

Kaitao Intermediate School Planning and Reporting 2021 - 2024

Our Vision: Together we strive for academic success. We empower our students to be respectful, resilient, responsible students who work towards excellence.

Learners at the Centre	Barrier free Access	Quality teaching and Leadership
<ul style="list-style-type: none"> • Create great leaders one child at a time • Have a child centred approach to teaching, learning and living • Be creative and innovative in order to succeed as a nation and internationally • Provide a safe inclusive environment, free from racism, discrimination and bullying for all learners, their whanau, and all members of the school community • Celebrate learners successes as they occur • Emphasise and value the Key Competencies and what they contribute to the whole learner 	<ul style="list-style-type: none"> • Promote equity of access to IT particularly for our Maori and Pacific learners • Reduce financial barriers • Provide an inclusive learning environment • Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy • Providing a curriculum which differentiates learners needs by adapting, adjusting and providing support in order to maximise their learning potential 	<ul style="list-style-type: none"> • Improve student achievement and progress by strengthening teaching, leadership and capability • Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the school • Value student voice • Expect and support kaiako to build understanding of learners contexts, including languages spoken at home, histories, stories and cultural values to provide culturally responsive and relational teaching

Our Mission: Increasingly we are planning for and providing engaging learning opportunities using an integrated inquiry approach. This approach promotes the importance of the specific reading, writing and maths skills required in all curriculum areas, including; science, social sciences, technology, engineering and the arts. Developing ALL learners by having their lives and eyes opened to the unlimited possibilities of an unknown future ensures they achieve success.

School Leadership	Apple Distinguished Schools	Mathematics	Writing (Gaye Byers)	Relationships	Assessment for Learning
<p>Kaitao Intermediate continues to employ and retain personnel who will respect and show kindness to all learners, their whanau and members of the school community. As a staff we are aware of how bias and low expectations can impact learners/ākonga, staff and whānau</p> <p>Kaitao Intermediate continues to develop strong curriculum teams and leadership - which includes diversity of staff, as role models for learners</p> <p>Kaitao Intermediate intends to continue with the strong and stable leadership currently in place and develop layers of leadership throughout the school within a distributive leadership model</p> <p>Leaders of Kaitao Intermediate believe that they should support other principals, teachers and organisational groups that support learners and learner wellbeing</p>	<p>Kaitao Intermediate provides an integrated, creative, innovative and exciting curriculum which incorporates technology in a way that promotes equity for all.</p> <p>Kaitao Intermediate promotes a culturally responsive, relational pedagogy approach (CRRP) where students, including Maori and Pasifika learners, can link learning to their experiences and culture</p> <p>Kaitao Intermediate School will develop strong relationships with Apple providers to support our intent to become an Apple Distinguished School within 3 years</p> <p>Kaitao Intermediate will roll out iPads to all classes over 3 years</p> <p>Kaitao Intermediate will obtain professional learning from outside providers to maximise parents' financial investment, engagement and belief by improving teacher capability</p>	<p>Kaitao Intermediate will support students through the MST program. Students attend intensive group teaching using the MST approach (at least 50 as per Massey University expectations around school roll and funding)</p> <p>Kaitao Intermediate promotes a culturally responsive, relational pedagogy approach (CRRP) where students, including Maori and Pasifika learners, can link learning to their experiences and culture</p> <p>The Math leadership team provides high quality professional learning for staff including using an outside provider</p>	<p>Kaitao Intermediate will support students writing progress through the Gaye Byers writing program. Staff are supported by a specialist teacher who will provide expertise, modeling, observations, classroom support and professional learning across the school</p> <p>Kaitao Intermediate promotes a culturally responsive, relational pedagogy approach (CRRP) where students, including Maori and Pasifika learners, can link learning to their experiences and culture</p> <p>The Literacy leadership team provides high quality professional learning for staff using Gaye Byers writing and marking strategies</p>	<p>Kaitao Intermediate will implement Mana Potential alongside other Restorative Practice and PB4L methods</p> <p>Kaitao Intermediate School will focus on schoolwide relationship management strategies which improve sense of belonging and identity for all (CRRP)</p> <p>The Relationships leadership team will evaluate and reflect on how schoolwide relationship management strategies have improved engagement and learning progress (ERO inquiry)</p>	<p>Kaitao Intermediate trusts the data of contributing schools, allowing students to continue learning from day one at Kaitao Intermediate</p> <p>Kaitao Intermediate has a robust assessment schedule which supplies up to date and accurate data.</p> <p>Teachers at Kaitao Intermediate have a good working knowledge of the standardised assessment systems we use, including e-asttle, Gloss and Probe. Staff have a strong understanding of the purpose of these tools and what each contributes to the overall learner profile</p> <p>Teachers at Kaitao Intermediate report to parents regularly via the Hero and Seesaw tools, identifying skills, strengths and next steps for individual learners</p> <p>Using Assessment for Learning staff design programmes targeted to promote student progress, with a focus on meeting the Kaitao Graduate Profile goals.</p>

It is the aim of Kaitao Intermediate to be the preferred intermediate for the Western Heights Community

3 Year School Planning and Reporting for - School Leadership 2021 - 2024

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME 2021	TASKS TO ACHIEVE THE OUTCOME 2022	TASKS TO ACHIEVE THE OUTCOME 2023
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whanau are at the centre of education</p>	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/ākonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate continues to employ and retain NICE personnel who will respect and show kindness to all learners, their whanau and members of the school community. Including building staff awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p>	<ul style="list-style-type: none"> • Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong • Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau • Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	<p>Professional Learning Middle Leaders and Tony Burkin</p> <p>IYT for 4 staff members in 2021</p> <p>Trauma informed practice through Kahui Ako channels</p> <p>Use of Mana Potential as a tool for social and emotional wellbeing and understanding learning</p> <p>Raising expectations of and for all ākonga by teaching in a way which gives all students access to the curriculum at level 4.</p>		
<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Kaitao Intermediate continues to develop strong curriculum teams and leadership - which includes diversity of staff as role models for learners</p>	<ul style="list-style-type: none"> • Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective • Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills • Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 	<p>Events which include whanau to be held early in the year i.e. whanau picnic, noho marae and meet the teacher evenings and events.</p> <p>Further develop the expectation and expectation for teachers that whanau involvement is paramount - and includes positives for learning and behaviour</p> <p>SENCo and LSC liaison with whanau and outside agencies for students with disabilities, and additional needs and those who require learning support to make sufficient progress</p> <p>Introduce and continue with interventions - bricks, kohiko mai, WERA maths, MST and dyslexia intervention</p>		
<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Kaitao Intermediate intends to continue with the strong and stable leadership currently in place and develop layers of leadership throughout the school within a distributive leadership model</p> <p>Leaders of Kaitao Intermediate School believe that they should support and lead within other professional principals, teachers and organisational groups that support learners and their</p>	<ul style="list-style-type: none"> • Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support • Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches • Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to 	<p>Continue to strengthen the Te Ao Maori team along with their ability to collaborate across other curriculum teams to maximise the investment in</p> <p>Continue to use an outsider appraiser to appraise curriculum and team leaders</p> <p>Professional Leadership - Principal - member of NZPF</p> <p>Professional Leadership -DP - Lead principal of Te Maru o Ngongotaha Kahui Ako WISP contract with Lakes DHB</p>		

wellbeing

provide culturally responsive teaching

Professional leadership - AP - Kohiko Mai (ongoing presentations, case study)

