

**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	Maths	Literacy (Gaye Byers)	Mana Potential	Assessment
<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> <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 School believe that they should support and lead within other professional principals, teachers and organisational groups that support learners and their wellbeing</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> <p>Kaitao Intermediate School has develop 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> <p>Kaitao Intermediate has obtained professional learning from outside providers to maximise parent investment and improve teacher capability</p>	<p>Kaitao Intermediate will continue with the MST program in 2021. Students attend intensive group teaching for maths using the MST approach (add numbers)</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> <p>There has been an 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> <p>The maths leadership team provides high quality professional learning for staff including using an outside provider</p> <p>Teaching capability in maths improved for all teachers across Kaitao Intermediate school</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> <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> <p>Kaitao Intermediate has appointed a specialist teacher to continue the Gaye Byers program and maximise the investment made by the Board of Trustees. 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>Kaitao Intermediate has implemented Mana Potential alongside other Restorative Practice and PB4L methods and tools</p> <p>Teachers and learners at Kaitao Intermediate have implemented “go to” people, places, phrases, interests and tools. They 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>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>Kaitao Intermediate has a robust assessment schedule which identifies skills, strengths and next steps for individual learners</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>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>

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

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>NEXT STEPS:</p> <ul style="list-style-type: none"> •
<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>NEXT STEPS:</p> <ul style="list-style-type: none"> •
<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 wellbeing</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 	<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>Professional leadership - AP - Kohiko Mai (ongoing presentations, case study)</p>	<p>BOT</p> <p>Principal Deputy principal Assistant principal</p>	<p>NEXT STEPS:</p> <ul style="list-style-type: none"> •

3 Year School Planning and Reporting for - Apple Distinguished Schools

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 technology in a way that promotes equity for Maori and Pacific learners	<ul style="list-style-type: none"> Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations 			NEXT STEPS: <ul style="list-style-type: none">
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	Kaitao Intermediate School has develop strong relationships with Apple providers to support our intent to become an Apple Distinguished School within 3 years Kaitao Intermediate has distributed iPads to 4 classes with the intention of a further 4 each year for 3 years	<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: <ul style="list-style-type: none">
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	Kaitao Intermediate has obtained professional learning from outside providers to maximise parent investment and improve teacher capability	<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 			NEXT STEPS: <ul style="list-style-type: none">

3 Year School Planning and Reporting for - Maths

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 will continue with the MST program in 2021 Students attend intensive group teaching for maths using the MST approach (add numbers) 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 			NEXT STEPS: <ul style="list-style-type: none">
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 			NEXT STEPS: <ul style="list-style-type: none">
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	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 Kaitao Intermediate school	<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 			NEXT STEPS: <ul style="list-style-type: none">

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

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 			NEXT STEPS: <ul style="list-style-type: none">
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 			NEXT STEPS: <ul style="list-style-type: none">
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	Kaitao Intermediate has appointed a specialist teacher to continue the Gaye Byers program and maximise the 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	<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 			NEXT STEPS: <ul style="list-style-type: none">

3 Year School Planning and Reporting for - Mana Potential

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 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 			NEXT STEPS: <ul style="list-style-type: none"> ●
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	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 			NEXT STEPS: <ul style="list-style-type: none"> ●
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	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 ● 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 			NEXT STEPS: <ul style="list-style-type: none"> ●

3 Year School Planning and Reporting for - Assessment

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 a robust assessment schedule which identifies skills, strengths and next steps for individual learners	<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: <ul style="list-style-type: none"> •
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 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	<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: <ul style="list-style-type: none"> •
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 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	<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 			
	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce					NEXT STEPS: <ul style="list-style-type: none"> •

provide culturally responsive
teaching