




Mokoia Intermediate 2024 Statement of Variance

Strategic Goal 1: Regulation 9(1)(a)
Action - Well Being / Hauora - Safe, diverse, inclusive learning and teaching environment.

- Annual Target/Goal: Regulation 9(1)(a)
- Enhanced learners and teachers focus on wellbeing.
 - Embed the 'MOKOIA WAY' to be at the centre of what we do as a school.
 - Promote a sense of belonging, connectedness and relationships for the whole community

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes. <i>Think about both where you have exceeded your targets or not yet met them</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Enhanced learners and teachers focus on wellbeing.	<ul style="list-style-type: none">Values programmes created for the teachers to use. We held a staff PLD session around the values and provided teachers with support materials to help them introduce these to the classroom.Ongoing Staff PLD with clear examples, expectations and support for teachers where needed.Introduction of Hero and the reporting of 'Readiness to Learn' meant that teachers were able to report not just academically about a child but also how they are in the classroom environment.	<ul style="list-style-type: none">Values characters and statements created, printed on murals and placed around the school.Community and school part of the unveiling and blessing of our vlaues.Teachers using specific material related to each of the values.	<ul style="list-style-type: none">Teachers were able to incorporate the values within their planning.Completion of the murals made the values more visible to the students and community.	<ul style="list-style-type: none">Learners can articulate what it means to be in a safe environment.Students taking part in the KOS programme and Life education around online saftety.
Action 2 Embed the 'MOKOIA WAY' to be at the centre of what we do as a school.	<ul style="list-style-type: none">Planed and communicate school events throughout the year via our Whānau Calendar, Hero and Mokoia Facebook Group.We created and installed large murals around the school of each of the values. Each mural depicts the Tipuna associated with it, the meaning of the value in english and a whakatauki representing the value.These have been spread out around the school. We invited board members, the community to the unveiling of these murals.When creating the 2 year overview, we made the choice to start each year with the repeating theme of "Taku Tuakiri" enabling teachers a time to introduce and actively teach our values.Created a Mokoia Student Graduate Profile that is based around each of our values.Added the graduate profile aspects to HERO so teachers can show parents what has been achieved and where their child is at.All staff have a clear understanding of the 'MOKOIA WAY' and Learners are able to clearly articulate the 'MOKOIA WAY'.We introduced values through our Playground awards where students are recognised in the playground for showing school values.Reviewed processess for behaviour and made connection to school values.All staff have engaged in PD and consultation with values and behaviour processes.	<ul style="list-style-type: none">Hero events calendar and reporting of events on school Facebook Group.Signage of values and associated tipuna installed around the school and in classes.School values incorporated into the PB4L/Mokoia Way reward system.Graduate profile created (see attached) <div></div>	<ul style="list-style-type: none">Graduate profile createdValues taught explicitly in classMurals created and up around the school and and in classes.	<ul style="list-style-type: none">'MOKOIA WAY' recognitions are regularly given out and acknowledged to our community.Creation of school badges featuring the values.
Action 3 Promote a sense of belonging, connectedness and relationships for the whole community	<ul style="list-style-type: none">Meaningful community engagement with all stakeholders.Ongoing Staff PLD with clear examples, expectations and support for teachers where needed.Clear school wide progressions that are the same for all. These were assessed and regularly recoded on Hero to enable parents to have real time reporting.Planning checklist completed by teachers termly, check by LCL and Management. These are also used as part of ongoing professional conversations with teachers.Open door policy for families through easier communication via Hero with parents. Ensuring we have an open and welcoming environment for parents where they can feel comfortable to come in.	<ul style="list-style-type: none">Strong transition processes with our contributing schools to ensure ease of transition for students. (SENCo, LSCs and the Across Scool Lead)Whanau/Stake holders Facebook group to allow for open communication and dialog between all parties.Hero SMS messaging fuctionality for staff, students and parents.Staff planning and assessment regularly checked by curriculum leaders and the DP of curriculum.Hosting of community base organisations eg Tatau Pounamu Collective.Sharing of school facilities with other groups and outside schools. Ngati Te Roro-o-te-Rangi choir tuition.Celebration of speficic days and events eg Autism April, Pink Shirt Day, Gumboot Friday.Regular PLD as part of staff hui.	<ul style="list-style-type: none">Target met.	<p>Greater engagement from our school community. Surveys and consultation with families.</p> <p>Individual ethnic groups have the opportunity to come together and share eg. Maori/Pasifika Hui Fono.</p>



Strategic Goal 2: Regulation 9(1)(a)
CONNECTION -PARTNERSHIPS / MAHI TAHI - Highly effective connections with stakeholders

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

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

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes. <i>Think about both where you have exceeded your targets or not yet met them</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Diversity, identities and world views embraced within the school.	<ul style="list-style-type: none">Embed relationship-based learning across the school and develop culturally responsive pedagogy.Regular and reflective consultation with whānau.Engage and capture voice with all culture and languages in our community.Teachers adjust programmes based on feedback from students. Cultural Competencies survey.Teachers have improved in the Mātauranga framework.School wide celebrations of cultural events eg; Tane Mahuta DayPD on student diversity	<ul style="list-style-type: none">Attendance from whanau for our Full day learner conferences.Feedback from whānau from our cultural survey.Kid speak progressions parents can understand for reporting and achievement.Inclusion of both Aūraki and Rumaki progressions on our SMS as well as an introduction in our reports in both English and Māori.Staff creating their own t-shirts to promote student diversity positively.School wide Haka Competition termly.Regular SENCO liaisons with the MOE, RTLB and external agencies to ensure students diverse needs are being addressed.Whole school professional development on neurodiversity - https://docs.google.com/presentation/d/1j-NLyUWLn-VjpmVaC4vTVQ8k4MdcG8Bq/edit?slide=id.p1#slide=id.p1Senior management have met with external providers to review ways of capturing student voice and wellbeing.Local iwi/hapu represented on the Board of TrusteesNga toi Māori project in conjunction with the Owkata Marae	<ul style="list-style-type: none">Change in key staff over the year, ie new Deputy Principal/ SENCO, entire rumaki/ reo rua staff.Loss of Learning Support Coordinator for a term.Change in student management system and parent portal.Ensuring that schoolwide planning incorporates opportunities for students to explore diversity, identities and world views.	<ul style="list-style-type: none">Creation of a calendar to acknowledge celebrations and events that target inclusion and diversity.Continue to embed opportunities for relationship-based learning across the school and develop culturally responsive pedagogy.Standardise the way student voice is capture to have consistency across the school.
Action 2 Strong partnerships with whānau and community.	<ul style="list-style-type: none">We will create ongoing opportunities for our whanau and wider community to connect with the school, and for the school to connect with our local community.Engage with local businesses and develop stronger relationships.Annual tracking and analysis of student progress and achievement.Bi-annual community survey.Networking and sponsorship support.	<ul style="list-style-type: none">School Fun Fair where students created own items to sell and whanau were invited to attended.Hosted Te Hiwi o Torua - East side haka event held at Mokoia Intermediate. Whanau invited in for the day.Part of the Tatou Ponamu East Side Community Collective. Working alongside community health and social programme providers.Data tracking and analysis presented to the board twice.Students taking part in the Mokoia Island trapping innovative as part of a community initiative.SENC0/DP liaison meetings with local community schools to build partnerships between staff and whanau - creating smoother transitions for students.Whanau Facebook group page to allow for free dissemination of information between school and whanau and allow all stakeholders to build relationships.Introduction of a new SMS that allows for easier communication between whanau/students and school.	<ul style="list-style-type: none">New SMS system for communication with whanau. It has made communication much easier and more effective. However, there were initial issues getting whanau signed up and connected.	<ul style="list-style-type: none">Continuing the work currently underway.
Action 3 Te Tiriti o Waitangi is given effect by working to ensure our plans value local tikanga Māori and Mātauranga Māori	<ul style="list-style-type: none">We will increase understanding and integration of tikanga Māori mātauranga Māori and te ao MaoriWe will work to continue connections with local iwi to ensure that they have a voice in determining the Mātauranga Māori, te reo Māori and tikanga included within our school curriculum.Bi-annual community survey.Annual student wellbeing and belonging survey.	<ul style="list-style-type: none">Inclusion of both Aūraki and Rumaki progressions on our SMS as well as an introduction in our reports in both English and Māori.School wide Haka Competition termly.Weekly staff PLD in Te Reo Māori and Te Ao Māori to up skill and grow confidence in our teachersThematic planning across school to incorporate elements of te Ao Māori and Mātauranga Māori ie MataarikiIwi and hapu representation at school governance level.Working with local marae to provide extra experiences for students and hapu members ie choral tuition and whakairo classes.	<ul style="list-style-type: none">The annual learning centre stream walk was postponed due to cost. This would have provided an opportunity for students to learn the hitori and pakiwaitara associated with the awa their learning centre is named after. It would have also allowed us to build ties to the hapu associated with each awa.	<ul style="list-style-type: none">New Whakairo extension group, funded by Owkata Marae.Maintaining Iwi/Hapu representation at the 2025 Board elections.