3 Year School Planning and Reporting for - School Leadership 2021

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whanau are at the centre of education</p>	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate continues to employ and retain NICE personnel who will respect and show kindness to all learners, their whanau and members of the school community. Including building staff awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p>	<ul style="list-style-type: none"> • Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong • Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau • Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	<p>Professional Learning Middle Leaders and Tony Burkin</p> <p>IYT for 4 staff members in 2021</p> <p>Trauma informed practice through Kahui Ako channels</p> <p>Use of Mana Potential as a tool for social and emotional wellbeing and understanding learning</p> <p>Raising expectations of and for all akonga by teaching in a way which gives all students access to the curriculum at level 4.</p>	<p>Tony Burkin</p> <p>MOE, 4 staff enrolled</p> <p>Kahui Ako</p> <p>Renee Holt, Carey Bennett, Te Ao Maori team, all teachers</p>	<p>Tony Burkin has completed 2 of 4 sessions for team leaders. \$ staff are attending IYT 2 sessions completed. 1 staff member is leaving. TIA champions have been selected for PLD starting 3rd and 4th August MP - see below Maths review identified teaching at level 4</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Taki to be involved in Tony Burkin PLD • Completion of courses started
<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Kaitao Intermediate continues to develop strong curriculum teams and leadership - which includes diversity of staff as role models for learners</p>	<ul style="list-style-type: none"> • Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective • Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills • Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 	<p>Events which include whanau to be held early in the year i.e. whanau picnic, noho marae and meet the teacher evenings and events.</p> <p>Further develop the expectation and expectation for teachers that whanau involvement is paramount - and includes positives for learning and behaviour</p> <p>SENCo and LSC liaison with whanau and outside agencies for students with disabilities, and additional needs and those who require learning support to make sufficient progress</p> <p>Introduce and continue with interventions - bricks, kohiko mai, WERA maths, MST and dyslexia intervention</p>	<p>Principal</p> <p>Senior Leaders</p> <p>SENCo, LSC</p>	<p>Whanau picnic held in week 2 - approx 100 Noho held across 2 marae - all teams attended Online safety evening - poor attendance MOE engagement event - cancelled Fun and food fair organised to take place next week Bricks, kohiko mai, MST and dyslexia interventions implemented - reporting available form LSC Introduction of Class compliments Improved use of parent communication recording</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Uniform consultation • Streaming/accelerate classes consultation and discussions • improved systems for teachers contacting home with positives and recording these in parent communication
<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Kaitao Intermediate intends to continue with the strong and stable leadership currently in place and develop layers of leadership throughout the school within a distributive leadership model</p> <p>Leaders of Kaitao Intermediate School believe that they should support and lead within other professional principals, teachers and organisational groups that</p>	<ul style="list-style-type: none"> • Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support • Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches • Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to 	<p>Continue to strengthen the Te Ao Maori team along with their ability to collaborate across other curriculum teams to maximise the investment in</p> <p>Continue to use an outsider appraiser to appraise curriculum and team leaders</p> <p>Professional Leadership - Principal - member of NZPF</p> <p>Professional Leadership -DP - Lead principal of Te Maru o Ngongotaha Kahui Ako WISP contract with Lakes DHB</p>	<p>BOT</p> <p>Principal Deputy principal Assistant principal</p>	<p>Te Ao Maori team welcomed Kahui Ako for TOD Weekly PLD offered from Te Ao Maori team Tony Pope completed second visit for appraisals Principal attendance and involvement in NZPF Continued leadership by DP in Kahui Ako and WiSP</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> •

support learners and their wellbeing

provide culturally responsive teaching

Professional leadership - AP - Kohiko Mai (ongoing presentations, case study)

3 Year School Planning and Reporting for - School Leadership 2022

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	Ensure places of learning are safe inclusive and free from racism, discrimination and bullying	Kaitao Intermediate continues to employ and retain NICE personnel who will respect and show kindness to all learners, their whanau and members of the school community. Including building staff awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	<ul style="list-style-type: none"> • Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong • Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau • Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 			
	Have high aspirations for every learner/ākonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures					Next Steps:
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Kaitao Intermediate continues to develop strong curriculum teams and leadership - which includes diversity of staff as role models for learners	<ul style="list-style-type: none"> • Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective • Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills • Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 			
	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy					Next Steps:
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Kaitao Intermediate intends to continue with the strong and stable leadership currently in place and develop layers of leadership throughout the school within a distributive leadership model Leaders of Kaitao Intermediate School believe that they should support and lead within other professional principals, teachers and organisational groups that	<ul style="list-style-type: none"> • Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support • Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches • Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to 			NEXT STEPS: <ul style="list-style-type: none"> •
	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce					NEXT STEPS:

support learners and their wellbeing

provide culturally responsive teaching

3 Year School Planning and Reporting for - School Leadership 2023

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	Ensure places of learning are safe inclusive and free from racism, discrimination and bullying	Kaitao Intermediate continues to employ and retain NICE personnel who will respect and show kindness to all learners, their whanau and members of the school community. Including building staff awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	<ul style="list-style-type: none"> • Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong • Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau • Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 			Next Steps:
	Have high aspirations for every learner/ākonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures					Next Steps:
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Kaitao Intermediate continues to develop strong curriculum teams and leadership - which includes diversity of staff as role models for learners	<ul style="list-style-type: none"> • Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective • Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills • Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 			Next Steps:
	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy					Next Steps:
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Kaitao Intermediate intends to continue with the strong and stable leadership currently in place and develop layers of leadership throughout the school within a distributive leadership model Leaders of Kaitao Intermediate School believe that they should support and lead within other professional principals, teachers and organisational groups that	<ul style="list-style-type: none"> • Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support • Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches • Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to 			NEXT STEPS:
	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce					NEXT STEPS:

support learners and their wellbeing

provide culturally responsive teaching

3 Year School Planning and Reporting for - Apple Distinguished Schools 2021 - 2024

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME 2021	TASKS TO ACHIEVE THE OUTCOME 2022	TASKS TO ACHIEVE THE OUTCOME 2023
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whanau are at the centre of education</p>	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates technology in a way that promotes equity for Maori and Pacific learners</p>	<ul style="list-style-type: none"> Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	<ul style="list-style-type: none"> Work with PLD providers to develop a strong understanding of device management systems. Develop systems to ensure safe, responsible use of devices, both at school and at home. Implement measure schoolwide to ensure safe use of devices during and outside of school. Provide support/upskill parents and community on measures to implement at home for iPads. 	<ul style="list-style-type: none"> Work with PLD providers to develop a strong understanding of Jamf and Apple classroom management systems. Continued implementation of app lock out times from 9-3 to ensure safe and appropriate use of devices. Support whanau on how to manage safe ipad use at home. Collation/moderation of data for iPad classrooms to measure progress across the school year. 	<ul style="list-style-type: none"> Whanau will be familiar with ipad education and feel confident to assist with management of the device at home. Work with MB3 and PLD facilitator to maintain status as Apple Distinguished school,
<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Kaitao Intermediate School has developed strong relationships with Apple providers to support our intent to become an Apple Distinguished School within 3 years</p> <p>Kaitao Intermediate has distributed iPads to 4 classes with the intention of a further 4 each year for 3 years</p>	<ul style="list-style-type: none"> Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 	<ul style="list-style-type: none"> Establish 1:1 ratio of iPads in all 4 classrooms, ensuring all students have access to learning in these classrooms. Provide cost-effective options for whānau to acquire devices for learning. Differentiated learning experiences for students in the classroom, facilitated by use of devices. Collation/moderation of data for iPad classrooms to measure progress across the school year. 	<ul style="list-style-type: none"> Establish 1:1 ratio of iPads in all 8 classrooms, ensuring all students have access to digital learning in these classrooms. All students have access in an ipad class to a relevant device for learning.. Differentiated learning experiences for students in the classroom, facilitated by use of devices. Adapting learning to ipad ensuring the foundation skills of curiosity, creativity and innovation are at the forefront of teaching and learning. 	<ul style="list-style-type: none"> Apple ipads will be used effectively in all classrooms in a creative engaging manner. All Kaiako will enable students to develop foundation skills in the form of curiosity, creativity and innovation.
<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Kaitao Intermediate has obtained professional learning from outside providers to maximise parent investment and improve teacher capability</p>	<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches 	<ul style="list-style-type: none"> Develop ongoing PLD for all teachers, provided by both kaiako (Apple Team) and external providers. Develop systems/programs in class/within the Apple Team environment, which foster creativity, promote independence, and enhance learning experiences for our tamariki. 		<ul style="list-style-type: none"> Professional learning and development by PLD facilitator or Apple team leader each term.

