ACTION PLANS

Strategic Plan Overview (one page plan)	13
Strategic Goal 1: Hauora - Health and Wellbeing: Current Reality	14
Annual Action Plan	15
Strategic Goal 2: Mātauranga - Curriculum: Current Reality	16
Annual Action Plan	17
Strategic Goal 3: Mātairea - Strengthening Capability: Current Reality	18
Annual Action Plan	19

2026 ANNUAL PLANS

Target and Development Plan for raising achievement : Attendance and Engagement	20-29
Target and Development Plan for raising achievement in Writing	30-36
2026 Reporting to Parents and Whānau	37
2026 SchoolDocs: Policies and Procedures Review Schedule	38
2026 - 2028 BOT Self-Review	39-41

2026 RATIFICATION OF THE STRATEGIC and ANNUAL PLANS

42



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.”

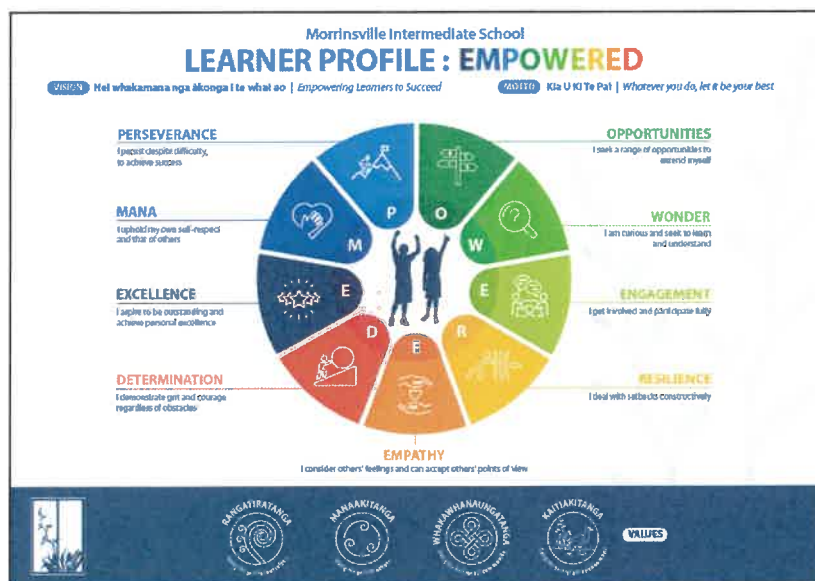
This is enacted through doing our best for:

- **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.”

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

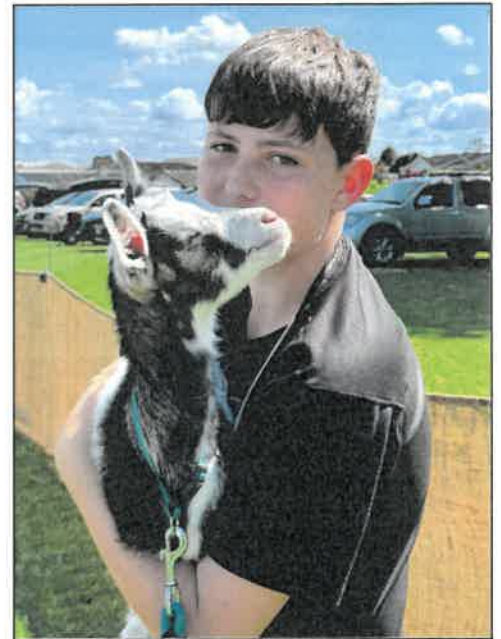
Morrinsville Intermediate affiliate to the Ngāti Haua iwi and have forged a strong partnership. We are committed to, and recognise cultural diversity, by integrating Tikanga and Te Reo Māori into the curriculum. At the commencement of each year, Morrinsville Intermediate School welcomes our new students 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, Robotics, Performing Arts 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. te reo Māori and 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.



School Roll as of February 5th 2026:

	Boys	Girls	Total	%
All Students	176	175	351	100%
Year 7	85	71	156	44%
Year 8	91	104	195	56%
NZ European	111	106	217	62%
Māori	41	37	78	22%
Pacific	4	1	5	1%
MELAA	4	1	5	1%
Asian	15	28	43	12%
Other	1	2	3	<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), whanau 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 2026)

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 Pa! 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.*



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

Presiding Member'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.

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**.



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	<p>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</p>	<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	<p>Communication, problem-solving, innovation We all participate with learners and communicate in robust dialogue for the benefit of Māori learners’ achievement</p>	<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	<p>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</p>	<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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tangata Whenuatanga</p>	<p>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</p>	<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)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Whanaungatanga</p>	<p>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</p>	<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