Strategic Goal 3: Regulation 9(1)(a)
EXCELLENCE - LEARNING AKO - Empowering exceptional learner programmes through quality teaching and learning.

- Annual Target/Goal: Regulation 9(1)(a)
- Embedding effective learning programmes throughout the school community.
 - Accelerate progress and achievement of all learners.
 - Strengthen teaching pedagogy to ensure high quality teaching and learning programmes school-wide

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions? What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes. <i>Think about both where you have exceeded your targets or not yet met them</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.</i>
Action 1 Embedding effective learning programmes throughout the school community.	<ul style="list-style-type: none">• Explicit and ongoing teaching of specific focus.• Parent meetings to outline the specific focus.• Student survey for all students to gauge their understanding.• Engagement and participation.	<ul style="list-style-type: none">• School wide progressions used for teaching and reporting to parents.• Student progressions measured by both student movement and OTJ levels. Tracking done both ½ yearly and termly due.• Parent conference day - with 73% of students booked.• Introduction of Readiness to learn into reports and tracking, broken down for both class and technology to see improvement in students engagement and participation.	<ul style="list-style-type: none">• We have exceeded in this area with robust progressions that give a clear breakdown of the curriculum.• These have created one voice that is evident in teacher planning, student evidence and reporting.• Building teacher capacity in order for teachers to develop a wider view of curriculum implementation. (Not narrowing the focus).• Student progress measured by movement rather than only OTJ levelled placement.	<ul style="list-style-type: none">• New progressions implemented and the revised curriculum started within the school for all areas of learning.• Participation in Ministry PLD for Mathematics, BLSA for leadership and ALIM.• Whānau introduction day at the start of the year for parents to meet teachers 1:1.• Whānau hui to discuss the revised curriculum and what it means for students and whānau.
Action 2 Accelerate progress and achievement of all learners.	<ul style="list-style-type: none">• Teachers can break down tasks effectively for learners to inform teaching.• Te Mātaiaho (NZC) & CPM introduced to staff.• Structured approach to literacy, numeracy and writing is introduced.• Literacy Learner achievement levels increase learning.• Teachers know the refreshed curriculum CPM.• On-going collaborative discussions lead to action and changes in teaching practice.• Implementation of school wide Literacy and Numeracy Progressions.• Tracking and showcasing of achievement via Hero.	<ul style="list-style-type: none">• New explicit teaching progressions used school wide based on a breakdown of draft curriculum and previous curriculum combined.• New progressions used in teacher planning, students evidence uploads and reporting to parents.• New phase information included with progressions to make for easy transition for staff, students and parents into the new revised curriculum (2025).• Clear, school wide scope and sequence used school wide using ‘The Code’. Regular testing and analysis of student progress.• Multiple PLD opportunities delivered by both internal and external sources around the new refreshed curriculum.• New Professional growth cycle and Planning checklists implemented to enable teacher ownership and support growth of practice.• Regular uploading of student work with progressions tagged as evidence of achievement.• Teachers provided with progression booklets to easily track student learning as well as encouraging low floor, high ceiling lessons.	<ul style="list-style-type: none">• Invoking the language of the refreshed curriculum in conjunction with the current curriculum, creating an avenue for a smooth transition for teachers, students and whānau into.• Introduction of new progressions meant a clear and consistent tracking of movement was difficult. Aim was for all students to make expected progress with acceleration in below and well below.	<ul style="list-style-type: none">• Continuation of the school aim; “All students at Mokoia will make the expected years progress, with acceleration for those students below or well below.”• Regular termly tracking of students progressions achievements with teacher OTJ.• Review reporting process to board, ministry and family based on the implementation of new phases, government directives and removal of curriculum levels.• Standardised IEP for those working Well Below or Well Above.• Continued implementation of the Ministry required testing (AsTTle) for beginning, mid and end of year. Tracking of movement within this.• Tracking of progressions from 6 months to year 8 in both literacy and numeracy to get a clear indication of student ability, learning and progress.
Action 3 Strengthen teaching pedagogy to ensure high quality teaching and learning programmes school-wide	<ul style="list-style-type: none">• MIS Professional Growth Cycle develops robust working relationships between staff.• PLD is differentiated and delivered for all staff to ensure personal needs are met.• Professional Growth Cycle has critical reflections.• Professional Development is shared and implemented in classrooms.• Annual tracking and analysis of student progress and achievement.	<ul style="list-style-type: none">• New progressions used in teacher planning, students evidence uploads and reporting to parents.• Multiple PLD opportunities delivered for both teachers and LSA’s around PGC.• New Professional growth cycle for both Teachers and LSA implemented to enable teacher ownership and support growth of practice.• Regular uploading of student work with progressions tagged as evidence of achievement.• Teachers provided with progression booklets to easily track student learning as well as encouraging low floor, high ceiling lessons.		



Data Analysis PAT Reading

Whole School

Progress Made Overall 2024							
/264	Overall	Boys /138	Girls /126	Maori /108	NZ European /87	Pacific /7	Other /62
	76.5% (202)	74.6% (103)	79.4% (100)	74.1% (80)	79.3% (69)	57.1% (5)	87.1% (48)

Accelerated Progress Made Overall							
/264	Overall	Boys /138	Girls /126	Maori /108	NZ European /87	Pacific /7	Other / 62
	53.7% (142)	49.3% (68)	58.7% (74)	52.8% (57)	50.6% (44)	42.9% (3)	61.3% (38)

Below / Well Below Progress							
/138	Overall	Accelerated	Boys /74	Girls /64	Maori /78	NZ European /34	Other /26
	74.6% (103)	55.8% (77)	70.3% (52)	79.7% (51)	76.9% (60)	76.5% (26)	65.4% (17)

Year 7

Yr 7 Progress Made Overall 2024							
/122	Overall	Boys /66	Girls /56	Maori /47	NZ European /43	Pacific /6	Other /26
	73.8% (90)	74.2% (49)	73.2% (41)	61.7% (29)	83.7% (36)	66.7% (4)	80.8% (21)

Yr 7 Accelerated Progress Made Overall							
/122	Overall	Boys /66	Girls /56	Maori /47	NZ European /43	Pacific /6	Other /26
	52.5% (64)	50% (33)	55.4% (31)	44.7% (21)	53.5% (23)	33.3% (2)	69.2% (18)

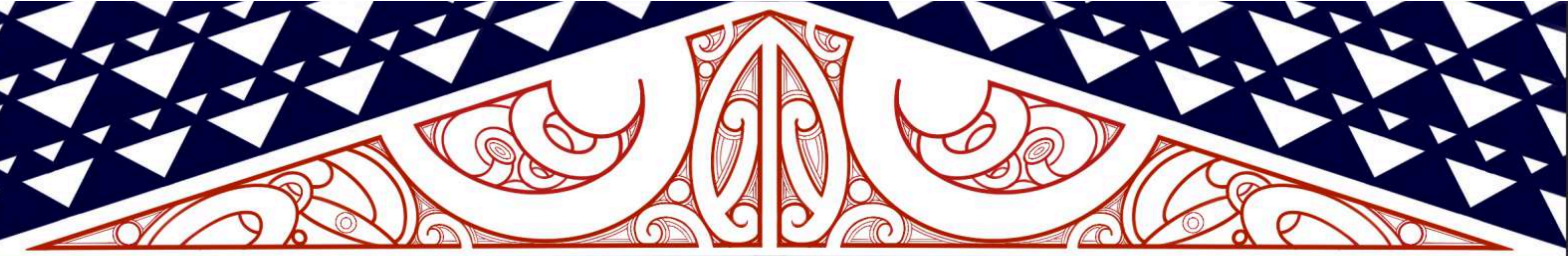
Yr 7 Below / Well Below Progress							
/55	Overall	Accelerated	Boys /30	Girls /25	Maori /32	NZ European /14	Other /9
	65.5% (36)	41.8% (23)	63.3% (19)	68% (17)	62.5% (20)	78.6% (11)	55.6% (5)

Year 8

Yr 8 Progress Made Overall 2024							
/142	Overall	Boys /73	Girls /69	Maori /61	NZ European /44	Pacific /1	Other /36
	78.9% (112)	74% (54)	84% (58)	83.6% (51)	75% (33)	100% (1)	77.8% (28)