3 Year School Planning and Reporting for - Apple Distinguished Schools 2021

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates technology in a way that promotes equity for Maori and Pacific learners</p>	<ul style="list-style-type: none"> Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	<ul style="list-style-type: none"> Work with PLD providers to develop a strong understanding of device management systems. Develop systems to ensure safe, responsible use of devices, both at school and at home. Implement measure schoolwide to ensure safe use of devices during and outside of school. Provide support/upskill parents and community on measures to implement at home for iPads. 	<p>Briar Spanbroek(Apple Lead - Kaitao) Adam Ellis (MB3/ Apple) Vicky Hodge (MB3)</p>	<ul style="list-style-type: none"> PLD for all Apple teachers with Paula Jamieson Possible Jamf training for all apple classroom teachers. <p>NEXT STEPS:</p> <ul style="list-style-type: none"> Continue learning school wide measures for ensuring online safety. Implement Kawa of Care to ensure student knowledge of care for their device. Device screen protection.
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Kaitao Intermediate School has developed strong relationships with Apple providers to support our intent to become an Apple Distinguished School within 3 years</p> <p>Kaitao Intermediate has distributed iPads to 4 classes with the intention of a further 4 each year for 3 years</p>	<ul style="list-style-type: none"> Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 	<ul style="list-style-type: none"> Establish 1:1 ratio of iPads in all 4 classrooms, ensuring all students have access to learning in these classrooms. Provide cost-effective options for whānau to acquire devices for learning. Differentiated learning experiences for students in the classroom, facilitated by use of devices. Collation/moderation of data for iPad classrooms to measure progress across the school year. 	<p>Briar Spanbroek Peter Boot Apple Team Teachers</p>	<ul style="list-style-type: none"> All 4 classes have 1:1 devices. Devices are either leased or byod with management system installed. <p>NEXT STEPS:</p> <ul style="list-style-type: none"> Collation of data for iPad classrooms to measure progress across the school year. 8 Apple ipad classes Screen protectors for all ipads Transparency of lease agreement End of lease or buy out option terms and conditions.
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Kaitao Intermediate has obtained professional learning from outside providers to maximise parent investment and improve teacher capability</p>	<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches 	<ul style="list-style-type: none"> Develop ongoing PLD for all teachers, provided by both kaiako (Apple Team) and external providers. Develop systems/programs in class/within the Apple Team environment, which foster creativity, promote independence, and enhance learning experiences for our tamariki. 	<p>Briar Spanbroek Adam Ellis Apple Team Teachers</p>	<ul style="list-style-type: none"> Funding has been applied for and granted. Currently attempting to set up with external agency. Examining SAMAR model to move away from substitution. <p>NEXT STEPS:</p> <ul style="list-style-type: none"> Implement PLD for staff Continued increasing understanding of models that promote creativity and agency for tamariki.

difference for learners and their whānau	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		enhance learning experiences for our tamariki.	<ul style="list-style-type: none"> Planning as a collective Apple Team to implement best practice of use of devices for augmented learning within the localised Kaitao curriculum 	<ul style="list-style-type: none"> Regular Apple Team meetings fortnightly on a Wednesday morning at 8am. 	
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3 Year School Planning and Reporting for - Apple Distinguished Schools 2023

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates technology in a way that promotes equity for Maori and Pacific learners	•	•		•
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Kaitao Intermediate School has developed strong relationships with Apple providers to support our intent to become an Apple Distinguished School within 3 years</p> <p>Kaitao Intermediate has distributed iPads to 4 classes with the intention of a further 4 each year for 3 years</p>	•			•
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	Kaitao Intermediate has obtained professional learning from outside providers to maximise parent investment and improve teacher capability	•	•		•

3 Year School Planning and Reporting for - Maths 2021 - 2024

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME 2021	TASKS TO ACHIEVE THE OUTCOME 2022	TASKS TO ACHIEVE THE OUTCOME 2023
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate will continue with the MST program in 2021</p> <p>Students attend intensive group teaching for maths using the MST approach (50 students in total for 2021)</p> <p>Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates maths in a way that promotes equity for Maori and Pacific learners</p>	<ul style="list-style-type: none"> Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	<p>Professional learning with Shirley Collins (Waikato University).</p> <p>Lead Teacher of Mathematics teaching 60 students (50 budgeted for) the MST programme for 2021. This is an accelerated learning programme.</p> <p>Ensure all students are taught in level 4 of the curriculum.</p> <p>Provide/upskill teachers through various PL opportunities at school and individual meetings with teachers.</p> <p>Reporting to BOT and MOE on the progress/needs of our learners.</p>	<p>Continue MST programme (new MST person as per MST requirements)</p> <p>Continue to ensure that all students are taught in level 4 of the curriculum.</p> <p>Set up Resource banks on google docs. These will be for all strands of the curriculum and every teacher will be required to add a problem to each strand with examples of student 'thinking' etc and ideas to counteract problems.</p> <p>Continue to upskill teachers in all strands (not just number).</p> <p>Create a basic fact competition that involves whole school/whanau during the finals.</p> <p>Report termly with BOT showing progress/needs of our learners.</p>	
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Increase in student achievement in maths by at least 10% to (add percentage) ensure at least 2 years progress during their time at Kaitao Intermediate</p>	<ul style="list-style-type: none"> Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 	<p>Establish a culture of achievement in level four. This includes looking at accelerating learning for all students and ensuring that all learning 'styles' are catered for.</p> <p>Ensuring that math is taught four times a week and that book marking is evident and purposeful for the student.</p> <p>Participate in local events such as Rotomaths with 2 year 8 teams and 2 year 7 teams.</p>	<p>Establish a culture of student autonomy to encourage student self-assessment/self-correcting.</p> <p>Target students who are two or more levels through targeted accelerated teaching. (Not necessarily through MST).</p> <p>Ensuring that localised curriculum is evident in classroom/team and school wide planning.</p> <p>Again, apply for outside agency help when and where applicable.</p>	
QUALITY TEACHING AND LEADERSHIP	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>The maths leadership team provides high quality professional learning for staff including using an outside provider</p>	<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support 	<p>Ensure that all learning opportunities are culturally appropriate for all learners.</p>	<p>Set routine classroom observations focussing on teaching, monitoring,</p>	

Quality teaching and leadership make the difference for learners and their whānau	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Teaching capability in maths improved for all teachers across Kaitao Intermediate school	<ul style="list-style-type: none"> Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches 	Observing classroom teachers with emphasis on those requiring the most support while seeking those teachers who are aspiring to modelling/leadership in mathematics.	Continue to have consistent PL focussing on accelerated teaching of students at/into level 4.	
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3 Year School Planning and Reporting for - Maths 2021

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	Ensure places of learning are safe inclusive and free from racism, discrimination and bullying Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Kaitao Intermediate will continue with the MST program in 2021 Students attend intensive group teaching for maths using the MST approach (50 students in total for 2021) Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates maths in a way that promotes equity for Maori and Pacific learners	<ul style="list-style-type: none"> Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	Professional learning with Shirley Collins (Waikato University). Lead Teacher of Mathematics teaching 60 students (50 budgeted for) the MST programme for 2021. This is an accelerated learning programme. Ensure all students are taught in level 4 of the curriculum. Provide/upskill teachers through various PL opportunities at school and individual meetings with teachers. Reporting to BOT and MOE on the progress/needs of our learners.	math leader Phil Carey math team	students at level 4 have risen from 6% to 27% from term one to term two. MST students. 31 students in the first cohort. One student improved 18 months. 12 students improved in 1 year. 16 students improved in 6 months. Two students, no improvement (one seriously ill, one student moved to another school). Planning is based around a localised curriculum. NEXT STEPS: <ul style="list-style-type: none"> Continue all current initiatives. Look into ALiM and MST (more teachers learning how to accelerate mathematics). Create a planning template for all staff to use.
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Increase in student achievement in maths by at least 10% to (add percentage) ensure at least 2 years progress during their time at Kaitao Intermediate	<ul style="list-style-type: none"> Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 	Establish a culture of achievement in level four. This includes looking at accelerating learning for all students and ensuring that all learning 'styles' are catered for. Ensuring that math is taught four times a week and that book marking is evident and purposeful for the student. Participate in local events such as Rotomaths with 2 year 8 teams and 2 year 7 teams.	math leader/team Carey/ team leaders	While improvements in student achievement have been made, there is still a need to further improve every student to achieve the school's math goal. NEXT STEPS: <ul style="list-style-type: none"> Continue MST, individual meetings with teaching staff to accelerate student achievement. Establish a yearly school competition where basic fact/number problem solving is promoted. Spend quality time with those students selected for competitions to establish strong team bonding/problem solving skills.
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning Develop staff to strengthen teaching, leadership and	The maths leadership team provides high quality professional learning for staff including using an outside provider Teaching capability in maths improved for all teachers across	<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, 	Ensure that all learning opportunities are culturally appropriate for all learners. Observing classroom teachers with emphasis on those requiring the most support while seeking those teachers	math leader Math leader	an outside facilitator and math leader run professional learning staff meetings. NEXT STEPS:

difference for learners and their whānau	learner support capability across the education workforce	Kaitao Intermediate school	and to appropriately modify teaching approaches	who are aspiring to modelling/leadership in mathematics.		<ul style="list-style-type: none"> • Math leader to continue in this role. • Establish a math team with members from each team represented.
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3 Year School Planning and Reporting for - Maths 2022

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate will continue with the MST program in 2021</p> <p>Students attend intensive group teaching for maths using the MST approach (50 students in total for 2021)</p> <p>Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates maths in a way that promotes equity for Maori and Pacific learners</p>	<ul style="list-style-type: none"> • Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau • Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	<p>Professional Learning (Waikato University) with Shirley Collins.</p> <p>Professional Learning (Massey University) for the MST teacher.</p> <p>PLD opportunities for all teaching staff from the math team.</p> <p>During lockdown, those students who were actively online had help from their whanau and teachers. For many, this started/improved/solidified home/school relationships.</p>	<p>Phil</p> <p>Stephen</p> <p>Shirley Collins (Waikato University)</p> <p>John Tapuina (MST - Massey University).</p> <p>Classroom teachers</p>	
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Increase in student achievement in maths by at least 10% to (add percentage) ensure at least 2 years progress during their time at Kaitao Intermediate</p>	<ul style="list-style-type: none"> • Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective • Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills • Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 	<p>Lessons were planned/implemented to allow all students to participate.</p> <p>Further develop the home/school relationship with events and family PL around level 4 at home?</p> <p>Establish working relationships with support staff and teachers to enhance the learning of these students.</p>	<p>Math team</p> <p>Phil</p> <p>Stephen</p> <p>Carey</p> <p>Stephen</p> <p>Renee</p>	
QUALITY TEACHING AND LEADERSHIP	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<p>The maths leadership team provides high quality professional learning for staff including using an outside provider</p>	<ul style="list-style-type: none"> • Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support 	<p>Continue to deliver PL with staff to further enhance their teaching capability.</p>	<p>Stephen</p>	

Quality teaching and leadership make the difference for learners and their whānau	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Teaching capability in maths improved for all teachers across Kaitao Intermediate school	<ul style="list-style-type: none"> Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches 	Research into online learning (advantages/disadvantages) and what works best with our Apple classrooms (and what works best with any lockdown situations).	Stephen Briar	
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3 Year School Planning and Reporting for - Maths 2023

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	Ensure places of learning are safe inclusive and free from racism, discrimination and bullying Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Kaitao Intermediate will continue with the MST program in 2021 Students attend intensive group teaching for maths using the MST approach (50 students in total for 2021) Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates maths in a way that promotes equity for Maori and Pacific learners	<ul style="list-style-type: none"> Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 			
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Increase in student achievement in maths by at least 10% to (add percentage) ensure at least 2 years progress during their time at Kaitao Intermediate	<ul style="list-style-type: none"> Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 			
QUALITY TEACHING AND LEADERSHIP	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	The maths leadership team provides high quality professional learning for staff including using an outside	<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to 			

Quality teaching and leadership make the difference for learners and their whānau	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	provider Teaching capability in maths improved for all teachers across Kaitao Intermediate school	strengthen teaching, leadership and learning support <ul style="list-style-type: none"> Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches 			
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3 Year School Planning and Reporting for - Literacy (Gaye Byers) 2021 - 2024

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME 2021	TASKS TO ACHIEVE THE OUTCOME 2022	TASKS TO ACHIEVE THE OUTCOME 2023
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates writing in a way that promotes equity for Maori and Pacific learners	<ul style="list-style-type: none"> Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	<ul style="list-style-type: none"> Mana Ake Tool and the school values woven throughout the learning Te reo me nga tikanga Maori woven throughout the learning Students will have established learning buddies to support their writing 	<ul style="list-style-type: none"> Mana Ake Tool, school values and te reo me nga tikanga Maori will strengthen the writing culture across the school Students' writing will be displayed on their Writing Frame, the Gem of the Week Frame and in other publications the school uses to communicate with the wider whanau beyond the classroom Students will write everyday and know how to give strong feedback and feed forward Classrooms will be saturated with writing by students and the teacher, Level 3, 4 and 5 models and language features 	
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	There has been an increase in student achievement in writing by at least 10% to (add percentage) to ensure at least 2 years progress during their time at Kaitao Intermediate	<ul style="list-style-type: none"> Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 	<ul style="list-style-type: none"> All manuals introduced and made available to teachers prior to the units being taught Whanau contacted if their child does not have stationery 	<ul style="list-style-type: none"> Reduce photocopying by utilising the class television, Google Drive, Google classroom, Seesaw and other apps Students with support from classroom teachers will identify their Learning Buddies Lessons will focus on Level 4 with differentiation for students in order to maximise learning potential Spelling programme organised with support from the Differentiated Learning teacher to incorporate differentiated teaching strategies 	
QUALITY TEACHING AND LEADERSHIP	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Kaitao Intermediate has appointed a specialist teacher to continue the Gaye Byers program and maximise the	<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to 	<ul style="list-style-type: none"> 0.6 teacher position established 0.6 teacher included in Literacy Team 	<ul style="list-style-type: none"> 0.6 teacher position retained to focus on accelerating writing using Gaye Byers resources 	

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

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

investment made by the Board of Trustees

The specialist teacher provides modeling, observations, classroom support and professional learning across the school

Teaching capability in writing has been improved for all teachers across Kaitao Intermediate School

strengthen teaching, leadership and learning support

- Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches
- Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

- 0.6 teacher lead professional learning in the use of Gaye Byers writing programme
- Through discussions and observations the 0.6 teacher will support individual teachers' differentiated learning needs

- One full day of professional learning during call back days at the start of the year
- Any new staff will have a half day Orientation with the 0.6 teacher within a week of their start date
- 0.6 teacher will lead professional learning in the use of Gaye Byers resources
- Structured Spelling programme used across the school
- 0.6 teacher will work in each classroom to identify differentiated learning needs of individual teachers and adjust support accordingly
- 0.6 teacher included in the Literacy Team
- Teachers will give feed back and feed forward in students' books twice a week
- Students' books will be collected by each Literacy Leader from a different team to give feed back and fed forward alongside the classroom teachers' marking

