



**Otumoetai**  
INTERMEDIATE SCHOOL

# Charter 2019

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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 2019

## Values

**Respect,** Manaakitanga, Kaitiakitanga

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,** Wairuatanga

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,** Kotahitanga

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,** Whanaungatanga

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.

**Pride,** Mana Motuhake

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 2019-2021

## Strategic Goals

## Annual Aims

## 2019 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 expected curriculum levels in Reading.

1b) To increase the number of students achieving at or above expected curriculum levels in Writing.

1c) To increase the number of students achieving at or above expected curriculum levels in Maths.

1d) To increase the number of Maori students achieving at or above expected curriculum levels in reading.

1e) To increase the number of Maori students achieving at or above expected curriculum levels in Writing.

1f) To increase the number of Maori students achieving at or above expected curriculum levels 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 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.

3f) Staff welfare will be monitored and reported at each Monthly board meeting.

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 Kāhui Ako priorities for student learning. ( Achievement Challenge)**
8. Teachers demonstrate active engagement in independent teacher inquiry and knowledge building.
9. Staff welfare is nurtured.

### 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. ( Kāhui Ako 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 feedback 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.

5d) We will strive towards targeted opportunities for each student to develop their full potential.

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.

**( Kāhui Ako 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. ( Kāhui Ako 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 2019

(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. ( Kāhui Ako 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. (Kāhui Ako achievement challenge )**
- Continue to develop teacher knowledge and skill in technology.
- Participate in the **Otumoetai Community of Learners/ Kāhui Ako** 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. (Kāhui Ako achievement challenge )**
- The multilit 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. ( Kāhui Ako 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.

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.

**Citizenship**

Whakapapa me whakamārama ki te huarua me te āwhiri. He āwhiri mārama me te āwhiri mārama.

**Respect**  
integrity  
Community involvement  
Excellence  
Environmental Care

Encouragement and support for others

Care for other peoples' background and cultures beliefs

Otumoetai

**Te Pātaka Ūara**

He whakapapa mārama me te āwhiri mārama. He āwhiri mārama me te āwhiri mārama.

**Wairuatanga**  
Manaakitanga Kotahitanga  
Whanaungatanga  
Kaitiakitanga Rangatiratanga  
Ūkapōtanga  
Whakapapa  
Te Reo mē ōnā Tikanga

Otumoetai

**Learning**

Whakapapa mārama me te āwhiri mārama. He āwhiri mārama me te āwhiri mārama.

Confidence  
Curiosity  
Creativity  
Perseverance  
Independence

**You are:**

- thinking clearly
- keeping high expectations
- actively participating and contributing

Resilience  
**Self**  
management

Otumoetai

**Te Kete Ākoranga**

Whakapapa mārama me te āwhiri mārama. He āwhiri mārama me te āwhiri mārama.

**Ihi** Pono  
Wana Wehi  
Mana Tapu  
Tika Aroha  
Hangaarautanga  
Horomatātanga  
Ringarapātanga  
Mahitahitanga  
Takitahitanga  
Arahitanga  
Aratakinga  
Rangatiratanga  
Whakaarotanga

Otumoetai

**Uision**

For you to be **confident, connected, actively involved** and life long **learners**

Learning involves a **partnership** between **you as the learner** the **teacher** and **home**

You should be able to meet your needs, four questions:

**What** am I learning and why  
**How** do I know how well I'm doing  
**How** is my learning progressing  
**Where** to next in my learning

Otumoetai

**Te Whāinga Kura**

Te Whāinga Matua  
Kia mana ākoranga, kia tū rangatira ai te tangata ki tōna ao

Te Takanga o te Kura  
Kia mana Atua, kia mana whenua, kia mana tangata

Te Mahi Whānau  
He mahi ngātahi, he tauanga itahi ki tētahi, kaako ki te ākoro, koro ki te ākoro hoki (Nā tōu rourou, nā tōu rourou, ka oti ai te tangata)

**Te Mahi Whakapūmahara**

He aha aku mahi ako  
He aha ako ai ēnei mahi  
Mē pōheā mohio ai he rawe aku mahi ako  
Kei te pōheā te ara poutama, I aku mahi ako  
Mō aha ki hēo aku mahi ako

Otumoetai

## 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 carried out in 2018. This forms the basis for our strategic plan moving forward and is 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.