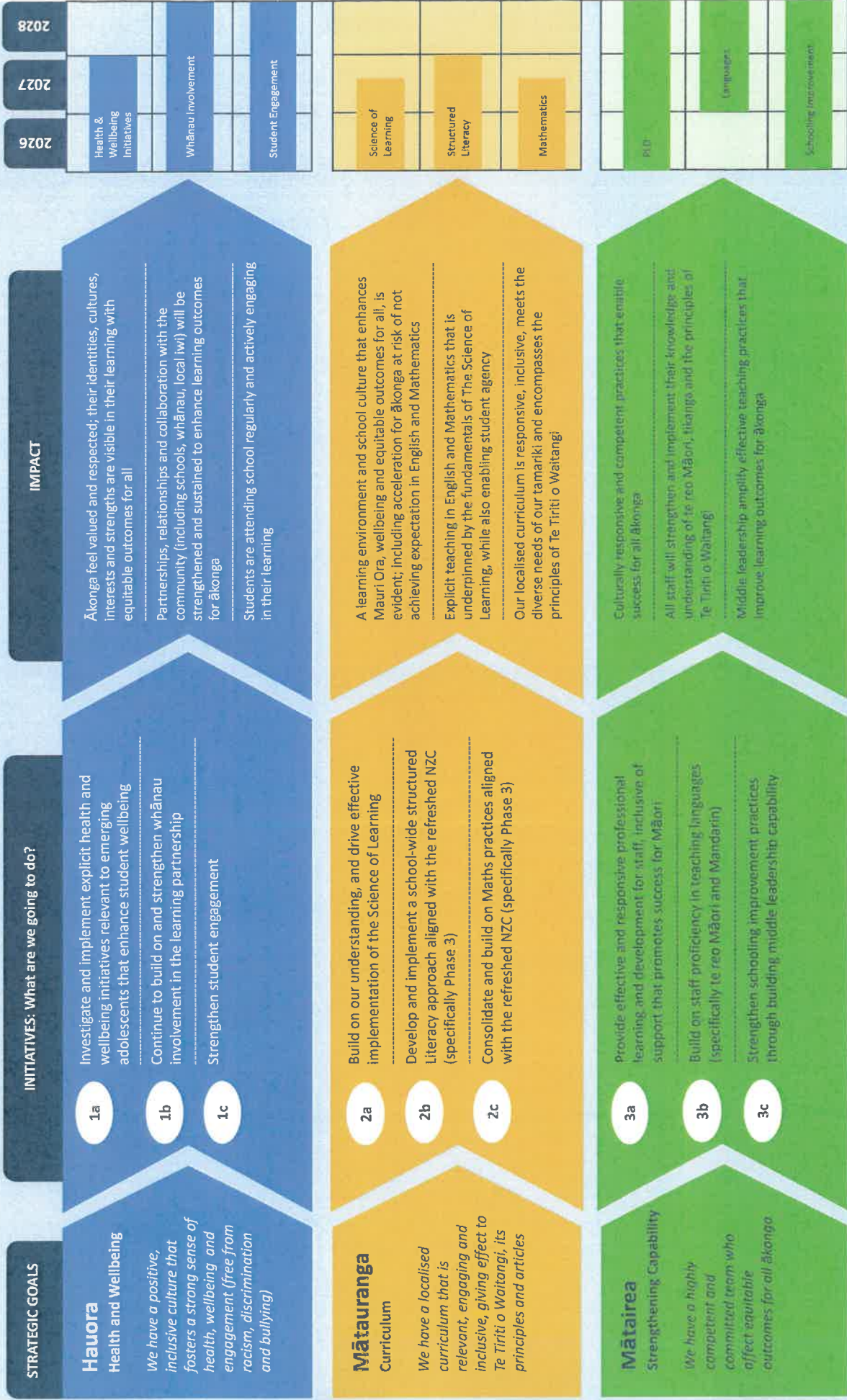


MORRINSVILLE
Intermediate School

VISION

Kia U Ki Te Pai: Whatever You Do, Let It Be Your Best
Hei whakamana nga 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.



2026	Health & Wellbeing Initiatives
2027	
2028	

	Whānau Involvement
	Student Engagement

	Science of Learning
	Structured Literacy
	Mathematics

	PID
	Languages
	Schooling Improvement

MISSION

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



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

1) Hauora: Health and Wellbeing

We have a positive, inclusive culture that fosters a strong sense of health, wellbeing, equity and engagement (free from racism, discrimination and bullying)

Current Reality	
<p>Initiative</p> <p>1a) Investigate and implement explicit health and wellbeing initiatives relevant to emerging adolescents, that enhance student wellbeing</p>	<ul style="list-style-type: none"> - Strong connections between the Intermediate and contributing schools (successful transition initiatives in place) - Weaving Wellbeing (2024) and Keeping Ourselves Safe (2024) - Navigating the Journey taught annually - Common Sense Media Education explicitly taught - looking at alternatives for 2026 - Targeted programmes for boys at risk: Boyz At Work, Tipuake Carving Group - No school counsellor in 2025 (this would be advantageous in 2026) - Tuakana Teina continues to be valuable (transition programme in collaboration with the College) - NZCER survey 2024 identified students lacking in pro-social skills and strategies to deal with pastoral issues - Pastoral reports indicate a small group of students regularly making poor choices - 2% of students have chronic attendance and 6% moderate absences with approximately 70%-75% attending regularly
<p>1b) Continue to build on and strengthen whānau involvement in the learning partnership</p>	<ul style="list-style-type: none"> - Fortnightly, explicit, home-school learning communication is clear and the expectations upheld - Workshops and information evenings offered to parents/whānau with varying degrees of uptake - Special Person's Day held annually and is very well received and supported - Active involvement by parents in sports activities i.e. coaching, managing, II Sports Days - EOTC trips are well supported by parents (we expect all classes to experience x ≥2 EOTC excursions annually) - Student community involvement i.e. Daffodil Day, primary schools sports, conservation initiatives
<p>1c) Strengthen student attendance and engagement</p>	<ul style="list-style-type: none"> - Students of concern are identified and monitored regularly (Y. 7 + 8 Target Groups) - Data analysis/self-review completed each term - Partnership with STARFISH Attendance Services and Kahui Ako engagement officer have been working well with fortnightly meetings - Letters sent home to keep parents informed of progress with attendance for target group - Weekly attendance emails for the whole school - Attendance 'leaderboard' shared at weekly assembly - Attendance incentives provided i.e. 100% drawer for \$10 voucher, dub dubs for attendance progress, non-uniform days for classes achieving 96% - 100% - Attendance information communicated through the newsletter



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



1. Hauora: Health and Wellbeing

We have a positive, inclusive culture that fosters a strong sense of health, wellbeing, equity and engagement (free from racism, discrimination and bullying)

Initiative	Input	Key Actions: who and how will we achieve the milestones?	R	A	Budget	Date Completed	2026 Milestones (Impact)	Measures
1a) Investigate and implement explicit health and wellbeing initiatives relevant to emerging adolescents, that enhance student wellbeing	Staff involvement Whānau involvement Budget allocation External and internal PLD	<ul style="list-style-type: none"> - NZCER Wellbeing survey completed by all students and responsive actions taken - Complete, and implement the revised MIS digital citizenship programme - Explore Awhi mai awhi atu services (counselling) - Re-establish Mahi Tahī - Conduct social Skills Coaching Sessions with 'at risk' students - Establish a Hauora hub - Design and implement explicit, timetabled pro-social skills activities, integrated into the concept plan (based on the priorities identified in NZCER the survey) - Pastoral Care report completed each term 	NT KW NT NT NT NT NT NT	JC JC JC JC JC KW JC JC	\$2000	6/03 3/07 2/04 2/04 20/11 2/07 20/11 25/11	<ul style="list-style-type: none"> - students needing additional support have a dedicated space to go to and feel well supported - Mahi Tahī students are feeling well supported and growing in confidence - MIS digital citizenship programme is implemented 	<ul style="list-style-type: none"> - 100% students completed the NZCER wellbeing survey - Hauora Hub is being utilised with a reduced number of disciplinary matters being referred to SLT - Mahi Tahī is operational
1b) Continue to build on and strengthen whānau involvement in the learning partnership	Time allocated	<ul style="list-style-type: none"> - Establish a whānau skills register - Increase our community service profile - Broaden our school-wide local marae connections (including biannual visit) - Conduct sandpit sessions for the school community i.e. Structured Literacy, EF, Linewize, WTB, PRIME Maths, Mental Health support 	JF KW NT TIC	NT JC KW KW		6/03 27/11 25/09 23/10	<ul style="list-style-type: none"> - Sandpit sessions are purposefully planned based on feedback from the school community 	<ul style="list-style-type: none"> - Whānau skills register established by the middle of Term 1 - One community service action undertaken each term - Two sandpit sessions are held in 2026
1c) Strengthen student attendance and engagement		<ul style="list-style-type: none"> - Implement and monitor our STAR attendance management plan - Develop a student attendance focus group - Create an online student-teacher reflective feedback form and implement it with fidelity each term - Explicitly on-communicate actions taken from student voice (by teachers) - Include deliberate and explicit opportunities to develop the learner profile dispositions, wellbeing, belonging and connections as part of our concept plan (T. 1), and build on these throughout the year 	NT NT KW T's KW	JC JC JC JC JC		15/12 13/03 13/03 Wk 8 each term 15/12	<ul style="list-style-type: none"> - STAR attendance management plan is implemented - student focus group established and are supporting their peers to attend school regularly - The online student-teacher feedback form will have been created in Term 1 for full implementation in 2026 	<ul style="list-style-type: none"> - Increased regular attendance (goal is for ≥80% of all students attending regularly in 2026) - 100% staff are engaging with the online student-teacher reflective feedback form each term