Yr 8 Accelerated Progress Made Overall							
/142	Overall	Boys /73	Girls /69	Maori /61	NZ European /44	Pacific /1	Other /36
	54.9% (78)	47.9% (35)	62.3% (43)	59% (36)	47.7% (21)	100% (1)	58.3% (21)

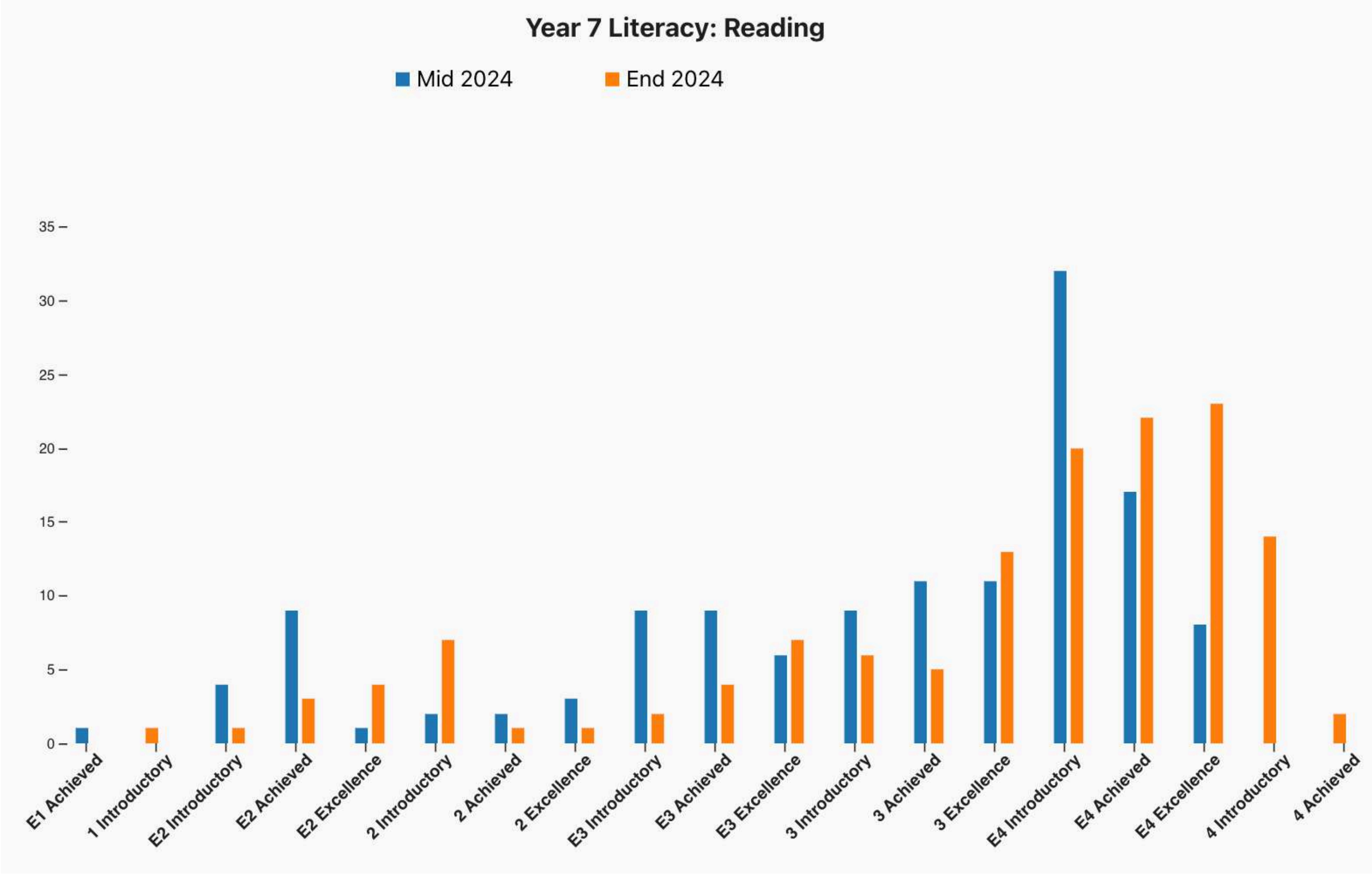
Yr 8 Below / Well Below Progress							
/83	Overall	Accelerated	Boys /44	Girls /39	Maori /46	NZ European /20	Other /17
	41% (34)	62.6% (52)	75% (33)	87.2% (34)	87% (40)	75% (15)	70.6% (12)



OTJ Analysis Yr 7

Reading

Reading Yr 7	Mid 2024	End 2024
Well above	0	0
Above	8	16
At	49	45
Below	31	38
Well below	46	37
Total At or above	57 out of 134	61 out of 136
Percentage At or above	43%	45%





OTJ Analysis Yr 7

Writing

Creating text Yr 7	Mid 2024	End 2024
Well above	0	0
Above	5	12
At	24	38
Below	37	34
Well below	68	52
Total At or above	29 out of 134	50 out of 136
Percentage At or above	22%	37%

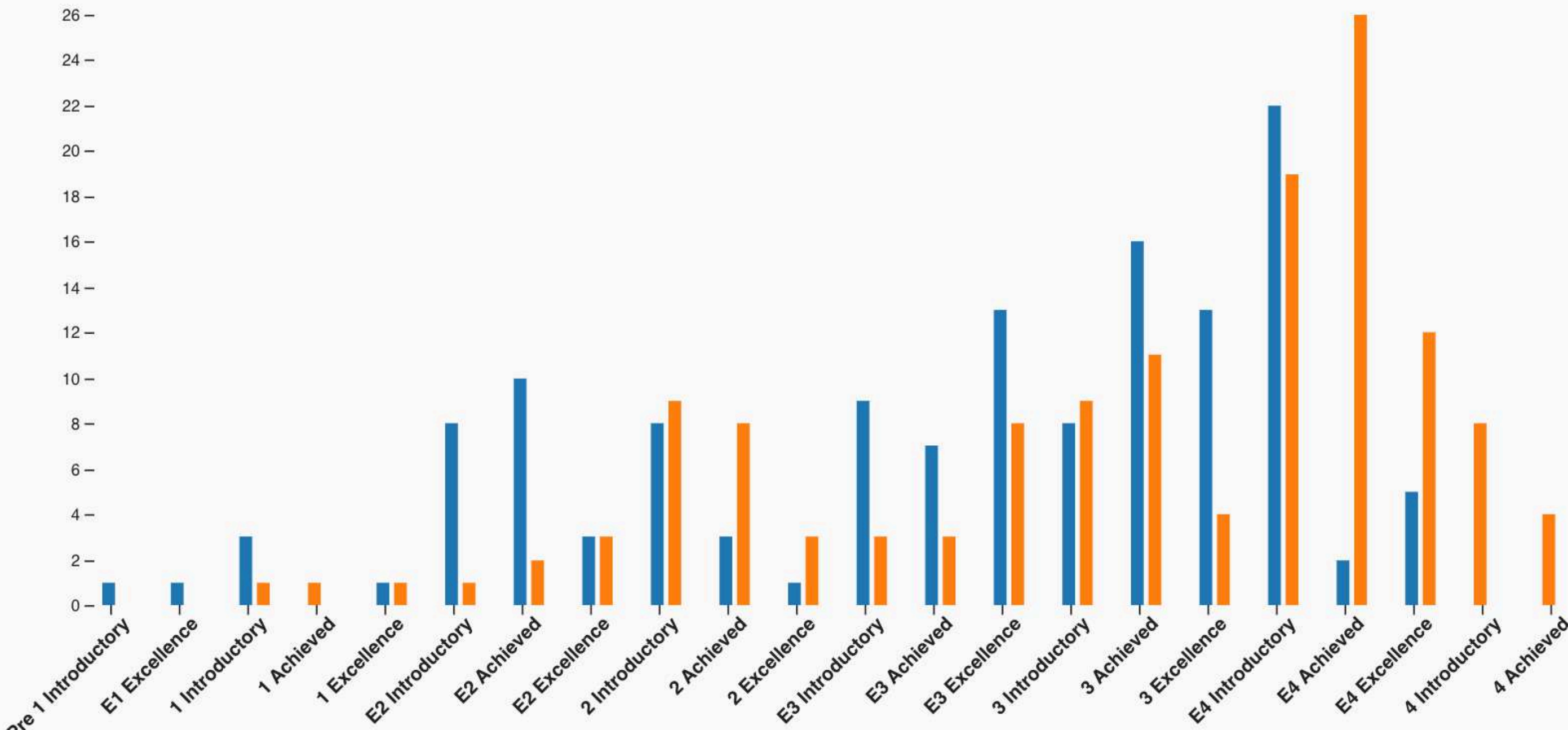
Literacy: Creating Texts - Progress Overview