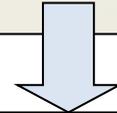
Parental consultation and meetings with appropriate stakeholders.

### 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.

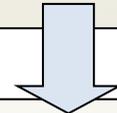
### Teacher Professional Strengths and Learning needs (Teacher Inquiry)

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 DP.
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 Kāhui Ako PLD provision: Dr Roberta Hunter.Maths  
Dr Ian Hunter. Writing  
Teacher Only Day Conference workshops**

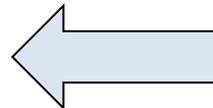
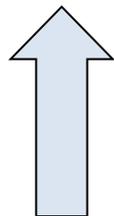
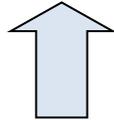


### Students Engagement in new learning

1. 80% or greater student engagement at any given time in the learning.
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.

### 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.



### 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 Kāhui Ako 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 2018 accounts.
- Monitor 2019 budget.
- Monthly treasurer reports at BOT meetings.
- Prepare 2020 budget in line with 2019 school operational plan.
- Fund approved priorities of 2019-refer to 2019 budget.
- Education services used as finance service.
- Board property subcommittee to prepare strategic plan for school property.
- Implement 10YP and 5YA property plan.
- 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, Kāhui Ako: 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.

# How we did in 2018

## Reading, Writing and mathematics.

### Discussion:

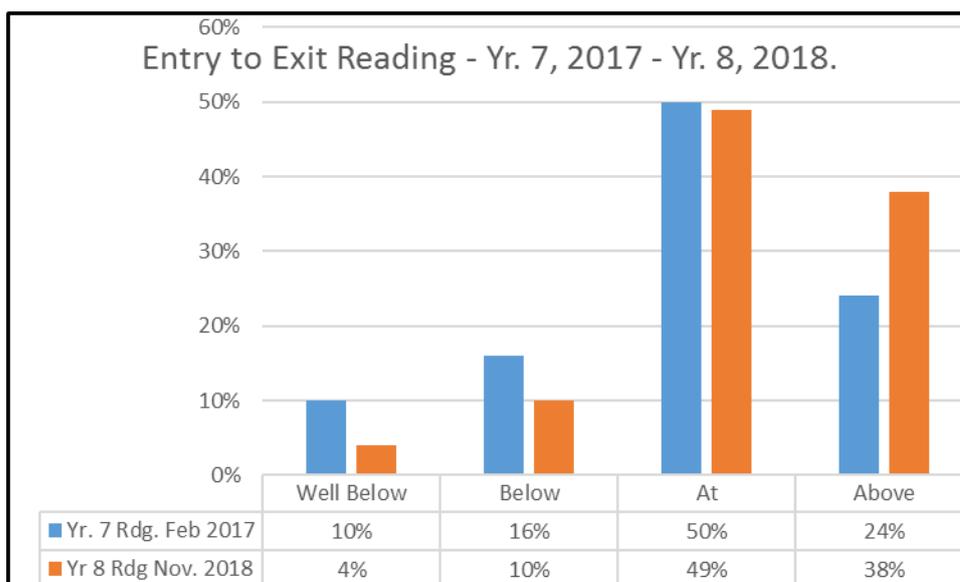
We view our learning journey over a two-year period.

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 2018 year 8 students as a group from their entry in 2017 to exit in 2018.

By the end of year 8, the school has met its target of 85% of students graduating at or above the expected curriculum level in reading and mathematics. We fell short of our writing target with 76% of our year 8 students at or above expected curriculum levels.