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, its principles and articles

Initiative

Current Reality

2a) Build on our understanding and drive effective implementation of the Science of Learning

- One day of PLD completed with MOE on teacher only day in 2024; there is still a lot to unpack and embed
- RTLB PLD has been completed focusing on Executive Functions (which supports how we approach teaching our ākonga with myriad strengths and needs)
- Restorative approaches implemented to support students with pastoral care

2b) Develop and implement a school-wide structured Literacy approach aligned with the refreshed NZC (specifically Phase 3)

- MIS Literacy Curriculum has been reviewed and revisited as a staff to ensure a collective understanding
- Structured Literacy PLD TODs x 2 planned for 2026
- Yet to unpack the English curriculum as it has only just been released (August 2025)
- Current school-wide structured approaches to literacy include:
 - Writers Toolbox (with x 3 coaching days); we will continue this in 2026
 - Most classes are implementing The Code, or an alternative programme, in a regular and explicit manner
 - Literacy Centre (75 students) implementing explicit use of StepsWeb
- SENCo is working with a literacy booster group
- Some Learning Assistants have been introduced to 'Phonics Plus' and use this to support students at risk

2c) Consolidate and build on Maths practices aligned with the refreshed NZC (specifically Phase 3)

- Manipulatives have been purchased to align with the refreshed NZC
- TIC Maths has observed some teachers' maths lessons to offer coaching/mentoring to strengthen practice as needed
- ALIM x 3 teachers (2025); best practice shared through staff meetings
- PLD has been completed with PR1ME Maths facilitator (x 2)
- Current School-wide structured approaches to Mathematics include:
 - New Way Maths Maintenance programme (adopted 2025)
 - PR1ME Maths used in all classrooms (some variation in how it is used); we have students working at Bk 3 - 6 based on their initial assessment
 - Maths Whizz - expectation is that all students complete 60 minutes quality learning time per week
- Explicit teaching of Mathematics vocabulary has been amplified across the school
- Digital Technology specialist programme is directly linked to Phase 3 of the refreshed Maths curriculum



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	2026 (impact)	Measures
2a) Build on our understanding and drive effective implementation of the Science of Learning	Time, staff meetings and teacher release Board Funding	<ul style="list-style-type: none"> - Engage in PLD with Structured Literacy facilitators to embed concepts of Science of Learning (SoL) across the curriculum - Schedule dedicated staff meetings, each term to unpack the SoL further and how we are implementing it - Explicitly include 'working memory' initiatives into learning programmes 	TIC KW T's	KW JC KW		3/07 25/09 11/12	<p>Staffs' strengthened understanding of SoL</p> <p>Students' working memory strengthened, and applied</p>	<p>X 3 structured literacy TODs held</p> <p>Planning will reflect SoL</p>
2b) Develop and implement a school-wide structured literacy approach aligned with the refreshed NZC (specifically Phase 3)	External and internal PLD RTLb support	<ul style="list-style-type: none"> - Participate in Universal PLD TODs on Structured Literacy facilitated by Learning Adventures (GEL) - Identify Tier 2 / 3 students using DIBELS assessment - Identify a Literacy Leadership Learning team and develop a description of responsibilities/accountabilities - Draft a 3-year literacy action plan - Develop a school-wide literacy scope and sequence - Engage in modelling/coaching/mentoring in structured literacy (T. 2/3) with PLD facilitators - Investigate the implementation of establishing Tier 2 interventions in Reading and Writing 	TIC TIC TIC TIC TIC KW KW	KW KW KW KW KW JC JC	\$5000	2/06 20/03 2/04 13/11 13/11 25/09 2/04	<p>Teachers are feeling well supported to teach structured literacy with rigour</p> <p>Literacy scope and sequence developed</p> <p>Structured literacy is taught explicitly and effectively, daily</p> <p>Accelerated student achievement in literacy</p>	<p>Three-year literacy action plan is developed</p> <p>Literacy Leadership Learning team established, for sustainability</p> <p>Increased percentage of students achieving at expectation in Reading and Writing</p>
2c) Consolidate and build on Maths practices aligned with the refreshed NZC (specifically Phase 3)		<ul style="list-style-type: none"> - Continue to engage in MOE provided Maths TODs (x 2) - Engage in Maths Pro PLD (PRIME) - Review and refine Maths planning, assessment and evaluation processes (for consistency of practice) - Share best practice across the school in Maths through dedicated staff meetings - Undertake visits to other schools who are further advanced in using PRIME Maths to determine best practice (observations) - Develop and implement a school-wide observation and feedback schedule (to ensure fidelity and consistency in effective maths practice and utilisation of PRIME as a resource) 	KW TIC KW TIC KW TIC	JC KW JC KW JC KW		28/04 25/09 11/09 27/11 27/11 27/11	<p>Enhanced familiarity and understanding of the refreshed NZC</p> <p>Explicit teaching of maths, daily</p> <p>Effective use of PRIME, and other relevant resources that support the NZC</p>	<p>>3 dedicated Maths staff meetings held</p> <p>Increased percentage of students achieving at/above expectation in Maths</p>



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



3) Mātairea: 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 for staff, inclusive of support that promotes success for Māori

- TALs are directly aligned with PLGs (Maths focus 2025)
- Pace of change with MOE expectations can cause some overwhelm but we have made a deliberate decision to be strategic in terms of managing changes at MIS (Maths and WTB foci in 2025)
- PLD provision by RTLB focusing on Executive Functions; staff more able to cast a lens on behaviours/learning through an EF lens (still early stages)
- Teachers' knowledge/understanding of local history/purakau have grown (Production had a positive impact within and beyond our school community)
- Curriculum resources are being shared in multiple mediums (e.g. staff meetings, digitally)
- Maths PLD has been held (x two days) as part of Kahui Ako initiative (first day was a familiarisation of the refreshed curriculum, followed up by a planning focus in T. 4)
- WSL and Leader of Literacy have held staff meetings each term
- ALIM (x three teachers); best practice shared through staff meetings

3b) Build on staff proficiency in teaching languages (specifically te reo Māori)

- Pedagogy underpinning the teaching of languages is variable (we have one trained teacher with qualifications in this learning area)
- Education Perfect being accessed by all staff (2024) and some staff (2025) for building te reo Māori capability
- TIC te reo Māori sharing resources at staff meetings (T. 3/4)
- All teachers are required to be explicitly teaching te reo Māori as part of their classroom timetable (skill level varies)
- Te reo Māori teaching resources have been provided for teachers

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

- PGC framework in place
- Strong focus on building coaching/mentoring capability through work with external facilitator
- Increased confidence by SLT to conduct effective and impactful coaching conversations for sustainable growth in practice
- Awareness of the revised Standards for the Teaching Profession

Annual Student Achievement Plan 2026: improving student attendance rates and engagement

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

Strategic Goals (specifically relevant to this aim):

- 1. Hauora: Health and Wellbeing**
We have a positive, inclusive culture that fosters a strong sense of health, wellbeing and engagement (free from racism, discrimination and bullying)
 - 1a) Investigate and implement explicit health and wellbeing initiatives relevant to emerging adolescents that enhance student wellbeing
 - 1b) Continue to build on and strengthen whānau involvement in the learning partnership
 - 1c) Strengthen student engagement
- 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) Build on our understanding, and drive effective implementation of the Science of Learning
- 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
 - 3b) Build on staff proficiency in teaching languages (specifically te reo Māori and Mandarin)
 - 3c) Strengthen schooling improvement practices through building middle leadership capability