Progress Target	Milestones
1	1



Year 7 Literacy: Creating Texts

Mid 2024End 2024





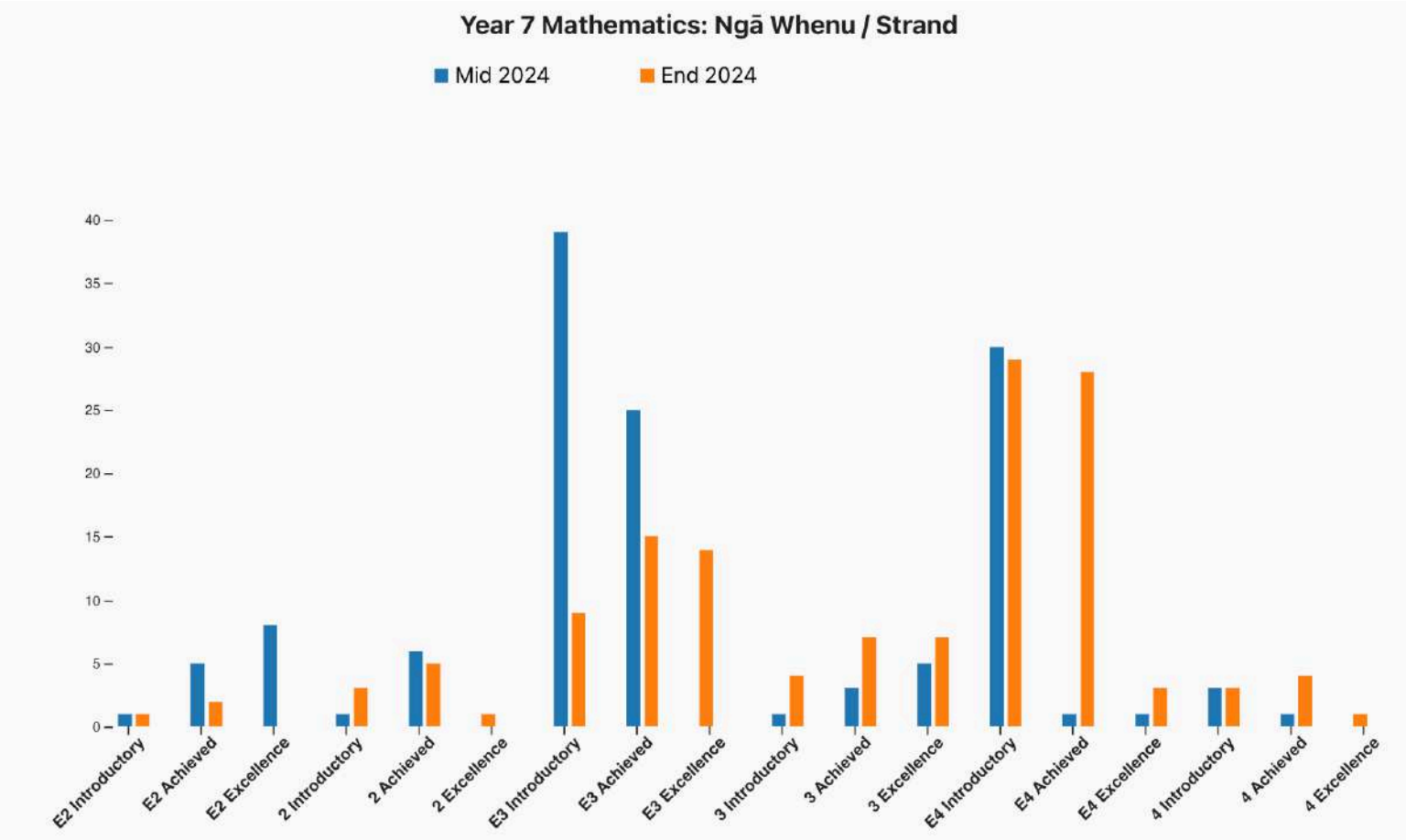
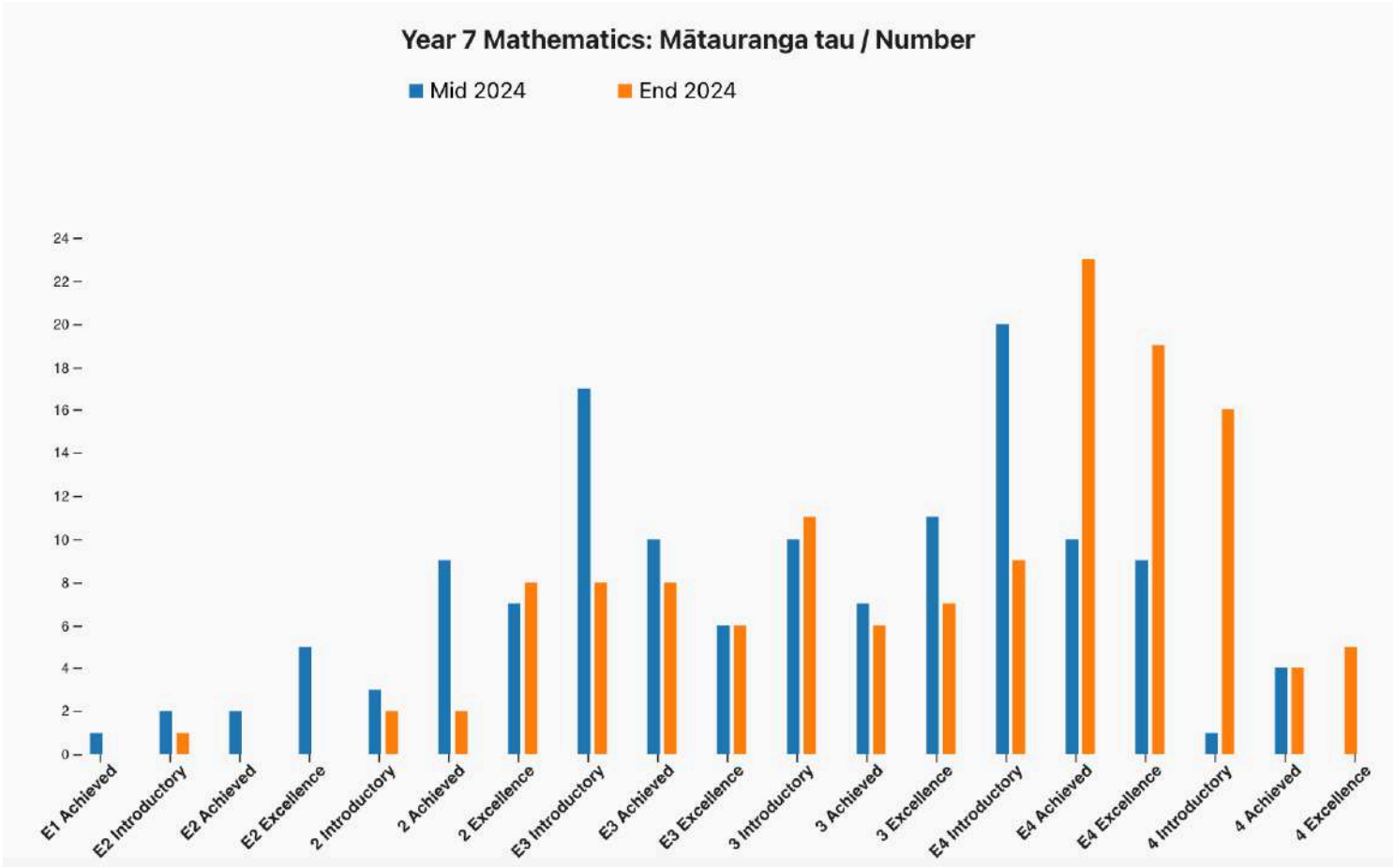
OTJ Analysis Yr 7

Mathematics

Math - Number Year 7	Mid 2024	End 2024	Math - Strand Year 7	Mid 2024	End 2024
Well above	0	0	Well above	0	0
Above	14	25	Above	5	8
At	30	42	At	31	31
Below	28	22	Below	9	43
Well below	62	46	Well below	85	54
Total At or above	44 out of 134	67 out of 135	Total At or above	36 out of 130	39 out of 136
Percentage At or above	33%	50%	Percentage At or above	28%	29%