3 Year School Planning and Reporting for - Literacy (Gaye Byers) 2021

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	Ensure places of learning are safe inclusive and free from racism, discrimination and bullying Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates writing in a way that promotes equity for Maori and Pacific learners	<ul style="list-style-type: none"> Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	<ul style="list-style-type: none"> The specialist teacher will teach writing using the Gaye Byers' programme Four days a week will be intense learning of language features for the designated genre of writing and the Friday will focus on kinesthetic activities to develop grammar Teacher presence in feed back and feed forward 	Taki Taki and class teachers Initially the specialist teacher and classroom teachers Eventually the Team Literacy Leaders and classroom teachers	End of Term 1: Three teachers identified by the Literacy Team for the specialist teacher to work alongside Personal Recount unit by Gaye Byers modelled then began team teaching and eventually the classroom teacher took over The Exploring Language: Grammar Tool Box modelled and then taken over by classroom teachers End of Term 2: Intense support and guidance to three more teachers. Initial observations have also been established and continued for another four teachers. These observations and support vary depending on the needs of the teachers. NEXT STEPS: Term 2 <ul style="list-style-type: none"> Differentiated support for identified teachers Work with the next tier of identified teachers Maintenance of these expectations Term 3 <ul style="list-style-type: none"> PL W2: Exposition / Persuasive Writing PL W
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	There has been an increase in student achievement in writing by at least 10% to (add percentage) to ensure at least 2 years progress during their time at Kaitao Intermediate	<ul style="list-style-type: none"> Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, 	<ul style="list-style-type: none"> Basic stationery will be available to borrow during writing sessions Include te reo me nga tikanga Maori during instruction where appropriate Class teacher resources will be available to be issued from the library Deliberate Acts of Learning will be utilised 	Taki and class teachers Taki and class teachers Taki and Shaun Taki and class teachers	<ul style="list-style-type: none"> Most classes teachers with support from Whaea Chrissie have ensured students have the basic stationery Taki uses te reo me nga tikanga Maori in modelled lessons Resources are being processed through the library system for teachers to access NEXT STEPS: Term 2 <ul style="list-style-type: none"> Reiterate need for whanau to ensure their children have their own basic resources Teachers encouraged to use their knowledge of te reo me nga tikanga Maori during writing sessions

			<p>critical thinking and interpersonal skills</p> <ul style="list-style-type: none"> Identify learners/ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 			<ul style="list-style-type: none"> All teachers have the required Gaye Byers resources
<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Kaitao Intermediate has appointed a specialist teacher to continue the Gaye Byers program and maximise the investment made by the Board of Trustees</p> <p>The specialist teacher provides modeling, observations, classroom support and professional learning across the school</p> <p>Teaching capability in writing has been improved for all teachers across Kaitao Intermediate School</p>	<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support Develop teacher/kaiako confidence and competence to teach diverse learners/ākongā with varying needs, and to appropriately modify teaching approaches Expect and support teachers/ kaiako to build their understanding of learners'/ ākongā contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching 	<ul style="list-style-type: none"> Observations of all classroom teachers will be completed The Gaye Byers' writing programme will be modelled in class followed by team teaching with specific teachers Use the Deliberate Acts of Teaching PL for all classroom teachers Report to the Literacy Team, and Principal on developments, achievements and next steps for the school Writing level data will be analysed and collated 	<p>Taki at least once a term</p> <p>Copies kept by specialist and the teacher who was observed</p> <p>Gaye Byers and Eke Panuku Tools to be used</p> <p>Taki for as long as required due to differentiated needs</p> <p>Taki to model</p> <p>Taki</p> <p>Taki once a term</p> <p>Taki to do initial data onto graphs and then guide teachers how to record this data through personal conversations and PL</p>	<ul style="list-style-type: none"> Most classroom teachers have been observed with data shared with them and the specialist teacher This data has been shared with the Principal, Deputy Principal and the BOT Specific teachers has been working alongside the specialist teacher to empower them to use the Gaye Byers' writing programme <p>NEXT STEPS:</p> <ul style="list-style-type: none"> Teachers not observed will be followed up term 2 by the specialist teacher Next steps will be supported by the specialist teacher and the specific literacy team leaders PL required will be identified by the literacy team and integrated into the school PL programme. Data collection shared by Literacy Leaders with support from the GBLT

3 Year School Planning and Reporting for - Literacy (Gaye Byers) 2022

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	Ensure places of learning are safe inclusive and free from racism, discrimination and bullying Have high aspirations for every learner/ākonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates writing in a way that promotes equity for Maori and Pacific learners	<ul style="list-style-type: none"> • Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau • Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 			
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	There has been an increase in student achievement in writing by at least 10% to (add percentage) to ensure at least 2 years progress during their time at Kaitao Intermediate	<ul style="list-style-type: none"> • Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective • Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills • Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> •
QUALITY TEACHING AND LEADERSHIP	Meaningfully incorporate te reo Māori and tikanga Māori into	Kaitao Intermediate has appointed a specialist teacher to continue the Gaye Byers	<ul style="list-style-type: none"> • Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> •

<p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>program and maximise the investment made by the Board of Trustees</p> <p>The specialist teacher provides modeling, observations, classroom support and professional learning across the school</p> <p>Teaching capability in writing has been improved for all teachers across Kaitao Intermediate School</p>	<p>strengthen teaching, leadership and learning support</p> <ul style="list-style-type: none"> Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching 			
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3 Year School Planning and Reporting for - Literacy (Gaye Byers) 2023

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whanau are at the centre of education</p>	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate School provides an integrated, creative, innovative and exciting curriculum which incorporates writing in a way that promotes equity for Maori and Pacific learners</p>	<ul style="list-style-type: none"> Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	<ul style="list-style-type: none"> The specialist teacher will teach writing using the Gaye Byers' programme Four days a week will be intense learning of language features for the designated genre of writing and the Friday will focus on kinesthetic activities to develop grammar Teacher presence in feed back and feed forward 	<p>Taki</p> <p>Taki and class teachers</p> <p>Initially the specialist teacher and classroom teachers Eventually the Team Literacy Leaders and classroom teachers</p>	<p>End of Term 1: Three teachers identified by the Literacy Team for the specialist teacher to work alongside Personal Recount unit by Gaye Byers modelled then began team teaching and eventually the classroom teacher took over</p> <p>The Exploring Language: Grammar Tool Box modelled and then taken over by classroom teachers</p> <p>End of Term 2: Intense support and guidance to three more teachers. Initial observations have also been established and continued for another four teachers. These observations and support vary depending on the needs of the teachers.</p> <p>NEXT STEPS:</p> <p>Term 2</p> <ul style="list-style-type: none"> Differentiated support for identified teachers Work with the next tier of identified teachers Maintenance of these expectations <p>Term 3</p> <ul style="list-style-type: none"> PL W2: Exposition / Persuasive Writing PL W
<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>There has been an increase in student achievement in writing by at least 10% to (add percentage) to ensure at least 2 years progress during their time at Kaitao Intermediate</p>	<ul style="list-style-type: none"> Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective Ensure all learners/ākonga have ongoing opportunities to develop 	<ul style="list-style-type: none"> Basic stationery will be available to borrow during writing sessions Include te reo me nga tikanga Maori during instruction where appropriate Class teacher resources will be available to be issued from the library Deliberate Acts of Learning will be utilised 	<p>Taki and class teachers</p> <p>Taki and class teachers</p> <p>Taki and Shaun</p> <p>Taki and class teachers</p>	<ul style="list-style-type: none"> Most classes teachers with support from Whaea Chrissie have ensured students have the basic stationery Taki uses te reo me nga tikanga Maori in modelled lessons Resources are being processed through the library system for teachers to access <p>NEXT STEPS:</p> <p>Term 2</p> <ul style="list-style-type: none"> Reiterate need for whanau to ensure their children have their own basic resources

			<p>key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <ul style="list-style-type: none"> Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists 			<ul style="list-style-type: none"> Teachers encouraged to use their knowledge of te reo me nga tikanga Maori during writing sessions All teachers have the required Gaye Byers resources
<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Kaitao Intermediate has appointed a specialist teacher to continue the Gaye Byers program and maximise the investment made by the Board of Trustees</p> <p>The specialist teacher provides modeling, observations, classroom support and professional learning across the school</p> <p>Teaching capability in writing has been improved for all teachers across Kaitao Intermediate School</p>	<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching 	<ul style="list-style-type: none"> Observations of all classroom teachers will be completed The Gaye Byers' writing programme will be modelled in class followed by team teaching with specific teachers Use the Deliberate Acts of Teaching PL for all classroom teachers Report to the Literacy Team, and Principal on developments, achievements and next steps for the school Writing level data will be analysed and collated 	<p>Taki at least once a term</p> <p>Copies kept by specialist and the teacher who was observed</p> <p>Gaye Byers and Eke Panuku Tools to be used</p> <p>Taki for as long as required due to differentiated needs</p> <p>Taki to model</p> <p>Taki</p> <p>Taki once a term</p> <p>Taki to do initial data onto graphs and then guide teachers how to record this data through personal conversations and PL</p>	<ul style="list-style-type: none"> Most classroom teachers have been observed with data shared with them and the specialist teacher This data has been shared with the Principal, Deputy Principal and the BOT Specific teachers has been working alongside the specialist teacher to empower them to use the Gaye Byers' writing programme <p>NEXT STEPS:</p> <ul style="list-style-type: none"> Teachers not observed will be followed up term 2 by the specialist teacher Next steps will be supported by the specialist teacher and the specific literacy team leaders PL required will be identified by the literacy team and integrated into the school PL programme. Data collection shared by Literacy Leaders with support from the GBLT