Impact (Expected Outcomes):

- 1. Hauora: Health and Wellbeing**
 - Ākonga feel valued and respected; their identities, cultures, interests and strengths are visible in their learning with equitable outcomes for all
 - Partnerships, relationships and collaboration with the community (including schools, whānau, local iwi) will be strengthened and sustained to enhance learning outcomes for ākonga
 - Students are attending school regularly and actively engaging in their learning
- 2. Mātauranga: Curriculum**
 - A learning environment and school culture that enhances Mauri Ora, wellbeing and equitable outcomes for all, is evident; including acceleration for ākonga at risk of not achieving expectation in English and Mathematics
 - Explicit teaching in English and Mathematics that is underpinned by the fundamentals of The Science of Learning, while also enabling student agency
- 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 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%. Since 2017 there has been a decline in daily attendance rates with a significant drop evident in 2022. However, we have been achieving improved daily attendance rates in 2023 - 2025 and wish to continue to build on this momentum in order to achieve the government target of 80% students attending school regularly (i.e. 90%+ by 2030)

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%
2024	90.5%
2025	91.3%

Commentary: it is important to note that in 2020-2021 we experienced lockdowns of varying lengths due to Covid-19

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 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 from 2023 - 2025, we will continue to strengthen our practices and processes to enable regular attendance for all ākongā. As an intermediate who enrol only Y. 7s and Y. 8s we need to enquire into the attendance rates of our 2025 Y. 7 cohort who are enrolled with us again in 2026; these students will be our target group initially and will form the basis of our internal evaluation.

NB: Regular attendance is defined as those students who attend school 90%+.

Supporting Data:

Unjustified attendances 2023 - 2024

2023 EOY	EOY 2024	Term 1 2024	Term 2 2025	Term 3 2025	Term 4 2025
2%	1.9%	1.6%	2.3% (T. 2) 2.1%(YTD)	1.8% (T. 3) 2% (YTD)	1.9(T. 4) 1.9(YTD)

The graph on the right indicates the attendance rate was highest in Term 1 2025, then dropped off, particularly in Term 3 (this is typically due to winter illnesses). We would like to see students attending right up until the last day of school to increase regular attendance in Term 4.

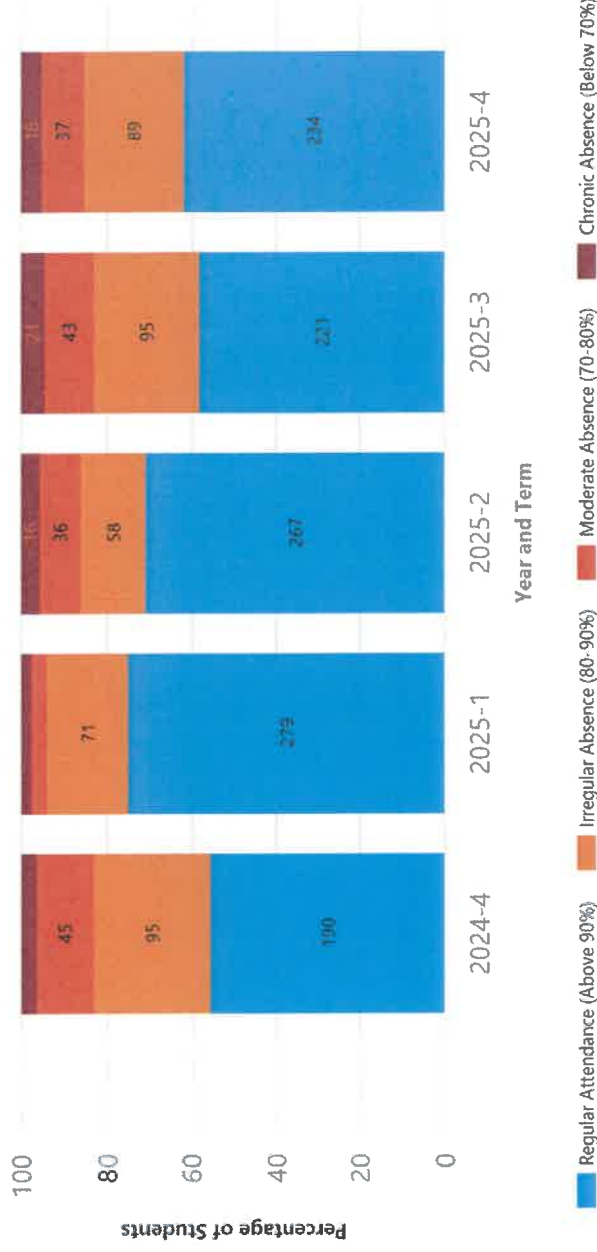
NB: regular attendance up to the end of Week 9 was 68%.

Week 10 attendance was 89%

Week 11 attendance (1.5 days) was 69%

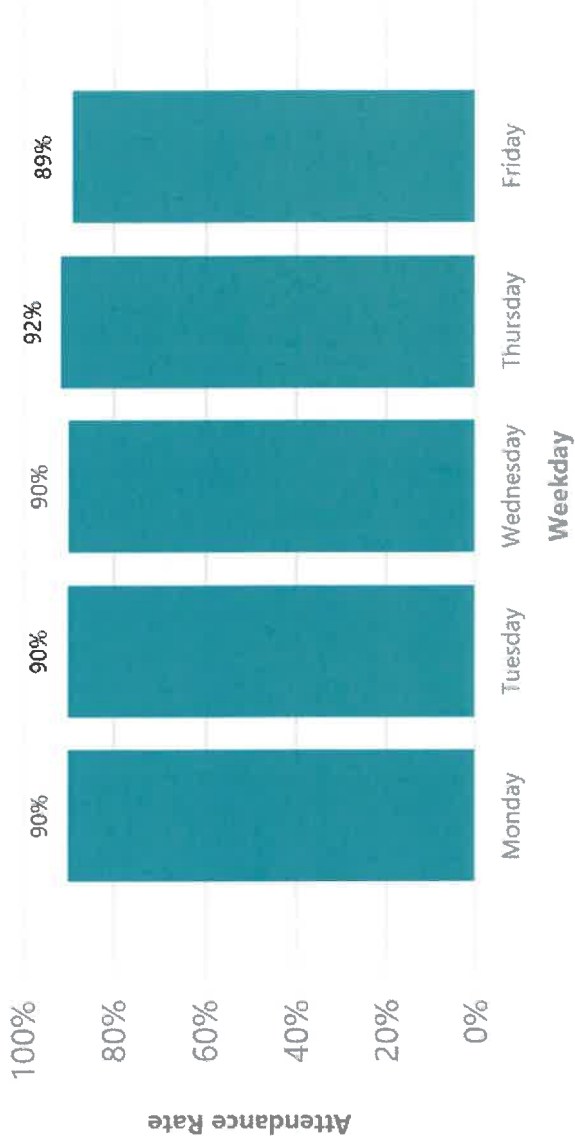
How have your student attendance categories changed over the last 5 terms?