Mathematics: Mātauranga tau / Number - Progress Overview

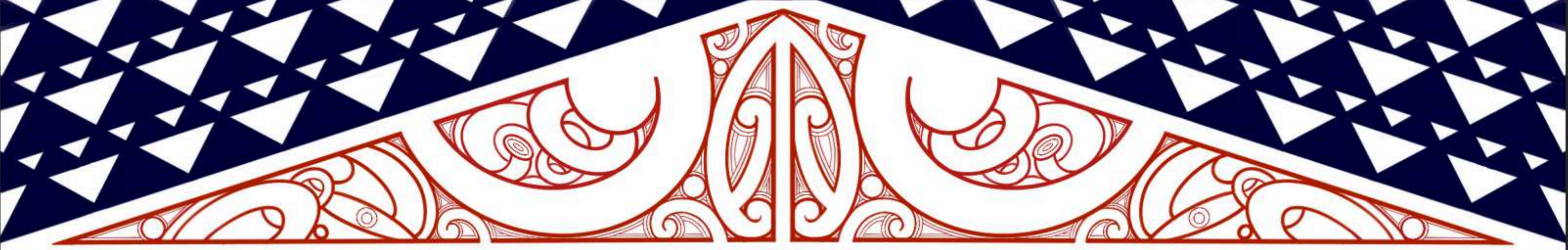
Progress Target	Milestones
1	1



Mathematics: Ngā Whenu / Strand - Progress Overview

Progress Target	Milestones
1	1





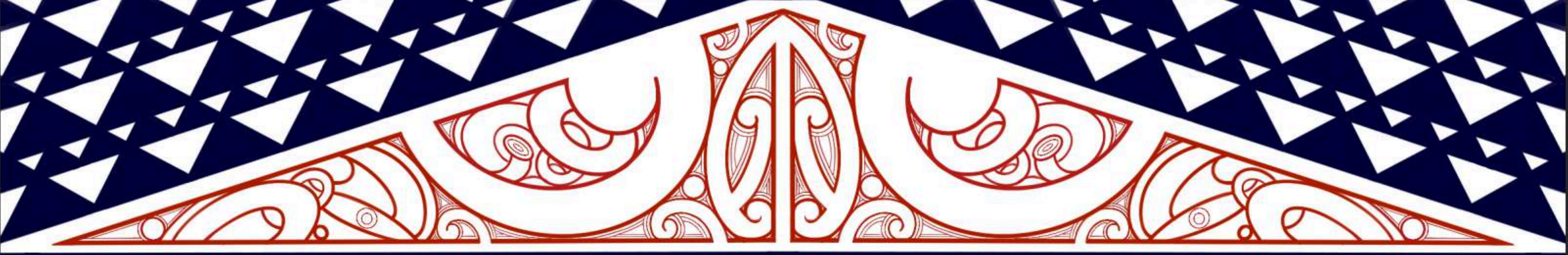
OTJ Analysis Yr 7

Creating Texts						
Yr 7	Male		Female		Māori	
	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End
Well above						
Above	1	2	4	10		1
At	9	18	15	20	3	9
Below	24	24	13	10	14	13
Well below	39	29	29	23	39	34
Totals	73	73	61	63	56	57

Reading						
Yr 7	Male		Female		Māori	
	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End
Well above						
Above	6	9	2	7	2	4
At	25	20	10	25	10	10
Below	14	23	15	15	15	20
Well below	28	21	29	16	29	23
Totals	73	73	56	63	56	57

Mathematics Strand						
Yr 7	Male		Female		Māori	
	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End
Well above						
Above	4	7	1	1	1	2
At	18	15	13	16	5	6
Below	5	24	4	19	2	12
Well below	42	27	43	27	46	37
Totals	69	73	61	63	54	57

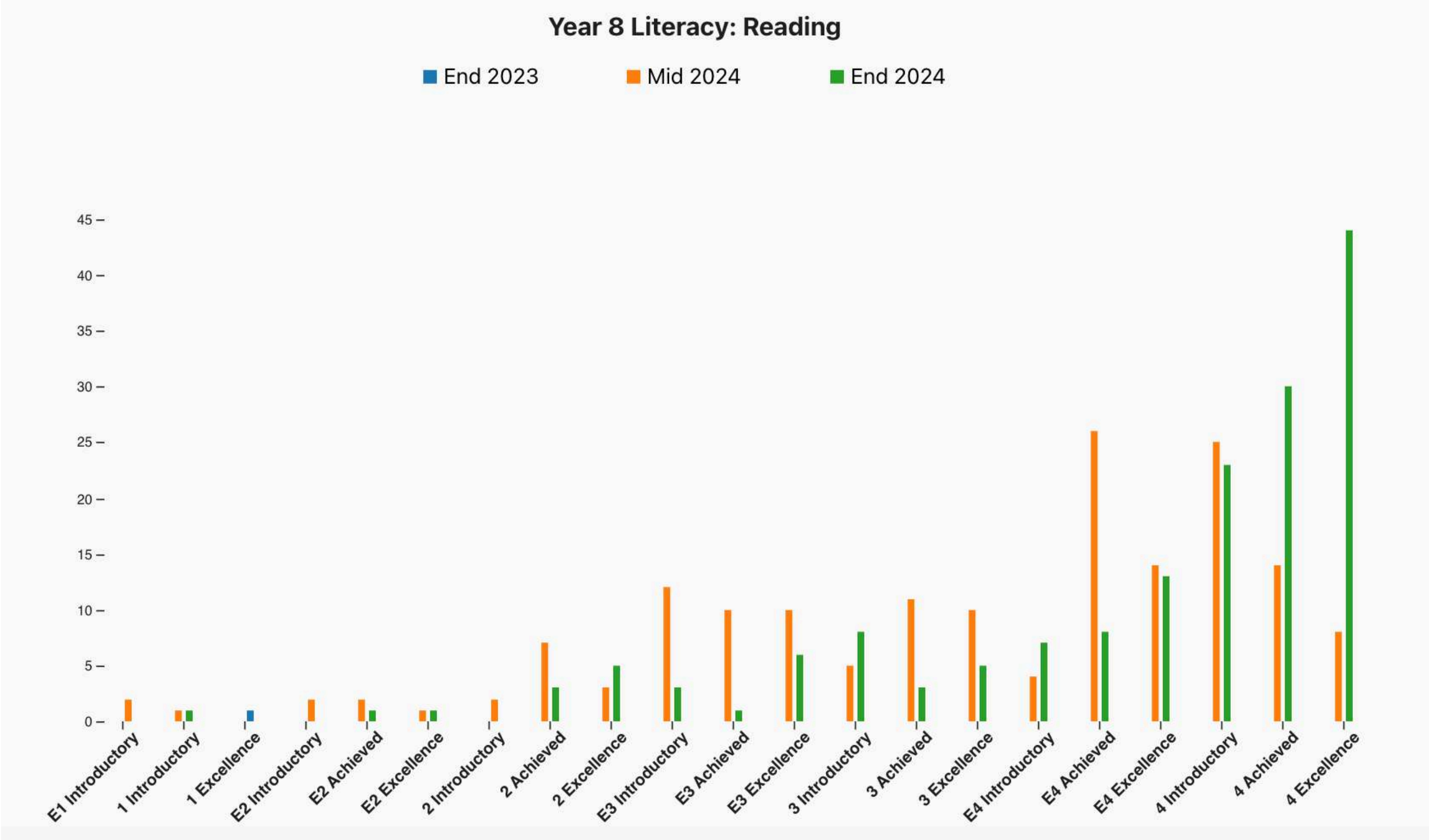
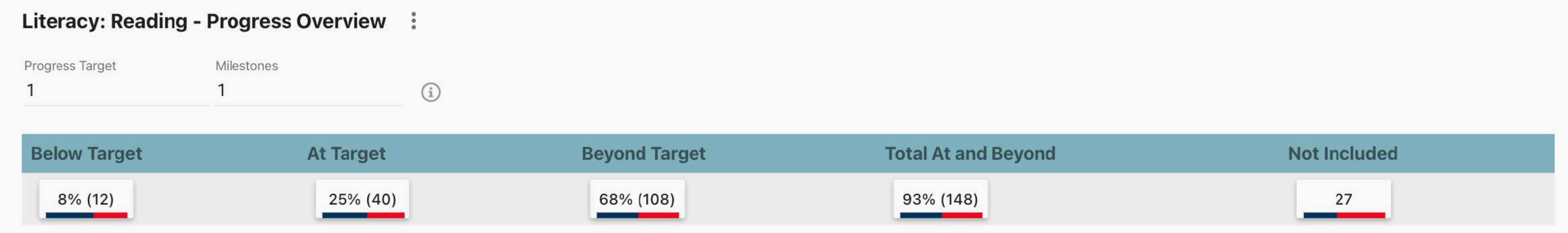
Mathematics Number						
Yr 7	Male		Female		Māori	
	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End
Well above						
Above	11	20	3	5	2	7
At	17	18	13	24	7	15
Below	13	12	15	10	12	24
Well below	32	23	30	23	35	27
Totals	73	73	61	62	56	73

