



**Otumoetai**  
INTERMEDIATE SCHOOL

# Charter 2015

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Includes the school Transformation Plan.

## SUPPORTING DOCUMENTS

1. 2014 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 2015

## 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 (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 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

### 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 2015-2018

## Strategic Goals

## Annual Aims

## 2015 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 develop communication between home and school so that all students are supported by home and school in their learning.

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

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

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

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

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

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

### Strategic Goal 2:

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

### Strategic Goal 3:

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

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

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

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

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

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

1. All staff demonstrate positive relations with all students and colleagues.
2. All staff have high expectations for student achievement school wide.
3. Teachers have the skills to develop effective 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 priorities for student learning.
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.

### 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.

Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment.  
Each student experiences positive relationships with his / her teacher (s)  
The school has a fully inclusive environment.

### 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.

### 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 ( 21st century ) 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 board, staff and 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.

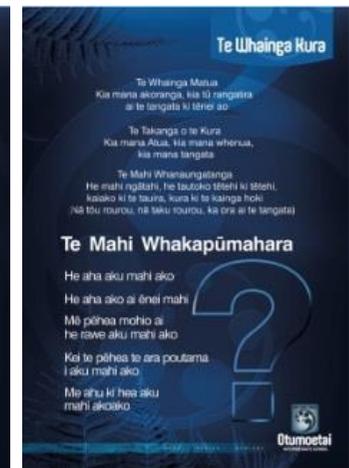
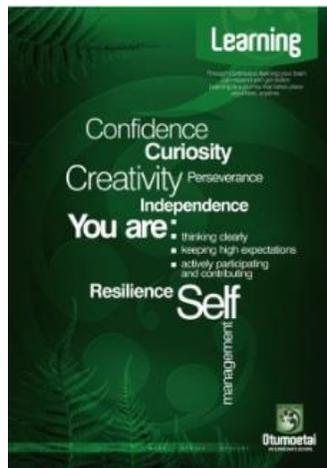
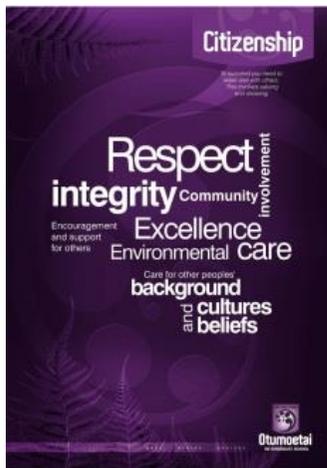
# Otumoetai Intermediate School Annual Plan 2015

(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.
- 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 teacher knowledge and skill in technology. Beginning with the use of "myportfolio" and moving into other programmes that enhance student learning.
- 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 in all personnel in the school.
- 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 special needs and Maori students will continue to be part of the learning conversations that are a major component of the weekly team meetings.
- 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

##### Learning

Community survey in conjunction with Otumoetai College carried out on a 3-4 year cycle. This forms the basis for our strategic plan 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.

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

Staff climate surveys and dialogue meetings.

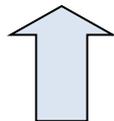
Annual consultation with contributing schools and college.

Parental consultation and meetings with appropriate stakeholders.

## 2. Regular reviews

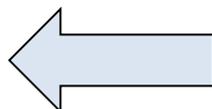
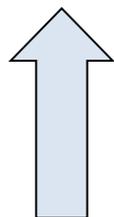
### Students Strengths and Learning needs

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.



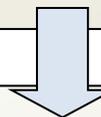
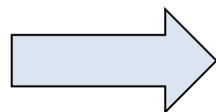
### Outcomes of Actions

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.



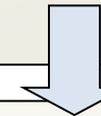
### Teacher Professional Strengths and Learning needs (Teacher Inquiry)

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. 4 minute walk through development with team leaders.



### 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.

Some that regularly occur are:

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

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

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

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

- Audit 2014 accounts.
- Monitor 2015 budget.
- Monthly treasurer reports at BOT meetings.
- Prepare 2015 budget in line with 2015 school operational plan.
- Fund approved priorities of 2015-refer to 2015 budget.
- Education services used as finance service.
- Board property subcommittee to prepare strategic plan for school property.
- Next 10YP and 5YA property plan developed and implemented through Project Manager.
- School Network Upgrade Project completed. ( SNUP )
- Conservation Area Development Project completed
- Programmed Maintenance contract continued.

