



MT ROSKILL INTERMEDIATE SCHOOL

Strategic Plan 2025-2026 [Summary](#) of Strategic Areas of Focus 2026

Vision Statement: [Refer Regulation 7 \(a\)](#)

Whakapuāwai To Thrive

**Ko te Pae Tawhiti, Whāia kia Tatū,
Ko te Pae Tata, Whakamaua kia Tīna**

*Reach for distant goals, so they seem close for you to grasp,
But hold fast to those that are close to you, so you can attain them*

Strive - Seek - Find

All students are empowered to thrive in safe, inclusive environments that provide a solid foundation for learning, being both **challenged** and **supported**

Summary of the information used to develop this plan/How did you create this plan

Community consultation, data, self review and ongoing evaluation, Ministry directives

Strategic Goals

These are your priorities for improvement which have been identified [Refer Regulations 7\(1\)\(b\)](#)

Links to Education requirements

[.Refer Regulations7\(d\)](#)

Goal 1:

Improve outcomes for all students, particularly Māori, Pasifika, English Language Learners and those who have special learning needs

‘Māori are enjoying and achieving success as Māori’ - *Whakamaua te pae tata kia tina*

Ngā Whetū He Whai - Guiding Principles & Objectives for Education [Ka Hikitia - Ka Hapaitia](#) [Kōrero Mātauranga](#),

- Excellent Outcomes, Belonging, Strengths-based
- Learners at the centre: Learners with their whānau are at the centre of education, Barrier-Free Access

Pacific Action Plan: Barrier free access [Pacific Action Plan 2020-2030](#)

Tapasa: Pacific learners excel in literacy and numeracy and make effective study choices that lead to worthwhile qualifications

Goal 2:

Teachers are supported to improve effective teaching practice and assessment, that reflects the refreshed curriculum, which will impact on student progress and achievement

Ngā Whetū He Whai - Guiding Principles & Objectives for Education [Ka Hikitia - Ka Hapaitia](#) [Kōrero Mātauranga](#),

- Productive Partnerships: Te Tiriti o Waitangi
- Quality Teaching and Leadership

Pacific Action Plan: Quality teaching and leadership [Pacific Action Plan 2020-2030](#)

Goal 3:

Further develop effective partnerships with whanau and community, with a focus on learning

Ngā Whetū He Whai - Guiding Principles [Ka Hikitia - Ka Hapaitia](#) [Kōrero Mātauranga](#),

- Excellent Outcomes, Belonging, Productive Partnerships

Pacific Action Plan: Learners at the centre: Learners with their whānau are at the centre of education. [Pacific Action Plan 2020-2030](#)

Tapasa: Pacific parents, families and communities engage with schools in supporting their children's learning

Mt Roskill Intermediate

2025

2026

What do you expect to see?

*What is the anticipated result of successful completion of your Objectives - at the end of 3 years.
[Refer Regulations 7\(g\)](#)*

Goal 1:

1. Accelerated progress in reading and writing skills, knowledge and understanding towards alignment with the expected phase of the curriculum
2. Accelerated progress in mathematics skills, knowledge and understanding towards alignment with the expected phase of the curriculum
3. Extension opportunities are explicitly provided to those students who are working beyond phase three of the curriculum
4. Students are more assessment literate, able to confidently talk about their learning and progress
5. Review strategies to support student wellbeing and implementation of identified next steps
6. Continue to build effective attendance and engagement strategies and implement identified next steps

Goal 2:

1. Develop understanding of the phases and requirements of the refreshed curriculum and the resulting changed progressions of learning
2. Adjust, implement and consolidate effective

Goal 1:

1. Continue with a focus on accelerated progress in reading and writing skills, knowledge and understanding towards alignment with the expected phase of the curriculum
2. Continue with a focus on an accelerated progress in mathematics skills, knowledge and understanding towards alignment with the expected phase of the curriculum
3. Continue to develop extension opportunities are explicitly provided to those students who are working beyond phase three of the curriculum
4. Continue to develop student assessment literacies in relation to their learning and progress.
5. Implement approaches and new foci as applicable from the school wide review in relation supporting student wellbeing
6. Continue to build effective attendance and engagement strategies and implement identified next steps

Goal 2:

1. Continue to develop, scaffold and embed understanding of the phases and requirements of the refreshed curriculum and the resulting changed progressions of learning

	practices models to align with the English and Mathematics refreshed curriculum - Continued development of effective teaching practices to reflect the science of learning and updated requirements with supporting resources - Continue to develop capability of Assessment for Learning pedagogies and practices (Kāhui Ako link) as practices for improvement	- Continued to implement, adjust, refine and consolidate effective practices models to align with the English and Mathematics refreshed curriculum - Continued development of effective teaching practices to reflect the science of learning and updated requirements with supporting resources - Continue to develop capability of Assessment for Learning pedagogies and practices as practices for improvement
	Goal 3: - Engagement with families and ākongā around key benchmarks for success based on the refreshed curriculum - Implement whānau workshops to support learning of mathematics, reading and writing - Continued engagement with identified Key stakeholders as a Kāhui Ako	Goal 3: - Continue to develop and strengthen engagement with families and ākongā around key benchmarks for success based on the refreshed curriculum - Refine and embed whānau workshops to support learning of mathematics, reading and writing - Continued engagement with identified Key stakeholders as a Kāhui Ako
How will we achieve or make progress towards our strategic goals? <i>What high-level tangible steps will you take that will work towards achieving your strategic goals</i> Refer Regulations 7(e), 7(f)	Goal 1: Explicit PLD - Reflecting revised curriculum and use of new resources - Effective practice models Targeted learning programmes - Targeted mentoring, targeted supports, approaches implemented as identified - Attendance supports, pastoral supports Assessment for Learning practices - Building student data capability, developing learning pathways, learning agency, whānau connection Monitoring and implementation of strategies to support student wellbeing - Pastoral support, mentoring, well being connected programmes	Goal 1: Explicit PLD - Reflecting revised curriculum and use of new resources - Effective practice models Targeted learning programmes - Targeted mentoring, targeted supports embedded as identified - Continued attendance supports, pastoral supports Assessment for Learning practices - continued building student data capability, developing learning pathways, learning agency, whānau connection Continued monitoring and implementation of strategies to support student wellbeing - Pastoral support, mentoring, well being connected programmes
	Goal 2: developing and embedding effective best practice - School wide and differentiated PLD - Building knowledge and data capability, developing learning pathways - Supporting teachers practise - Responsive to needs and outcomes - Embedded Māori values, Learning dispositions - Building leadership capability	Goal 2: developing and embedding effective best practice - School wide and differentiated PLD - Building knowledge and data capability, developing learning pathways - Supporting teachers practise - Responsive to needs and outcomes - Embedded Māori values, Learning dispositions - Building leadership capability
	Goal 3: - Talanoa Ako/ Learning conversations, engaging families with their child's learning goals as enablers of potential - Planned opportunities to engage with families around benchmarks of success in learning - Development of Reading, Writing and mathematics workshops for families - Working as a Kāhui Ako and campus to further develop and strengthen achievement	Goal 3: - Talanoa Ako/ Learning conversations, engaging families with their child's learning goals as enablers of potential - Planned opportunities to engage with families around benchmarks of success in learning - Development of Reading, Writing and mathematics workshops for families - Working as a Kāhui Ako and campus to further develop and strengthen achievement
How will you measure success? <i>How will you know how well you have achieved your goals?</i> Refer Regulations 7(g)	Goal 1: - Student voice feedback, Teacher voice feedback - Learning and progress data	Goal 1: - Student voice feedback, Teacher voice feedback - Learning and progress data
	Goal 2: - Student voice feedback, Teacher voice feedback - Learning and progress data - Ongoing school wide review	Goal 2: - Student voice feedback, Teacher voice feedback - Learning and progress data - Ongoing school wide review
	Goal 3: - Student voice feedback, Staff voice feedback - Whānau voice feedback and engagement - Talanoa Ako engagement - Achievement and Progress data - Key stakeholders voice	Goal 3: - Student voice, Staff voice feedback - Whānau voice feedback and engagement - Talanoa Ako engagement - Achievement and Progress data - Key stakeholders voice



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Whakapuāwhai - To Thrive

All students are empowered to thrive in safe, inclusive environments that provide a solid foundation for learning, being both **challenged** and **supported**

Learning Dispositions

- Perseverance** - Manawanui
- Critical Thinking** - Whakaaro Arohaehae
- Collaboration** - Mahi tahi
- Resilience** - Aumangea
- Curiosity** - He pākiki