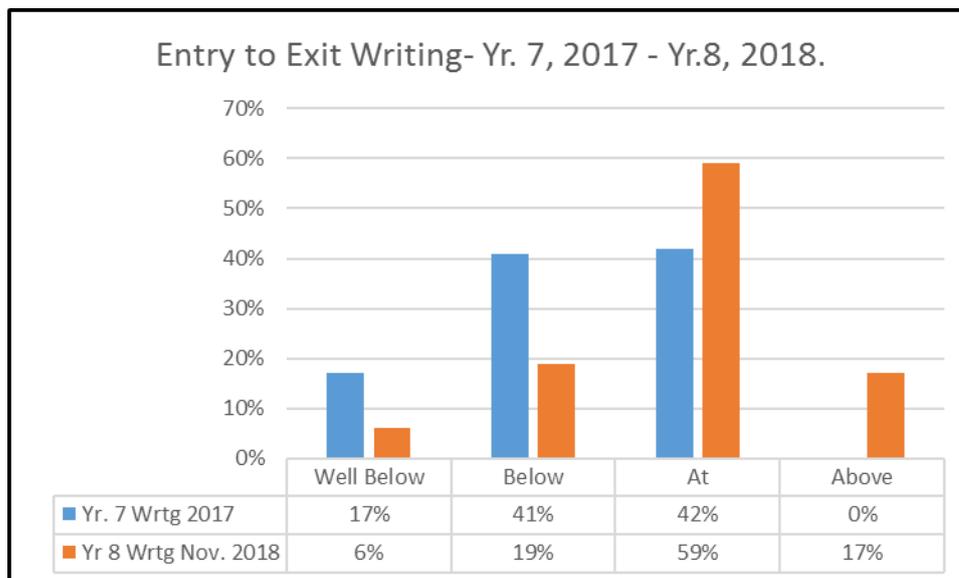
This is due to the school moving to PaCT which is a more robust and specific assessment tool rather than relying on overall teacher judgements as in the past.

### Reading



As the year 8 students graduate from our school, our school wide data shows **87%** are at or above expectation in reading.

## Writing



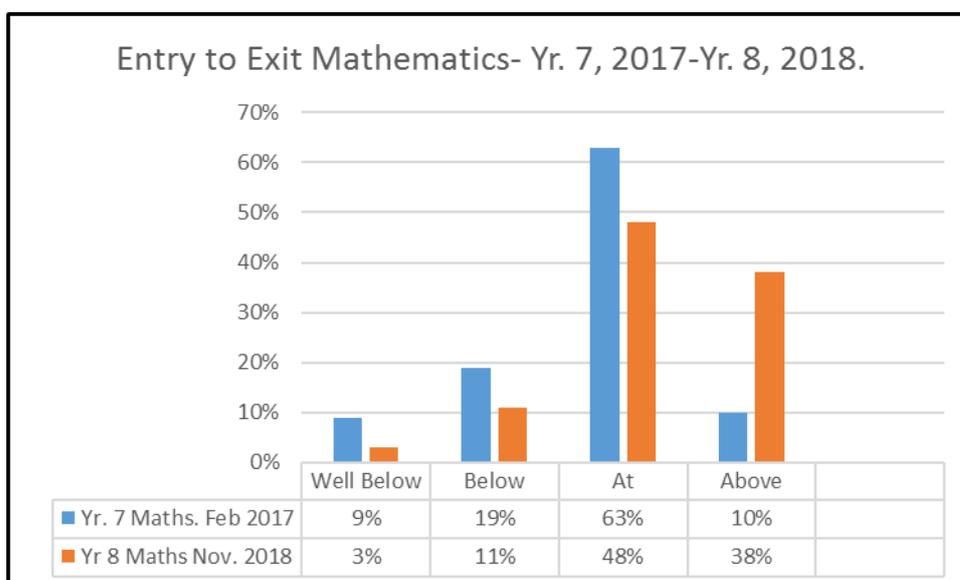
This year we have used the content of the “Write That Essay” programme developed by Dr Ian Hunter, Auckland University and The progress and Achievement Tool developed by the Ministry of Education. (PaCT) This is a more rigorous and robust method of assessment with specific aspects that need to be mastered before moving on to level 5 in the curriculum.

As the year 8 students graduate from our school, our school wide data shows **76%** are at or above expectation in writing using PaCT.

84% of all girls achieved expectations.

