

Charter 2017

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Includes the school Transformation Plan

SUPPORTING DOCUMENTS

1. 2016 Analysis of Variance
2. Annual Report



School Number 1878

Compliance

Otumoetai Intermediate School is obligated and committed to:

1. Fulfilling all the requirements set out in the National Education Goals
2. Administering the School according to the National Administration Guidelines
3. Delivering the curriculum to all students in a balanced programme as outlined in the National Curriculum Statements.

Otumoetai Intermediate School Charter 2017

Values

Respect

In all contexts as a learning community we will demonstrate respect for each other, our differences and our property. Equal rights in all aspects of school life will be ensured. All of our actions will develop respect for our ecological sustainability and contribute towards a global community that benefits all life.

Integrity

At Otumoetai Intermediate we will act ethically by showing; honesty, responsibility and accountability in all our actions. We will make good choices and resist pressure to behave otherwise.

Excellence

At Otumoetai Intermediate we will strive for excellence in all that we do. All learners both staff and student will demonstrate high expectations of themselves and others and a strong belief that we can achieve. Self-efficacy will be high.

Diversity

At Otumoetai Intermediate we will value difference. Diversity is illustrated in many forms, culture, beliefs, and life experiences. It will be recognised in actions and interactions appropriately. Different communities and all that they represent will be recognised and valued.

Creativity

Otumoetai Intermediate staff and students will place a high value on developing the skills to reflect, think critically and create. These skills will be developed in all contexts of learning.

Mission Statement

For our students to be confident, connected, actively involved and Becoming lifelong learners.

School Motto
"Hope Strive Achieve"

Overall Strategic Goals

1. All students will experience effective learning in a positive environment.
2. The school will foster the partnership between whanau (families) and school where learning is nurtured.
3. The school will recruit and enable staff with the ability to meet school expectations.
4. The school will ensure all students will develop the skills and competencies to live in a global community.
5. The school will ensure all students are given opportunities to develop to their full potential.
6. The school will focus on the emerging adolescent and the unique needs of this age group in their development.
7. The school will seek ways to be innovative and develop a culture of self-improvement.

Otumoetai Intermediate School

Vision

Each student's experience involves:

- Knowing the school wide vision.
- Knowing specific learning intentions and success criteria for their learning.
- Learning that is connected to their real world (21st century).
- Challenging goals to ensure progress.
- Being given frequent verbal and written feedback and feed forward on their learning and achievement.
- High expectations by the teacher of all students
- Effective teaching.
- Regular, direct, purposeful instruction .
- Priority given to literacy and numeracy skills within an integrated programme.
- Being valued as an individual.
- Having their culture and ethnicity recognised and valued.
- Being in an orderly, tidy, purposeful learning area.
- Access to our well-resourced facilities and equipment.
- Having models of excellence displayed.
- Being in a motivating and stimulating environment.
- Being reflective on own learning in an emotionally safe environment.
- Being affirmed for success.
- Positive relations with teacher and other students.
- Being treated fairly and consistently.
- Feeling safe emotionally and physically.

Deliberate actions for high student achievement:

- ▢ Unrelenting focus by all staff, students and parents on high levels of achievement
- ▢ Entrepreneurial approach to school organisation and Culture.
- ▢ Learning that is connected to the students' real world. e.g.: e-learning.
- ▢ All students develop challenging goals to ensure Progress.
- ▢ All students being given frequent verbal and written feed back and feed forward on their learning and Achievement.
- ▢ Parents receive personalised communication Regularly.
- ▢ High expectations by the teacher of all students.
- ▢ Effective learning in every class room.
- ▢ Regular, direct, purposeful instruction in all curriculum areas.
- ▢ Priority given to literacy and numeracy skills within an integrated programme.
- ▢ All students valued as individuals and actively involved in their learning and decision making.
- ▢ All students have their culture and ethnicity recognised and valued.
- ▢ School wide focus on teacher pedagogy and heutagogy.
- ▢ Differentiated Professional Learning for teachers.
- ▢ Teachers actively engaged in independent teacher inquiry and knowledge building.

Underpinning Assumptions:

- Students of this age need teaching and classroom interactions that connect with their developmental needs and personal experiences.
- All students can achieve.
- Every student learns at a different rate.
- Regular feedback and feed forward is critical for learning to occur.
- Intelligence can change and grow and is multi-faceted
- Profound learning requires self-motivation and collaborative action.
- Information and communication technology will continue to have a significant role in how people communicate, access and manipulate information.
- Emerging adolescents need to be provided with a wide variety of opportunities and experiences.
- Mentoring is a powerful learning strategy.

School Curriculum

Emphasis on:

- Connecting with the lives of our students in a meaningful way.
- Creativity.
- Increasing student voice.
- Integration of learning areas.
- Inquiry learning.
- Meeting National Standards.
- Key competencies.
- Values.
- E-learning.
- Emerging adolescent developmental stages.

Strategic Plan 2016-2019

Strategic Goals

Annual Aims

2017 Targets

Strategic goal 1.

All students will experience effective learning in a positive environment.

1a) To increase the number of students achieving at or above the National Standard in Reading.

1b) To increase the number of students achieving at or above the National Standard in Writing.

1c) To increase the number of students achieving at or above the National Standard in Maths.

1d) To increase the number of Maori students achieving at or above National standard in reading.

1e) To increase the number of Maori students achieving at or above National standard in Writing.

1f) To increase the number of Maori students achieving at or above National standard in mathematics.

2a) To strengthen communication between home and school so that all students are supported by home and school in their learning.

2b) To develop communication between home and school so that Maori students are supported by home and school in their learning.

2c) Teachers to develop effective interactive communication processes for their class (s)

For at least 85% of our year 7 and year 8 students to achieve at or above National Standards in reading. To lift and accelerate the students who have entered school below and well below level 3a in the curriculum

For at least 85% of our year 7 and year 8 students to achieve at or above National Standards in mathematics. To lift and accelerate the students who have entered school below and well below level 3a in the curriculum.

CoL Achievement challenge:
For at least 85% of our year 7 and year 8 students to achieve at or above National Standards in writing. To lift and accelerate the students who have entered school below and well below level 3a in the curriculum.

All parents are actively encouraged and engaged in two-way interactive communication with school. Maori parents in particular have a greater involvement with their child's learning.

Strategic Goal 2:

The school will foster the partnership between whanau (families) and school where learning is nurtured.

Strategic Goal 3:

The school will recruit and enable staff with the ability to meet school expectations.

3a) Teachers engage in professional readings and learning conversations with their learning buddies which lead to personal reflection and development of professional practice.

3b) Teachers use learning intentions and indicators as developed by Dr. Kevin Knight to identify and meet their professional learning needs.

3c) Teachers use formative practice to meet the needs and interests of their students.

3d) Teachers shall develop communication between home and school to support student learning and well-being.

3e) Teachers will take an active part in the individualised professional learning process with self-improvement being a priority.

1. All staff demonstrate positive relations with all students and colleagues.
2. All staff have high expectations for student achievement school wide.
3. Teachers have the skills to develop effective 21st century learning in their class.
4. Teacher competency is at a high level of attainment and demonstrated daily.
5. Each teacher is able to demonstrate high levels of student achievement in their class.
6. All students are valued as individuals and actively involved in their learning.
7. **All staff understand and support school and CoL priorities for student learning. (CoL A Challenge)**
8. Teachers demonstrate active engagement in independent teacher inquiry and knowledge building.

Strategic Goal 4:

The school will ensure all students will develop the skills and competencies to live in a global community.

4a) Students make progress, achieve and experience success against individual goals co- constructed with the teacher.

4b) Each student experiences learning in practical life skills including self- sufficiency with key competencies integrated at all levels of school life.

4c) Students are provided with a wide variety of opportunities in sporting, cultural and social activities.

1. Students demonstrate high levels of ICT use in their learning.
2. Clear focus school wide and for individual students, evident on core skills in reading, writing and mathematics.
3. Each student experiences learning in practical life skills including self- sufficiency.
4. Key competencies integrated at all levels of school life.
5. School Health curriculum includes cyber safety and this is taught regularly under our Keeping Safe programme.
6. Students are creative and critical thinkers.
7. Students show they are independent and able to manage themselves.
8. Students show they care for and have empathy towards others.
9. **Students feel included through school wide recognition and acknowledgement of their individual culture. (CoL A Challenge)**

Strategic Goal 5:

The school will ensure all students are given opportunities to develop to their full potential.

5a) Each student has a strong voice in his or her learning.

5b) Regular feed-back and feed-forward is given to each student orally and in writing (student workbooks)

Each student is provided with regular, evidence based purposeful and direct instruction.

5c) Every student is made to feel valued.
Culturally responsive pedagogy is evident in every class room.

Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment. (CoL achievement challenge)

Each student experiences positive relationships with his / her teacher (s)

The school has a fully inclusive environment.

**Culturally responsive pedagogy is evident in every class room.
(CoL achievement challenge)**

Strategic Goal 6:

The school will focus on the emerging adolescent and the unique needs of this age group in their development.

6a) Students to have access to quality ICT and software to support their learning.

6b) Learning is connected to the lives of the students in a meaningful way.

6c) Each student's culture and ethnicity is recognised, valued and they feel included.

1. Each student's developmental needs recognised and understood by staff.
2. Neurological development in the adolescent brain recognised and understood by staff.
3. Pastoral care practices at all levels reflect sensitivity towards the emerging adolescent and his or her needs.
4. Communication practices are strong yet sensitive to the needs of the student.
5. Each teacher recognises, understands the need for and actively promotes a culturally inclusive learning environment.
6. All students will be encouraged and expected to be active participants in their learning.
7. The school will work closely with the Child and Adolescent Health Nurse in the area of child and adolescent mental and physical health.

Strategic Goal 7:

The school will seek ways to be innovative and develop a culture of self-improvement.

7a) Teachers and students to have access to quality ICT and software to support their teaching and student learning.

7b) Teachers and students become proficient with mobile learning devices integrated in student learning.

7c) Entrepreneurial approach to school organisation and culture
Learning that is connected to the students' real world
e.g.: e-learning

1. Staff and board actively engage in self-review at all levels of school operations.
2. Staff and students are encouraged to reflect and provide input into how we could do things better.
3. All school personnel keep up to date with current trends and innovations in their area of responsibility.
4. A culture of continuous improvement is reflected by student action.
5. The school is an early adopter of ideas, practices and technologies that enhance student learning.
6. School personnel actively interact and engage in professional learning with internal and external experts.