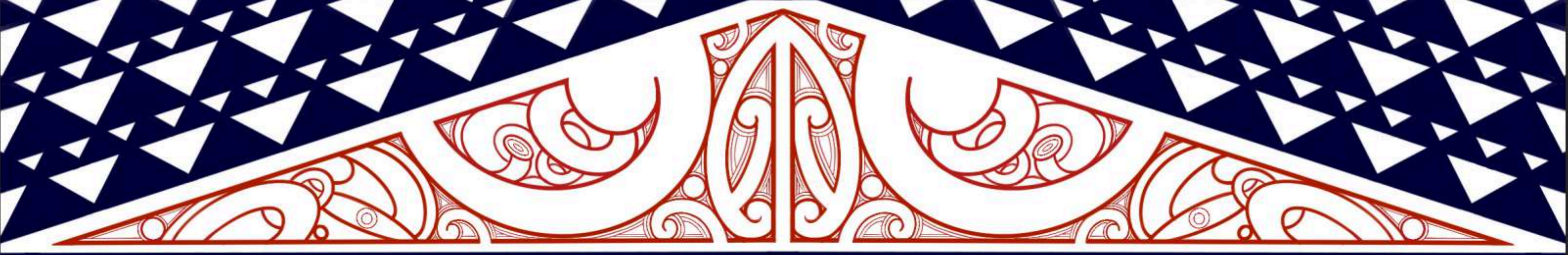


OTJ Analysis Yr 8

Reading

Reading Yr 8	Mid 2024	End 2024
Well above		
Above	8	0
At	39	74
Below	44	44
Well below	78	44
Total At or above	47 out of 169	74 out of 162
Percentage At or above	28%	46%

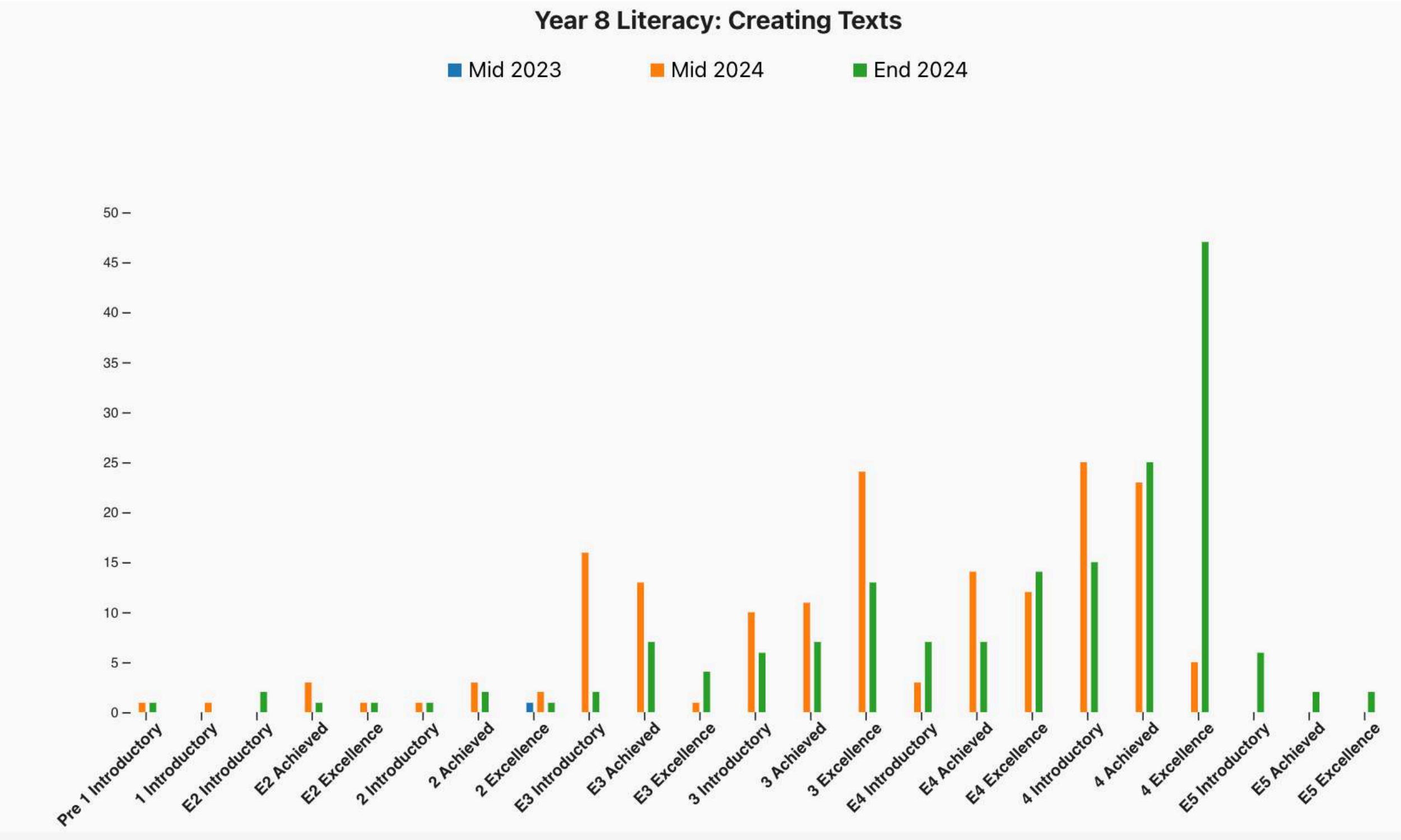
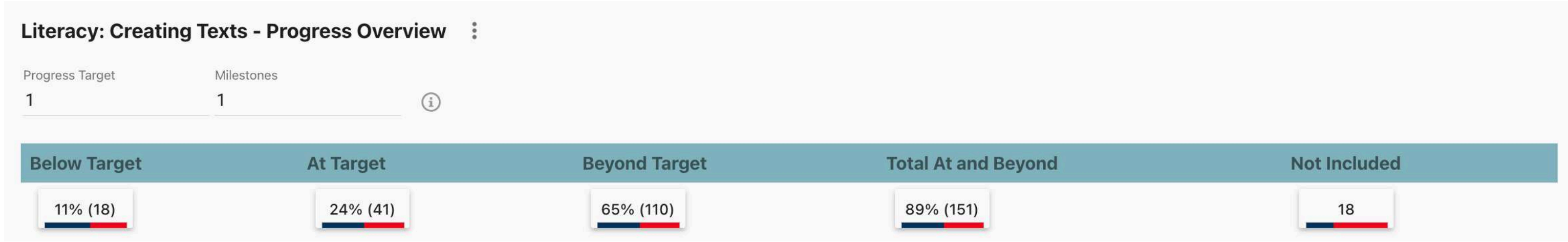


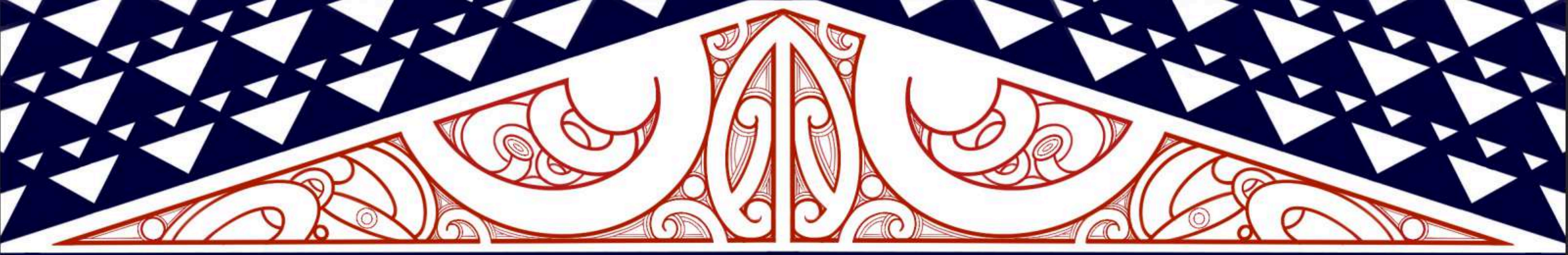


OTJ Analysis Yr 8

Writing

Creating text Yr 8	Mid 2024	End 2024
Well above		
Above	5	10
At	48	72
Below	29	36
Well below	87	55
Total At or above	53 out of 169	82 out of 173
Percentage At or above	31%	47%