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



There is a trend emerging indicating reduced attendance on Mondays and/or Fridays. This will continue to be a focus for 2026. The graph below indicates 2025 Term 4 data, which did show improvement after we targeted Mondays/Fridays.

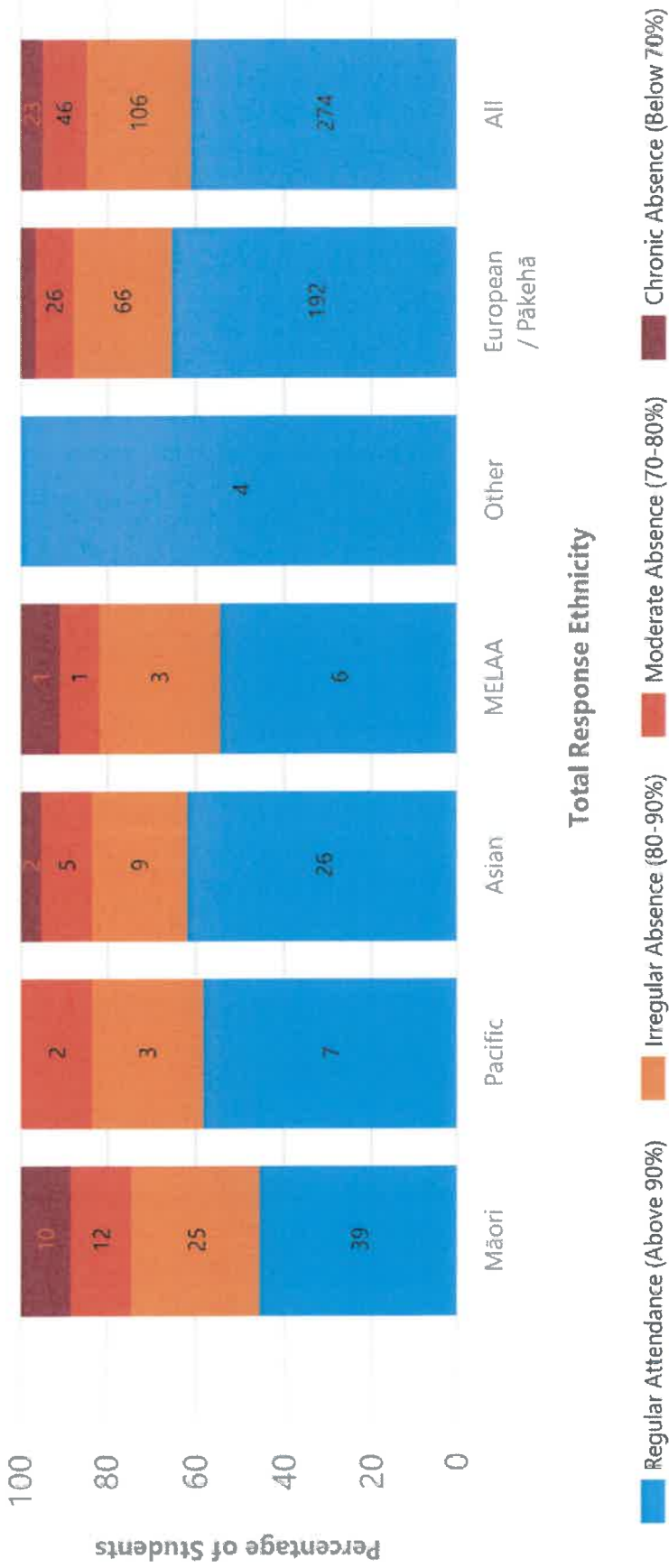
What is your average attendance rate for each weekday?



How are your student attendance categories distributed by ethnicity?

NOTE:

- Students who identify with more than one of these ethnic groups are counted in each.
- Percentages are shown on the vertical axis while the bars show the actual number of students.
- Where there are small numbers in a group, please interpret with caution



In Term 4 of Year 2025, Other ethnic group had the highest proportion of students attending regularly, with 100% of students at school above 90% of the time.
 In Term 4 of Year 2025, Māori ethnic group had the highest proportion of students with chronic absence, with 12% of students at school less than 70% of the time.

2025 Cohort Baseline Data (i.e. 2026 Y. 8 students)

	Gender	<70% (chronic absences)	70% - 80% (moderate absences)	80% - 90% (irregular attendance)	90%+ (regular attendance)	Total
All Y. 7s	Girls	3 3%	5 5%	21 20%	74 72%	103
	Boys	2 2%	12 13%	28 30%	52 55%	94
Total		5 3%	17 9%	49 25%	126 64%	197
Ethnicity						
NZE	Girls	3 3%	2 3%	12 19%	47 73%	64
	Boys	-	4 8%	16 31%	32 62%	52
Māori	Girls	-	3 13%	7 30%	13 57%	23
	Boys	2 8%	6 24%	10 40%	7 28%	25
Asian	Girls	-	-	2 13%	13 87%	15
	Boys	-	2 22%	-	7 78%	9

NB: for privacy reasons the table above does not include data for MELLA, Pacific or Other students as there are less than five students in each category



NB: the graph above illustrates the 2025 Y. 7 cohort attendance who will be informing our 2026 targets, and target students (the 49th irregular attending student has 90% attendance so is not included in our irregular absence cohort)

Commentary:

1. 3% (6/197) of all 2025 Y. 7s were classified as having chronic absences
2. 9% (17/197) of all 2025 Y. 7s were classified as having moderate absences
3. 25% (49/197) of all 2025 Y. 7s were classified as irregular attenders
4. 64% (126/197) of all 2025 Y. 7s were classified as regular attenders
5. Girls are attending more regularly than boys ie. 72% v 55%
6. Māori have the lowest rate of regular attendance (42%) with 23% all Māori classified as having moderate or chronic absences

2026 Attendance and Engagement Targets (based on 2025 Year 7 students attendance):

1. Continue to improve our daily attendance rate as a whole school to >91%
2. Reduce the number of late arrivals
3. Reduce unjustified attendances across the school
4. Reduce the rate of absences on Mondays and/or Fridays
5. The group of five Y. 8 students (three girls + two boys) who had chronic attendance (i.e. less than 70%) in 2025 will make progress and attend school ≥ 75% of the time
6. The group of 17 Y. 8 students (five girls and twelve boys) who had moderate absences (i.e. 70% - 79%) in 2025 will make progress and attend school ≥ 90% of the time
7. The group of 48 Y. 8 students (20 girls and 28 boys) who had irregular attendance (i.e. 80% - 89%) in 2025 will make progress and attend school ≥ 90% of the time

Action Plan:				
Action	Expected Outcome	Responsibility	Time frame	Resourcing
<p>Implement our Attendance Management Plan - use of Stepped Attendance Response procedures:</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 Natalia Teachers	Ongoing	WTB and Maths Whizz + Google Classroom
<p>Conduct an internal evaluation of attendance rates of Y. 7s in 2025 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 Natalia	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>	<ul style="list-style-type: none"> - Students and whānau will develop a better understanding of the importance of attending school regularly, for continuity and learning progress 	Teachers	Fortnightly	Nil
<p>Promote awareness of the impact of absences on learning</p>	<ul style="list-style-type: none"> - less condoned absences by parents 	Jenny Teachers <small>(as part of learning culture)</small>	Ongoing	Nil