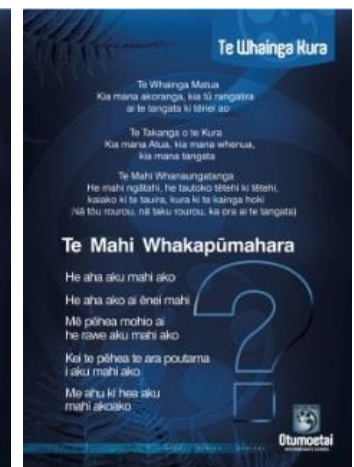
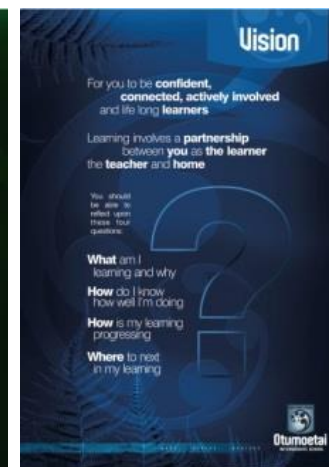
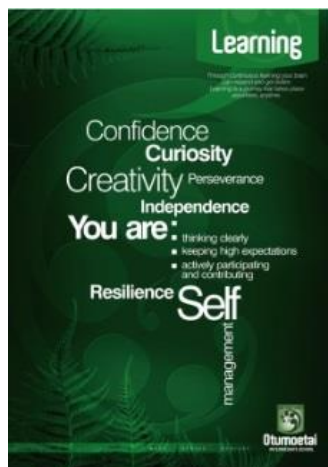
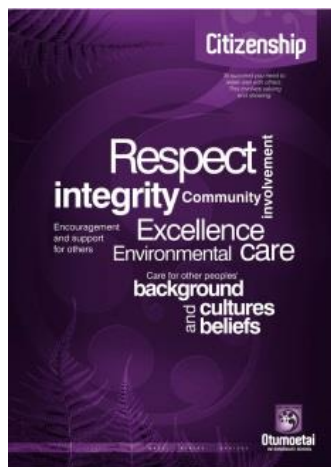
Otumoetai Intermediate School Annual Plan 2017

(Supporting annual aims)

NAG 1: Curriculum: Raising Student Achievement

- **Our focus** will be on what our students need to thrive in the future, moving from a 19th century education to a personalised student led 21st century learner approach that develops the gifts and talents of all our students.
- Develop each teacher's skill and knowledge by involvement in a differentiated personal inquiry approach, based on identified need. Each focus below will apply to only those teachers with an identified need.
- Continue to develop teacher ability to effectively manage a learning environment, gather diagnostic data against succinct learning intentions and success criteria. This will be the foundation for future planning and track student progress.
- Continue to develop teacher skill when in-depth teaching in questioning, deliberate acts of teaching and deepening the level of student thinking.
- Continue to develop teacher and student knowledge around identification and articulation of clear learning intentions and success criteria and the learning caused for students.
- **Continue to develop teacher knowledge in the teaching of writing. (CoL achievement challenge)**
- Continue to develop teacher skill and knowledge around the delivery of an integrated curriculum moving into a model of inquiry.
- Continue to develop teachers (in the maths pilot group) skill and knowledge in delivering a mathematics programme that is based on problem solving and the research of Dr Roberta Hunter from Massey University.
- **Continue to develop teachers' skill in writing instruction with Dr Ian Hunter's assistance. (CoL achievement challenge)**
- Continue to develop teacher knowledge and skill in technology.
- Participate in the **Otumoetai Community of Learners** with our contributing schools and nearest secondary schools.
- Key competencies will be evident and embedded in all of the curriculum areas. Diagnostic data will be gathered around student's progress with these.
- Continue to develop and provide quality learning opportunities in all curriculum for our Gifted and Talented students.
- Provide effective teacher aides to support the learning of students in the special needs clusters.
- **Further develop inclusive practice by all personnel in the school. (CoL achievement challenge)**
- The multi-lit programme to continue to accelerate and support those students achieving well below the expected standard in reading.
- The Booster class to continue to accelerate and support the students below expectation in reading and mathematics. Term 1. and 3, Year 8. Term 2 and 4, Year 7.
- **A focus on special needs and Maori students will continue to be part of the learning conversations that are a major component of the weekly team meetings. (CoL achievement challenge)**
- Success in all areas of the curriculum will be celebrated at class, team and whole school level.
- Information evenings will be held to deepen the understanding for our parents of what 21st century education need to look like.
- Reading and Mathematics evenings to inform and enhance parent ability to support the learning of those students who need an accelerated learning programme. Term 1 And 3.
- "Reading Together" Parental training sessions for those parents of students requiring accelerated learning.

Each class room in the school has the following posters on display and these are used as reference points on a daily basis to focus students and teachers on key aspects of our school vision and key goals.



NAG 2: Self Review: Raising Student Achievement

ANNUAL SCHOOL SELF REVIEW PLAN

Key Goals Related To Vision

- To develop key competencies as attributes evident in all our students.
- To have all students with the capabilities achieve at the national standards in reading writing and mathematics.
- To develop student metacognition / voice.
- To value and enhance the diverse characteristics of our students.
- To develop the emerging adolescent.
- For the curriculum to connect more to the lives of our students in order to be more meaningful e.g. the use of social media.
- To move towards an integrated / inquiry approach.

1. Strategic Reviews

Board review. One strategic goal per month and adjustments made to Charter. If necessary any actions further reviews etc. delegated to Principal.

Learning

Community survey to be carried out in 2017. This will form the basis for our strategic plan and will be the foundation for our strategic goals.

Education Review Office on a scheduled basis.

Board reviews. One strategic goal per month. If necessary any actions further reviews etc. delegated to Principal.

School wide reviews in reading writing and mathematics. Beginning of year - Analysis and recommendations made by deputy principal curriculum.

Staff discussion and input at staff meetings.

Snapshots - Midyear to determine progress and achievement. End of year to establish value added and achievement. (Internal and CEM testing by college).

Discussion by lead teachers at Otumoetai Cluster Schools meetings.

Student sample of their voice sought around learning and issues.

Parental consultation both oral and written. PTA, Maori Iwi, International Student group.

Review of research and exploration of an Integrated Curriculum approach by a group interested in developing this within their classrooms.

A working party to be formed to research and develop ideas for the use of social media for learning and communication in all areas.

Pastoral

Education Review Office on a scheduled basis.

Staff climate surveys and dialogue meetings.

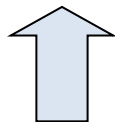
Annual consultation with contributing schools and college.

Parental consultation and meetings with appropriate stakeholders.

2. Regular reviews

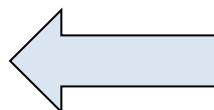
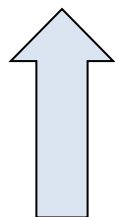
Students Strengths and Learning needs

1. Whole school trends – school wide snapshot of data - Feb/Nov. analysed and discussed. Midyear snapshots as necessary. Cohorts considered: ESOL, Maori, NZ European.
2. Formative assessment from school wide data plus teacher own judgment.
3. Analysis of above and actions identified reading, writing maths reports.
4. Team discussions around specific learning for students and interpretation of data information. Programmes to meet identified needs developed, led by teaching team leaders.
5. Student Meta cognition reviewed both oral and using templates on a regular basis.
6. Learning conversations around specific students and their needs a part of each team meeting.



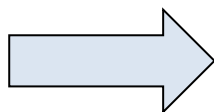
Outcomes of Actions

1. Diagnostic data gathered.
2. Action plans reviewed and updated.
3. Snapshots of progress taken at appropriate times and when scheduled.
4. Outcomes reflected on and reviewed at team meetings.
5. Reporting to parents - Term 1 social and initial academic data, midyear report reading, writing and mathematics, end of year summative and where to next encompassing all aspects.
6. End of year summative assessment school wide trends.
7. Meeting with parents organised e.g. reading / mathematics meetings to assist readers having difficulty and to establish a home school relationship.



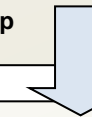
Teacher Professional Strengths and Learning needs (Teacher Inquiry)

1. Teacher strengths and needs identified using Dr. Kevin Knight's model of differentiated teacher development.
2. Feedback given individually on review of progress after each observation by Dr Kevin Knight. Time frame appropriate to each teacher.
3. Mentoring coaching pairs reflection. Where appropriate supported by a guide. Reflection notes kept in Prof. Learning Journals.
4. Reflection by teachers around "What do effective teachers do that others do not" "Discussion in coaching pairs and at team meetings.
5. Annual appraisal discussion / attestation meetings with Principal and deputy principal curriculum to reflect on year and meeting of goals.
6. Senior management appraisal and attestation.
7. Individual teacher identification of what they are going to research to meet and enhance their self-identified learning needs.
8. As a result of staff discussion a focus will be on the transfer of what the data is telling us into the planning and success criteria for student learning.



Teacher Engagement in Professional learning

1. Attendance at seminars / conferences with experts to enhance identified needs in terms of curriculum knowledge and skills.
2. Teacher strengths used to support others; this may guide pairing of teachers.
3. Staff meetings to moderate and discuss student learning.
4. Discussion between coaching pairs and as appropriate guides around their own learning with professional learning journals at the centre of this.
5. Professional learning conversations at team meetings around reflection and review of actions and programme development.
6. Meetings, observations and moderation of learning with contributing schools and college.
7. Teacher observation of others as part of the coaching / mentoring.
8. **Participation in CoL PLD provision: Dr Roberta Hunter. Maths**
Dr Ian Hunter. Writing
Dr Viviane Robinson. leadership



Students Engagement in new learning

1. 80% or greater student engagement at any given time in the learning. (Dr Kevin Knight)
2. Student reflection on their own learning.
3. Students able to articulate their needs and the success criteria to meet these.
3. Feedback / forward reflected and acted upon by students.
4. Peer assessment / review occurring against identified success criteria.
5. Parental reading / mathematics evenings to support student engagement in the learning.
6. Behaviour support (deputy principal, support worker, kaiwhakahaere, and school liaison RTLB.) constantly reflecting and reviewing on student behaviour and making changes to actions as appropriate.
7. Review meetings held weekly with the above plus Principal.
8. Otumoetai Student Action Group meets regularly to review students of concern from a community perspective. Interagency – CYFS, MOE, N.Z. Police, PHN and all local school reps.
9. An approach using Integration of the curriculum under development to enhance student engagement.

3. Emergent Reviews

Initiated by any personnel who have an interest, are stakeholders or community based groups. They may arise from “bright ideas”, a concern or based on an identified need. The purpose will always be enhanced learning outcomes for our students. They may take a variety of forms e.g. oral, written surveys or an inquiry approach.

NB: The CoL has identified a need to survey student welfare across the CoL using the NZCER Well-being in schools survey during 2017.

Some that regularly occur are:

- Education Outside the Classroom reviews annually at the end of the cycle.
- Sports - Immediately after the event is held.
- Behaviour in the playground as these is identified either by staff, students or teams.
- The Arts – Annually and also after the events. May be all staff, or groups interested to participate or at team meetings with Principal in attendance.
- Learning areas such as technology will be through group dialogue / discussion involving teachers involved e.g. laptop classes or technology specialist area technology teachers.
- Gifted and talented student learning. Teachers with those groups in their classrooms meet to reflect and review on a regular time schedule.
- Emotional environment – promoting a safe environment for all on the school site.
- Health and safety systems and procedures including records kept.
- Effective use of resources both human and physical.