#### **NAG 5: Health and Safety:**

- Ensure Health and Safety Plan complies in full with legislation currently in force to guarantee the safety of students and employees.
- Health Community Consultation conducted in May 2015 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.

#### **NAG 6: Policies and Procedures**

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

# Otumoetai Intermediate School and Cultural Diversity

## New Zealand Cultural Diversity

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

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

## The Unique Position of the Maori Culture

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

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

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

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

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

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

- Encourage parents of Maori students to become a Board of Trustees member
- Maori community consulted in various ways
  - Report evenings
  - Parent workshops
  - Newsletters
  - School events involving students
  - Informal dealings with families
  - Maintaining open door practice encouraging families to approach the school
- Kapa Haka Group
  - The Kapa Haka group performing to the school, wider community and guests on a regular basis.
- Te Honohonotanga (To Join Together-The partnership) This is a formal agreement between the school as a member of the Otumoetai Cluster and our local Iwi Ngati Ranginui. There is regular liaison between the school and Iwi representatives as part of this agreement.
- Senior Liaison
  - The school has appointed a senior member of staff to liaise with whanau throughout the year on student achievement and educational matters.

# National Standards Data

As at December 2014

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

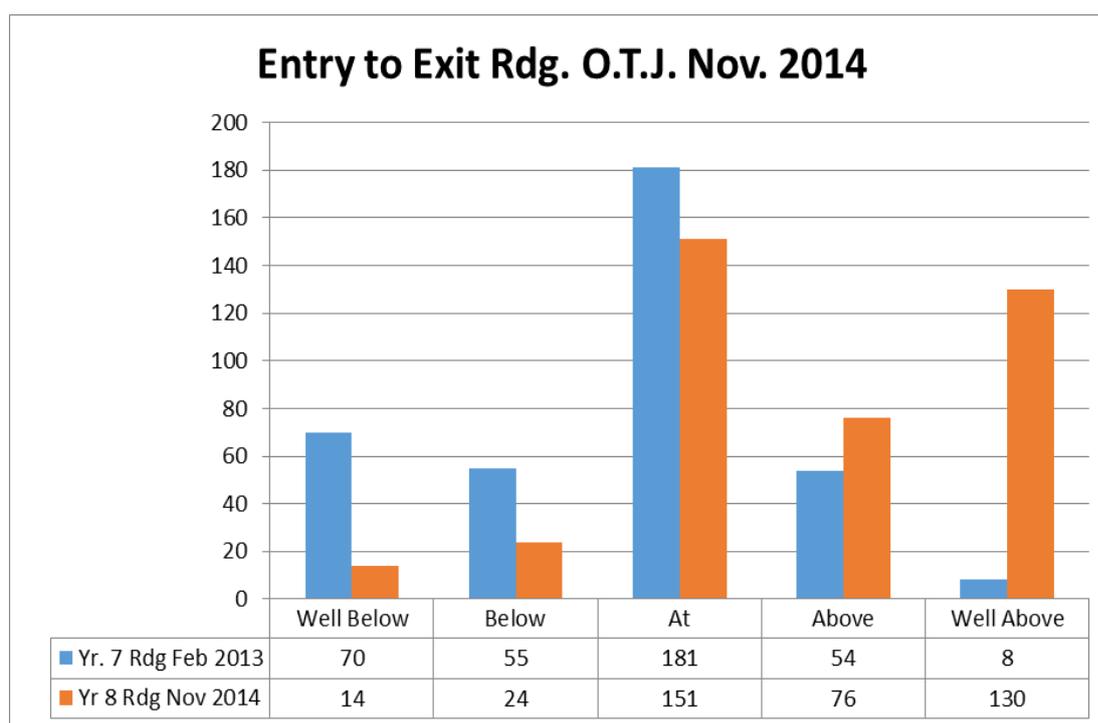
***We view our learning journey as a two year time line.***

At Otumoetai Intermediate a major area of strength is the ability of our teachers to accelerate student learning and achievement levels over the two years they attend our school. A significant number of year 7 students enter our school in reading, writing and mathematics below or well below national standards. The following graphs demonstrate the gains made by the 2014 year 8 students as a group from their entry in 2013 to exit in 2014.

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 just short of our writing target with 83.7% of our year 8 students at or above national standards.

### Reading

**90.3% of all our year 8 students are at or above national standards.**



Graph shows entry to exit for our year 8 cohort from their start in year 7 to the end of year 8

### **Discussion:**

#### **Year 7**

This cohort began with a large number of students entering our school achieving at level 2 /early level 3. The expectation for these students is to be at level 3A at the end of year 6.

In 2014 more students experienced accelerated learning than in 2013. 2014 - 28% of students at risk decreasing to 18% by July, (In 2013 it was 29% decreasing to 24%).

In November we have 20 %, a total of 76 students. (The increase from July is created by the expectation shift from 3P to 3A in November), who will need to be accelerated to achieve a level that will allow them to function in the secondary mainstream unsupported.

We conclude the year with 83.5% of students at or above the standard. 16 % of these students sit in level 5 / 6.

In 2013 we had 78% achieve the standard.

## **Year 8**

We conclude the year with 90.3% of our year 8 students at or above the standard. Of these 33% sit well above, with 103 students achieving at level 5 and 6.

In 2013 we saw achievement of the year 8 cohort at 92% at or above the standard; however the 2014 cohort as year 7's presented with 78%. This is pleasing acceleration of this group.

We began with 29% at risk and conclude with 17%, a total of 68 students will enter the College needing support in being able to read, understand and identify information to meet a set purpose in the wider context of learning. This is similar to 2013.

Asttle continues to show the same trends; although this year we are back to seeing little difference between males and females, which has been an ongoing trend over the years apart for 2013, where females substantially out-performed their male peers. The norms sit well above the New Zealand norms.

## **Maori**

We end the year with 76.5% of this group year sitting at or above the standard.

At year 7 there are 12% of the students sitting well above expectation. At year 8, 34.6% sit in the well above expectation.

Year 7 – February O.T.J.s showed 25 at risk lowering to 17 in November.

Year 8 - February showed 27 at risk lowering to 17 in November

Asttle once again shows the Maori group sitting well above the New Zealand norms but not achieving to the same level as their N.Z, European peers. There is less difference between the males and females as has been the case in previous years.

This is very good progress for this group who are still over represented in the students who have difficulty in reading. Maori boys are the group that causes us the most concern.

Of this ethnic group, there are 11 who arrive late to school on a daily basis, are regularly absent from school, and are in environments where it is difficult to get quiet space to complete homework.

This makes it very difficult for acceleration to occur. It also eliminates them from interventions such as multi-lit and the booster class.

In the year 8 group there are students who are very troubled and often very angry. For these students the priority is socialisation and being able to function and interact positively with other people.

## **Overall**

2015 will continue to see the focus on intensity. It is still evident that in some classrooms, teacher talk does not affirm students to a level where engagement and intensity occurs. There will also be a focus on how much classroom talk and discussion is dominated by the teacher and how much robust discussion facilitated by the classroom teacher is experienced by the learners.

Administration and organisation is a large component of the teacher talk, this has a negative effect on learning. All of these factors are well documented as to what enhances and what inhibits student learning.

Multi lit and Booster class will continue assisting students who are having difficulty. There will be an increase in the number of teacher aides to three to support the learning of the lower achieving students.

Smaller reading groups are going to be encouraged with those teachers who are skilled enough to manage this.

Gathering formative assessment will be a strong focus throughout the year. This will be a major focus with those teachers at this level in the Kevin Knight process.

The learning for these students has been assisted by a number of strategies.

These are:

1. 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.
2. 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. Both of these strategies were highly successful and resulted in much deeper engagement of the parents in our school activities.

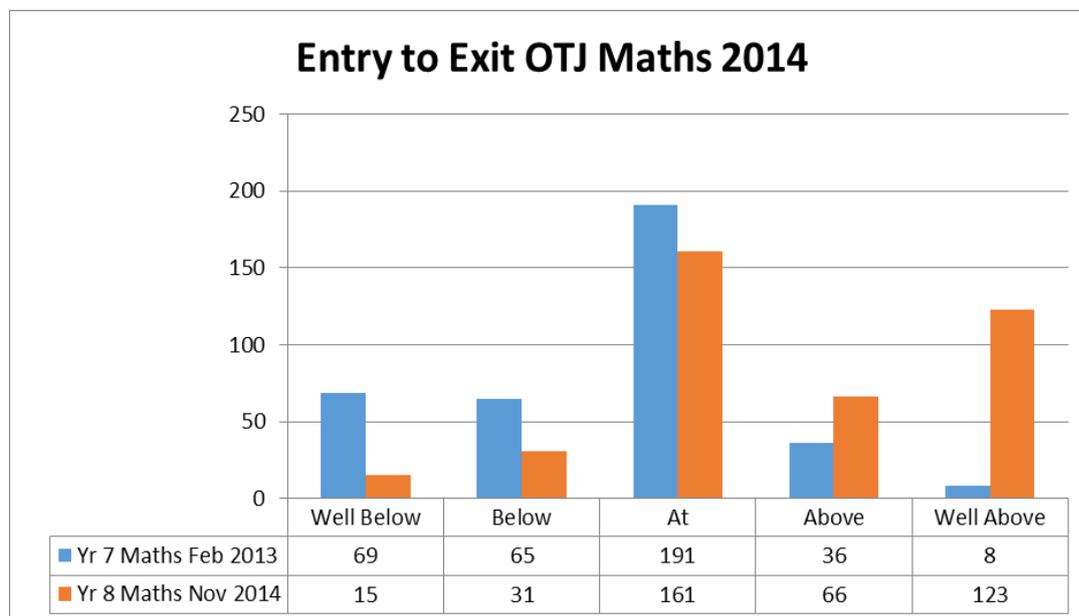
3. A dedicated booster class will continue for students below national standards in reading and mathematics.
4. We also have an unrelenting focus on the enhancement of teacher's pedagogical knowledge in the delivery of reading programmes that accelerates the learning of Maori / Pacifica students.

This includes:

- professional learning seminars on Tataiako (teacher cultural competencies).
- A 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.
- ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Maori students.
- identification of these students when gathering data and tracking progress.
- Powhiri to be part of all welcomes to our school.
- Every child and staff member has a pepeha.
- 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.
- Tikanga Maori is acknowledged and valued school wide.

## Mathematics

**88.3% of all our year 8 students are achieving at or above the standard.**



Graph shows entry to exit for our year 8 cohort from their start in year 7 to the end of year 8

### **Discussion:**

#### **Year 8**

This cohort completed the year with 88.3% of the cohort at or above the standard. 189 students sat in the above or well above bands. This cohort in 2013 as Year 7's saw 80% achieve at or above the standard so acceleration has occurred here.

This is a significant shift and can only be explained by the mathematical learning inquiry. This is very exciting and the teachers involved in this both, year 7 & 8, are to be commended for their persistence even when doubt clouded their vision and the hard work, meeting once a week,

became a necessity. P.A.T's in March 2015 showing this year's, year 7's and next year, year eights – same students will endorse this. In 2013 in year 8 we had 90% achieve at or above the standard

**Maori**

This group ended the year with 77% at or above the standard.

**At year 7** 23% were at or above the standard with 8 students being in the well above band. This cohort began the year with 31 year 7 students in the below and well below, now in November there are 18 students.

**Year 8** had 25 in these lower bands and in November we see, 16 students. 59 sit in the: at, or above bands of achievement.

Teacher Only Day in 2015 will be around progressions that students take in the learning of Mathematics. This will assist teachers and the school to identify next learning steps for students more accurately and ensure that Over All teacher Judgments are as accurate as we can make them.

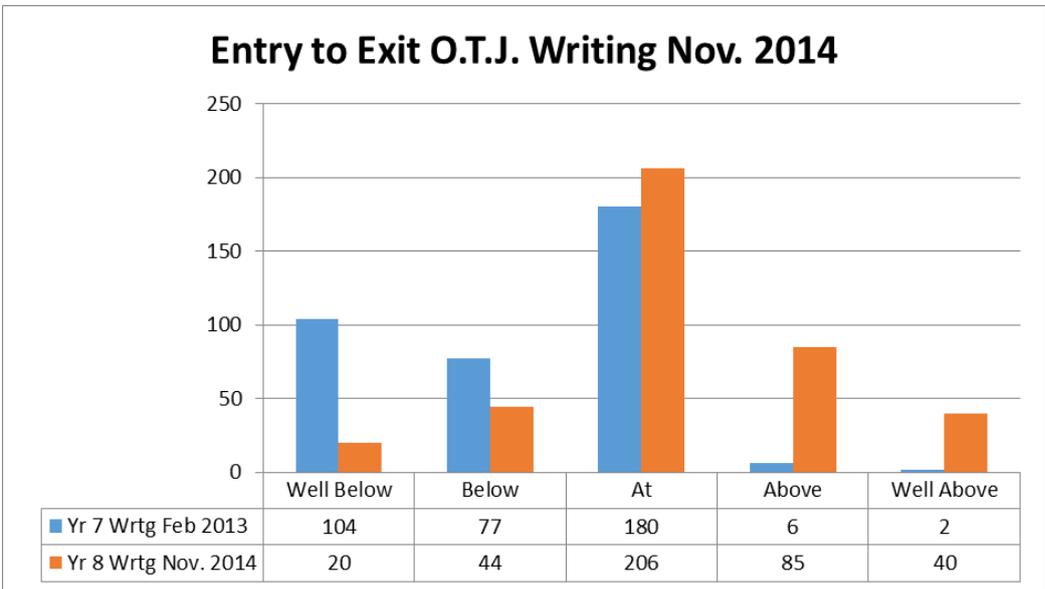
As the number of teachers in the mathematical learning community increases, so will the achievement of students in mathematics continue to rise.

There will be a large group of teachers being supported with their learning inquiry in this area. A teacher on the site will also assist with this. All team leaders are now using this delivery style. This will allow for the planning of the problems which is critical for an effective delivery and therefore quality learning opportunity, to be carried out in the second block of release rather than teachers being expected to have twice weekly meeting nights. There will be release components built into the school days to assist with this.

Some facets of the mathematical assessment that is carried out are not in this report. They are the GLOSS – mathematical strategies, IKAN – knowledge component and the basic facts and tables. All important in their own right as contributors to the student's' mathematical success. The outcomes of these areas are shown by the levels achieved by the students. For the students who are achieving in the lower bands, the basic facts and tables, the knowledge that is required to be on instant recall, and the strategies that assist children to complete mathematical operations more effectively, will be the areas of need for these students. Anyone wishing to see these can be supplied with them on request.

**Writing**

**83.7% of all our year 8 students are achieving at or above the national standard.**



Graph shows entry to exit for our year 8 cohort from their start in year 7 to the end of year 8

## **Year 7**

We see 72.8% of this cohort at or above the standard which given the entry level where 50 % of the group entered the school at level 2 or early level 3 shows the commitment, hard work and knowledge contributed by the staff. We see 4% of the students achieving at level 5.

This is similar to 2013 but 2014 had a larger intake of students well below and below the standards. Motivation in this group is high.

## **Year 8**

This cohort shows 83.7% at or above the standard. 7% sit above or well above. 3% - 13 students sit at level 5/6.

(This is a drop in percentages when compared with the overall level of 86.1% that was achieved by the 2013 year 8 cohort but this group as year 7's presented with 73% at or above. Pleasing acceleration.)

64 students will enter the college needing support to succeed in a secondary school context

Motivation in this group is high.

## **Maori**

We end the year with 67% of this group year sitting at or above the standard.

There are 18% of the students sitting above or well above expectation.

At year 8 8% sit in the well above expectation.

Year 7 – February O.T.J.s showed 57 at risk lowering to 45 in November.

Year 8 - February showed 52 at risk lowering to 20 in November

Asttle once again shows the Maori group sitting well above the New Zealand norms but not achieving to the same level as their N.Z, European peers. There is less difference between the males and females as has been the case in previous years.

## **Overall**

This is the curriculum area that will have a strong focus for those staff new on our site or who have not been involved in the professional learning opportunities that the school 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 knowledge and expertise to manage this.

The writing levels of the students identified for the Mansfield accelerate class is also very concerning. These are our top performing English students who present low to average levels of achievement in the area of writing. This is also a finding that is in line with the college experience.

O.T.J's and hard data results are not aligned

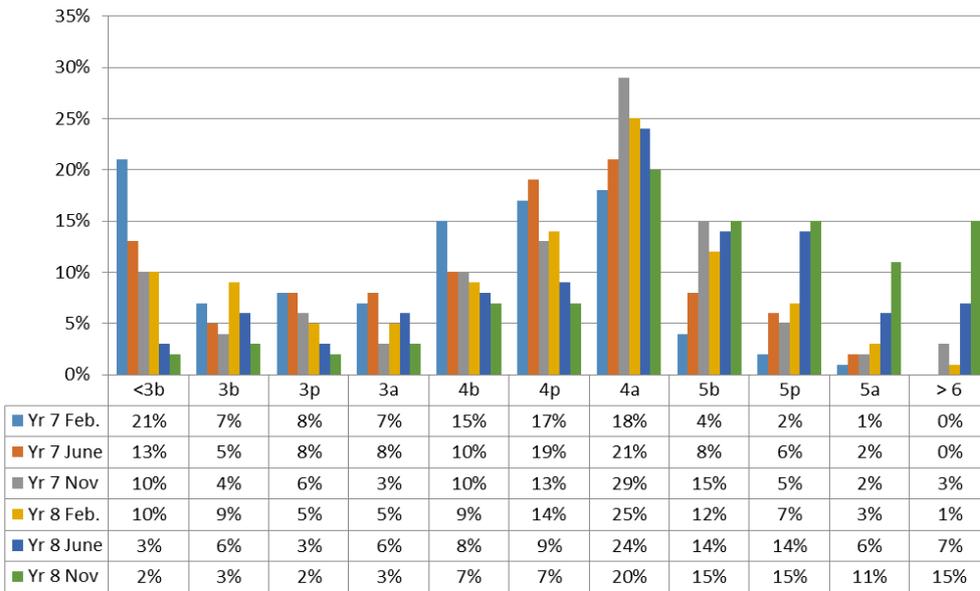
## **Gifted and Talented**

Students receive a wide and integrated curriculum involving all facets from **The Arts** (Music, Dance and Drama and Visual.), **Sports** and the **Academic** (Science, Philosophy, Mathematics, Engineering, Writing, and Second Languages) and **Technology**, (Media studies, Robotics, Animation).

Special attention is given to the needs of these students when planning literacy and numeracy programmes. Student voice is used to determine whether the challenge is at an appropriate level. Where appropriate, students are dual enrolled with the correspondence school: Te Aho o Te Kura Pounamu or in extreme situations of giftedness, have mentors appointed from either a college or university level.

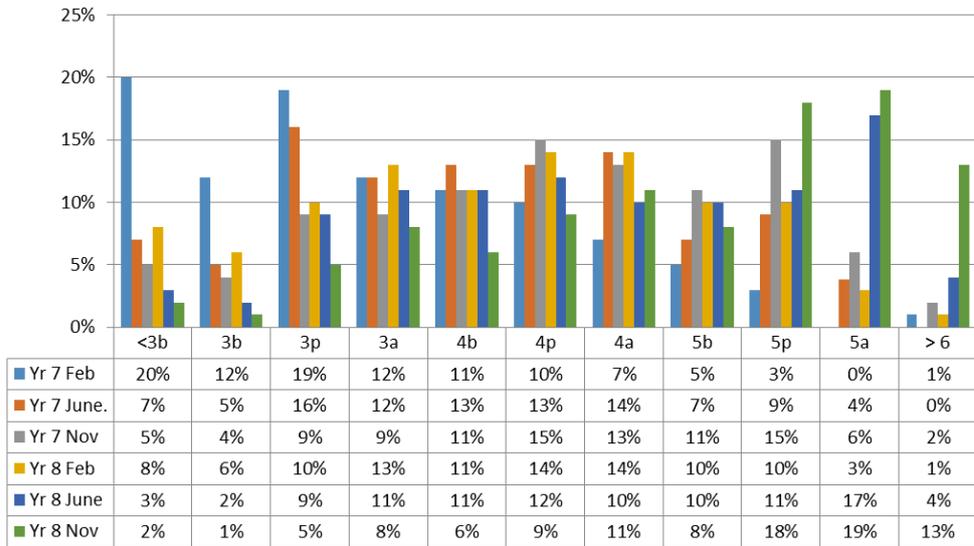
Gifted and talented students show strong acceleration in their learning as shown by the graphs below where students have moved through to levels 4, 5 and 6 of the curriculum.