Year School Planning and Reporting for - Relationships/Mana Potential 2021 - 2024

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME 2021	TASKS TO ACHIEVE THE OUTCOME 2022	TASKS TO ACHIEVE THE OUTCOME 2023
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate will implement Mana Potential alongside other Restorative Practice and PB4L methods and tools</p> <ul style="list-style-type: none"> Students, staff and whanau will have a strong sense of belonging within the school and their whanau, community and world Students will be engaged in their learning using an inquiry based approach 	<p>Provide support to staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p> <ul style="list-style-type: none"> promote go to planning with students (reviewed each term) meet with whanau to discuss goals and aspirations (whanau evening) 	<p>Professional learning around Mana potential delivered in regular staff meetings.</p> <p>Mana potential will be taught in stages depending on the progression and understanding within the class.</p> <p>Mana potential will be designed to interact alongside school values, PB4L and kohiko mai.</p> <p>Team leaders to promote restorative practices within their team meetings on a regular basis.</p>	<p>Work with Angeline before the start of the school year and check in once a term to provide a clear vision of how to use the tool, review of the programme/goals, engaging whanau, observations, feedback/feed forward.</p> <p>Set up student ambassadors/leaders to promote MP across the school.</p> <p>Implement the Mana potential tool with whanau/family.</p> <p>Expectations for the use of PB4land restorative practise to</p> <p>Expectations around values to be facilitated with staff and promoted to whanau/community at all school events.</p>	<p>Work with Angeline before the start of the school year and check in once a term to provide a clear vision of how to use the tool, review of the programme/goals, engaging whanau, observations, feedback/feed forward.</p> <p>Whanau/families to be familiar with MP and some families to have implemented this at home.</p>
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Kaitao Intermediate School will concentrate on schoolwide relationship management strategies which improve sense of belonging and identity.</p> <ul style="list-style-type: none"> provide an inclusive learning environment for all ensure every learner gains sound foundation skills 	<ul style="list-style-type: none"> Teachers are connecting with each student every day Plans are in place for those students and staff who need extra support (Goal sheet - Mana potential, ILP, BP designed by the teacher, supported by SENCo and LSC) Clear expectations and outcomes, monitoring 	<p>Collaboratively develop a learning plan (goal sheet) with students individually.</p> <p>Teachers use lesson plans designed by the programme when teaching mana potential strategies.</p> <p>Set up professional learning partnerships to further develop deeper understanding of mana potential.</p>	<p>Tane Mahuta Go to - Job descriptions etc are front loaded, dedicated space for MP and associated activities, maramataka, RP working in sync.</p> <p>Teacher's to model goal sheet, students to complete in class and share with whanau meet the teacher/take home (termly) track and measure</p> <p>Set up Ako - GO TO PERSON .</p>	

	(what staff have to do in the classroom for it to be successful.	<ul style="list-style-type: none"> provide a classroom curriculum which differentiates learner's needs. Promote and monitor 100 % attendance 		Senco/LSC work alongside students teachers and whanau to develop learning plans alongside IEP/IBP.	<p>Senco/LSC work alongside students, teachers and whanau to develop learning plans, GO TO job description, check in, 360 so that they all work alongside each other.</p> <p>Mana potential phrases are being used within the classroom. 'Pumanawa' "do a 360 check"</p> <p>Teachers to use PB4L positive reinforcement within the classroom e.g puawai, principal awards</p> <p>Teachers to monitor attendance and check in regularly with whanau to offer support.</p>	<p>Mana potential phrases are being used across all area's of the school.. 'Pumanawa' "do a 360 check"</p>
<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>(Upskilling teacher)</p>	<p>Leadership team will evaluate and reflect on how schoolwide relationship management strategies have improved engagement and learning progress.</p>	<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches Expect and support teachers/ kaiako to build their understanding of learners'/ ākongā contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching Use the 2 year Kaitao Intermediate Curriculum to support planning, teaching and learning. 	<p>Professional learning around development and implementation of colours, purakau and atua are collaboratively developed with staff.</p> <p>Develop a shared language and understanding of mana potential.</p> <p>Visual's (posters, colour cards) will be supplied to all classes and programmes that run within the school.</p>	<p>Professional learning and development around the implementation of Mana potential provided by Angeline at least once a term, every term.</p> <p>Provide ongoing PD around relationship management.</p> <p>Continue to develop a shared language and understanding of mana potential.</p> <p>Establish and work alongside a Champion team to model, monitor teams progress, attend meetings, complete observations, feedback/feedforward.</p> <p>The tool is being used in the class once a day.</p> <p>A dedicated space is provided within the classroom to display associated</p> <p>Implement the new 2 year curriculum and monitor the team planning and delivery in the classroom.</p>	<p>Professional learning and development around the implementation of Mana potential provided by Angeline at least once a term, every term.</p> <p>Champion team</p> <p>The programmes is weaved into most aspects of the classroom</p>

3 Year School Planning and Reporting for - Mana Potential 2021

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	Ensure places of learning are safe inclusive and free from racism, discrimination and bullying	Kaitao Intermediate has implemented Mana Potential alongside other Restorative Practice and PB4L methods and tools	<ul style="list-style-type: none"> • Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong • Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau • Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 	Professional learning around Mana potential delivered in regular staff meetings.	Renee	We are currently in the first stage of implementing MP which is using the colours and phrases to check in with students at least twice a day. PLD has been provided to whole staff and in teams.
	Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures			Mana potential will be taught in stages depending on the progression and understanding within the class.	Renee	
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Teachers and learners at Kaitao Intermediate have implemented “go to” people, places, phrases, interests and tools Learners are familiar with Mana Potential and how it leads to expectations and feelings when talking about learning, emotional regulation, behaviour and understanding of their own strengths	<ul style="list-style-type: none"> • Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills 	Collaboratively develop Learning plans with students individually.	Teachers	Staff have started using “Go to” places and people within the school. Mp has been implemented into school wide IEP. Staff are starting to talk to learners about MP and how effective it is.
	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy			Teachers use lesson plans designed by the programme when teaching mana potential strategies.	Teachers	
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Teachers at Kaitao Intermediate are confident with using the colours of Mana Potential, are beginning to implement, and are becoming more confident to use the purakau and characteristics of the Atua Maori associated with each colour	<ul style="list-style-type: none"> • Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support • Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, 	Professional learning around development and implementation of colours, purakau and atua are collaboratively developed with staff.	Renee	PLD has been provided in whole staff settings and within team meetings. This has been around using the colours and phrases first. Staff have started using the tags. Developed phrases for each colour for staff and students to use. Visual posters have been put up in classes and most common areas of the school.
	Develop staff to strengthen teaching, leadership and			Develop a shared language and understanding of mana potential.	All staff	

	learner support capability across the education workforce		and to appropriately modify teaching approaches <ul style="list-style-type: none"> Expect and support teachers/ kaiako to build their understanding of learners' / ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching 	Visual's (posters, colour cards) will be supplied to all classes and programmes that run within the school.	All staff	Admin staff have been having PLD around MP and strategies to use MP with students and whanau. NEXT STEPS: <ul style="list-style-type: none"> Introduce 1 atua at a time to staff in PLD. Continue to use team meeting times to provide PLD. Observations of staff using MP to check in with students Make a big set of tags to go in the hall.
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3 Year School Planning and Reporting for - Mana Potential 2022