NAG 3: Personnel: Raising Student Achievement

- New BOT participate in professional development around their new roles
- Comply with legislative responsibilities as a good employer
- Ensure all provisions of personnel policy are met
- Recruit and enable staff with the ability to meet school expectations.
- Implement and support an effective staff development programme which includes personal professional growth that will enhance the quality of teaching and learning.

NAG 4: Finance and Property

- Audit 2016 accounts.
- Monitor 2017 budget.
- Monthly treasurer reports at BOT meetings.
- Prepare 2017 budget in line with 2017 school operational plan.
- Fund approved priorities of 2017-refer to 2017 budget.
- Education services used as finance service.
- Board property subcommittee to prepare strategic plan for school property.
- Implement 10YP and 5YA property plan. Including B Block rebuild and F Block acoustics remediation.
- Conservation Area Development Project continued.
- Programmed Maintenance contract continued/renewed.

NAG 5: Health and Safety:

- Ensure Health and Safety Plan complies in full with legislation to guarantee the safety of students and employees.
- Active participation by all staff in health and safety discussions and procedures.
- Health Community Consultation conducted in May 2017 and sexuality education further addressed later in the year.
- Hazards identified and removed.
- Pupil attendance monitored-daily.
- Emergency procedures practised each term.
- Include cyber safety, sun safety, water safety & road safety in term unit plans.
- Electricity contracts to be secured to ensure safety-testing & tagging, annual electrical inspection & 6 monthly check.
- Maintain security camera network.
- Staff aware of and familiar with: guidelines for ethical and professional behaviour, privacy officer, disclosures officer.
- Inclusive practices school wide and Speak Up policy in place and operating.
- Child and Adolescent Health Nurse integrated further into pastoral care practices and support.

NAG 6: Policies and Procedures

- School to comply with all general legislation requirements.
- Review of school policies and procedures carried out.
- Revised school policies communicated to parents and community through the school website.

Otumoetai Intermediate School and Cultural Diversity

New Zealand Cultural Diversity

22% Maori 68% NZ European 2% Pacific Island 9% other

- All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds.

The Unique Position of the Maori Culture

- All staff members are expected to develop an awareness of Tikanga Maori (Maori culture and protocol) and Te Reo Maori (Maori language): and incorporate these into classroom programmes. They are expected to meet the cultural competencies outlined in Tataiako.
- Otumoetai Intermediate School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

What reasonable steps will the school take to incorporate Tikanga Maori (Maori protocol and culture) into the school's curriculum?

- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number.
- Each integrated unit will include components as appropriate to the topic and the class level.
- Professional development and support of staff, on the understandings they need to develop with their students. Workshops throughout the year using local resource personnel and Tataiako as the basis for development.
- Use of Powhiri to welcome year 7's at start of year and visitors /international students throughout the year.
- Students individually place their Iwi affiliations on a map of New Zealand. Followed up with whakapapa sessions with Kaumatua and other resource people in community.

What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents ask for it?

- All such requests will be given full and careful consideration by the Board of Trustees with the regard to:
 - Place the student in a class with a Maori speaking teacher or
 - Refer students to Tauranga Intermediate bilingual unit or
 - Provide Te Reo through correspondence or other online providers.

What steps will be taken to discover the views and concerns of the school's Maori community?

- Encourage parents of Maori students to become a Board of Trustees member
- Maori community consulted in various ways
 - Report evenings
 - Parent workshops
 - Newsletters
 - School events involving students
 - Informal dealings with families
 - Maintaining open door practice encouraging families to approach the school
- Kapa Haka Group
 - The Kapa Haka group performing to the school, wider community and guests on a regular basis.
- **Community of Learning**
 - The school will work closely with Charles Dickson, CoL: Across school teacher in strengthening our culturally responsive pedagogy.

National Standards Data

As at December 2016

NAG2A (b)(i) Areas of strength

National Standard subjects: Reading, Writing and mathematics

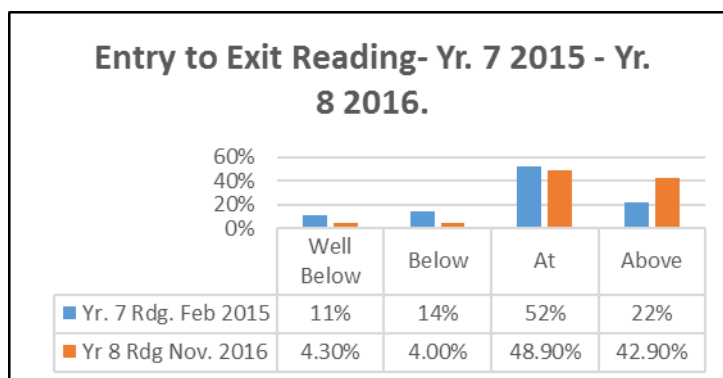
Discussion: National Standard subjects: Reading, Writing and mathematics

We view our learning journey as a two year time line.

At Otumoetai Intermediate, a major area of strength is the ability of our teachers to accelerate student learning and achievement levels over the two years they attend our school. A significant number of year 7 students enter our school in reading, writing and mathematics below or well below national standards. The following graphs demonstrate the gains made by the 2016 year 8 students as a group from their entry in 2015 to exit in 2016.

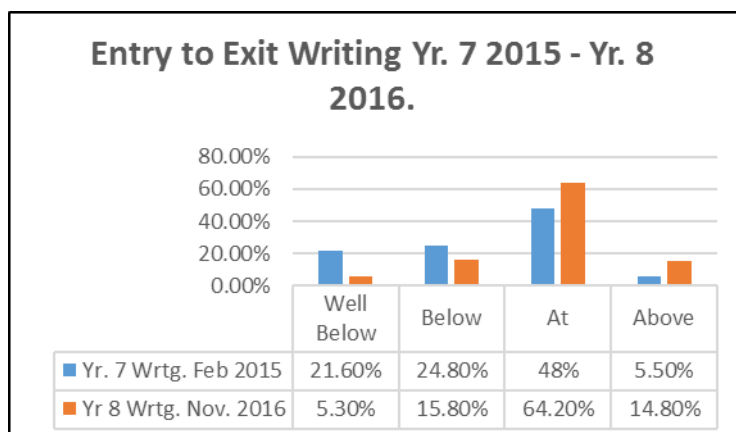
By the end of year 8, the school has exceeded its target of 85% of students graduating at or above the National Standards in reading and mathematics. We fell short of our writing target with 79% of our year 8 students at or above national standards.

Reading



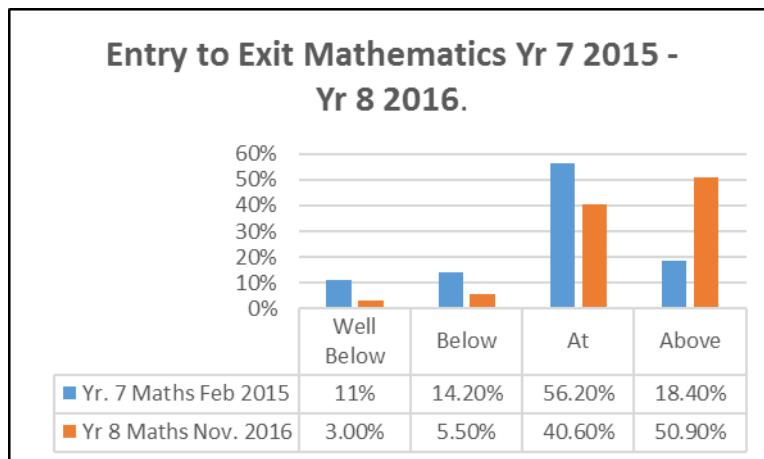
As the year 8 students graduate from our school, our school wide data shows **91.8%** are at or above national standards in reading. (2015 - 88.1% our school, 78% New Zealand)

Writing



As the year 8 students graduate from our school, our school wide data shows **79%** are at or above national standards in writing. (2015 – 76.6% our school, 71.4% New Zealand)

Mathematics



As the year 8 students graduate from our school, our school wide data shows **91.5%** are at or above national standards in mathematics. (2015 – 87.8% our school, 75.5% New Zealand)

Commentary:

Reading

Our results for specific groups are as follows:

Year 7 total 85.6%

New Zealand 2015 overall was 78%

Year 8 total 91.8%

Priority Learners:

Year 7 Maori Boys 74.5%

New Zealand Maori 2015 was 68.8%

Year 7 Maori Girls 83.7%

Year 8 Maori Boys 82.9%

Year 8 Maori Girls 89.1%

Reading has made good gains overall and we are very clear about what needs to change. This will occur in 2017. Exposure to the content of the PACT tool has made some aspects that were not being taught, evident, and this will be addressed with all aspects of the reading curriculum being discussed and included in programmes. in 2017.

Writing

Year 7 total 76.1%

New Zealand 2015 overall 71.4%

Year 8 Total 79%

Priority Learners:

Year 7 Maori Boys 59.6%

New Zealand Maori 2015 was 61.6%

Year 7 Maori Girls 79.6%

Year 8 Maori Boys 60.9%

Year 8 Maori Girls 82.6%

Writing has made excellent gains. Moving to a purpose driven approach with very precise skills identified, has resulted in a substantial lift in motivation and effort resulting in the achievement levels lifting. This has been very pleasing and will be built upon in 2017.

2016 has shown a marked increase in student achievement in the area of writing. This can be attributed to the work of Dr. Ian Hunter who has provided the content and strategies to improve the writing skills of our students and also the commitment and skill of our teachers to ensure that as many students as is possible made sound progress throughout the year.

Writing continues to be an area of focus in our school and we are working closely with our primary and secondary schools and national experts to ensure our students have the written skills to continue successfully in their future education.

Mathematics

Year 7 total 83%

New Zealand 2015 overall was 75.5%

Year 8 total 91.5%

Priority Learners:

Year 7 Maori Boys 72.3%

New Zealand Maori 2015 was 65.4%

Year 7 Maori Girls 73.5%

Year 8 Maori Boys 82.9%

Year 8 Maori Girls 80.5%

The year 8 students have shown significant gains in mathematics during their two years at our school.

The mathematical learning community approach continues to result in accelerated learning for our students across both cohorts. Student engagement almost without exception, is extremely high and knowledge and skill in both process and conceptual understandings continues to increase.

Collaborative learning and mathematical argumentation is highly visible in these sessions.

The success in using a mathematical learning community for the delivery of mathematics continues to bring better gains for our students. This is not only in the results but more importantly in the areas of engagement, contribution to learning conversations, through to the articulation of their learning to have clarity about the problems they are solving. The benefits for students in these areas is: the growth mind set," I can do anything if I work hard enough," understanding the key mathematical concepts to a level of mastery and application, and in being able to function with other students to solve a problem that would otherwise be out of their reach.

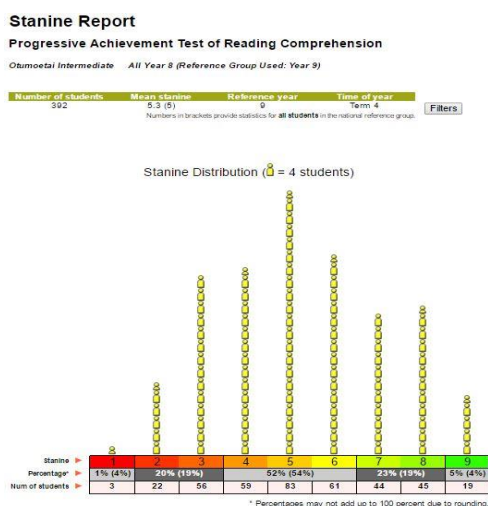
The year 8 students have shown significant gains in mathematics during their two years at our school. By the end of this year, **91.5%** are at or above national standards.

Gifted and Talented students

Once again the two year journey of our students' resulted in an acceleration of learning for many of our students. This occurs not only for the students for whom accessing the school curriculum is difficult but also for those students who demonstrate ability.

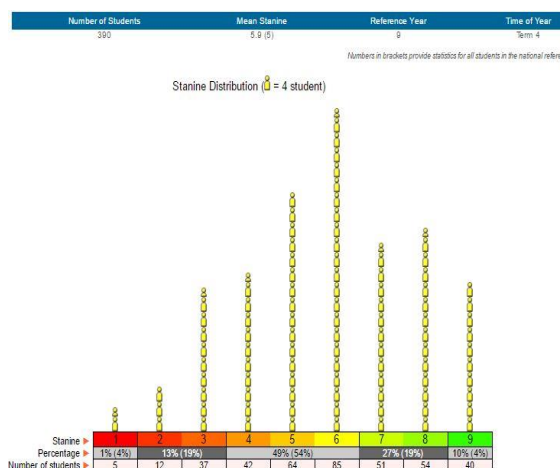
The following graphs show the significant number of students achieving in the upper stanines as they graduate from our school. The mathematical learning community approach in particular has seen a large number of students move into these levels of achievement over the past two years.

Stanine Report in Reading for Year 8 at the end of 2016.



Stanine report

Progress achievement test of Mathematics for Year 8 at end of year.



Students with Special Needs

For students entering our school functioning in level 2, learning has been tracked very carefully. All of these students are part of the groups within the classrooms that receive support. There is a teacher aide or part time teacher in the room for at least one block per day. The initial focus is on literacy and moves into mathematics once the student can function independently in literacy. These are individualized programmes developed specifically for the student. Formative assessment is gathered regularly by both the teacher and teacher aides. The main focus with these students is building self-efficacy as without this we often do not make the progress we would expect. Teachers demonstrate on a daily basis to the students, their belief that everyone will experience success.

Reading:

Students in Year 7 functioning at level 2 on entry to our school have been the target for every teacher in the school. The goal has been to accelerate learning, with every student making gains of one sub level or more within a school year.

Writing:

The knowledge that these students lack in writing is very carefully identified and includes much of the process and knowledge of sentence structure. The delivery of writing had radical changes in 2016 where we went from a text type driven approach to one of meeting an identified purpose. This will ensure that the writing task is seen as relevant and useful and will result in much higher engagement by students, particularly Maori boys.

Mathematics:

The delivery of mathematics by developing a learning community (Dr.Roberta Hunter) has assisted the learning for these students immensely by; increasing the engagement of the students through contributions to the discussion of mathematical problems, being encouraged to state if they do not understand and to ask questions. This has had a positive impact on lifting their status in the classroom where they are beginning to see themselves as being able to make worthwhile contributions to class discussions, and are perceived by other students as capable learners.

The biggest inhibitors for the students who entered our school at level 2B or lower is the lack of understanding of place value – normally learnt at year 3 / 4. Once these concepts are understood progress then begins to occur. Instant recall of basic facts also hinders progress. The development of the mathematical learning community is resulting in a higher rate of acceleration for those students than we see with a more traditional

approach. More students will be exposed to this approach as teachers are trained. There are fewer students in the "making no progress" in terms of sub levels and progress in more than one sub level is more common.

Opportunities provided to all students

The teachers at Otumoetai Intermediate are committed to the health and well-being of their students in every aspect of their development and strive to ensure they emerge from our school as well functioning contributors to society. They are to be commended for their efforts.

There is a robust and challenging sports programme that involves all of our students with opportunities provided in 27 different sports. At an elite level the school achieved the 2nd highest medal tally at the 2016 NZCT AIMS GAMES National Sporting Championship and 2nd place overall out of 292 schools.

Participation rates in physical activity are high school wide with a robust physical education programme and a wide variety of inter class and other lunchtime games offered all year. The school fields large numbers of teams in local sports associations and in particular volleyball, netball, hockey and basketball.

All students experience specialist teaching in ICT, visual arts, music, drama and dance, hard materials, electronics, soft materials and food technology during their two years at our school. Additional opportunities are provided in digital media, robotics, and literacy and mathematics competitions.

This is to encourage all students to experience a wide variety of options leading to career pathways and the development of key competencies. This has had an impact on student self-efficacy, the development of key competencies and values leading to increased student achievement across the whole curriculum.

NAG2A (b)(i) Areas for improvement

National Standard subjects: Reading, Writing, Mathematics

Discussion:

Reading

2016 has seen a continuing trend that will be addressed in 2017. In P.A.T. testing we see slippage from entry as a year 7 to entry as a year 8. This year we tested at the end of the year to establish if it was summer fade and found that this was not the case. The secondary school, where most of our students move onto, finds some areas of reading comprehension not as strong as would be expected. We will address this with some deliberate actions.

Maori students fall into these lower bands of achievement.

Achievement in reading at the completion of 2016 shows a total of 373 – 85.6% of our year 7 students at or above the standard and 366, 91.8% at Year 8. Overall 86.1% of boys and 90.8% of girls. We know our Maori boys are over represented in the lower achievement levels and this will be a continued focus. The results for all Maori show 17.5% sitting in these lower bands.

Year 8 Astle reading shows 14% definitely not achieving to the standard and 10% who do come into the requirement at 4b, however we use 4a as our benchmark for Year 8 achievement of the standard. So 59 students will definitely need ongoing support to reach the standard and another 37 will need monitoring. As with mathematics, these students are identified for the college and conversations occur to ensure that these students do not fall out of focus in a large secondary school.

The year 7 cohort as a whole, over past years has entered with high achievement in P.A.T. which only tests a small range of skills. While these are critical, students need a wider knowledge than this and come in with very basic comprehension strategies in some

areas. The challenge for us to make good gains by the end of year 7. Over the two years we certainly do, but if we could achieve a lift in the year 7 cohort by increasing student knowledge in a wider context of comprehension, it would allow us more time to address other concerns such as vocabulary knowledge which the college has identified as critical. This becomes more evident as they move through the upper years of their education and at the level of N.C.E.A. become critical factors in non- achievement of the requirements to pass. Aspects of the PACT tool not being taught currently, have been brought to our teachers' attention- areas where instruction has not been occurring as they need to be. Staff meetings have begun to illustrate areas that we did not know we did not know, and this knowledge will continue to be exposed and taught in our 2017 reading programmes.

Other factors such as lifting the students' awareness that the challenge level will be high and it is good to struggle will be a constant mantra. To struggle and persevere until you succeed, raises the belief that with work you can do it. Not - if it is hard you are a poor learner, which many of our students come into the school believing.

This along with more professional learning for teachers around what needs to be taught and how, e.g. more interaction between students to allow learning conversations that enable them to make school learning their own, will assist with the challenge to ensure that all students can read and understand to a level that meets their needs.

While P.A.T does show some concerns in the lack of progress in the lower stanines this has been thoroughly examined and the causes for this identified:

Teachers not aware of what P.A.T. tested. This resulted in reading programmes that were not robust or precise enough for students to have a strong focus on these aspects of reading.

The C.E. M. test also illustrated the same things.

This will be addressed in 2017 and P.A.T. Comp carried out to ensure this has been addressed.

Writing

Struggling Writers

There are a large group of students struggling to master the skills and knowledge necessary to be competent writers. A total of 153 Year 7 students and 111 Year 8 students fall into this category.

Output has increased substantially. Sentence structure has improved, as illustrated by more students writing sentences of optimum length and using a variety of sentence styles.

Simple sentences are still dominant in many of the texts produced by this group.

Incomplete sentences have decreased markedly in the Year 7 cohort and to a lesser degree in the Year 8 group.

The technical analysis shows small gains in spelling accuracy. This needs further analysis as it could be that with the increase in student output and confidence, more students are taking risks in their writing, and using more complex and subject specific vocabulary.

Ideas. Few gains were made in the area of students' ability to identify a range of good ideas and write precisely to inform the reader.

Paragraph construction has shown substantial gains across all of the cohorts with excellent progress in the areas of writing introductions and conclusions.

The data has clearly identified the top priority for focus in the 2017 Year 8 students.

These will be: technical skills and producing ideas that are written in a precise manner.

Little evidence of repetition, and this only occurring when it will have a positive effect on the quality of the writing.

Mathematics

Mathematics has continued to rise and during the year those students who were not making gains similar to what the majority were achieving were closely observed. It was found that these students were non contributors. The research of Dr Bobbie Hunter had recently identified that the factor that contributes to this is the status that these students hold within the class. The teachers delivering mathematics as a learning community gathered data such as students' voice and self -efficacy and it was found that this in fact is the reason for most of these students not taking risks and staying safe by not contributing to the mathematical argumentation.

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

Data is gathered on a regular basis by all teachers. Summative assessment is carried out in June and November to identify achievement in the areas of reading, writing and mathematics. Valid testing tools such as P.A.T. and asTTle are used. This is supplemented with Overall Teacher Judgment.

The analysis of all of the above is carried out by team leaders, Deputy Principal Curriculum and classroom teachers. In February baseline data is gathered and analysed. A literacy and math report is developed by each classroom teacher. This identifies all students who are not achieving and also those with gifts and talents. Support with this is given to all staff by team leaders

From this, programmes are developed to meet these needs. These are then monitored, both at team meetings and then at team leaders meeting where learning conversations are held around what learning is being caused and how it can be improved.

The Deputy Principal responsible for Curriculum and Learning school wide also analyses student achievement data to identify trends from year to year. She also liaises with our local secondary schools and in particular our neighbouring Otumoetai College to identify our students' strengths and weaknesses as they enter secondary school.

Trend data is gathered using:

- The Canterbury University Secondary School Entry Tests that our year 8 students sit at the end of year 8 every year.
- NEMP testing carried out on our students.
- AsTTle and PAT tests carried out annually.

The school reviewed its practices in 2014 and this led to the establishment of the Reading Together and MultiLit programmes and a greater awareness of engagement with Maori and Pacifica students.

The NZCER Inclusive Practices Survey conducted in November 2013 highlighted areas where we could strengthen what we do school wide especially around special needs students and this has been incorporated into our actions for success. This survey will be conducted again in 2017.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

Reading and Writing Generally

The relationship between reading and writing will be a strong focus as the learning that needs to occur is relevant in both reading and writing. This gives a coherence and application to both of these areas.

All teachers at our school will have individualised and differentiated learning inquiries that will be based on meeting the learning needs of their students.

Team leaders will support all teachers in the production of planning that is succinct and identifies appropriate learning intentions, success criteria, tasks and activities that will ensure that the learning identified as a need occurs.

Specific expectations are:

- Data is gathered and analysed.
- Programmes are developed that meet these needs.
- Teachers develop climates that are safe and where students take risks.
- The target students are highly visible. – In planning formats and gathering diagnostic information systems.
- In writing, the assessment will be brought closer to the learning using a set of indicators that each student will have in their draft books. This will bring the focus of the writing skills and knowledge for each individual into focus rather than the focus of the text type.
- Effective support - staff are put into classes where there are clusters of students achieving below the standard.
- The Booster class will pick up students below in mathematics and reading.
- Multi lit will pick up the students with the largest deficits in reading.
- Teacher professional learning will focus on up skilling staff to meet the identified needs of all students.
- Regular observation of each other by professional learning buddies and team leaders will occur.
- Learning conversations and reflections in “myportfolio will be a requirement. These will be built into release time.

Reading Specifically:

2017 Actions

- The PACT tool has been introduced to staff and one aspect explored every staff meeting and will continue to be so in 2017.
- Speed reading and an expectation that you will be able to restate key words, key ideas and gain applied understanding as you read will be a regular activity.
- Purpose driven programmes with a high level of challenge will be required.
- Vocabulary development will be a constant focus throughout the year.
- The skills tested in P.A.T. will be made explicit, and students taught the skills necessary to gain information accurately, by using all of the skills tested.
- Team Leaders will ensure that monitoring and tracking progress against identified indicators occurs.
- Target students and priority learners will have a strong focus. This includes advanced learners who need challenging programmes to ensure they hold the high P.A.T. scores they have achieved as Year 7's
- In 2017 we will track the priority learners and Maori students individually. There will evidence gathered regularly- no longer than five weekly intervals.
- In-depth teaching sessions will include very deliberate acts of teaching to ensure that the learning intended occurs. Follow up activities will be clearly aligned with the learning Intentions. Students voice will be contribute more than teacher voice to the learning of students.

Writing specifically:

2017 Actions

- Managing a learning environment in a manner that maximises learning is already in place or being developed in every teacher on the staff. New appointments will have this assessed and if necessary supported to achieve this in a timely manner.

- Gathering formative assessment will follow on from the learning environment with every teacher as is required by our differentiated professional learning for staff.
- A further Teacher Only Day will occur in May. This will look at accelerating the learning of our Maori and Priority learners.
- At team level new staff will be part of conversations that will revisit this content and ensure all staff are clear and knowledgeable about what is required.
- Foundation skills as identified in 2015 for each cohort will be the core of the content in a delivery style that will be purpose driven. Staff have a much deeper understanding of what is required after one year of professional learning.
- What is working well in our current practice will be recognised for the quality that it is and not discarded e.g. the work of Gail Loane and Jeff Anderson, and the use of models to ensure students understand the learning and what is necessary to achieve it.
- Programmes for the Year 8 cohort will be based on the end of year 2016 Year 7 data. This showed accelerated learning that now needs consolidation and further development.
Year 7 will begin with the initial steps in the foundation skills and move into other areas of development such as ideas, paragraph construction and using written texts to meet identified purpose, using the characteristics of the different text types.
- Teachers will be well informed and have clarity of the content that needs to be mastered by every year 7 and year 8 students in our school. No exceptions.
- Writing will be delivered on a purpose driven not text type approach. This will increase engagement and interest in all students. The purpose for what they are doing will have an outcome that is important for the student and will therefore be seen as relevant. This is necessary for success at secondary level. (e.g. Essay writing in their chosen subject areas at NCER levels.)
- All students will write in their writing books and this will be the evidence of student progress. The assessment will be embedded in the task. The indicators developed by the team leaders and Dr Ian Hunter will be part of the daily rhetoric in the teaching sessions. These will be understood by both teacher and student. Teachers will ensure that progress is being made on a weekly basis by students, and if not, learning conversations will be held, - teacher to team leader, teacher to tutor teacher, teacher to teacher (buddy). Team leaders will have team meetings where the content of student's books is the focus and learning conversations around "Do we know students are making progress and how do we know this?"
- Fluency in getting words onto paper will initially be a daily focus. Increasing the number of words a student can write in a given period of time will be monitored and students will know whether fluency is an issue for them or not.
- Quality of sentence and structure will have a high focus and be discussed by students on a daily basis.
- Vocabulary will be developed within the students by and through; discussion of words and their meaning, and in the written words students are exposed to throughout the day. Teachers will use appropriate; technical subject, specific, and purpose driven Vocabulary at all times. Spelling rules etc. will be embedded into reading and writing programmes as well as vocabulary development such as suffixes, prefixes etc.

- Students will be taught to articulate their learning for each session, what are the success criteria that they have to meet and then what does this specifically mean for them as writers.
- Progress will be carefully tracked through diagnostic / formative assessment to ensure that learning is occurring throughout the term for all students.
- Maori and Priority students will be individually identified and a system developed that ensures a cameo of their progress is illustrated. Student voice will be part of this.
- Cultural inclusivity will be the core of our programmes. With our very low Maori writers ideas will be initially identified orally. Students will be supported to contribute in the small group situation and the content will include the richness that is embedded in their culture around historical events and geographical sites etc.

The management of this shift in delivery and content will continue to be closely monitored and discussed. This will identify any support or clarification that is needed to ensure it is consistent and clearly understood by all staff. Another focus will be to ensure that there is consistency in language used by teachers when teaching English, so students do not have to relearn when they move from year 7 to year 8.

Mathematics Specifically:

The group that is our top priority has not made the same gains as some students have. Reasons for this have been sought by careful observation and it was found that these students were non contributors. This is clearly identified in the research as an area that needs very deliberate interventions. Staff have had professional learning around this and have the knowledge needed to address this. It will be a collaborative and cooperative approach. These students will be individually identified as quickly as possible and monitored. Status strategies are used with all of the students in the class not just those who do not contribute.

2017 Actions

- New staff once they can demonstrate a high level of management of their learning environment will join this delivery approach.
- Collaborative planning sessions will occur at both cohort levels to ensure that the problems are group worthy and also that teacher knowledge covers all that is necessary for them to lead the sessions fluently.
- The strategies delivered by Bobbie to lift status will have a high profile in the teacher delivery.
- The mathematical communication norms that are essential for this approach will be a top priority in the setting up of the environment.
- Where teachers find that the class as a whole has some areas of little knowledge that is essential for mathematical growth front loading of the knowledge required will be carried out. In past years, this has been in the areas of fractions and area.
- Professional Learning will be regular and will be in each term. Staff who are experienced in the community delivery will be upskilled in lesson study which will assist them to assist themselves and others through lesson critique.
- Staff who have only been in the community for two years or less will have sessions around content, conceptual understandings in the Mathematical big

ideas and in strategies to deliver these.

- Teachers still learning about this delivery style and have this as their inquiry will have buddies who have the same goals and will work together in a collaborative manner.

General in all curriculum areas.

Team leaders will be monitoring every student's books in their team for evidence of daily teaching, teacher feedback and feed forward that leads learning further. They will also monitor the robustness of the learning programmes and the match between the learning intention in the planning and the activities/tasks and in depth teaching sessions content.

Learning discussions around what is occurring will be held at weekly team meetings. Evidence based teaching will continue to be the focus with anecdotal notes being taken that informs planning. Progress will be tracked clearly in a variety of ways. Modelling books as points of reference for students will be used by all teachers. Whole Staff dialogue and discussion will be held at least once a term to get school wide interaction.

A June snapshot will be taken to ensure that progress is being made and adjustments made as necessary to ensure maximum student learning growth.

Dr. Kevin Knight from the Graduate School of Education will continue working in the school on a regular basis. Given that this work is now showing a marked impact on the learning of the students in those classes where the teachers have reached a level of excellence in all of the facets of the "Eight people Persona," it is imperative that all teachers are brought to that level of understanding and skill.

As a result of our work with a Student Advisory Function (SAF) facilitator in 2013, an action plan has been developed focusing on:

- Success for all – refining our inclusive practices school wide.
- Reinforcing teacher's cultural competencies.
- Improving school parent/whanau engagement/participation.
- Initiating "Reading Together" a parental programme to assist them to support their child in reading.
- Continuing Multi Lit (reading programme for the students well below expectation)

Additional Information:

Individual Professional Learning for Teachers

All our staff are involved in inquiries around what has been identified as needs for them to facilitate effective learning programmes for the students in their care. They have clear learning intentions and success criteria. Reflective learning conversations with others working on the same goals occur on a weekly basis and are a feature. This results in continual observable growth in teacher effectiveness. As seen in the reading and in other areas in the classrooms where teachers have mastered these skills and knowledge accelerated learning is showing. This year has seen huge growth in our young teachers accelerating their performance towards highly effective teachers. New staff will be brought on board at entry onto our school site.

Annual Aim

Our aspirational target is for 95% of all our students to reach National Standards in Reading, Writing and Mathematics.

Annual Targets for improving student achievement

Reading

- 85% of the Year 7 cohort to be reading at the National Standard and to be able to apply this knowledge and skill in the wider umbrella of learning.
- 90% of the Year 8 students to be reading at the National Standard and to be able to apply this knowledge and skill in the wider umbrella of learning.

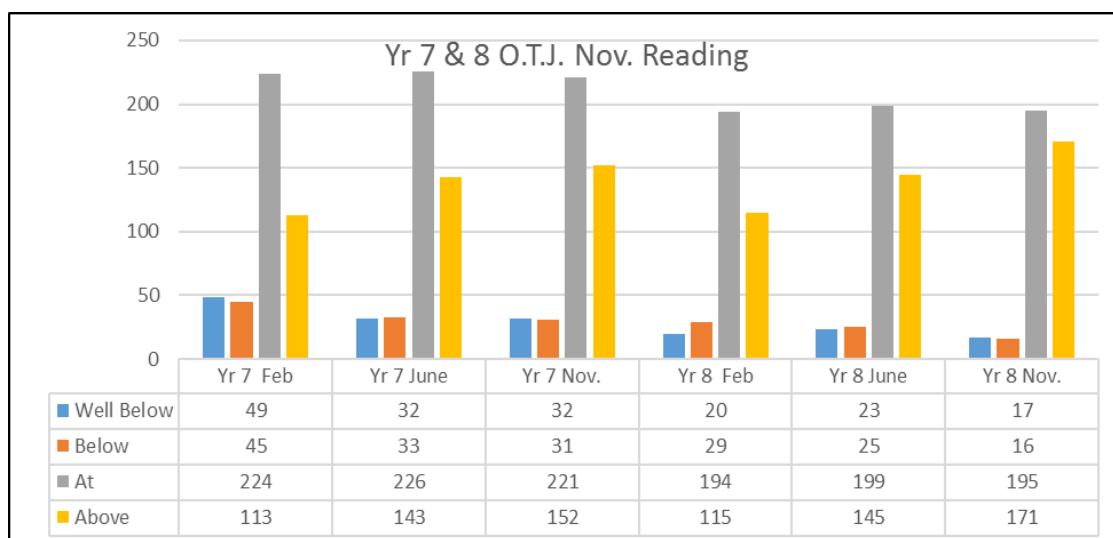
Writing

- 80% of the Year 7 cohort to be achieving at the National Standard.
- 85% of the Year 8 cohort to be achieving at the National Standard.

Mathematics

- 85% of the Year 7 cohort to be achieving at the National Standard.
- 85% of the Year 8 cohort to be achieving at the National Standard.

NAG2A (b) (iv) Progress Statement



Reading

This graph illustrates the progress made by each cohort over the 2016 year in reading.

Maori Readers

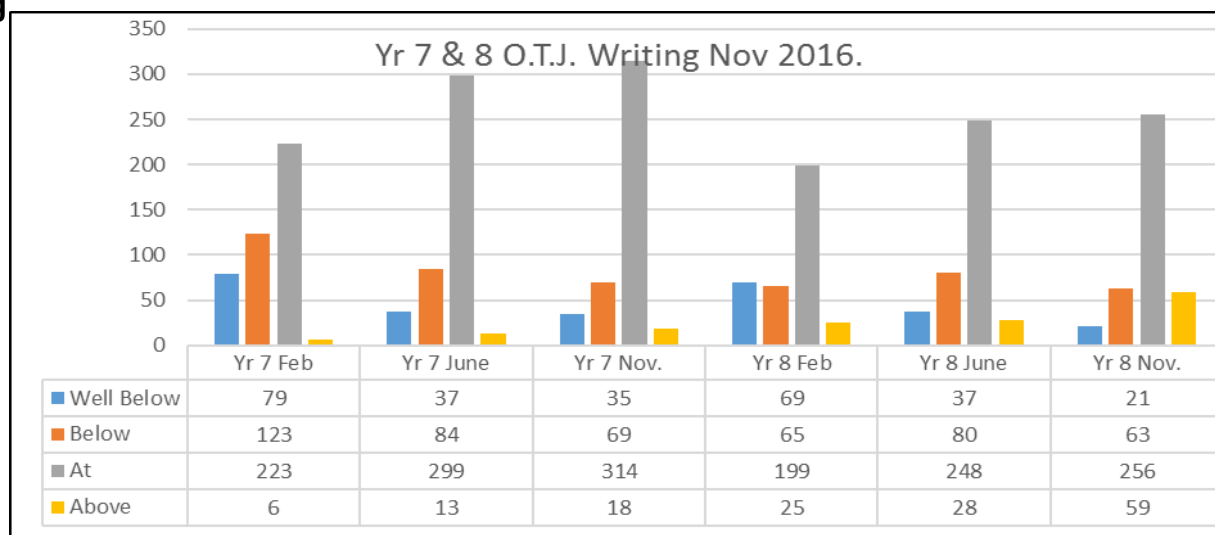
Some students who did not benefit from being together were unintentionally placed in the same room. Transitioning students from across from many schools we were unaware of the implications for them of being in the same room. This has proven very problematic as there were some students who had very little knowledge of self-managing in a classroom context and who influenced others. On investigation through the families, for many of them, these were not new behaviours. These students have been identified and will be placed separately. Staff have worked consistently to gain whanau support and many of these families have engaged to provide support to maximise learning for these students. Disengagement would be the greatest factor contributing to the lack of progress. Contexts and vehicles for learning that are relevant for these students have been sought and will continue to be so.

The year 8 boys showed vast improvement with 19 boys in June at 4b or above finishing the year with 32 boys in these bands.

The year 8 girls began with 37 in June and concluded with 39. What was pleasing with this group was the increase in the number of girls moving into the level 5 band from 13 – 17.

At team level any students in the year 8 cohort who did not make progress will be part of a learning conversation in an attempt to identify why the progress was minimal.

Writing



This graph illustrates the progress made by each cohort over the 2016 year in writing.

Maori Writers

This is a group of 92 Year 7 and 72 Year 8 students.

Excellent gains have been made in output across all of the cohorts in this group. Sentence structure shows a high level of achievement with more students using the optimum number of words in a sentence to express ideas. Over use of simple sentences decreased in the year 7 cohort and increased at Year 8.

Incomplete sentences markedly decreased across all of the cohorts.

A much wider use of different sentence styles is evident.

Ideas generated showed that most students increased their ability to identify more precise ideas and decreased being repetitive. Sentence structure increased in precision.

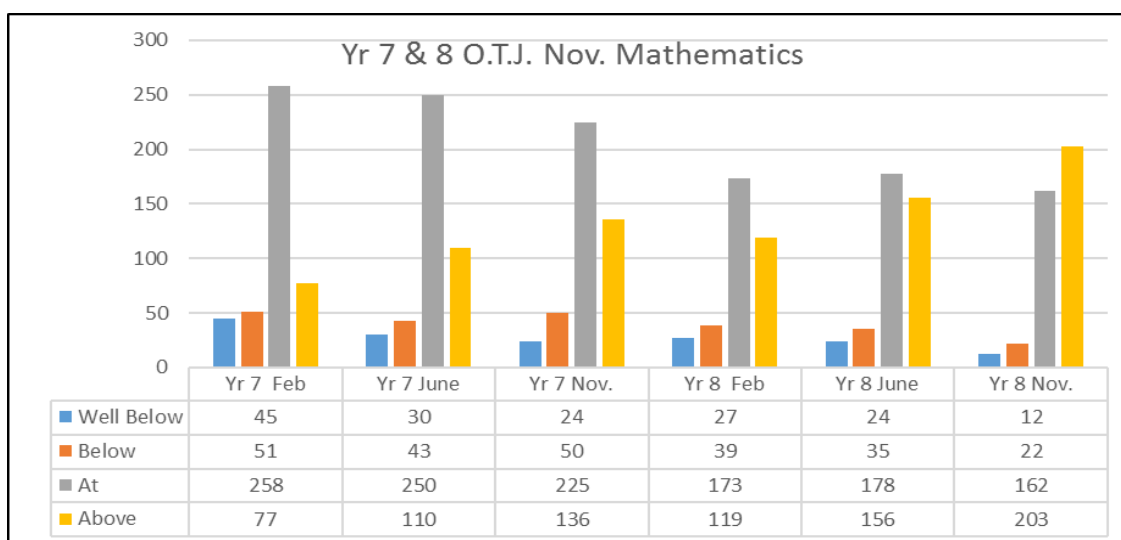
76% show a substantial increase in their ability to use paragraphs to organize ideas.

Excellent progress was made in using an introductory paragraph, ordering content logically and supporting ideas with more information to increase the quality of the writing.

41% of this group uses a concluding paragraph correctly and effectively.

These are excellent gains for this group of students.

Mathematics



This graph illustrates the progress made by each cohort over the 2016 year in mathematics.

The success in using a mathematical learning community for the delivery of mathematics continues to bring better gains for our students. This is not only in the results but more importantly in the areas of engagement, contribution to learning conversations, and through the articulation of their learning, to have clarity about the problems they are solving. The benefits for students in these areas is the growth mind set, "I can do anything if I work hard enough," understanding the key mathematical concepts to a level of mastery and application and in being able to function with other students to solve a problem that would otherwise be out of their reach.

Maori Mathematicians

Overall significant gains were made and it was pleasing to see these students moving into advanced learning bands at Year 8.

Year 7 Boys: showed a lift from June to November in the bands 4b –6+ from 18 – 25 and a drop in the bands < 3b – 3a, 27 – 19. Very significant and pleasing.

Year 7 Girls: showed a lift from June to November in the bands 4b –6+ from 21 – 23 and a drop in the bands < 3b – 3a, 27 - 21 not as marked in the lift but significant in the drop.

Year 8 Boys: showed a lift from June to November in the bands 4b –6+ from 24 - 26 and a drop in the bands < 3b – 3a, 10 -8, not as marked but some progress.

Year 8 Girls: showed a lift from June to November in the bands 4b –6+ from 28 - 34 and a drop in the bands < 3b – 3a, 19 - 11. Very significant and pleasing.

Interesting to see at Year 7 it is the males who made the greatest gains and at Year 8 it is the Girls.

SCHOOL TRANSFORMATION PLAN

February 2016 to December 2018

Assumptions Underpinning What We Do

- Students of this age need teaching and classroom interactions that provide them with meaning and address their developmental issues.
- Classrooms that are teacher focussed, content driven and autocratic have no place at our school.
- All students can achieve high standards.
- Effective systems need to be in place for high expectations to be met.
- Regular feedback and feed forward are critical to all classroom interactions.
- There is a need to move from high confidence in the teaching of a subject or age group to high confidence in enabling the learning of young people.
- Intelligence can change and grow. It is multi-faceted and has to be measured using a range of techniques.
- The family and community are significant variables in learning.
- Learning has to be measured through demonstration of understanding.
- Every individual learns at a different rate: learning is non-sequential.
- Cognitive and emotional development are equally, if not more important than subject knowledge.
- Profound learning requires intrinsic motivation and collaborative approaches.
- Mentoring is the dominant learning strategy (for students and teachers).
- Teacher's co-ordinate and support learning: information and assessment are managed through ICT and cloud based applications.
- Assessment and reporting are based on portfolios of achievement (for students and teachers).
- Teachers need to master managing their class learning environment and have a comprehensive understanding of effective student learning before they are able to foster student inquiry learning in their class.
- Information and Communications Technology will continue to have a significant role in how people communicate, access and manipulate information.
- Social Media is taking a predominant role in how people communicate.

Action Towards Vision & Goals

Our school curriculum is defined by what occurs inside each classroom and for our school to move forward we need to undergo a transformation in what we do.

This involves a fundamental shift in understanding resulting in a new way of thinking, feeling and behaving in response to significant information and experience which is altering our existing perceptions and understandings.