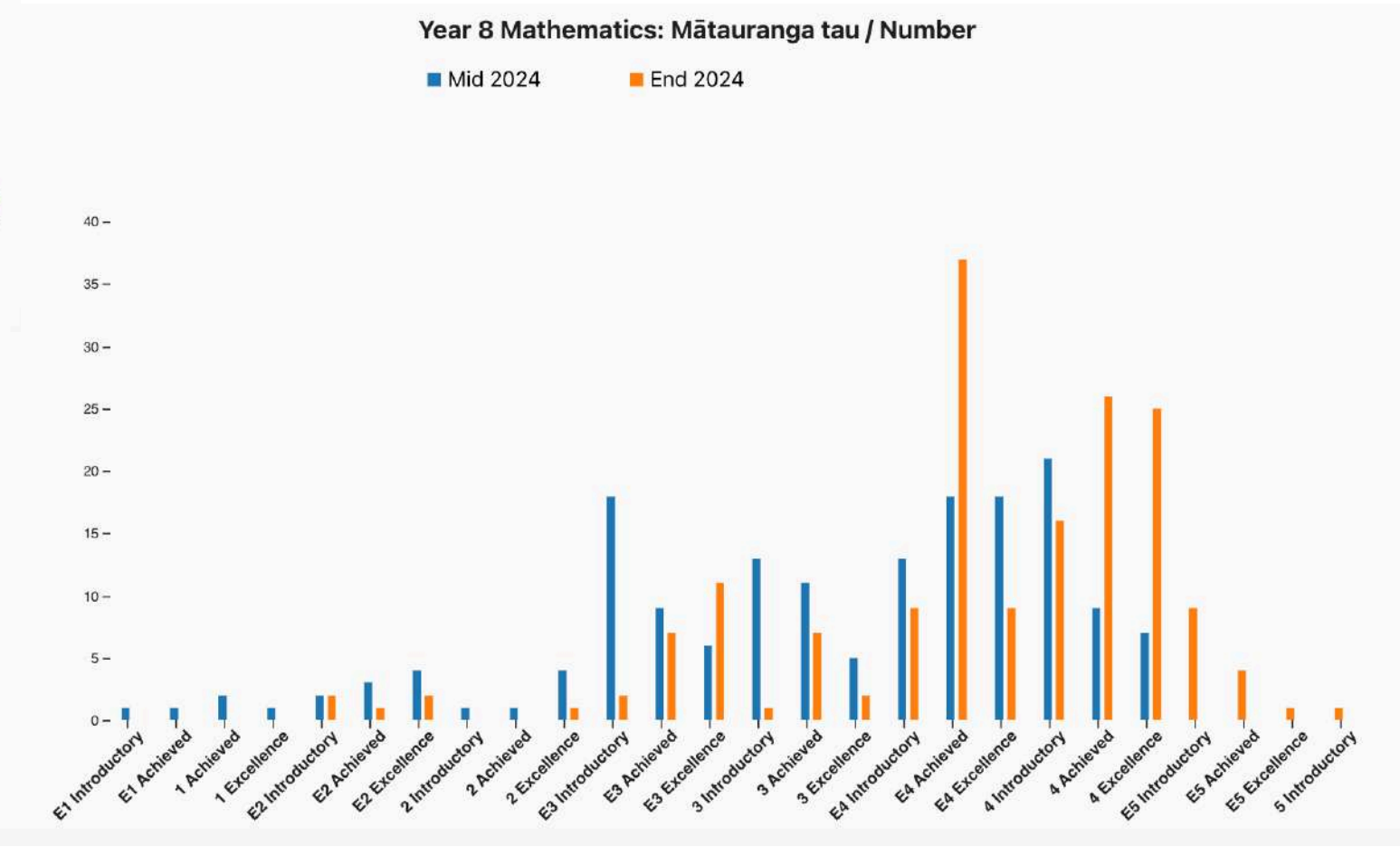
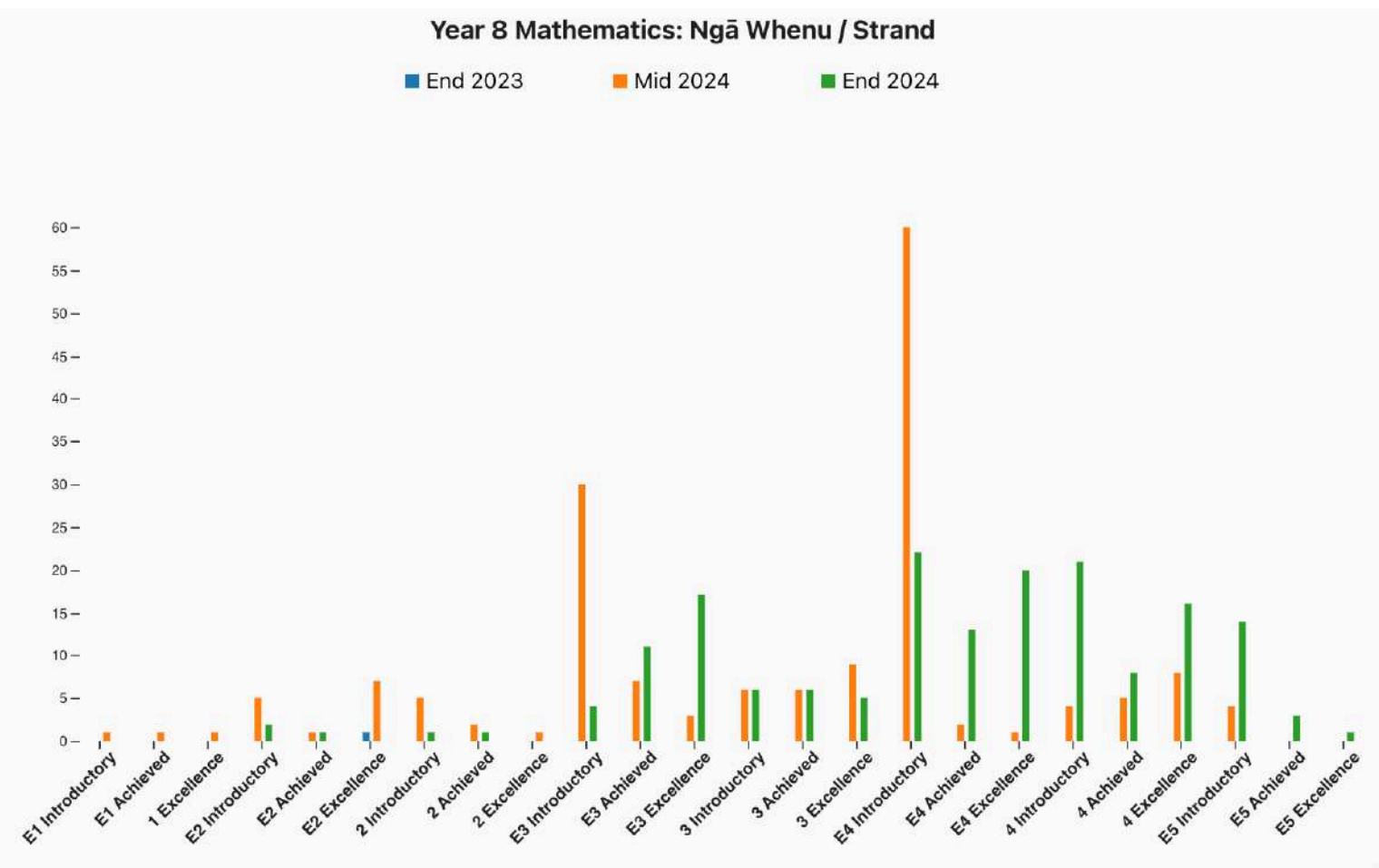
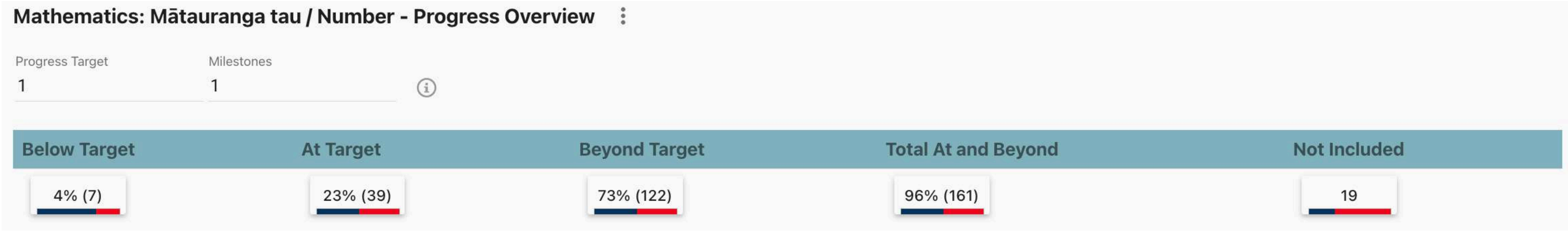