66% of all boys achieved expectations.

## Mathematics



As the year 8 students graduate from our school, our school wide data shows **86%** are at or above expectations 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. 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 2019.

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 2019. 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.

Purpose driven learning is beginning to develop across the school and students are beginning to show transfer of learning from the knowledge and skills teaching sessions, to application when meeting an identified purpose.

Major focus for growth in 2019 will be:

- New teachers to the school, or teachers who have just begun to deliver mathematics as a community will be supported to master teaching of mathematics using this approach..
- All teachers will be involved in professional learning in the area of writing and mathematics.
- 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.

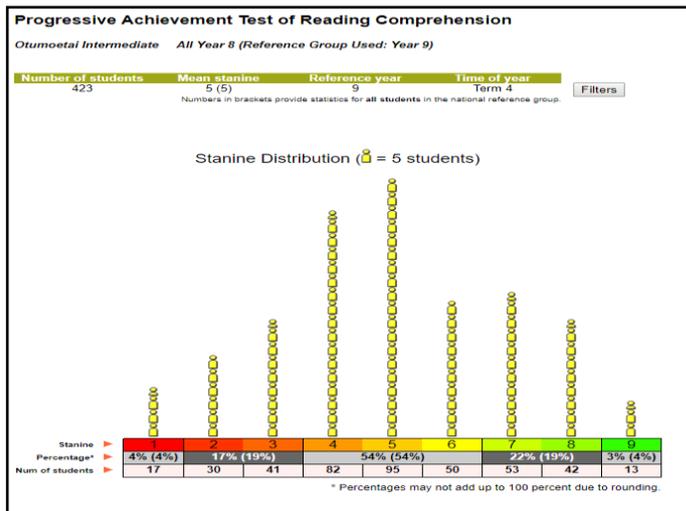
It will be a busy and highly focused year of continuous improvement for all learners in the school, both teachers and students. Staff once again will be called upon to meet the challenges that our new Year 7 cohort bring with them.

## Gifted and Talented students

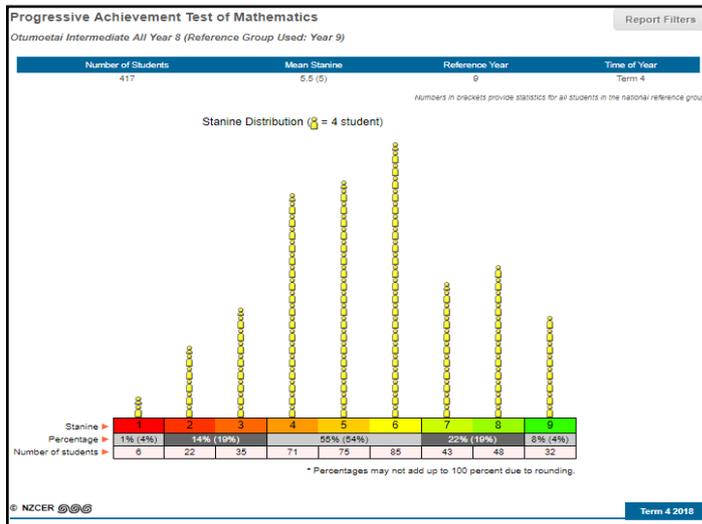
Once again, our students' two year journey resulted in an acceleration of learning for many of our students. This occurs not only for the students for whom accessing the school curriculum is difficult, but also for those students who demonstrate ability.

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 2018.



### Stanine Report in Mathematics for Year 8 at the end of 2018.



### 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 2018 ANCHOR AIMS GAMES National Sporting Championship and 4th 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.