Communicate attendance regularly to the community using varied platforms i.e. newsletter, email, Class Dojo, Facebook	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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 # 3)
Daily attendance monitored with rigour by classroom teachers; individual students of concern and implement interventions will documented in Team Meeting minutes	<ul style="list-style-type: none"> - 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 Jenny Natalia	Weekly	Nil
Principal and AP closely monitoring target students; responding with the student, families, and external agencies	<ul style="list-style-type: none"> - target students are identified and monitored closely in collaboration with Starfish Attendance Services - communication with students and parents is regular and collaborative - celebrations for significantly improved attendance 	Jenny Natalia	Fortnightly	Nil
Celebrate improved, and outstanding, attendance at assembly, with individuals, and whānau, including an end of term treat (dub dub, or similar)	<ul style="list-style-type: none"> - students will feel proud of their efforts - all students will have key messages reinforced - celebratory morning tea once per term 	Jenny Natalia	once per term	\$200
Learner Profile: EMPOWERED 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	<ul style="list-style-type: none"> - Learner Profile will be unpacked, understood, articulated and demonstrated - 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) 	Classroom teachers (culture for learning underpinning Treaty) Jenny Kylie (assemblies, daily notices) Natalia	Ongoing	Nil

	<ul style="list-style-type: none"> - Explicit reference given to regular attendance, with data, at assemblies 	
<p>Student goal setting based on need aligned with our Learner Profile (KCs)</p> <p>Strengthen follow-up procedures with parents about unexplained absences</p>	<ul style="list-style-type: none"> - students will be able to set a SMART goal based on achieving regular attendance, with constant monitoring - 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 - students will articulate reasons for repeated absences and work help develop an ISP (individual support plan) to improve attendance rates - reduced absences on Fridays and Mondays - students not wanting to miss out on fun events/learning 	<p>Classroom Teachers</p> <p>Julie Classroom teachers</p> <p>Ongoing (goal setting each term)</p> <p>Nil</p>
<p>Meet with individual ākonga about their absences and explore the reasons; create a plan to resolve this</p>	<ul style="list-style-type: none"> - students will want to attend school regularly - improved internal commitment - strong sense of wellbeing and positive attitude 	<p>Jenny Natalia</p> <p>Ongoing</p> <p>Nil</p>
<p>Reduce Monday/Friday absences - schedule fun events on days with historic low attendance i.e. Friday/Monday eg enrichment</p>	<ul style="list-style-type: none"> - students will want to attend school regularly - improved internal commitment - strong sense of wellbeing and positive attitude 	<p>Leadership Team</p> <p>Ongoing</p> <p>Nil</p>
<p>Plan learning that is engaging based on students interests e.g. localised curriculum, enrichment, clubs</p>	<ul style="list-style-type: none"> - Fortnightly meetings with Starfish - 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 	<p>Classroom teachers</p> <p>Ongoing</p> <p>As per class budgets and School Activities budget</p>
<p>Collaborate with Starfish and support agencies who can tackle barriers to attendance</p>		<p>Jenny</p> <p>Fortnightly</p> <p>Nil</p>

Annual Student Achievement Plan for raising student achievement in WRITING in 2026

Strategic Aim: To improve and accelerate student achievement in WRITING

Strategic Goals (specifically relevant to this aim):

1. Hauora: Health and Wellbeing

We have a positive, inclusive culture that fosters a strong sense of health, wellbeing and engagement (free from racism, discrimination and bullying)

1b) Continue to build on and strengthen whānau involvement in the learning partnership

1c) Strengthen student engagement

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) Build on our understanding, and drive effective implementation of the Science of Learning

2b) Develop and implement a school-wide structured literacy approach aligned with the refreshed NZC (specifically Phase 3)

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

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

Impact (Expected Outcomes):

1. Hauora: Health and Wellbeing

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

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

- Students are attending school regularly and actively engaging in their learning

2. Mātauranga: Curriculum

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

- Explicit teaching in English and Mathematics that is underpinned by the fundamentals of The Science of Learning, while also enabling student agency

- 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 for ākonga

Annual Objectives and Aims:

- To increase the number of students achieving at/above the New Zealand Curriculum Levels in WRITING (ie Phase 3 of the refreshed NZC)

WRITING: Background and Baseline Data - 2025 End of Year exit data

	<p><u>Entry expectation:</u> 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><u>End-of-Year expectation:</u> working within the following bands -</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>
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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)
Writing	196/360 54%	209/360 58%	69/96 61%	77/96 80%	33/88 37%	37/88 42%	50/74 68%	51/74 69%	54/103 53%	44/103 43%	F: 13/20 65% M: 4/19 21%	F: 15/20 75% M: 4/19 21%	F: 7/14 50% M: 9/21 43%	F: 7/14 50% M: 6/21 29%

NB: the above data is clean.

Commentary: EOY demographic significantly higher than whole school EOY demographic significantly lower than whole school (significant is defined as +/- 10%)

- there is significant disparity between females and males in all demographics
- Year 7 girls made significant progress from entry to exit but this was not replicated by males
- Year 8 males showed a decline by 10% keeping up with expectations of Level 4 (NZC 2025)

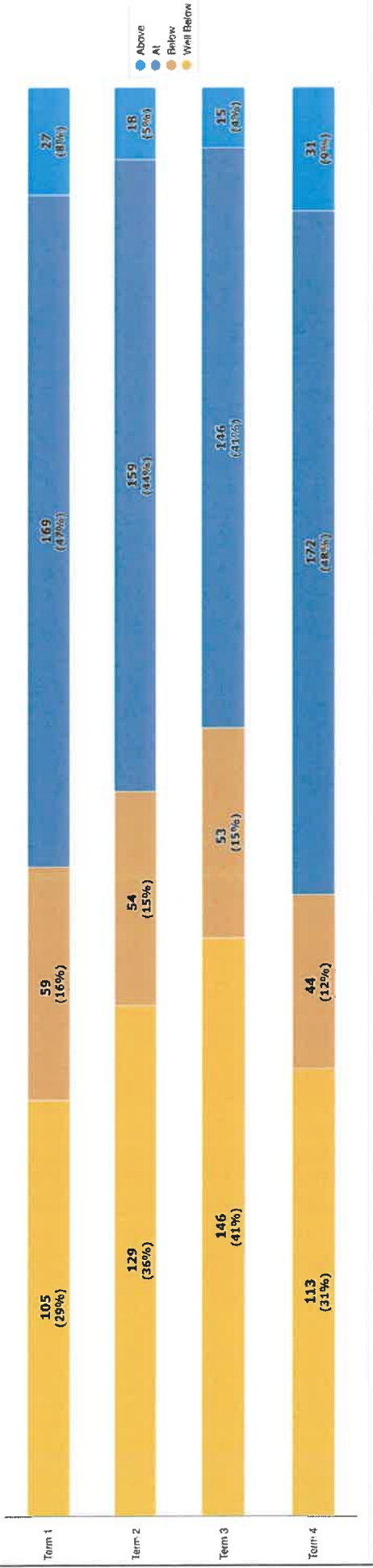
WRITING Cohort Analysis Entry - Exit 2025