*Ko te pae tawhiti,
Whāia kia tātū,
Ko te pae tata,
Whakamaua kia tina
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So you can attain them*

Values

- Care** - Manaaki
- Respect** - Kōtua
- Responsibility** - Tūtika

Support effective practice

Improve outcomes

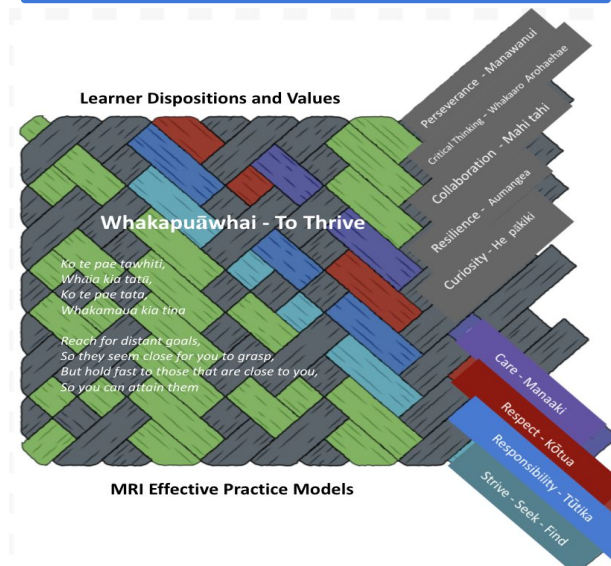
- Accelerated learning practices aligned to refreshed curriculum phases
- Engagement and attendance strategies

- Shared understanding of new learning expectations
- Understand and implement revised practices and pedagogies based on the new curriculum

Learning Partnerships

- Engage families and ākonga around new learning progressions and expectations
- Whanau workshops to support learning
- Engage key stakeholders

[Strategic Plan 2025-26](#)
[MRI Annual Implementation Plan 2026](#)





Annual Implementation Plan | 2026

[2025-26 Strategic Plan](#) link

Summary of the plan:

To Thrive - Whakapuāwai

1. **Raising students outcomes** - accelerating progress for all students through implementation of revised practice pedagogies
2. **Supporting teachers effective practice** - Strong core programmes of learning reflective of the refreshed curriculum
3. **Whānau/ community engagement - learning focus** - Engaging effectively with our community around benchmarks of success and what they now look like

Where we are currently at:

Regulation 9(1)(e)

2025 has continued to have had a wide range of achievement levels across cohort levels, with more learning needs and learning gaps than we have ever seen, contrasted with students requiring extension. There are significant learning gaps evident across all areas of the core curriculum and cohorts and a large number of English Language Learners as well as students with a variety of learning needs. Our school is implementing the refreshed curriculum, with its new learning progressions. We continue to support both the continuing changing needs of our learners and the refreshed curriculum demands.

How will our targets and actions give effect to Te Tiriti o Waitangi: Regulation 9(1)(g)

Our approaches will reflect the principles of participation, protection and partnership, underpinned by Māori values, explored through the lenses of whānau, and students

Strategic Goal 1: (As per your strategic plan) Regulation 9(1)(a)

Improve outcomes for all students, particularly Māori, Pasifika, English Language Learners and those who have special learning needs

Strategic Goal 2:

Teachers are supported to improve effective teaching practice and assessment, that reflects the refreshed curriculum, which will impact on student progress and achievement

Strategic Goal 3:

Further develop effective partnerships with whānau and community, with a focus on learning

Annual Target/Goal: (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan) Regulation 9(1)(a)

To raise learning outcomes in Mathematics and English (Reading and Writing) for all students, against the demands of the new curriculum

What do we expect to see by the end of the year?

Regulation 9(1)(d)