OTJ Analysis Yr 8

Mathematics

Math - Number Year 8	Mid 2024	End 2024
Well above	0	1
Above	7	14
At	30	51
Below	49	62
Well below	82	45
Total At or above	37 out of 168	66 out of 173
Percentage At or above	22%	38%

Math - Strand Year 8	Mid 2024	End 2024
Well above		
Above	12	18
At	9	24
Below	63	54
Well below	85	76
Total At or above	21 out of 169	42 out of 172
Percentage At or above	12%	24%





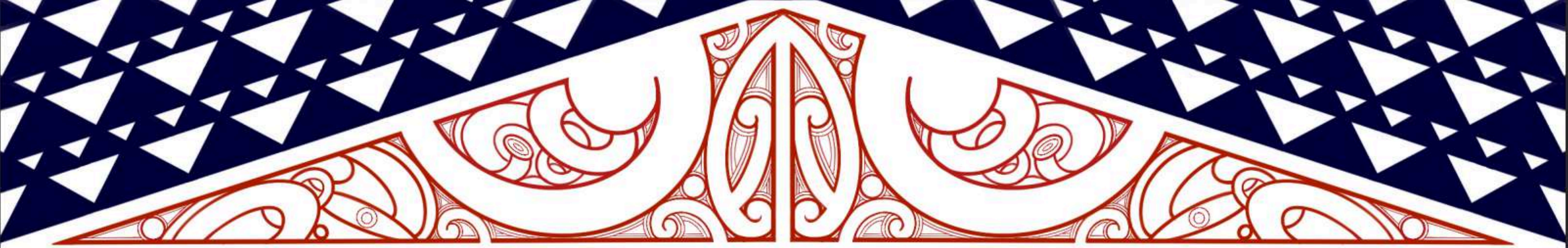
OTJ Analysis Yr 8

Creating Texts						
Yr 8	Male		Female		Māori	
	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End
Well above						
Above	1	4	4	6	1	2
At	18	31	30	41	12	28
Below	16	18	13	18	15	20
Well below	53	37	34	18	51	30
Totals	88	90	81	83	79	80

Reading						
Yr 8	Male		Female		Māori	
	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End
Well above						
Above	3		5			
At	16	33	23	41	8	23
Below	25	24	19	20	21	24
Well below	44	27	34	17	50	26
Totals	88	84	81	78	79	73

Mathematics Number						
Yr 8	Male		Female		Māori	
	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End
Well above		1				
Above	7	10		4	2	2
At	10	26	20	25	5	17
Below	32	32	17	30	15	32
Well below	39	21	43	24	56	29
Totals	88	90	80	83	78	80

Mathematics Strand						
Yr 8	Male		Female		Māori	
	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End	Yr 7 Mid	Yr 7 End
Well above						
Above	8	11	4	7	3	4
At	4	11	5	13		4
Below	33	29	30	25	24	28
Well below	43	38	42	38	52	44
Totals	88	89	81	83	79	80



Data Analysis PAT Mathematics

Whole School

Progress Made Overall 2024							
/276	Overall	Boys /145	Girls /131	Maori /116	NZ European /88	Pacific /7	Other /65
	85.5% (236)	82.8 % (120)	88.5% (116)	86.2% (100)	84% (74)	66.7% (6)	85.2% (56)
Accelerated Progress Made Overall							
/276	Overall	Boys /138	Girls /126	Maori /116	NZ European /88	Pacific /7	Other /65
	51.4% (142)	52.9% (73)	54.8% (69)	55.7% (53)	59.1% (52)	57.1% (4)	50.8% (33)
Below / Well Below Progress							
/133	Overall	Accelerated	Boys /60	Girls /73	Maori /78	NZ European /30	Other /25
	89.5% (119)	57.15 (76)	86.7% (52)	91.8% (67)	85.9% (67)	100% (30)	88% (22)



"Mokoia Way" - Graduate Profile

As a student at Mokoia Intermediate I am working towards the following:

ŪPOKO PAKARU <i>Resilience</i>  <p>He ika hāhāe kupēnā! A fish that tears the net!</p> <p>A PERSON THAT NEVER GIVES UP!</p> <p>Uenukukōpako</p>	<ul style="list-style-type: none">I have a growth mindset.I know I am a lifelong learner.I actively participate in tasks.I am willing to take risks and step out of my comfort zone.I have a range of problem solving strategies.I know it is okay to make mistakes in my learning.I can recognise when things are becoming hard or challenging but can use learned skills to persevere through.I can think critically about an issue or task.I can think creatively about an issue or task.I am a self directed learner.I know what my learning preferences are (metacognition).I know how to self regulate my feelings and emotions e.g. use mindfulness.
KŌMAITANGA <i>Sense of Achievement</i>  <p>Tikina mai au, whakawānakeatia! Take pride in what you have achieved!</p> <p>REMEMBER TO ACKNOWLEDGE THE TRIUMPHS ALONG THE WAY!</p> <p>Taketakehikuroa</p>	<ul style="list-style-type: none">I understand where I am on the learning progressions and what my next steps are.I know how to reflect on my learning.I set my own personal learning goals and know the steps needed to achieve these.I can use symbols and text to express concepts.I can interpret symbols and text.I understand and use the languages of specialist subjects, e.g. Art, Languages, Digital, Technology, Science.I understand and use tools that will help me in hands-on subjects and activities, e.g. lined paper, ruler, art materials, graphic organisers.I use devices sensibly; using the right tool, at the right time, for the right task.I follow and uphold the Mokoia Digital Device Responsible Use Agreement.I come prepared to learn.I can organise my time.I give my best in all that I do.
WHAKAITI <i>Humility</i>  <p>Kōia kōi te pōtiro, kōia rawa hāi toa! How remarkable that you have become a champion!</p> <p>EVEN PEOPLE REGARDED AS LOWLY CAN BECOME A KING!</p> <p>Rangiteaorere</p>	<ul style="list-style-type: none">I understand that others put in their time to help and guide me, and I appreciate it.I always use good manners.I am responsible for my own actions.I respect the resources offered for my education and well being.I respect others, understand that every member of Mokoia Intermediate has their own unique identity.I have pride and integrity in my own work whilst acknowledging the work of others.I reflect on my learning and what helped me with my success.
WHĀNAUNGATANGA <i>Relationships</i>  <p>Mā te tuakana e tōtika i te tainā! The older straightens the younger, the younger straightens the older.</p> <p>WE SUCCEED WHEN WE WORK TOGETHER!</p> <p>Hinemaru</p>	<ul style="list-style-type: none">I build and maintain friendships and other interpersonal relationships.I appreciate the input of teachers and coaches.I feel a strong connection to a place, family or heritage.I have a sense of identity.I engage in tuakana-teina.I am a good team member.I have empathy for the problems of others.I use my knowledge to help others learn.I show interest in the cultures of others.I understand and respect the connection between Te Roro o te Rangi and Mokoia Intermediate.
MANAĀKITANGA <i>Ethics</i>  <p>Wāho i te toipoto, kauaka i te toiroa! Stay close but not far apart!</p> <p>TAKE CARE OF PEOPLE, KEEPING THE CONNECTIONS ALIVE!</p> <p>Rangijuru</p>	<ul style="list-style-type: none">I show manaakitanga to those in and visiting Mokoia Intermediate.I am respectful of the ideas and beliefs of others even when they are different from my own.When using the work of others I follow copyright and intellectual property requirements acknowledging the original source.Be an up-stander! I am someone who recognises when something is wrong and acts to make it right. I know that being an up-stander is a sign of strength.I protect the privacy of myself and others by not sharing information, video, photo, or audio content if the people involved do not know or do not give consent.I do not disclose or forward sensitive personal information of myself or any other person. This includes passwords, account information, screenshots or any information which others have not permitted you to share.I respect the taiao (environment) I am in.
WAIRUATANGA <i>Spirituality</i>  <p>Kia hoki ake ai te korou ki te ao! Let desire and creativity return to the world.</p> <p>BE EXPRESSIVE, BE CREATIVE, BE AUTHENTIC!</p> <p>Hinemoa</p>	<ul style="list-style-type: none">I know how I am feeling and I have strategies to deal with my emotions, e.g. when I'm sad or angry.I am compassionate to myself and others.I understand and accept who I am and who they are.I practise self-kindness, being non-judgemental about the feelings that I have and know that others also can feel like this too.I know our school pepeha and understand the connections it has to the local area.I can understand my connection to te ao Māori and my own culture.I can set goals to improve my physical and mental health e.g. my diet, exercise, playing a sport.I look after my body and I look after my mind.I am genuine, and know that anything I do and post reflects myself.I know what to do to fill my bucket.