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	Kaitao Intermediate has implemented Mana Potential alongside other Restorative Practice and PB4L methods and tools	<ul style="list-style-type: none"> Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 			
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Teachers and learners at Kaitao Intermediate have implemented "go to" people, places, phrases, interests and tools</p> <p>Learners are familiar with Mana Potential and how it leads to expectations and feelings when talking about learning, emotional regulation, behaviour and understanding of their own strengths</p>	<ul style="list-style-type: none"> Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills 			
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	Teachers at Kaitao Intermediate are confident with using the colours of Mana Potential, are beginning to implement, and are becoming more confident to use the purakau and characteristics of the Atua Maori associated with each colour	<ul style="list-style-type: none"> Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches 			<ul style="list-style-type: none">

			<ul style="list-style-type: none"> Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching 			
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3 Year School Planning and Reporting for - Mana Potential 2023

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate has implemented Mana Potential alongside other Restorative Practice and PB4L methods and tools</p>	<p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p>			
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Teachers and learners at Kaitao Intermediate have implemented "go to" people, places, phrases, interests and tools</p> <p>Learners are familiar with Mana Potential and how it leads to expectations and feelings when talking about learning, emotional regulation, behaviour and understanding of their own strengths</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p>			
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Teachers at Kaitao Intermediate are confident with using the colours of Mana Potential, are beginning to implement, and are becoming more confident to use the purakau and characteristics of the Atua Maori associated with each colour</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p>			<ul style="list-style-type: none">

Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

3 Year School Planning and Reporting for - Assessment 2021 - 2024

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME 2021	TASKS TO ACHIEVE THE OUTCOME 2022	TASKS TO ACHIEVE THE OUTCOME 2023
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whanau are at the centre of education</p>	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate has a robust assessment schedule which helps to identify student progress, skills, strengths and next steps for individual learners</p> <p>Kaitao Intermediate aims for 80% of students to be working at or beyond Level 4 by the end of Year 8</p>	<p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p>	<p>Annual Assessment Schedule designed and shared with staff.</p> <p>Use Gay Beyers to assess writing twice a year, showing progress of each student over a two year period.</p> <p>Gloss testing (Number) and Probe Testing will be used in Terms 1 and 3 to help validate OTJs.</p> <p>Regular Professional development in, and use of, Learning Progressions and Progress & Consistency Tools started in 2020 will continue (2021 - Math, 2022 - Writing, 2023 - Reading) to store teacher OTJ's and inform next steps in learning.</p> <p>Data stored in the Hero database.</p> <p>Reporting to parents consistently throughout the year via Hero. Schedule of reporting designed and shared</p>	<p>Use visible learning strategies to grow student progress knowledge and ability to access next steps for learning</p> <p>Share assessment data with students regularly - following each assessment and through learning discussions</p> <p>Set progress goals with learner input every term (Hero)</p> <p>Encourage self and peer assessment and 'student as the teacher' approaches</p> <p>Encourage the use of Seesaw and Hero for students to inform whanau of their learning progress and achievements</p>	<p>Embed Visible Learning strategies</p>
<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Kaitao Intermediate trusts the data of contributing schools in relation to achievement of learners in order to support each individual learner and the continuation of their learning journey from day one at Kaitao Intermediate School</p>	<p>Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p>	<p>Ensure robust In Class Support solutions are set up and are consistent throughout the school year to support staff and the students who have additional learning needs.</p> <p>Work collaboratively with outside agencies, Te Kura and MindPlus, to give gifted students additional learning opportunities.</p> <p>Staff - senior management, classroom teachers, teacher aides - work alongside each other as well as outside</p>	<p>Teach staff and students about growth mindset, being flexible and accepting in their thinking towards themselves as learners, what they can achieve, and how they can achieve it.</p> <p>Ensure students feel a sense of belonging, ownership and equality within the school setting</p> <p>Ensure student voice is considered when decision making</p> <p>Use data, past and present, alongside staff OTJs to make informed decisions</p>	<p>Embed Visible Learning strategies</p>

			Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	agencies to ensure all students have access to all learning opportunities. Encourage student voice to sit at the forefront of reporting to parents - what would they like to share?.	regarding students' academic, social and emotional needs Assessment results and progress, is regularly shared with students, allowing opportunities for shared Assessment for Learning outcomes Provide students with opportunities to access additional support from reading, writing math and Differentiated Learning specialists within the school.	
<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>Teachers at Kaitao Intermediate understand the assessment systems we use including Hero, PACT, Seesaw. They have a strong understanding of the purpose of each one and what it contributes to the overall learner profile</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>Use the Learning Progressions to find gaps in teaching and learning programmes and inform next steps.</p> <p>Ensure students feel engaged, safe and secure while at school by providing a safe, predictable environment with consistent expectations and outcomes, alongside robust learning programmes and assessment protocols.</p> <p>Allow students access to Hero and Seesaw where they can begin to share work samples and celebrate their successes digitally (and in real time) with parents/whanau.</p>	<p>Provide professional development for staff in the use of e-Asttle (Reading, Writing, Mathematics)</p> <p>Once per term provide an opportunity for moderation using e-Asttle in either reading, writing or math</p> <p>Design schoolwide Assessment for Learning expectations, supported by e-Asttle.</p> <p>Gloss testing will be used in W2 of T 2 and 4 to support MST and validate OTJs.</p> <p>Probe Testing will be used in Terms 2 and 4 to help validate OTJs as needed</p> <p>Only Gloss and Running Records will be used to assess students at Level 1 of the curriculum</p> <p>Teachers use Assessment for Learning practices in planning, teaching & learning, and assessment</p> <p>Assessment results and progress, is regularly shared with students, allowing opportunities for shared Assessment for Learning outcomes</p> <p>Use Goal setting strategies that allow students to actively participate in co-construction of success criteria and recognition of next steps.</p>	<p>Provide professional development for NEW staff in the use of e-Asttle (Reading, Writing, Mathematics)</p> <p>Work alongside the Literacy team to design and import reading and writing goals into HERO which align with the Gaye Byers writing programme, the schoolwide curriculum and the New Zealand Curriculum</p> <p>Work alongside the Math team to design and import math goals into HERO which align with the schoolwide curriculum and the New Zealand Curriculum</p> <p>Investigate/Inquire into the best forms of assessment, ask WHY we assess, WHY we use the assessments we do, WHAT do we do with the data, WHY do we use it this way? Is it working well for us?</p>

3 Year School Planning and Reporting for - Assessment 2021

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whanau are at the centre of education</p>	<p>Ensure places of learning are safe inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Kaitao Intermediate has a robust assessment schedule which identifies skills, strengths and next steps for individual learners</p>	<p>Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau</p> <p>Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p>	<p>Annual Assessment Schedule designed and shared with staff.</p> <p>Use Gay Beyers to assess writing twice a year, showing progress of each student over a two year period.</p> <p>Gloss testing (Number) and Probe Testing will be used in Terms 1 and 3 to help validate OTJs.</p> <p>Regular Professional development in, and use of, Learning Progressions and Progress & Consistency Tools started in 2020 will continue (2021 - Math, 2022 - Writing, 2023 - Reading) to store teacher OTJ's and inform next steps in learning.</p> <p>Data stored in Hero database.</p> <p>Reporting to parents consistently throughout the year via Hero. Schedule of reporting designed and stored on Shared Google Drive.</p>	<p>Completed - Carey</p> <p>Scheduled each fortnight - Tuesday PD sessions</p> <p>As per Assessment Schedule As per Assessment Schedule</p>	<p>Annual Assessment Schedule redesigned - staff feedback taken into account throughout design.</p> <p>Reporting to Parents Survey sent to community</p> <p>Regular checks on assessment and reporting outcomes alongside staff accountability discussions</p> <p>CPTs on hold for now until Assessment and Reporting Schedule is embedded. PaCT shelved for 2021 while HERO is embedded into teacher practise. Learning Progressions still being considered as a tool schoolwide.</p> <p>Gather community voice around reporting to parents</p> <ul style="list-style-type: none"> ●  Reporting to Parents Sur... ● 25.8.21 - Outcomes of Reporting to Parents Survey - Most parents who responded to the survey are happy to use Hero as their reporting platform however most still want a written report twice a year. ● 25.8.21 - Met with curriculum leaders in Week 2 Term 3 to discuss LPF being used from 2022 in both planning and Assessment for Learning. This strategy will allow staff to become familiar with the LPF over 2022 with a view to add PaCT (if needed) in 2023. ● 25.8.21 - LPFs & PaCT will be used by a core group of