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>	Actions <i>Regulation 9(1)(b)</i>
Action 1: Accelerating student learning through effective practice models updated to the new curriculum, including the science of learning while giving effect to culturally responsive practices.	Change drivers: Principal/DP's, Curriculum leaders/teams, Team Leaders ESOL teacher Maths Support, All Teachers	Structured Literacy (AWS), Writing revolution, Smart lab, reciprocal reading Numicon resources, Spring into Maths resources, Connecting all strands Maths Support role (School Funded) ESL Role/Refugee Kaiarāhi role Global Hope Mission (PYL) New English Texts Structured Literacy MoE PLD (For new staff) Moe Maths PLD (All Teachers)	Term 1-4	- Consistency of learning approaches in classrooms - Ongoing Monitoring - Student progress and achievement data - Student learning evidence - Engagement in learning and school - Voice - student, teacher, leaders, whānau - Attendance - Quality of student learning goals - Monitoring of planning and assessment - Observations and walk throughs - Consistent language evident	- Structured Literacy approach reflected in our revised school practice models and integrated into wider classroom practice - Change management plan developed to guide actions and timing - PLD/Training, resources and scaffolded support put in place for teachers - Differentiated support, modelling, observation and feedback for teachers - Common language and spaced retrieval practices embedded to support student cognitive overload and learning processes - New Mathematics curriculum reflected in our revised school practice models and integrated into wider classroom practice - Scaffolding of new maths resources to support and enhance the teaching of mathematics for students - Change management plan developed to guide actions and timing - Reflects revised learning pathways/ phases - Differentiated support, modelling, observation and feedback - Use of new materials - Continued support programmes of: Reading support (AWS - Agility with sound/ comprehension programmes, Maths Support Teacher programmes, ESLL and Refugee - Pastoral supports, mentoring, Pasifika Young Leaders programmes - Developing self regulated learners through explicit teaching - Common Language - Spaced Retrieval - Monitoring progress - Reflecting and responding - Attendance focus - Clear, consistent high expectations
Action 2: Support teachers to understand and implement revised practices and pedagogies based on the new curriculum.	Change drivers: Principal/DP's, Learning Leaders/ PLG Leaders ESOL teacher WSL's, Kaiarahi, all Teachers	Structured Literacy (AWS), Writing revolution, Smart lab, reciprocal reading Numicon resources, Spring into Maths resources, Connecting all strands Numicon resources Maths Support role ESL Role/Refugee Kaiarahi role Global Lighthouse	Term 1-4	- School wide shared understanding evidence of what is new reflected in planning, assessment, links to revised scope and sequence, spaced retrieval practice, - Evidence of new assessment and data capability - Engagement in PLD and new learning - Observations/ feedback - Voice - student, teacher, whānau - Student progress data - Monitoring of planning and assessment	- Build a clear school-wide understanding of the new English and Mathematics curriculums and what that looks like in effective classroom practice, including specialisation programmes. - Follow a change leadership plan to strategically introduce, scaffold and support refined models of practice and understanding of new scope and sequences within English and Mathematics. - What is different/new/ what is the same? - Understanding of new learning expectations and progressions - Supported introduction of new resources to enhance programmes - Scaffolded support, modelling, observation, monitoring - Development of new School scope and sequence plans for english and maths to reflect the learning within phases. - Supporting understanding of enablers and extenders within year level learning

		(PYL) New English Texts Structured Literacy MoE PLD (For new staff) Moe Maths PLD (All Teachers) New English Texts		• Consistency of learning approaches in classrooms • Observations and walk throughs • Consistent language evident	• Differentiated PLD, induction, mentoring and coaching • Building leadership capability • Building data capability against new expectations and 'SMART' assessment tool ; Teacher, student, whānau • Maintain Teacher AFL practices through scaffolding, monitoring, including data analysis, feedback and review • Supporting Teacher Aides to support models of learning and new materials/ approaches and support programmes (specifically handwriting, spelling, AWS and mathematics skills)
Action 3 Developing an understanding of the new learning progressions and expectations with our school whānau, relating to the new curriculum, assessment tools and reporting	Change drivers: Principal/DP's, Learning Leaders/ Team Leaders, ESOL teacher/ Refugee Coordinator, WSL's, Kaiarahi, all Teachers	Maths Support role ESL Role Kaiarahi role Release time Hui/ Fono catering, hangi Workshop materials	Term 1-4	• Quality of student learning goals • Engagement in learning and school • Voice - student, teacher, whānau • Student progress data • Engagement in learning workshops • Feedback around Reports	• Talanoa Ako - strengthen learning goals to reflect the new learning expectations ◦ Supporting and building whānau understanding of data literacy • Develop a shared understanding with our community of new learning progressions and year level expectations ◦ Reflects the refreshed curriculum expectations ◦ New Reporting • Parent workshops have explicit reading, writing and mathematics focus: Pathways of success around the new progressions and expectations ◦ What we are doing as a school, what learning looks like for their child, how they can help • Hui and fono have learning focus