NB: this is clean data and includes ALL students

Key: Accelerated by $\geq 5\%$ Regressed by $\geq 5\%$ from entry to exit (NB: small cohort numbers are distorted when converted into percentages)

Writing - Cohort Comparison	BoY OTJ: At/Above expectation	Mid-Year OTJ: At/Above expectation	EoY OTJ: At/Above expectation
Whole School	196/360 54%	161/360 45%	209/360 58%
Year 7	92/184 50%	97/184 53%	114/184 62%
Year 8	104/176 59%	80/176 45%	95/176 54%
NZE	132/233 57%	123/233 53%	146/233 63%
Māori	33/73 45%	29/73 39%	33/73 45%
Pasifika	3/7 43%	2/7 28%	3/7 43%
Asian	18/33 54%	18/33 54%	21/33 64%
MELAA	9/10 90%	4/10 40%	5/10 50%

Writing - Term on Term - 2025 - 100% Bar Chart



Accelerated Writing Data - 2025 Term 1 To 2025 Term 4 - 100% Bar Chart



Commentary: the graph above indicates that -

- 65% of students made the expected growth (x 12 months), or more (18 months+)
- 32% of students made accelerated progress

- 34% students progressed, but less than expected for the calendar year
- 1% students regressed

2026 Y. 8 WRITING Targets (based on Y. 7s 2025 exit data)

1. All students will make progress in WRITING (in relation to the NZC refreshed curriculum phases)
2. The group of [27 Y. 8 Māori students](#) (x 6 girls and x 21 boys out of a total of 48 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 [58 Y. 8 non-Māori students](#) (x 20 girls and x 38 boys out of a total of 149 non-Māori students) who are achieving below/well below expectation (E. L4) in Maths will make accelerated progress (beyond one year's growth)

Action Plan:

Action	Expected Outcome	Responsibility	Time frame	Budget
Structured Literacy PLD (with Learning Adventures/GEL, Jade and Claire) x 3 days Terms 1-2	<ul style="list-style-type: none"> - Tier 2 / 3 students using DIBELS assessment identified - A Literacy Leadership Learning team formed, with a description of responsibilities/accountabilities - A 3-year literacy action plan drafted - Develop a school-wide literacy scope and sequence - Modelling/coaching/mentoring in structured literacy (T. 2/3) with PLD facilitators - Establishment of Tier 2 interventions in Reading and Writing 	DP Literacy team		\$10,000 (for additional coaching days)
Writing will be explicitly taught daily for an average of one hour per day (minimum of five hours in one week)	<ul style="list-style-type: none"> - Implement with rigour, the MIS Writing effective practice guidelines (reviewed Term 3 TOD 2025) - emphasis on deliberate and explicit teaching of Writing for one hour per day (timetabled) - Technology/Specialist classes to weave any explicit vocab/writing skills into their programmes 	Leadership Team Technology/ Specialist teachers	T. 1-4	Nil
Schooling Improvement: Building instructional leadership capability of middle leaders to improve student outcomes in Writing	<ul style="list-style-type: none"> - Drilling into data will generate solutions-focused dialogue that builds capability - causal factors will be identified and deliberate actions taken in response - Rigorous debate around identifying solution requirements and solution strategies - Team leaders to utilise release/team meeting time to deliberately focus on building colleague's capability - Writing planning checked by TL for content and specificity 	DP Leadership Team Literacy Team	Fortnightly	CFPLD Hours Release time (allocated via staffing)

	<ul style="list-style-type: none"> - 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 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 		
Implementation of the refreshed NZC	<ul style="list-style-type: none"> - Consistent school-wide Writing programme - School-wide PLD in the use of Writers Toolbox - Consistent scope and sequence followed - Teachers familiar with Writing phases (Phase 3 for Y. 7/8) 	Kylie TIC	T. 1 - 4 \$1000
TAIs linked to Writing - 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	<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 Writing (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 ID (informed decisions) assessments, with evidence, twice per term - Teachers will video own practice (as a 'can do') linked to their TAI - student-teacher reflective feedback conversations 	Jenny Kylie Leadership Team	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 By week 8
Strengthen teachers' use of High Impact Teaching Strategies with teachers professional growth cycles (H.I.T.S.) through the context of Maths	<ul style="list-style-type: none"> - teachers will have improved understanding of the HITS and be actively including the strategies into their practice 	Kylie	Nil
PLGs conducted each term; a forum for teachers to share practices	<ul style="list-style-type: none"> - 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 1-4 Nil
Continued use of Writers Toolbox (with further PLD, especially for new staff)	<ul style="list-style-type: none"> - All students will be regularly and consistently accessing and utilising Writers Toolbox as part - Staff provision of PLD (online TOD and ongoing) - reporting to students about weekly success (through assembly) 	WSL	T. 1 - 4 \$31,500.00

<p>Moderation of Writing each term</p> <p>Writing visibility; vocab evident in classrooms to help students make connections across the curriculum</p> <p>Address e-as the hotspots as identified from 2025 end of year data</p>	<ul style="list-style-type: none"> - Staff meetings dedicated to moderation of Writing each term - Powerful vocab visible - Writing processes visible - Student writing visible <p>Writing hot spots addressed through explicit teaching</p> <ul style="list-style-type: none"> - Planning (tends to be minimal and lacking detail to support writing process) - Sentence varieties - Phase 3 requires elaboration on ideas and impact through varied sentence structures with effect - Paragraphing - Punctuation - Correct tense - Breadth of vocabulary (keeping the text tight by using specific vocabulary) 	<p>Kylie</p> <p>Classroom teachers</p> <p>Leadership Team</p> <p>Leadership Team (check planning)</p> <p>Teachers</p>	<p>Terms 1 - 4</p> <p>Terms 1 - 4</p> <p>T. 1 - 4</p>	<p>Nil</p> <p>Nil</p> <p>Nil</p>
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2026 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 8 (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, with reference to goal setting
Mid-Year Written Report Student Learning Conversations	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 'informed decisions' in English and Mathematics 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 Learner Profile (skills and dispositions for learning) 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 English and Mathematics 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				

2025-2027 Review Schedule

WHAT'S UNDER REVIEW?

All schools do school review cycles using the same three-year review schedule. Each term, a different section of School/BoC is under review. Policies that are not applicable to all schools are indicated with an asterisk.

WHO TAKES PART IN REVIEWS?

Reviews are open to the whole school community (board, staff, students, parents, caregivers, and visitors). Boards are welcome to review all policies but should focus on policies with (board) next to the policy name below.