# SCHOOL TRANSFORMATION PLAN

February 2019 to December 2020

## 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 2018



# 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 curriculum expectation in reading. Our aspirational target is 95%.		
<b>Annual aim for 2019:</b>	For 85% or more of our students including Maori and Pasifica to be achieving at or above expected curriculum level 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, 2018:</b>	The year 7 cohort saw 71% of the students enter our school at or above expected curriculum level. The year 8 cohort saw 74% of the students commencing year 7 at or above expected curriculum level.		
<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.		
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Unrelenting focus by all staff, students and parents on high levels of achievement. Entrepreneurial approach to school organisation and culture Learning that is connected to the students' real world ( 21st century ). e.g.: e-learning All students develop challenging goals to ensure progress. All students being given frequent verbal and written feedback and feed forward on their learning and achievement. Parents receive personalised communication	At year end: <b>Year 7:</b> a total of 77% students were at or above Expected Curriculum level. <b>Year 8:</b> a total of 87% students were at expected curriculum level. <b>Priority Learners:</b>  Year 7 Maori Boys: 57% were at expected curriculum level. ( 6% gain)  Year 7 Maori Girls: 80.0% were at expected curriculum level. ( 1% drop)	<b>Overall:</b> All students made accelerated gains over their two year journey at OIS. Our biggest challenge continues to be accelerating the progress of our priority learners.  <b>Year 7 Maori</b> The biggest challenge in accelerating these students is changing their belief in themselves as learners. For 6 years they have failed in a school system that serves them badly. When the delivery changes to a collaborative /	We will continue the strategies used and interventions introduced in 2018.  Maori and Pasifica students will be a particular target group for 2019 and these 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</li></ul>

<p>regularly. High expectations by the teacher of all students. Effective learning in every class room. Regular, direct, purposeful instruction in all curriculum areas. Priority given to literacy and numeracy skills within an integrated programme. All students valued as individuals and actively involved in their learning and decision making. All students have their culture and ethnicity recognised and valued. Differentiated Professional Learning for teachers Teachers actively engaged in independent teacher inquiry and knowledge building.</p> <p>The implementation of multi lit, a programme that these students attend for a daily 30 minute period 1 – 1 with a trained adult for 30 sessions. We have also implemented the “Reading Together” strategy which involves a trained teacher working with the families of lower achieving students. This is in partnership with the city library and librarians and is a series of workshops where parents have the opportunity to network with each other and to gain a deeper understanding about how to assist their child with the acceleration of learning. A dedicated booster class will continue for students below national standards in reading and mathematics. We also have an unrelenting focus on the enhancement of teacher’s pedagogical knowledge in the delivery of reading programmes that accelerates the learning of Maori / Pacifica students.</p>	<p>Year 8 Maori Boys: 76% were at or above expected curriculum level. (gain of 16%) Year 8 Maori Girls: 82% were at or above expected curriculum level. (gain of 22%)</p> <p>Teacher judgment for the year 8 Maori students overall, shows on entry in 2017 as Year 7’s 52% (28 students) were sitting at WB/B. In November on exit from the school as year 8’s, this has decreased to 20% (17) students.</p> <p>On entry in year 7 there were 45% (32 students) in the At/Above range. On exit as year 8’s, this increased to 80% (67 students).</p>	<p>group style of learning, such as in the writing, and in mathematics we have more success. The deficit that needs to be addressed to move these students to a level where they can access the curriculum equitably is too big to achieve in two years. The communication norms as are the expectation in DMIC are the ones that would give substance to a delivery style for the reading as well. These students have the capacity to be excellent learners.</p> <p>This will be explored, maybe with a team who have the skills and believe that a delivery style that has a heavier oral and aural weighting may be more successful. The reason for this is that it takes the burden of writing out of the learning. If the decision is made to trial this it will need to be for a year as six months will not be enough for a teacher inquiry at this level to be successful.</p> <p>The way we teach reading needs to change as the experiences of our children have changed. This generation is gaining more information from visual sources than the written word and this needs to be considered.</p>	<p>and tracking progress.</p> <ul style="list-style-type: none"> <li>● Powhiri to be part of all welcomes to our school.</li> <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 2019 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. It is hoped to organise and host Te Ra Rehia our Kahui Ako Kapahaka Festival for a second year after a hugely successful inaugural one last year.</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> </ol>
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			<p>4) We are looking at enhancing our Maori students self efficacy, resilience and engagement in their learning through our poutama group.</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> <p>7) <b>The Board of Trustees in association with Otumoetai College Board of trustees has contracted Jodie Robertson to undertake a comprehensive research project on our Maori students to identify learnings from their experiences in both our schools and what we could do better.</b></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:

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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>Writing</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 writing. Our aspirational target is 95%.
<b>Annual aim for 2019:</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 February 2018:</b>	Year 7: 42% students entered the school in February were at or above expected curriculum level in writing. 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. Year 8: 76% of the students commenced the year at or above expected curriculum level.
<b>Targets 2018:</b>	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 (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.</b> By the end of 2018 we had 58% of the year 7 cohort at or above expected curriculum level.(gain of 18% )  <b>Year 8.</b> The year 8 cohort had 76% achieving at or above expected curriculum level at the end of the year.	<b>This is the first year we have used PaCT Writing to assess student progress. This tool is much more robust and specific resulting in more stringent assessment against specific aspects in writing.</b>  Consequently we saw a drop in student achievement data which was not unexpected.  <b>Year 7 Writing</b> continues to be the area that shows the greatest deficit in our students. This includes many learners who are very able readers but achieve well below in writing. This would appear	<b>We will continue to use PaCT as our primary means of assessing student progress in writing. We will involve students and parents in the process of reporting individual progress against the writing aspects which are very specific.</b>  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

<p>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  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><b>Priority Learners:</b>  Year 7 Maori Boys: 39% were at expected curriculum level. (gain of 8% )  Year 7 Maori Girls: 70% were at expected curriculum level. (gain of 30%)  Year 8 Maori Boys: 59% were at expected curriculum level. (gain of 19%)  Year 8 Maori Girls: 80% were at expected curriculum level. (gain of 17%)</p> <p>Most Maori and Pacifica students have made excellent gains over the year.</p> <p>71% of our Year 8 Maori students end the year at or above the expected curriculum level.</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>to be a mismatch when compared with the reading ability of the student.</p> <p>Once again it shows male, particularly Maori sitting in the lower levels. Of the 58% (216 students) in the lower bands on entry, 84 were girls and 132 were boys, more than double the number of boys. In Nov. the numbers have reduced to 55 girls and 107 boys, slightly less than half.</p> <p>The work that has been done over the last three years by our teachers in professional learning opportunities is enabling staff to become more effective in the teaching of skills and knowledge for our students. While the decrease in the boys WB/B. is only from 132 to 107 we now consider our learning to be viewed as a two year journey as that is the time it takes us to build a foundation and begin to build on it. This provides the year 8 teachers with a foundation for accelerated learning to occur as year 8 students. Our greatest challenge is undoing habitual behaviours, the college articulates that this continues to be an ongoing problem in many students at year 9. I am hopeful that the C.O.L. in the primary years, will address this, being taught correct sentence structure in their first attempts to write and building a writing foundation that will support them to construct sentences that are correct, support ideas in a cohesive manner and are sequenced to that makes sense for the reader.</p>	<p>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 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>
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		<p><b>Year 8</b></p> <p>On entry as year 7's 58% (219 students) were in the well below/ below range using the content of "Write that Essay as the assessment criteria. The main factor that determined the level of achievement was the ability to construct a sentence that was grammatically correct, as without this knowledge and skill a student is unable to master the rest of the requirements. Our biggest challenge is to minimise incomplete and run on sentences. These often become entrenched as younger primary students attempt to write compound sentences. It can be seen by taking note of the 2018 year 7 data that we begin each year with a challenge such as this. It is hoped that the formation of the C.O.L. and the consistent approach to teaching writing will result in the intermediate seeing a shift in the students entering our school. It is frustrating to feel that with each group entering our school for a large number of our incoming students that we start at the beginning each year</p> <p>In November we have 25% (95 students) still unable to meet the criteria that will move them into the 'At achievement level. However, gains have been made with many students in terms of planning a piece of writing and then by following the plan through to the conclusions and being able to correctly sequence ideas, that are supported with additional information. Organising ideas into paragraphs that have an introduction and conclusion has also been a focus. There has been an overview developed to</p>	<p><b>Our 2019 plan to enhance the Maori dimension in our school is in six parts:</b></p> <ol style="list-style-type: none"> <li>8) 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.</li> <li>9) 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. It is hoped to organise and host Te Ra Rehia our Kahui Ako Kapahaka Festival for a second year after a hugely successful inaugural one last year.</li> <li>10) Charles Dickson our CoL across-school teacher will work with staff on strengthening our culturally responsive pedagogy.</li> <li>11) 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>12) We are looking at enhancing our Maori students self efficacy, resilience and engagement in their learning through our poutama group.</li> <li>13) 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.</li> <li>14) As a school we will identify and closely monitor Maori students and their progress against the Learning Progressions in the New Zealand Curriculum.</li> <li>15) <b>The Board of Trustees in association with Otumoetai College Board of trustees has contracted Jodie Robertson as an independent contractor to undertake a comprehensive research project on our Maori students to identify learnings from their experiences in both our schools and what we could</b></li> </ol>
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		<p>assist staff to meet the needs of students in a consistent manner. Embedding learning to fluency is a critical factor, as staff tend to feel they need to accelerate students quickly to the level required by the end of year 8, and this is currently unrealistic as the deficit in a large number of incoming cohorts has been too great to achieve this.</p> <p>The same actions as outlined in the year 7 writing area apply to year 8 students as well.</p> <p>P.A.C.T. is being used to track achievement and this has broadened and deepened the curriculum. It will also ensure consistency of learning for all students, no matter what classroom they are in.</p>	<p><b>do better.</b></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 March 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 2019:</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 2018:</b>	In year 7 we had 67% arrive in February at or above expected curriculum level for mathematics. In year 8 we commenced the year with 73% at or above expected curriculum level for mathematics.
<b>Targets 2019:</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.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Unrelenting focus by all staff, students and parents on high levels of achievement Entrepreneurial approach to school organisation and culture Learning that is connected to the students' real world ( 21st century ) e.g.: e-learning All students develop challenging goals to ensure progress. All students being given frequent verbal and written feedback and feed forward on their learning and achievement. Parents receive personalised communication	<b>Year 7 Mathematics</b> In November this cohort showed 71% had achieved at or above expected curriculum level for mathematics.  <b>Year 8 mathematics</b> This cohort completed the year with 86% of the cohort at or above expected curriculum level for mathematics.  <b>Priority Learners:</b> Year 7 Maori Boys: 63% at or above expected curriculum level for mathematics.	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	The results for 2018 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. 2018 saw a 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 2018 we had more

<p>regularly High expectations by the teacher of all students Effective learning in every class room Regular, direct, purposeful instruction in all curriculum areas. Priority given to literacy and numeracy skills within an integrated programme All students valued as individuals and actively involved in their learning and decision making. All students have their culture and ethnicity recognised and valued. Differentiated Professional Learning for teachers. Teachers actively engaged in independent teacher inquiry and knowledge building 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 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>(gain of 6%) Year 7 Maori Girls: 66% were at or above expected curriculum level for mathematics. (gain of 9%) Year 8 Maori Boys:70% were at or above expected curriculum level for mathematics. (gain of 13%) Year 8 Maori Girls: 80% were at or above expected curriculum level for mathematics. (gain of 21%)</p>	<p>Teachers became more focussed and skilful in identifying individual student needs and targeting these in the class room programme. Teaching teams had target groups of priority students who were constantly in the spotlight and their learning monitored. Teachers were expected to and 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 wide in tracking every student's progress against national standards. 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. 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>access to her through the Otumoetai Community of Learning PLD. 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. Key competencies will be evident and embedded in all of the curriculum areas. Maori and Pasifika students will continue to be a particular target group for 2019 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>
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			<p><b>Our 2019 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 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 our poutama group similar the the ones initiated at Otumoetai College.</p> <p>5.The Community of Learning student Hauora committee has been working closely with Dr Ro Parsons and her team in ERO and will continue with our student surveys in 2019.</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 Otumoetai Community of Learning Achievement challenges.**

**Declaration:**

**This 2019 Charter was ratified by the Otumoetai Intermediate School Board of trustees at their meeting held:**

***21 February 2019***