						<p>teachers from Term 4 2021 to find Curriculum Levels for Assessment for Learning for those students working above Level 4. (PD required)</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> Professional development in the use of Learning Progressions to support Assessment for Learning. Continues Term 4, 2021. Continue to monitor Assessment and Reporting throughout the year. Adjust as necessary. Work with the Literacy Team to align Gaye Byers levels with the NZC sliders in HERO (T3 and 4), or consider formal testing with eASTTle to back up OTJs Check other assessments are aligned accurately with the NZC.
<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs</p> <p>Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy</p>	<p>Kaitao Intermediate trusts the data of contributing schools in relation to achievement of learners in order to support each individual learner and the continuation of their learning journey from day one at Kaitao Intermediate School</p>	<p>Ensure disabled learners/ākongā and staff, those with learning support needs, gifted learners/ ākongā, and neurodiverse learners/ākongā are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Ensure all learners/ākongā have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p>	<p>Ensure robust In Class Support solutions are set up and are consistent throughout the school year to support staff and the students who have additional learning needs.</p> <p>Work collaboratively with outside agencies, Te Kura and MindPlus, to give gifted students additional learning opportunities.</p> <p>Staff - senior management, classroom teachers, teacher aides - work alongside each other as well as outside agencies to ensure all students have access to all learning opportunities.</p> <p>Staff and students demonstrate a growth mindset, being flexible and accepting in their thinking towards others.</p> <p>Use data, past and present, alongside staff OTJs to make informed decisions regarding students' academic, social and emotional needs.</p> <p>Ensure student voice sits at the forefront of any decision making.</p>	<p>Carey</p> <p>Carey</p> <p>All Staff</p>	<ul style="list-style-type: none"> Teacher Aides supporting all ICS and ORs students. Students write their own IEP/Learning Plans and update with TA regularly, setting new goals as needed. Teacher Aide job descriptions and timetables updated each term. Weekly PoPcorn meetings set up to allow TAs to meet and share. Monitored and updated as needed. Regular monthly meetings with MindPlus teachers to ensure accelerate student needs are being met. Staff Meeting booked to give new staff ideas on how to meet the needs of accelerate students. Differentiated Learning (dyslexia) groups up and running with Wendy. <p>NEXT STEPS:</p> <ul style="list-style-type: none"> Professional development for TAs in gloss and Probe assessments. Professional Development for staff around NZC Learning Progressions Collect student voice - Assessment and Reporting Find funding options to support our Differentiated Learning programme

QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Teachers at Kaitao Intermediate understand the assessment systems we use including Hero, PACT, Seesaw. They have a strong understanding of the purpose of each one and what it contributes to the overall learner profile	Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Use the Learning Progressions to find gaps in teaching and learning programmes and inform next steps. Ensure students feel engaged, safe and secure while at school by providing a safe, predictable environment with consistent expectations and outcomes, alongside robust learning programmes and assessment protocols. Allow students access to Hero and Seesaw where they can begin to share work samples and celebrate their successes digitally (and in real time) with parents/whanau.	Carey (LSC) will deliver ongoing professional development on the Learning Progressions, including a streamlined introduction on the use of PaCT over 3 years (2021 - 2023) IT Team	<ul style="list-style-type: none"> CPTs on hold for now until Assessment and Reporting Schedule is embedded. PaCT shelved for 2021 while HERO is embedded into teacher practise. Learning Progressions still being considered as a tool schoolwide.
						NEXT STEPS: <ul style="list-style-type: none"> Continued professional development in Learning Progressions throughout Term 3 and 4

3 Year School Planning and Reporting for - Assessment 2022

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	Ensure places of learning are safe inclusive and free from racism, discrimination and bullying Have high aspirations for every learner/ākonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures		Use visible learning strategies to grow student progress knowledge and ability to access next steps for learning	<ul style="list-style-type: none"> Display exemplars of best practice in the classroom. Use word and information walls in the classroom (topic and genre specific) Share e-asttle results with students twice a year Set Hero goals with reading, writing and math groups. Use learning buddies/Go To People (Mana Potential) Allow students access to Hero and Seesaw where they can share work samples and celebrate their successes digitally (and in real time) with parents/whanau. 	<ul style="list-style-type: none"> Classroom teachers - as genre changes, displays change. Students add to displays as work is completed (Literacy rich classroom environments) Classroom teachers Classroom teachers (Beginning of each term) Classroom culture/schoolwide expectations Peter? Tech dept 	
			Share assessment data with students regularly - following each assessment and through learning discussions Set progress goals with learner input every term (Hero) Encourage self and peer assessment and 'student as the teacher' approaches Encourage the use of Seesaw and Hero for students to inform whanau of their learning progress and achievements			
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy		Teach staff and students about growth mindset, being flexible and accepting in their thinking towards themselves and others as learners, what they can achieve, and how they can achieve it.	<ul style="list-style-type: none"> Growth Mindset PD Mana Potential PD with strategies to use in the classroom (links to Mana Potential) Students are encouraged to use the Key Competencies, school values, Mana Potential and knowledge of where they are at in their learning to be engaged Kaitao citizens 	Carey Renee/Amiria All staff Adrian/Carey	
			Ensure students feel a sense of belonging, ownership and equality within the school setting Use data, past and present, alongside staff OTJs to make informed decisions regarding students' academic, social and emotional needs			

			<p>Assessment results and progress, is regularly shared with students, allowing opportunities for shared Assessment for Learning outcomes</p> <p>Provide students with opportunities to access additional support from reading, writing math and Differentiated Learning specialists within the school.</p>	<ul style="list-style-type: none"> Streamline assessment tools further so assessment has a purpose Continue to provide literacy and numeracy programmes that develop specific skills required to access the curriculum 	<p>All staff</p> <p>LSC/SenCo</p>	
<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>		<p>Provide professional development for staff in the use of e-Asttle (Reading, Writing, Mathematics)</p> <p>Provide an opportunity for moderation using e-Asttle in either reading, writing or math</p> <p>Assessment is streamlined further, to allow for consistent data and ease of use</p> <p>Teachers use Assessment for Learning practices in planning, teaching & learning, and assessment</p> <p>Assessment results and progress, is regularly shared with students, allowing opportunities for shared Assessment for Learning outcomes</p>	<ul style="list-style-type: none"> Assessment and Reporting Schedule 2022 Design schoolwide Assessment for Learning expectations, supported by e-asTTLe. Use Goal setting strategies that allow students to actively participate in co-construction of success criteria and recognition of next steps. 	<p>Adrian</p> <ul style="list-style-type: none"> easTTLe assessment in Reading, Writing and Math (Week 8, Terms 1 and 3) easTTLe Moderation PD once per term <p>Classroom Teachers</p> <ul style="list-style-type: none"> Gloss testing will be used in W2 of Terms 2 and 4 to support MST and validate OTJs. Probe Testing will be used in Terms 2 and 4 to help validate OTJs as needed. Only Gloss and Running Records will be used to assess students at Level 1 of the curriculum. <p>Adrian/Carey (Term 1)</p> <ul style="list-style-type: none"> Input from staff Implement from Term 2 <ul style="list-style-type: none"> Classroom Teachers 	<p>NEXT STEPS:</p>

3 Year School Planning and Reporting for - Assessment 2023

Objectives	Priorities	EXPECTED OUTCOMES / OUTCOMES/MUST DO's	ACTIONS (delete as needed)	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
LEARNERS AT THE CENTRE Learners with their whanau are at the centre of education	Ensure places of learning are safe inclusive and free from racism, discrimination and bullying Have high aspirations for every learner/akonga and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures					NEXT STEPS:
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy					NEXT STEPS:
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning Develop staff to strengthen teaching, leadership and learner support capability across the education workforce					NEXT STEPS:

