

# Charter 2018

## CONTENTS

1. Mission Statement
2. School Goals
3. School Vision
4. Strategic Plan
5. Annual Plan
6. Cultural Diversity
7. National Standards Reporting and 2018 Targets  
Includes the school Transformation Plan

## SUPPORTING DOCUMENTS

1. 2017 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 2018

## 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 2016-2020

## Strategic Goals

## Annual Aims

## 2018 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 their appropriate NZC level 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 their appropriate NZC level 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 their appropriate NZC level in writing. To lift and accelerate the students who have entered school below and well below level 3a in the curriculum.

### Strategic Goal 2:

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

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 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 21<sup>st</sup> 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 Achiev'm't 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 Achm't 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 learning support 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.



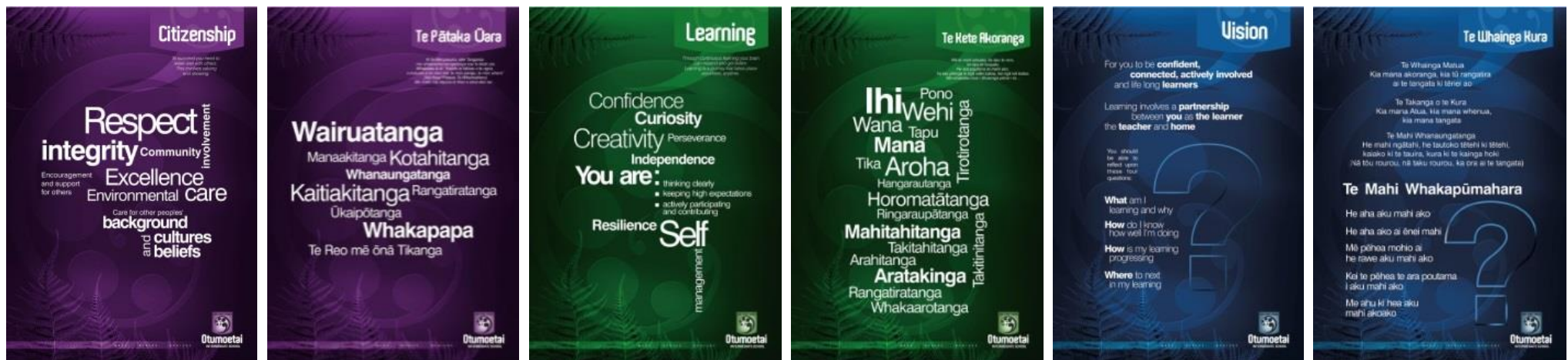
# Otumoetai Intermediate School Annual Plan 2018

(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 19<sup>th</sup> century education to a personalised student led 21<sup>st</sup> 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 multiliteracy 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 Learning Support 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 21<sup>st</sup> 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 2018. This will form the basis for our strategic plan moving forward 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.

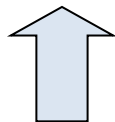
Annual consultation with contributing schools and college.

Parental consultation and meetings with appropriate stakeholders.

## 2. Regular reviews

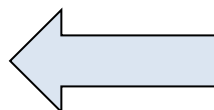
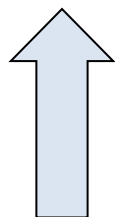
### Students Strengths and Learning needs

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.



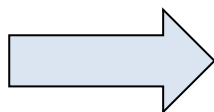
### Outcomes of Actions

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**



### 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 focus on student hauora and wellbeing across all COL schools. This work is being led by a subcommittee coordinated by Zara McIndoe from Otumoetai Primary School in association with Dr Ro Parsons,ERO**

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.

#### **NAG 3: Personnel: Raising Student Achievement**

- New BOT members 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 that includes personal professional growth that will enhance the quality of teaching and learning.



#### **NAG 4: Finance and Property**

- Audit 2017 accounts.
- Monitor 2018 budget.
- Monthly treasurer reports at BOT meetings.
- Prepare 2018 budget in line with 2018 school operational plan.
- Fund approved priorities of 2018-refer to 2018 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.
- Conservation Area Development Project continued.
- Programmed Maintenance contract continued.

#### **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 2018 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.
- The development of a Poutama group assisted by senior students from Otumoetai College and te Wharekura o Mauao.
- The introduction of new award ribbons to recognise Te Reo and Tikanga acquisition by students.

### 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.
  - The school will work closely with Bobby Ketu, HOD Maori at Otumoetai College and his team.

# National Standards Data

As at December 2017

## NAG2A (b)(i) Areas of Strength

**National Standard area(s): Reading, Writing and mathematics.**

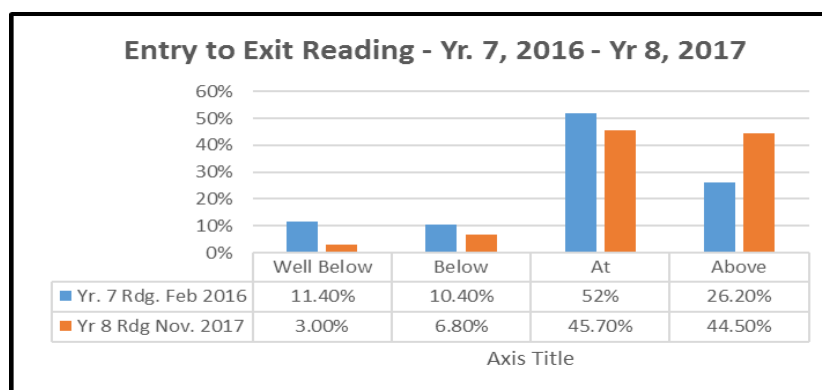
### Discussion:

We view our learning journey over a two-year period.

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 2017 year 8 students as a group from their entry in 2016 to exit in 2017.

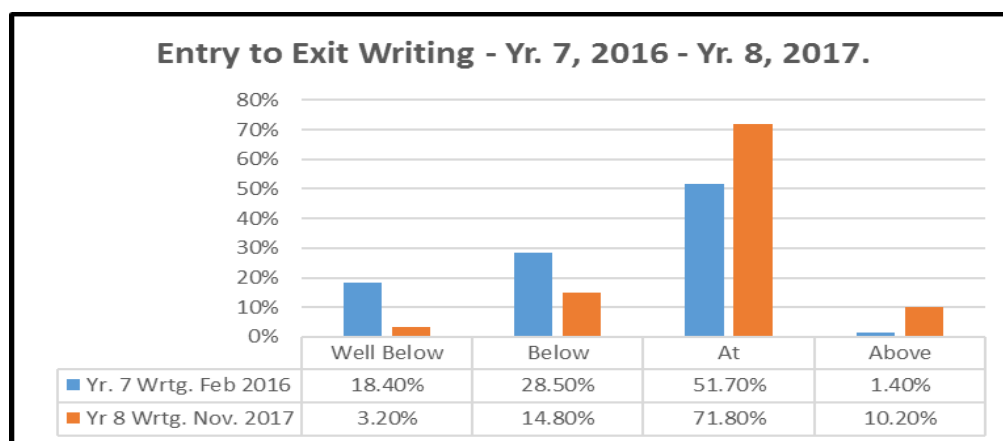
By the end of year 8, the school has exceeded its target of 85% of students graduating at or above the National Standards in reading and mathematics. We fell short of our writing target with 82% of our year 8 students at or above national standards.

### Reading



As the year 8 students graduate from our school, our school wide data shows **90.2%** are at or above national standards in reading.

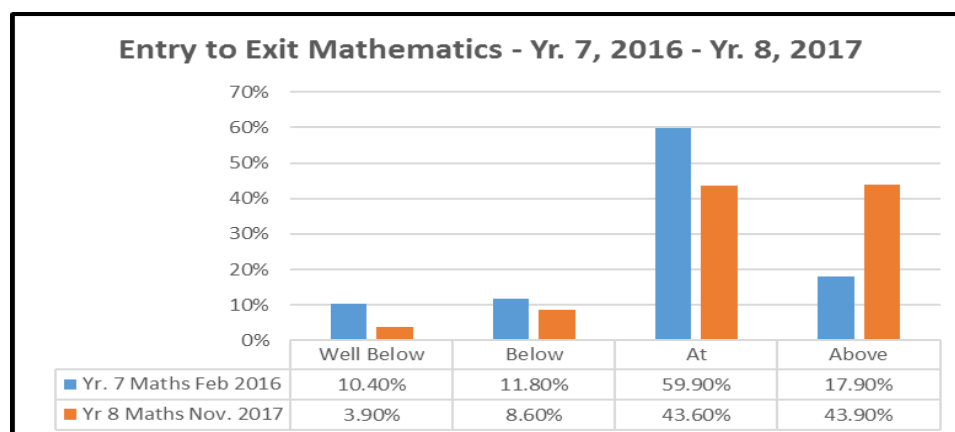
### Writing



As the year 8 students graduate from our school, our school wide data shows **82%** are at or above national standards in writing.



## Mathematics



As the year 8 students graduate from our school, our school wide data shows **87.5%** are at or above national standards in mathematics.

### Commentary: Summation of learning analysis

Overall the student data shows that it has been a productive year of learning for the majority of our students. Diagnostic data shows there are no students who have not made progress in each of the core curriculum areas

.It has also been a year that has been very busy for teachers. This has involved teachers becoming fluent in the content of the PACT assessment tool in writing which we will be moving into in February 2018. Staff will also be required to become familiar with the Reading aspects and indicators in PACT as the two are inter relational and we are moving away from isolated "Writing" and "Reading " lessons as we often do not get transfer from the lesson to the use when meeting a purpose.

PACT is also a powerful tool for the identification of the teaching learning steps which will form part of the planning. This has been an identified goal for many of the teachers who will be with us in 2018.

For mathematics, PACT will become a focus in 2019.

Outcomes for students have generally been very satisfactory with some areas emerging as needing to have discussion at team leaders and staff meetings in early 2018. That is: asttle results are strong as compared with P.A.T. results showing trends we have not seen before.

There have been many discussions around moving to a delivery style in reading similar to that currently being used in mathematics. Writing already has some similarities to this with students working in groups, discussing and making school learning their own.

Our goal is to move away from grouping students in a way that has a strong negative effect on many of our students. Research shows it is very detrimental for all students including higher achievers. There is strong evidence to suggest that self-efficacy is damaged by consistent groupings of ability. We need to build resilience and persistence in our students.

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- All teachers will be involved in gaining the skills and knowledge to heighten conceptual understandings of the English and Math's curriculum. This is from a perspective of students using these knowledge and skills when meeting identified purposes across all of the curriculum areas.

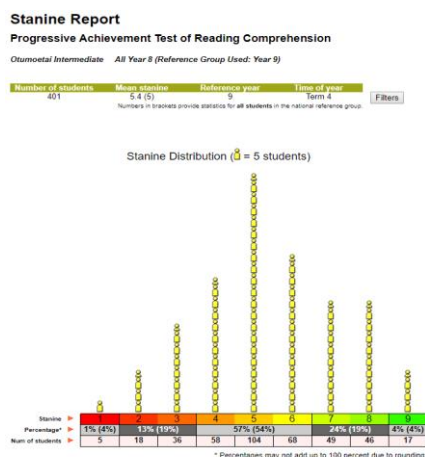
It will be a busy and highly focused year of continuous improvement for all learners in the school, both teachers and students. Staff once again will be called upon to meet the challenges that our new Year 7 cohort bring with them.

## Gifted and Talented students

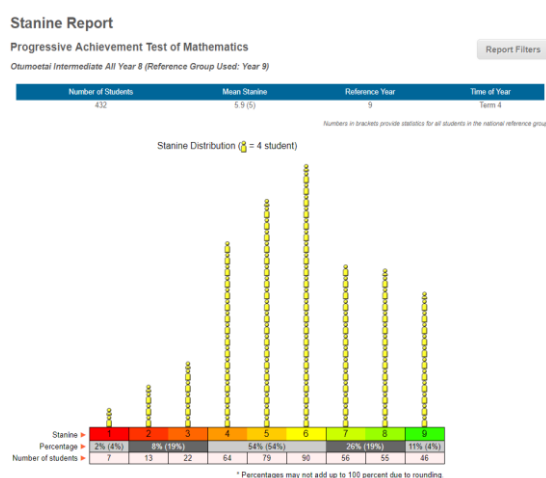
Once again, our students' two year journey resulted in an acceleration of learning for many of our students. This occurs not only for the students for whom accessing the school curriculum is difficult, but also for those students who demonstrate ability.

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 2017.



### Stanine Report in Mathematics for Year 8 at the end of 2017.



## **Students with Learning Support 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 using a learning community (Dr.Roberta Hunter) has assisted the learning for these students immensely. This is 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 4th highest medal tally at the 2017 ANCHOR AIMS GAMES National Sporting Championship and 5th place overall out of 327 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, 3D printing, 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 area(s): Reading, writing and mathematics**

#### **Discussion:**

##### **Reading**

Year 7 – 15% are well below/ below and 85% at or above. Of the 9% who are below many of these students will gain expectation in 2018.

Year 8 - 10% are well below/below and 90% at or above. Of the 7% sitting below many will achieve at expectation as year 9 students.

The below students will, with honest endeavour and sound teaching, reach the “at” expectation by the end of 2018. This is because the foundation for this has been formed. i.e: the conceptual understanding in most of the areas required will be understood it now requires practice to fluency to embed these knowledge and skills to a level of application.

asttle trends in reading show the same trends as mathematics with both year levels well above the N.Z. norms. There is little difference between the genders, apart from the Year 7 Maori girls who are achieving at a higher level than the boys.

Pasifika are performing well above the norms.

The Year 8 PAT cohort drops in numbers by 39 students therefore percentages will be used.

In each of the groupings there is a drop in achievement. This presents the same trend as the year 7 cohort. While we still sit above the N.Z. norms, this is concerning and will be addressed.

O.T.J's results show much higher percentages in the “above and well above” levels and the CEM test in English also shows a healthy representation of the cohort moving into year 9.

The trends in P.A.T. do not reflect the outcomes in asttle where the results show excellent growth in achievement.

The conceptual understandings covered in P.A.T. are very different and deliberate, assessing students' ability to take comprehension of text to level of applied understanding. Boys are over represented in the lower stanines, although there is a group of 10 who sit in the upper achievement bands.

As this trend is not only seen in the Maori cohort, but in the rest of the student population as well.

It would strongly indicate that areas of reading were not taught to the depth necessary for students to gain fluent transfer of the skills necessary to gain the achievement required.

This will be addressed in 2018.

The Year 8 cohort showed exactly the same trends as the Year 7 cohort. The boys are over represented in the lower stanines.

However unlike the year 7 cohort, the New Zealand European group shows a big increase in numbers in the upper stanines (83 – 114 students). This would indicate that at year 8, the Maori students are not accessing the reading curriculum in an equitable manner.

This will be a major focus in 2018.

P.A.T. will be the only other assessment tool we will use once we get fluent in the use of PACT.

### **Writing:**

This is the curriculum area that has seen the most changes this year. This has occurred in both content and delivery style.

In 2018 we will be using the PACT tool to make decisions about progress and achievement. We anticipate that the overall mastery levels will drop as the number of indicators and the complexity of skills shown in PACT increase substantially. These precise expectations are outlined in the New Zealand learning progressions and are explicit in the PACT tool.

Year 7:

22% of the students sit well below or below, leaving 78% at or above.

Year 8:

This cohort presents with 18% below / well below leaving 82% at or above.

Overall there has been significant progress for most students in writing. This will continue for the Year 7's in 2018 at the Intermediate and for the majority of our Year 8's at Otumoetai College.

Writing is critiqued under a series of heading that are shown below:

*Output*

*Sentence Structure*

*Technical Analysis - Spelling/Punctuation / Legibility*

*Ideas*

*Paragraph knowledge and use.*

For Maori students, there have been excellent gains made in output. Both cohorts made substantial gains in producing enough text in a timely manner to meet an identified purpose. Sentence structure is an area critical for students to succeed as writers.

There have been gains in Maori students' ability to write grammatically correct simple sentences. There has been a marked decrease in the writing of incomplete sentences throughout 2017. The Technical area is critical also. If students cannot use capitals and full stops they will be identified as "at the end of year 4" writers.

Spelling is problematic for both Maori cohorts and there has been little progress with this. As the focus and understanding about writing precisely has become fluent, more students have adjusted the number of ideas they generate to allow time to be precise and eliminate what is unnecessary. This results in better quality text.

There has been excellent progress in both genders at Year 7 & 8 in this area. It is very pleasing to see the number of students now using paragraphs accurately, many including introductions and conclusions. There are also many students beginning to support their ideas in an appropriate manner that enhances what they are articulating. Both Maori cohorts show excellent progress and achievement.

The Year 7 Maori boys are the group that show the lowest level of progress.

### **Mathematics:**

Using O.T.J.'s, we have 17 Year 8 students leaving the year well below and 38 below. The below students, with honest endeavour and sound teaching, have the potential to reach the "at" expectation by the end of 2018. This is because the foundation for this has been formed. i.e. the conceptual understanding in most of the areas required will be understood it now requires application of these when solving problems.

Trends from asttle in mathematics show Year 7 & 8 above the N.Z. norms, including Maori, and little difference between genders.

At Year 7 Maori boys are performing higher than the girls and N.Z. European girls perform better than the N.Z.European boys.

Pasifika students are well above the N. Z. norms and are high achieving students.

At Year 8 the trends are identical. The Maori boys are achieving at a slightly higher level overall than the Maori girls.

To accelerate Maori learning, culturally responsive programmes are a critical factor.

While we have seen gains as a school, with this becoming evident in our classroom cultures, it is not yet to the level where it is making a big enough difference for individual students to be able to recognise this ( to see their own learning grow)

It is not only for the Maori students to feel what they are bringing to the classroom is highly valued ie: Maori achieving as Maori, but also for the rest of our school population to gain a deeper understanding of the Maori culture, what is valued and why, in both history and places. The recognising and valuing of all cultures in the school is becoming more critical as the number of cultures increase i.e. Asian, Indian, and other European ethnicities.

Our Year 8 Maori boys have not made the gains we would like so we decided to carry out a closer analysis of any other contributing factors that have prevented this. While no one aspect can be identified, when put together it can be under stood why the learning is not accelerating as it needs to. At Year 8 in 2017, we have 16 boys and 12 girls who have major contributing factors that impact negatively on their learning .

These are; truancy, behaviours that disrupt the classroom, as well as their own learning. This includes work refusers, violence, home circumstances such as poverty, gang affiliations that invade the homes of these students, resulting in fear etc. abuse and the formal identification of formally diagnosed conditions – ORS funded students.

Many of the boys in this group are in room 15 which has a high ratio of adults to students and the focus is on building higher self efficacy, self worth and social skills.

The programme delivered in this room is adjusted each year to precisely meet the needs of the group.

Over a two year period there is evidence of a drop in the anger levels of the students. This has resulted in their ability to be better able to function in a classroom environment through a growth of self belief, a sense of pride around what they are achieving ( such as growing and preparing food to feed people ) , community service, and feeling a strong sense of belonging.

This results in an increase in their sense of self-worth and a more positive attitude to have a go in the areas they have experienced no success in for in most of their schooling.

These students need a great deal of exposure to fully functioning, positive male role models who they know are there for them.

This programme has developed over the years, and with a growing number of student needing this type of intervention to stay in the New Zealand education system, will continue to grow in expertise and effect.

## 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. ( OTJ )

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

From this analysis, programmes are developed to meet student needs. Students 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 2015 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 Wellbeing Survey conducted in term two 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.

## NAG2A (b)(iii) Planned Actions for Lifting Achievement

### Discussion:

#### Reading:

All teachers will be involved in team discussions to develop teaching strategies and programmes that are:

- Purpose driven.
- Relevant to our students and culturally responsive.
- Use authentic contexts where students can comment on New Zealand society, historical events that have shaped us as a country, and issues that we do currently face and that these young people will be dealing with in the future. e.g. global warming and the implications this holds for New Zealand and its population.
- For the small number of students still needing coverage and teaching of the skills and knowledge around learning to read, specific and targeted programmes will be developed by the classroom teacher.



## **Writing:**

In 2018 we will be moving to the P.A.C.T. tool to make decisions about progress and achievement.

There is an expectation that the level of O.T.J's mastery will drop as the number of indicators and the complexity of these increases substantially. These are outlined in the New Zealand progressions and are what the P.A.C.T. tool includes.

Writing is critiqued under a series of heading that are shown below.

*Output*

*Sentence Structure*

*Technical Analysis - Spelling/Punctuation / Legibility*

*Ideas*

*Paragraph knowledge and use.*

Spelling is problematic for both Maori cohorts and there has been little progress with this.

Spelling programmes within the classrooms of these students need to be around the rules of the English language rather than lists of words.

Punctuation – Accurate use of capitals and full stops has increased seeing 17 more students at expectation.

## **Mathematics:**

Overall the progress and achievement in Mathematics this year has been very strong across both cohorts. Once again this can be attributed to the delivery of this curriculum as a learning community.

In 2018 most teachers will be involved in this ambitious teaching.

There will be a large group of teachers who will be training under the guidance of the team leaders. They will be meeting every Thursday to develop group worthy problems.

The critical aspect of this is that, through discussion and guidance, all teachers grow their own knowledge of the conceptual understandings.

Progress will be tracked by using indicators from the PACT tool. These are the same indicators as identified in the New Zealand mathematical progressions.

At Otumoetai Intermediate there is a strong and unrelenting focus on the learning of our Maori students who are not achieving to a level that will allow them choice in their lives.

The focus is not only on academic success but also their;

- *Self efficacy* – how they see themselves as learners, and their ability to achieve what they would like to master. This includes all areas of the curriculum, academic, sports, the technologies, cultural such as Kapahaka, and being involved in culturally responsive programmes.
- *Status as learners.* This is a critical factor to develop to convince them that what they have to offer is valued and important for other students to hear. Many of learners such as this group are non contributors and Dr. Bobbi Hunter has developed some very specific strategies that address this. They are used in the maths community and will be embedded in teacher strategies across the school.
- *Respect.* To develop an understanding in other students of the Maori World View. This will result in respect shown to Maori as they are given opportunities to show what they know in traditional practices that Maori used to survive and develop in historical events and contexts.



## **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 previous reviews, 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 to our school site.

Our aspirational target is for 95% of all our students to reach the appropriate curriculum levels in Reading, Writing and Mathematics.

## Annual Targets for improving student achievement

### Reading

- 85% of the Year 7 cohort to be reading, responding to, and thinking critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3 and working towards level 4.
- 85% of the Year 8 cohort to be reading, responding to, and thinking critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 4.

### Writing

- 85% of the Year 7 cohort to be creating texts in order to meet the writing demands of the New Zealand Curriculum at level 3 and working towards level 4.

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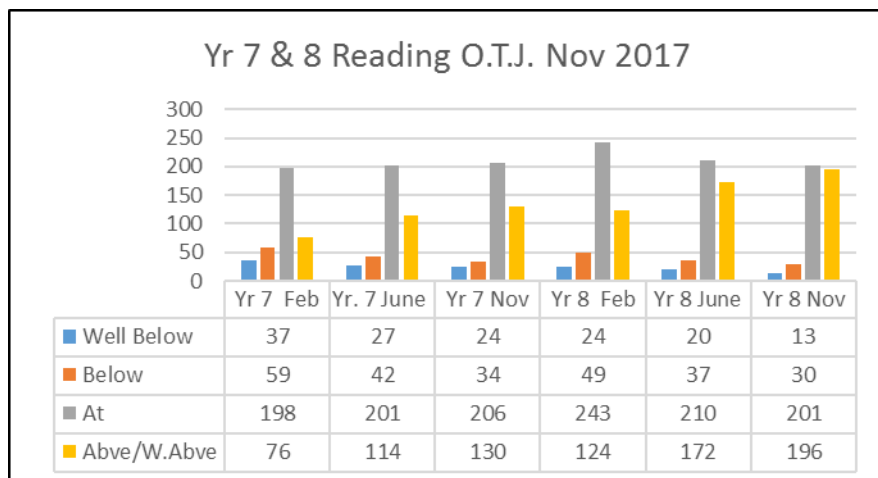
### Mathematics

- 85% of the Year 7 cohort to be engaged in thinking mathematically and statistically to meet the mathematics demands of the New Zealand Curriculum at level 3 and working towards level 4.
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## NAG2A (b) (iv) Progress Statement

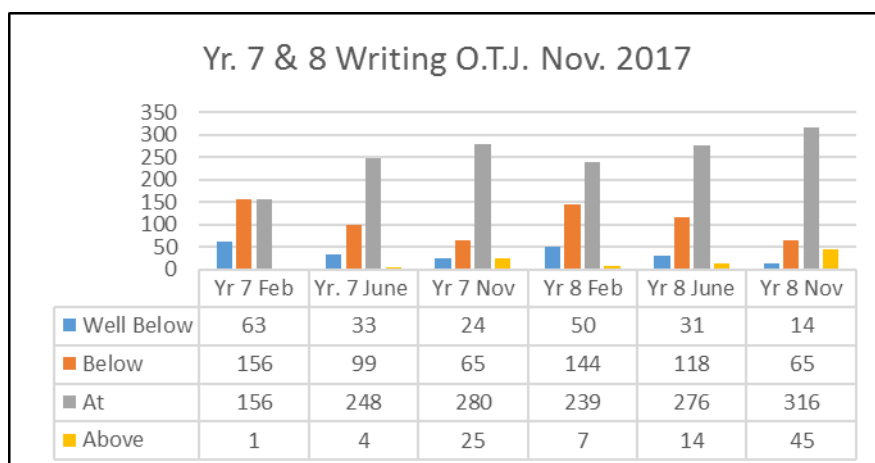
### Discussion:

#### Reading:



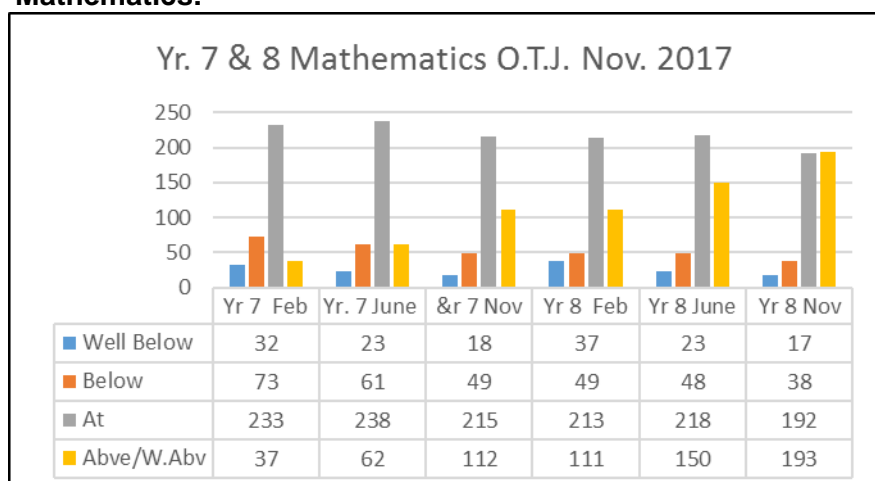
This graph illustrates the progress made by each cohort over the 2017 year in reading.

## Writing:



This graph illustrates the progress made by each cohort over the 2017 year in writing.

## Mathematics:



This graph illustrates the progress made by each cohort over the 2017 year in mathematics.

Overall the student data shows that it has been a productive year of learning for the majority of our students. Diagnostic data shows there are no students who have not made progress in each of the core curriculum areas.

It has also been a year that has been very busy for teachers. This has involved them becoming fluent in the content of the PACT assessment tool in writing which we will be using in February 2018.

Staff will be required to also become familiar with the Reading aspects and indicators in PACT as the two are inter-relational. We are moving away from "Writing" and "Reading" lessons as we often do not get transfer from the lesson to the use when meeting a purpose.

PACT is also a powerful tool for the identification of the teaching learning steps, which will form part of teachers' planning.

This has been identified as a goal for many of the teachers who will be with us in 2018.

Mathematics will become a focus in 2019.

Outcomes for students have generally been very satisfactory. Some areas are emerging as needing to have discussion at team leaders and staff meetings in early 2018.

asttle results are strong compared to P.A.T. results showing trends we have not seen before.

There have been many discussions around moving to a delivery style similar to that used in mathematics, in reading. Writing already has some similarities with students working in groups, discussing and making school learning their own.

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It will be a busy and highly focused year of continuous improvement for all learners in the school, both teachers and students. Staff once again will be called upon to meet the challenges that our new Year 7 cohort bring with them.

# SCHOOL TRANSFORMATION PLAN

February 2017 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 2017



# Analysis of variance

Otumoetai Intermediate School. MOE Number: 1878

<b>Focus:</b>	<b>Reading</b>		
<b>Strategic aim:</b>	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%.		
<b>Annual aim for 2017:</b>	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.		
<b>Baseline data Feb, 2017:</b>	The year 7 cohort saw 74% of the students enter our school at or above national standards. The year 8 cohort saw 83% of the students commencing the year at or above national standard.		
<b>Targets 2018:</b>	85% of the Year 7 cohort to be reading, responding to, and thinking critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3 and working towards level 4. 85% of the Year 8 cohort to be reading, responding to, and thinking critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 4.		
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
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 regularly. High expectations by the teacher of all students.	At year end: <b>Year 7:</b> a total of 85.3% students were at or above National Standards. <b>Year 8:</b> a total of 90.2% students were at National Standard. <b>Priority Learners:</b> Year 7 Maori Boys: 74.3% were at National Standard. Year 7 Maori Girls: 82.3% were at National Standard. Year 8 Maori Boys: 72.7% were at national Standard. Year 8 Maori Girls: 87.6% were at National Standard.	Year 7 – 15% are well below/ below and 85% at or above. Of the 9% who are below many of these students will gain expectation in 2018. Year 8 - 10% are well below/below and 90% at or above. Of the 7% sitting below many will achieve at expectation as year 9 students. The below students will, with honest endeavour and sound teaching, reach the “at” expectation by the end of 2018. This is because the foundation for this has been formed. i.e: the conceptual understanding in most of the areas required will be understood it now requires practice to fluency to embed these knowledge and skills to a level of	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: <ul style="list-style-type: none"><li>Professional learning on Tataiako (teacher cultural competencies) continued.</li><li>Ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Maori students.</li><li>Identification of these students when gathering data and tracking progress.</li><li>Powhiri to be part of all welcomes to our school.</li></ul>



<p>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>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>application. asttle trends in reading show the same trends as mathematics with both year levels well above the N.Z. norms. There is little difference between the genders, apart from the Year 7 Maori girls who area achieving at a higher level than the boys. Pasifika are performing well above the norms.</p> <p>The Year 8 PAT cohort drops in numbers by 39 students therefore percentages will be used. In each of the groupings there is a drop in achievement. This presents the same trend as the year 7 cohort. While we still sit above the N.Z. norms, this is concerning and will be addressed. O.T.J’s results show much higher percentages in the “above and well above” levels and the CEM test in English also shows a healthy representation of the cohort moving into year 9.</p> <p>The trends in P.A.T. do not reflect the outcomes in asttle where the results show excellent growth in achievement. The conceptual understandings covered in P.A.T. are very different and deliberate, assessing students’ ability to take comprehension of text to level of applied understanding. Boys are over represented in the lower stanines, although there is a group of 10 who sit in the upper achievement bands. As this trend is not only seen in the Maori cohort, but in the rest of the student population as well. It would strongly indicate that areas of reading were not taught to the depth necessary for students to gain fluent transfer of the skills necessary to gain the achievement required. This will be addressed in 2018. The Year 8 cohort showed exactly the same trends as the Year 7 cohort. The boys are over</p>	<ul style="list-style-type: none"> <li>• Every child and staff member has a pepeha.</li> <li>• 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.</li> <li>• Tikanga Maori is acknowledged and valued school wide.</li> </ul> <p>Key competencies will be evident and embedded in all of the curriculum areas.</p> <p><b>Our 2018 plan to enhance the Maori dimension in our school is in six parts:</b></p> <ol style="list-style-type: none"> <li>1) Our kapahaka students will receive tuition from Matua Takari Reweti assisted by senior Otumoetai College students as part of their NCEA studies. This will be on every Friday from 2pm to 3pm. Our intention is for our kapahaka group to participate in the regional kapahaka competitions, something we have not done for some time. It is important for our school to have a face at these competitions plus a presence at the Ra Whakangahau festival at the end of the year. It is hoped to have a whanau night where our kapahaka perform and parents can be informed and consulted about our aspirations for our Maori students.</li> <li>2) Charles Dickson our CoL across-school teacher will work with staff on strengthening our culturally responsive pedagogy.</li> <li>3) We are looking to include student awards (ribbons) in Te Reo, Tikanga, bilingual: sports, academic and other awards with Maori values such as manaakitanga. A staff sub- committee has been tasked with coming up with recommendations.</li> <li>4) We are looking at enhancing our Maori students self efficacy, resilience and engagement in their learning through a poutama group similar the the ones initiated at Otumoetai College. Marina Kawe-Peautolu and her</li> </ol>
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		<p>represented in the lower stanines. However unlike the year 7 cohort, the New Zealand European group shows a big increase in numbers in the upper stanines (83 – 114 students). This would indicate that at year 8, the Maori students are not accessing the reading curriculum in an equitable manner. This will be a major focus in 2018. P.A.T. will be the only other assessment tool we will use once we get fluent in the use of PACT.</p>	<p>team from Ngati Ranginui Iwi provide a similar programme at Tauranga Boys College, Otumoetai College and Tauranga Intermediate School. I have approached her to see if we could access this support for our school.</p> <p>5) The Community of Learning student Hauora committee has been working closely with Dr Ro parsons and her team in ERO. The intent is to develop two surveys: one for parents and the other for students focusing on student hauora. Copies of the draft questions to be fleshed out are attached to this report.</p> <p>6) As a school we will identify and closely monitor Maori students and their progress against the Learning Progressions in the New Zealand Curriculum.</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.

<b>Focus:</b>  <b>Strategic aim:</b>  <b>Annual aim for 2017:</b>  <b>Baseline data February 2017:</b>  <b>Targets 2018:</b>	<b>Writing</b>  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%.  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.  Year 7: 59% 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 41% were at National Standard on entry. Year 8: 56% of the students commenced the year at or above National Standards.  85% of the Year 7 cohort to be creating texts in order to meet the writing demands of the New Zealand Curriculum at level 3 and working towards level 4. 85% of the Year 8 cohort to be creating texts in order to meet the writing demands of the New Zealand Curriculum at level 4.		
<b>Actions</b> <b>(what did we do?)</b>	<b>Outcomes</b> <b>(what happened?)</b>	<b>Reasons for the variance</b> <b>(why did it happen?)</b>	<b>Evaluation</b> <b>(where to next?)</b>
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 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	<b>Year 7.</b> By the end of 2017 we had 78% of the year 7 cohort at or above the national standard.  <b>Year8</b>  The year 8 cohort had 82% achieving at or above the national standard at the end of the year.  <b>Priority Learners:</b> Year 7 Maori Boys: 56.4% were at National Standard. Year 7 Maori Girls: 80.4% were at National Standard. Year 8 Maori Boys: 59.1% were at	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.  Teacher s were expected to and engaged in their own professional inquiry to improve their own skill set in meeting their student's needs.  The quality of evidence based teaching in each classroom contributed significantly to student self-efficacy and achievement.  There is a systematic approach school	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.  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. 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. The grouping of writing according to identified need will also be an expectation from those teachers who have the

<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>national Standard. Year 8 Maori Girls: 81.3% were at National Standard.</p> <p>2017 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>70.6% 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>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> <ul style="list-style-type: none"> <li>• Professional learning on Tataiako (teacher cultural competencies) continued.</li> <li>•</li> <li>• Ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Maori students.</li> <li>• Identification of these students when gathering data and tracking progress.</li> <li>• Powhiri to be part of all welcomes to our school.</li> <li>•</li> <li>• Every child and staff member has a pepeha.</li> <li>•</li> <li>• 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.</li> <li>•</li> <li>• Tikanga Maori is acknowledged and valued school wide.</li> </ul> <p>Key competencies will be evident and embedded in all of the curriculum areas.</p> <p><b>Our 2018 plan to enhance the Maori dimension in our school is in six parts:</b></p> <p>1. Our kapahaka students will receive tuition from Matua Takari Reweti assisted by senior Otumoetai College students as part of their NCEA studies. This will be on every Friday from 2pm to 3pm. Our intention is for our kapahaka group to participate in the regional kapahaka competitions, something we have not done for some time. It is important for our school to have a face at these competitions plus a presence at the Ra Whakangahau festival at the end of the year. It is hoped to have a whanau night where our kapahaka</p>
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			<p>perform and parents can be informed and consulted about our aspirations for our Maori students.</p> <p>2.Charles Dickson our CoL across-school teacher will work with staff on strengthening our culturally responsive pedagogy.</p> <p>3.We are looking to include student awards (ribbons) in Te Reo, Tikanga, bilingual: sports, academic and other awards with Maori values such as manaakitanga. A staff sub- committee has been tasked with coming up with recommendations.</p> <p>4.We are looking at enhancing our Maori students self efficacy, resilience and engagement in their learning through a poutama group similar the the ones initiated at Otumoetai College. Marina Kawe-Peautolu and her team from Ngati Ranginui Iwi provide a similar programme at Tauranga Boys College, Otumoetai College and Tauranga Intermediate School. I have approached her to see if we could access this support for our school.</p> <p>5. The Community of Learning student Hauora committee has been working closely with Dr Ro parsons and her team in ERO. The intent is to develop two surveys: one for parents and the other for students focusing on student hauora. Copies of the draft questions to be fleshed out are attached to this report.</p> <p>6.As a school we will identify and closely monitor Maori students and their progress against the Learning Progressions in the New Zealand Curriculum.</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.

<b>Focus:</b>	<b>Mathematics</b>		
<b>Strategic aim:</b>	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%.		
<b>Annual aim for 2017:</b>	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.		
<b>Baseline data Feb 2017:</b>	In year 7 we had 28% of the students enter the school below National Standard leaving 72% at or above the standard. In year 8 we commenced the year with 19% of our students below expectation leaving 81% at or above the national standard.		
<b>Targets 2018:</b>	85% of the Year 7 cohort to be engaged in thinking mathematically and statistically to meet the mathematics demands of the New Zealand Curriculum at level 3 and working towards level 4. 85% of the Year 8 cohort to be engaged in thinking mathematically and statistically to meet the mathematics demands of the New Zealand Curriculum at level 4.		
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
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 regularly High expectations by the teacher of all students Effective learning in every class room	<b>Year 7 Mathematics</b> In November this cohort showed 83% had achieved the standard.  <b>Year 8 mathematics</b> This cohort completed the year with 87.5% of the cohort at or above the standard <b>Priority Learners:</b> Year 7 Maori Boys: 66.7% were at National Standard. Year 7 Maori Girls: 74.5% were at National Standard. Year 8 Maori Boys: 72.7% were at national Standard. Year 8 Maori Girls: 77.1% were at National Standard.	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. This pilot programme resulted in the highest engagement levels and ability of students to discuss their learning.  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  Teachers became more focussed and skilful in identifying individual student needs and targeting	The results for 2017 are beginning to show a greater degree of acceleration with the lower and upper students. This will be as a result of the continuing development of the mathematical learning inquiry. 2017 saw a larger number of students' experience this, but it has taken most of the year before the teachers became more 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.  The learning of the students involved in the Dr Bobby Hunter will be analysed carefully. In 2017 we had more access to her through the Otumoetai Community of Learning PLD.

<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>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> <ul style="list-style-type: none"> <li>• Professional learning on Tataiako (teacher cultural competencies) continued.</li> <li>•</li> <li>• Ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Maori students.</li> <li>•</li> <li>• Identification of these students when gathering data and tracking progress.</li> <li>• Powhiri to be part of all welcomes to our school.</li> <li>•</li> <li>• Every child and staff member has a pepeha.</li> <li>•</li> <li>• 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.</li> <li>•</li> <li>• Tikanga Maori is acknowledged and valued school wide.</li> </ul> <p>We will use the expertise of our new CoL across-school teacher to assist with Culturally responsive pedagogy.</p> <p><b>Our 2018 plan to enhance the Maori dimension in our school is in six parts:</b></p> <p>1.Our kapahaka students will receive tuition from Matua</p>
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			<p>Takari Reweti assisted by senior Otumoetai College students as part of their NCEA studies. This will be on every Friday from 2pm to 3pm. Our intention is for our kapahaka group to participate in the regional kapahaka competitions, something we have not done for some time. It is important for our school to have a face at these competitions plus a presence at the Ra Whakangahau festival at the end of the year.</p> <p>It is hoped to have a whanau night where our kapahaka perform and parents can be informed and consulted about our aspirations for our Maori students.</p> <p>2.Charles Dickson our CoL across-school teacher will work with staff on strengthening our culturally responsive pedagogy.</p> <p>3.We are looking to include student awards (ribbons) in Te Reo, Tikanga, bilingual: sports, academic and other awards with Maori values such as manaakitanga. A staff sub-committee has been tasked with coming up with recommendations.</p> <p>4.We are looking at enhancing our Maori students self efficacy, resilience and engagement in their learning through a poutama group similar the the ones initiated at Otumoetai College. Marina Kawe-Peautolu and her team from Ngati Ranginui Iwi provide a similar programme at Tauranga Boys College, Otumoetai College and Tauranga Intermediate School. I have approached her to see if we could access this support for our school.</p> <p>5.The Community of Learning student Hauora committee has been working closely with Dr Ro parsons and her team in ERO. The intent is to develop two surveys: one for parents and the other for students focusing on student hauora. Copies of the draft questions to be fleshed out are attached to this report.</p> <p>6.As a school we will identify and closely monitor Maori students and their progress against the Learning Progressions in the New Zealand Curriculum.</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 2018 Charter was ratified by the Otumoetai Intermediate School Board of trustees at their meeting held:**

***8 December 2017***

Signed \_\_\_\_\_ Board Chair

\_\_\_\_\_ Principal