Year	Health, Safety, and Welfare	Curriculum and Student Achievement	School Community Engagement	Finance and Asset Management	Employment	Government and Management
2025	TERM 1	TERM 4	TERM 3	TERM 3	TERM 2	TERM 1
	Health, Safety, and Welfare Policy (board)	Curriculum and Student Achievement Policy (board)	School Community Engagement Policy (board)	Finance and Asset Management Policy (board)	Employment Policy (board)	Governance and Management Policy (board)
	Risk Management (board)	Reporting about Student Progress and Achievement (board)	Inclusive School Culture (board)	Financial Monitoring and Reporting (board)	Equal Employment Opportunities (board)	Tea Trail & Walkways (board)
	Visitor Engagement, Participation, and Reconciliation	Learning Support (board)	Enrollment	Budget	Appointment Policy (board)	School Character * / Student Conduct *
Health Support (board)	Religious Instruction * / Religious Observances *	Student Attendance (board)	Income	Classroom Release Time / Timetable	School Planning and Reporting (board)	
Recording and Reporting Injuries and Illness	Health Education/Activities	Student Uniform / Student Dress Expectations	Expenditure (board)	Right Conduct	Managing Policies and Procedures	
2026	TERM 2	TERM 3	TERM 4	TERM 4	TERM 1	TERM 2
	Emergency Management (board)	Child Protection (board)	Curriculum and Student Achievement Policy (board)	Asset Management (board)	Emergency and Disaster Management Policy (board)	Performance Management (board)
	Evacuation	Abuse Recognition and Reporting (board)	Reporting about Student Progress and Achievement (board)	Property Management (board)	Equity Employment Opportunities (board)	Tea Trail & Walkways (board)
	Lockdown and Shelter in Place (board)	Food and Nutrition	Learning Support (board)	Security Management (board)	Appointment Policy (board)	School Character * / Student Conduct *
Emergency Closure (board)	Safety Checking (board)	Religious Instruction * / Religious Observances *	Religious Education/Activities	Computer Security and Cybersecurity	School Planning and Reporting (board)	
Managing Traumatic Incidents	Missing Student Procedure	Health Education/Activities	Health Education/Activities	Boarding House/Boarding Parties *	Managing Policies and Procedures	
2027	TERM 3	TERM 4	TERM 1	TERM 1	TERM 2	TERM 3
	Child Protection (board)	Building and Insurance (board)	Daily School Bus *	Asset Management (board)	Employment Policy (board)	Governance and Management Policy (board)
	Abuse Recognition and Reporting (board)	Behaviour Management (board)	School Swimming Pool * / Swimming Off Site *	Property Management (board)	Equal Employment Opportunities (board)	Tea Trail & Walkways (board)
	Food and Nutrition	Speeches, Surveys, and Retention of Property	Education Outside the Classroom (EOC)	Security Management (board)	Appointment Policy (board)	School Character * / Student Conduct *
Safety Checking (board)	Mitigating Physical Restraint (board)	EOC Governance Roles and Responsibilities	Computer Security and Cybersecurity	Classroom Release Time / Timetable	School Planning and Reporting (board)	
Police Vetting	Stand-down, Suspension, and Exclusion	EOC Risk Assessment and Management	Boarding House/Boarding Parties *	Right Conduct	Managing Policies and Procedures	
Missing Student Procedure	Staff Wellbeing and Safety	EOC Governance Roles and Responsibilities	Boarding House/Boarding Parties *	Performance Management (board)	Managing Policies and Procedures	



Morrinsville Intermediate School

Board of Trustees Self-Review 2026 – 2028

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

Area of Review	2026	2027	2028
<p>Strategic and Annual Plan</p> <p>2026-2028 Strategic Plan is to be implemented by 1st January 2026; update key actions</p> <p>Annual Student Achievement 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 2026 -2028 Strategic Plan goals and actions</p> <p>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>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><i>NB: In-depth consultation to begin in T. 2 to inform 2029-2031 three-year Strategic Plan</i></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 assessment schedule and annual student achievement plan – progress reported as per plan by Principal, DP and AP</p> <p>SENCO: reporting on Literacy Centre progress and achievement each term, as well as programmes and initiatives to support student wellbeing and pastoral care (pastoral reports provided each term)</p> <p>Statement 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>Mid-year + October: review with Ed Services - draft budget for the following year is compiled with finance committee and presented to BOT before the end of year</p> <p>Annual Accounts to Auditors by 31st March. Annual Report submitted to MOE by May 31st and uploaded onto our website</p>		

February: ratify finalised budget based on Operations Grant. Adjust budget throughout the year to align with MOE funding and staffing			
Staffing <ul style="list-style-type: none"> - employment - Professional Growth Cycle 	Term 2: EEO survey Review Exit Interview feedback and act on trends that may be evident	Term 2: EEO survey Review Exit Interview feedback and act on trends that may be evident	Term 2: EEO survey 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: <ul style="list-style-type: none"> - 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 'Motherhood 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 Physical Restraint Module completed by all teaching staff (certificate of completion kept on file) Police Vetting: all teaching staff (registrations verified and EOI sighted and copy taken for file). Support Staff police vetting conducted on a triennial cycle (after the initial police vet upon employment).		
Policy	Implement SchoolDocs policy review cycle as per schedule February: <ul style="list-style-type: none"> - Schedule of Delegations (principal) - Health and Safety Policy - Assessment Schedule - Reporting to Parents Sexuality Education: information evening held Child protection policy review with teachers annually	Implement SchoolDocs policy review cycle as per schedule February: <ul style="list-style-type: none"> - Schedule of Delegations (principal) - Health and Safety Policy - Assessment Schedule - Reporting to Parents Health Education: consultation with the community, and a review of our statement on the delivery of the health curriculum Sexuality Education: information evening	Implement SchoolDocs policy review cycle as per schedule February: <ul style="list-style-type: none"> - Schedule of Delegations (principal) - Health and Safety Policy - Assessment Schedule - Reporting to Parents Sexuality Education: information evening held

<p>Curriculum Review</p>	<p>Major: English (in conjunction with the implementation of the refreshed NZC) Major: Student Attendance and Engagement Minor: Social Sciences Implementation of the refreshed NZC</p>	<p>Major: English (aligned with NZC Refresh) Minor: Languages and Technology Minor: Student Attendance and Engagement</p>	<p>Major: PE and Health Minor: Science Minor: Student Attendance and Engagement</p>
<p>School Board (BoT)</p>	<p>Board Delegations and PLD Governance procedures and meetings</p>	<p>Delegations and PLD Governance procedures and meetings</p>	<p>Board Triennial Election (September 2025) and induction Delegations and PLD Governance procedures and meetings</p>
<p>Property</p>	<p>10YPP and 5YA planning review Projects - whole school painting (exterior) - staff toilets</p>	<p>5YA Implementation</p>	<p>5YA implementation</p>
<p>Local Initiatives</p>	<p>ERO review due: school improvement partnership ongoing for schooling improvement (focus on continuing to improve whānau engagement in the learning)</p>	<p>ERO: continue to work in partnership with ERO for schooling improvement</p>	<p>ERO: school improvement partnership ongoing for schooling improvement</p>
<p>RTL</p>	<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) Budget monitored monthly New Cluster Manager commencing Term 3 2026 Cambridge Housing: continue to work with MOE in relation to housing at the new Cambridge West School (currently on hold)</p>		



MORRINSVILLE

Intermediate School

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

Ratification of the 2026 Strategic Plan (+ implementation plan) and Annual Student Achievement Plan

Minutes of the Board of Trustees Meeting: 18th February 2026

Uploaded onto our school website and submitted to the Ministry of Education: by 1st March 2026

Signed: Jenny Clark Jenny Clark (Principal)

Signed: Mike Garrud Mike Garrud (Presiding Member)