Two important foci need to occur in our school:

- 1. Our curriculum has to connect to the lives of our students in order to be meaningful.**
- 2. Our students need to have a voice in the decisions about what they will learn and how they will learn it. (heutagogy)**

TO ACHIEVE THIS WE WILL:

1. Increasingly integrate our curriculum to best meet the needs of young adolescents. This begins with real life problems introduced as themes once a term across the whole school. Students will discuss their concerns about the world and be involved in the development of themes for their class/themselves.
2. Increasingly develop student inquiry learning where students are actively engaged in their learning and given increasing opportunities for collaboration.

3. Recognise that students today are part of a world that is active, mobile and ever-changing and our role is to ensure each student develops to their full potential. This will require an entrepreneurial approach to how we do things.
4. Recognise that teachers, who are developing new curricula in their classrooms and seeking connections to provide their students with relevant learning experiences, cannot make this transformation overnight. Transforming classroom learning can only be achieved by teachers working together to develop ways to allow for student voice, to integrate the curriculum and yet maintain a focus.
5. Focus on enabling teachers to develop the pedagogical skills to be effective. This requires teachers to use a teacher inquiry and knowledge-building cycle to promote valued student outcomes (pp 34-35 NZ Curriculum).
6. Seek ways to increase family and community involvement in student learning and to develop effective reporting to parents against national standards.
7. Seek ways to continue and enhance provision of a broad range of sporting, academic and cultural opportunities for all students.
8. We will proactively accommodate our young adolescent students' myriad of physical, emotional and social needs in every classroom.
9. We will actively seek ways for student collaboration and co-operation to become a bigger feature of their learning.
10. We will display the school vision and goals in prominent places in each classroom and throughout the school.
11. We will continue implementation of a personalised teacher professional development programme where mentoring and coaching are the predominant methods of learning.
12. We will review and develop strong systems and processes for quality assurance based on evidence gathered and personal portfolios of achievement for students and teachers.
13. We will ensure all teachers are aware of school expectations and developing the skills to carry out effective pedagogy / heutagogy based on those expectations.
14. Curriculum teams will collaboratively refine the school curriculum in all 8 learning areas with an integrated framework and incorporating the values and key competencies.
15. All teachers and students will have access to and incorporate ICT in the day-to-day interactions with parents and wider community as well as accessing and manipulating information as a key part of their learning

VARIANCE REPORT ON TARGETS FOR STUDENT ACHIEVEMENT 2016



Analysis of variance

Otumoetai Intermediate School. MOE Number: 1878

Focus:	Reading		
Strategic aim:	For all students to be fully engaged in their learning and for at least 85% achieving at or above National Standards in reading. Our aspirational target is 95%.		
Annual aim for 2017:	For 85% or more of our students including Maori and Pasifica to be achieving at or above National Standards and to lift and accelerate the learning of students who entered the school below or well below level 3a in the curriculum.		
Baseline data Feb, 2016:	The year 7 cohort saw 94 students (23%) enter our school below or well below national standards. The year 8 cohort saw 49 students 13% below or well below national standards. This meant 337 (77%) of our year 7 students entered our school at or above national standard in reading. 309 (87%) of year 8 students commenced the year at or above national standard.		
Targets 2017:	85% of the Year 7 cohort to be reading at the National Standard and to be able to apply this knowledge and skill in the wider umbrella of learning. 90% of the Year 8 students to be reading at the National Standard and to be able to apply this knowledge and skill in the wider umbrella of learning.		
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Unrelenting focus by all staff, students and parents on high levels of achievement. Entrepreneurial approach to school organisation and culture Learning that is connected to the students' real world (21st century). e.g.: e-learning All students develop challenging goals to ensure progress. All students being given frequent verbal and written feedback and feed forward on their learning and achievement. Parents receive personalised communication	At year end: Year 7: a total of 85.6% students were at or above National Standards. Year 8: a total of 91.8% students were at National Standard. Priority Learners: Year 7 Maori Boys: 74.5% were at National Standard. Year 7 Maori Girls: 83.7% were at National Standard. Year 8 Maori Boys: 82.9% were at national Standard.	Teachers became more focussed and skilful in identifying individual student needs and targeting these in the class room programme. Teaching teams had target groups of priority students who were constantly in the spotlight and their learning monitored. Teachers were expected to, and did engage in their own professional inquiry to improve their own skill set in meeting their student's needs. The quality of evidence based teaching in	We will continue the strategies used and interventions introduced in 2013. Maori and Pasifica students will be a particular target group for 2017 and the additional strategies implemented: Professional learning on Tataiako (teacher cultural competencies) continued. Ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Maori students.

<p>regularly. High expectations by the teacher of all students. Effective learning in every class room. Regular, direct, purposeful instruction in all curriculum areas. Priority given to literacy and numeracy skills within an integrated programme. All students valued as individuals and actively involved in their learning and decision making. All students have their culture and ethnicity recognised and valued. Differentiated Professional Learning for teachers Teachers actively engaged in independent teacher inquiry and knowledge building.</p> <p>The implementation of multi lit, a programme that these students attend for a daily 30 minute period 1 – 1 with a trained adult for 30 sessions. We have also implemented the “Reading Together” strategy which involves a trained teacher working with the families of lower achieving students. This is in partnership with the city library and librarians and is a series of workshops where parents have the opportunity to network with each other and to gain a deeper understanding about how to assist their child with the acceleration of learning. A dedicated booster class will continue for students below national standards in reading and mathematics. We also have an unrelenting focus on the enhancement of teacher’s pedagogical knowledge in the delivery of reading programmes that accelerates the learning of Maori / Pacifica students.</p>	<p>Year 8 Maori Girls: 89.1% were at National Standard.</p> <p>Our analyse of PAT Comprehension results for Maori Learners, show the year 8 cohort had regressed compared to gains in other formative assessments.</p>	<p>each classroom contributed significantly to student self-efficacy and achievement.</p> <p>There is a systematic approach school wide in tracking every student’s progress against national standards.</p> <p>The use of a booster class to lift and accelerate students learning also increased their self-efficacy and saw long term gains made for the target students.</p> <p>We believe that although we used all the planned strategies, a greater emphasis on culturally responsive pedagogy, where Maori students are given greater status in every room is needed.</p> <p>We also grouped Maori students in some classes with peers from other schools that proved to be problematic regarding their self - management over the year.</p>	<p>Identification of these students when gathering data and tracking progress. Powhiri to be part of all welcomes to our school.</p> <p>Every child and staff member has a pepeha.</p> <p>All Maori students have their whakapapa identified on a map of New Zealand and understand where their iwi is located. All students have their cultural roots (whakapapa) identified on a world map.</p> <p>Tikanga Maori is acknowledged and valued school wide.</p> <p>Key competencies will be evident and embedded in all of the curriculum areas.</p>
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Planning for next year:

Our school curriculum is defined by what occurs inside each classroom and for our school to move forward we need to undergo a transformation in what we do. This involves a fundamental shift in understanding resulting in a new way of thinking, feeling and behaving in response to significant information and experience which is altering our existing perceptions and understandings.

Two important foci need to occur in our school:

- 1. Our curriculum has to connect to the lives of our students in order to be meaningful.**
- 2. Our students need to have a voice in the decisions about what they will learn and how they will learn it. (heutagogy)**

TO ACHIEVE THIS WE WILL:

1. Increasingly integrate our curriculum to best meet the needs of young adolescents. This begins with real life problems introduced as themes once a term across the whole school. Students will discuss their concerns about the world and be involved in the development of themes for their class/themselves.
2. Increasingly develop student inquiry learning where students are actively engaged in their learning and given increasing opportunities for collaboration.
3. Recognise that students today are part of a world that is active, mobile and ever-changing and our role is to ensure each student develops to their full potential. This will require an entrepreneurial approach to how we do things.
4. Recognise that teachers, who are developing new curricula in their classrooms and seeking connections to provide their students with relevant learning experiences, cannot make this transformation overnight.
5. Transforming classroom learning can only be achieved by teachers working together to develop ways to allow for student voice, to integrate the curriculum and yet maintain a focus.
6. Focus on enabling teachers to develop the pedagogical skills to be effective. This requires teachers to use a teacher inquiry and knowledge-building cycle to promote valued student outcomes (pp 34-35 NZ Curriculum).
7. Seek ways to increase family and community involvement in student learning and to develop effective reporting to parents against national standards.
8. Seek ways to continue and enhance provision of a broad range of sporting, academic and cultural opportunities for all students.
9. We will proactively accommodate our young adolescent students' myriad of physical, emotional and social needs in every classroom.
10. We will actively seek ways for student collaboration and co-operation to become a bigger feature of their learning.
11. We will display the school vision and goals in prominent places in each classroom and throughout the school.
12. We will continue implementation of a personalised teacher professional development programme where mentoring and coaching are the predominant methods of learning.
13. We will review and develop strong systems and processes for quality assurance based on evidence gathered and personal portfolios of achievement for students and teachers.
14. We will ensure all teachers are aware of school expectations and developing the skills to carry out effective pedagogy / heutagogy based on those expectations.
15. Teaching teams will collaboratively refine the school curriculum in all 8 learning areas with an integrated framework and incorporating the values and key competencies.
16. All teachers and students will have access to and incorporate ICT in the day-to-day interactions with parents and wider community as well as accessing and manipulating information as a key part of their learning.

<p>Focus:</p> <p>Strategic aim:</p> <p>Annual aim for 2017:</p> <p>Baseline data February 2016:</p> <p>Targets 2017:</p>	<p>Writing</p> <p>For all students to be fully engaged in their learning and for at least 85% achieving at or above National Standards in writing. Our aspirational target is 95%.</p> <p>For 85% or more of our students including Maori and Pasifica to be achieving at or above National Standards and to lift and accelerate the learning of students who entered the school below or well below level 3a in the curriculum.</p> <p>Year 7: 201 (49 %) students entered the school in February below National Standards. A large number of incoming year 7 students were unable to clearly explain what a sentence is and show an understanding of the processes and criteria that make a fluent and effective writer. This means 51% were at National Standard on entry.</p> <p>Year 8: 134 (34%) students commenced the year below National Standards and 66% above.</p> <p>For 80% of the Year 7 students to be achieving at the National Standard in writing.</p> <p>For 85% of the Year 8 students to be achieving at the National Standard in writing.</p>		
<p>Actions (what did we do?)</p>	<p>Outcomes (what happened?)</p>	<p>Reasons for the variance (why did it happen?)</p>	<p>Evaluation (where to next?)</p>
<p>Unrelenting focus by all staff, students and parents on high levels of achievement</p> <p>Entrepreneurial approach to school organisation and culture</p> <p>Learning that is connected to the students' real world (21st century)</p> <p>e.g.: e-learning</p> <p>All students develop challenging goals to ensure progress</p> <p>All students being given frequent verbal and written feedback and feed forward on their learning and achievement</p> <p>Parents receive personalised communication regularly</p> <p>High expectations by the teacher of all students</p> <p>Effective learning in every class room</p> <p>Regular, direct, purposeful instruction in all curriculum areas</p> <p>Priority given to literacy and numeracy skills within an</p>	<p>Year 7.</p> <p>By the end of 2016 we had 76.1% of the year 7 cohort at or above the national standard.</p> <p>Year8</p> <p>The year 8 cohort had 79% achieving at or above the national standard at the end of the year.</p> <p>Priority Learners:</p> <p>Year 7 Maori Boys: 59.6% were at National Standard.</p> <p>Year 7 Maori Girls: 79.6% were at National Standard.</p>	<p>Teachers became more focussed and skilful in identifying individual student needs and targeting these in the class room programme.</p> <p>Teaching teams had target groups of priority students who were constantly in the spotlight and their learning monitored.</p> <p>Teacher s were expected to and engaged in their own professional inquiry to improve their own skill set in meeting their student's needs.</p> <p>The quality of evidence based teaching in each classroom contributed significantly to student self-efficacy and achievement.</p> <p>There is a systematic approach school</p>	<p>This is the curriculum area that will have a strong focus for those staff new on our school site or who have not been involved in the professional learning opportunities previous staff have experienced.</p> <p>The large number of students entering our school, unable to clearly explain what a sentence is and to show an understanding of the processes and criteria that make a fluent and effective writer, is concerning. An effort has been made to address this. This makes the teaching of the text types that are used in the wider contexts of learning not the first priority that we have to address.</p> <p>The areas of intensity, robustness and pace of programmes also apply. Teacher talk will be a focus to ensure that students speak more, discuss more and have the learning led very precisely during the in depth teaching sessions.</p> <p>The grouping of writing according to identified need will also be an expectation from those teachers who have the</p>

<p>integrated programme All students valued as individuals and actively involved in their learning and decision making All students have their culture and ethnicity recognised and valued Differentiated Professional Learning for teachers Teachers actively engaged in independent teacher inquiry and knowledge building The implementation of multi lit, a programme that these students attend for a daily 30 minute period 1 – 1 with a trained adult for 30 sessions. We have also implemented the “Reading Together” strategy which involves a trained teacher working with the families of lower achieving students. This is in partnership with the city library and librarians and is a series of workshops where parents have the opportunity to network with each other and to gain a deeper understanding about how to assist their child with the acceleration of learning A dedicated booster class will continue for students below national standards in reading and mathematics We also have an unrelenting focus on the enhancement of teacher’s pedagogical knowledge in the delivery of writing programmes that accelerates the learning of Maori / Pacifica students.</p> <p>cultural hikoi led by a local Kaumatua affiliated with our school community to assist teachers to have a greater awareness of the cultural history and environment of tangata whenua. Professional learning workshops on Tataiako (teacher cultural competencies)</p>	<p>Year 8 Maori Boys: 60.9% were at national Standard. Year 8 Maori Girls: 82.6% were at National Standard.</p> <p>2016 saw a marked increase in student achievement in writing.</p> <p>Most Maori and Pacifica students have made excellent gains over the year.</p> <p>71.6% of our Maori students end the year at or above the national standard.</p> <p>asTTle results show the Maori students at both year 7 and 8 achieve well above New Zealand norms but not to the same level as their NZ European peers.</p> <p>OTJ’s for our Maori students show 60.2% males at or above the standard and 81% of females.</p>	<p>wide in tracking every student’s progress against national standards.</p> <p>The use of a booster class to lift and accelerate students learning also increased their self-efficacy and saw long term gains made for the target students.</p> <p>Staff worked with Dr Ian Hunter who provided the content and strategies to improve the writing skills of our students.</p>	<p>knowledge and expertise to manage this.</p> <p>We will continue our work with Dr Ian Hunter in collaboration with Otumoetai College and Te Wharekura o Mauao as members of the Otumoetai Community of Learning.</p> <p>Maori and Pasifica students will be a particular target group for 2017 and the additional strategies implemented:</p> <p>Professional learning on Tataiako (teacher cultural competencies) continued.</p> <p>Ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Maori students.</p> <p>Identification of these students when gathering data and tracking progress. Powhiri to be part of all welcomes to our school.</p> <p>Every child and staff member has a pepeha.</p> <p>All Maori students have their whakapapa identified on a map of New Zealand and understand where their iwi is located. All students have their cultural roots (whakapapa) identified on a world map.</p> <p>Tikanga Maori is acknowledged and valued school wide.</p> <p>Key competencies will be evident and embedded in all of the curriculum areas.</p>
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Planning for next year:

Please refer to the reading section above as the planned strategies are the same for writing. In addition the school has engaged Dr Ian Hunter to provide specific PLD in writing . A Teacher Only Day in May will focus on lifting teacher capability in this area.

<p>Focus:</p> <p>Strategic aim:</p> <p>Annual aim for 2017:</p> <p>Baseline data Feb 2016:</p> <p>Targets 2017:</p>	<p>Mathematics</p> <p>For all students to be fully engaged in their learning and for at least 85% achieving at or above National Standards in reading. Our aspirational target is 95%.</p> <p>For 85% or more of our students including Maori and Pasifica to be achieving at or above National Standards and to lift and accelerate the learning of students who entered the school below or well below level 3a in the curriculum.</p> <p>In year 7 we had 96 (23) (185 students) enter the school below National Standard leaving 77% at or above the standard. In year 8 we commenced the year with 66 (17%) of our students below expectation leaving 83% at or above the national standard.</p> <p>For 85% of the Year 7 students to be achieving at the National Standard in mathematics. For 85% of the Year 8 students to be achieving at the National Standard in mathematics.</p>		
<p>Actions (what did we do?)</p>	<p>Outcomes (what happened?)</p>	<p>Reasons for the variance (why did it happen?)</p>	<p>Evaluation (where to next?)</p>
<p>Unrelenting focus by all staff, students and parents on high levels of achievement</p> <p>Entrepreneurial approach to school organisation and culture</p> <p>Learning that is connected to the students' real world (21st century)</p> <p>e.g.: e-learning</p> <p>All students develop challenging goals to ensure progress.</p> <p>All students being given frequent verbal and written feedback and feed forward on their learning and achievement.</p> <p>Parents receive personalised communication regularly</p> <p>High expectations by the teacher of all students</p> <p>Effective learning in every class room</p>	<p>Year 7 Mathematics In November this cohort showed 82.7% had achieved the standard.</p> <p>Year 8 mathematics This cohort completed the year with 91.3% of the cohort at or above the standard. 95 students sat in the above or well above bands.</p> <p>Maori This group ended the year with 76.5% at or above the standard.</p>	<p>This is a significant shift and can only be explained by the mathematical learning inquiry. This is very exciting and the teachers involved in this both, year 7 & 8, are to be commended for their persistence even when doubt clouded their vision and the hard work, meeting once a week, became a necessity.</p> <p>This pilot programme resulted in the highest engagement levels and ability of students to discuss their learning.</p> <p>As yet these teachers are not yet fluent enough in knowledge and skills to see the results of this programme in our school wide data.</p>	<p>The results for 2016 are beginning to show a greater degree of acceleration with the lower and upper students. This will be as a result of the development of the mathematical learning inquiry. At this point it is difficult to be precise as 10 of the 12 classrooms are using this delivery style. 2016 will see a larger number of students' experience this, but it will take most of the year before the teachers will become highly effective at this delivery style. There have been no negative results from this change over. Students show a great deal of enthusiasm for mathematics in this type of learning and they are the people in the room being active participants not passive listeners.</p> <p>The learning of the students involved in the Dr Bobby Hunter will be analysed carefully. In 2017 have more access to her through the Otumoetai Community of Learning PLD.</p>

<p>Regular, direct, purposeful instruction in all curriculum areas.</p> <p>Priority given to literacy and numeracy skills within an integrated programme</p> <p>All students valued as individuals and actively involved in their learning and decision making.</p> <p>All students have their culture and ethnicity recognised and valued.</p> <p>Differentiated Professional Learning for teachers.</p> <p>Teachers actively engaged in independent teacher inquiry and knowledge building</p> <p>A dedicated booster class will continue for students below national standards in reading and mathematics.</p> <p>We also have an unrelenting focus on the enhancement of teacher's pedagogical knowledge in the delivery of mathematics programmes that accelerates the learning of Maori / Pasifika students. This involved the majority of teachers delivering mathematics through a community of mathematical inquiry. (Bobbie Maths)</p> <p>Professional learning workshops on Tataiako (teacher cultural competencies)</p>		<p>Teachers became more focussed and skilful in identifying individual student needs and targeting these in the class room programme.</p> <p>Teaching teams had target groups of priority students who were constantly in the spotlight and their learning monitored.</p> <p>Teachers were expected to and engaged in their own professional inquiry to improve their own skill set in meeting their student's needs.</p> <p>The quality of evidence based teaching in each classroom contributed significantly to student self-efficacy and achievement.</p> <p>There is a systematic approach school wide in tracking every student's progress against national standards.</p> <p>The use of a booster class to lift and accelerate students learning also increased their self-efficacy and saw long term gains made for the target students.</p> <p>The Roberta Hunter pilot programme has empowered students in these classes to take greater control of the learning and has increased their self- efficacy and willingness to be engaged in a non- threatening manner.</p>	<p>Observation of these lessons has shown students involvement and discussion in and around the learning of mathematics increases dramatically. Students articulate that maths is more enjoyable and look forward to this part of the day. The teachers involved in this have learnt a great deal about setting up a mathematical learning community with the students. This will continue to develop and the input of Dr Bobby Hunter will be greatly appreciated.</p> <p>Key competencies will be evident and embedded in all of the curriculum areas.</p> <p>Maori and Pasifika students will continue to be a particular target group for 2017 and the additional strategies implemented:</p> <p>Professional learning on Tataiako (teacher cultural competencies) continued.</p> <p>Ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Maori students.</p> <p>Identification of these students when gathering data and tracking progress.</p> <p>Powhiri to be part of all welcomes to our school.</p> <p>Every child and staff member has a pepeha.</p> <p>All Maori students have their whakapapa identified on a map of New Zealand and understand where their iwi is located. All students have their cultural roots (whakapapa) identified on a world map.</p> <p>Tikanga Maori is acknowledged and valued school wide.</p> <p>We will use the expertise of our new CoL across-school teacher to assist with Culturally responsive pedagogy.</p>
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Planning for next year:

All of the above for reading and writing but including school wide implementation of Communities of Mathematical Inquiry as the predominant form of mathematics delivery.

This will be linked to the new Otumoetai Community of Learning Achievement challenges.

Declaration:

This 2017 – 2018 Charter was ratified by the Otumoetai Intermediate School Board of trustees at their meeting held:

8 December 2017

Signed _____ Board Chair

_____ Principal