### Yr 7 & 8 Rdg by Percentage Nov 2014.



Graph illustrates movement through the asTTle levels by each year group throughout the year.

### Yr 7 & 8 Maths by percentage Nov. 2014



Graph illustrates movement through the asTTle levels by each year group throughout the year.

Gifted and Talented students at Otumoetai Intermediate show accelerated learning at both year levels.

### Reading

In November, 95 of our Year 7 students sat at level 5 and above. At Year 8 this increases to 219.

### Mathematics

Accelerated progress is also made in the area of mathematics. In November we had 126 of our Year 7 students functioning at level 5 and above (92 in 2013) and 232 in Year 8 moving onto college at level 5 and above. (233 in 2013)

Comments from the Otumoetai College August 2013 ERO report reflects this as it states:

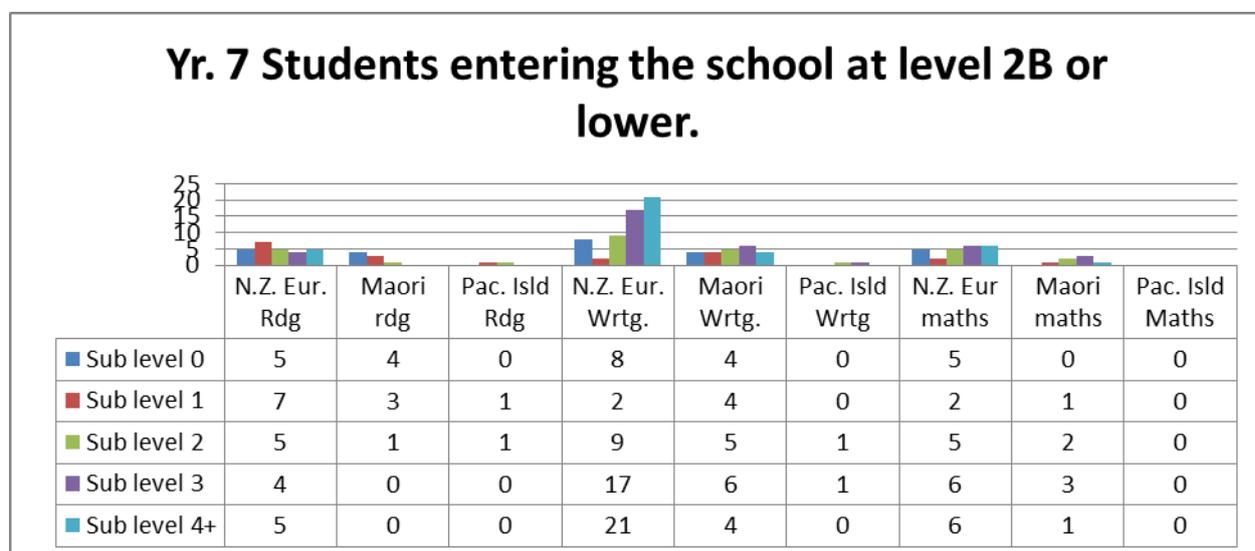
*“Student achievement information in reading and mathematics show that a high proportion of students on entry to Year 9 are achieving at or above national expectations”*

The acceleration of the learning for these students is gained by ensuring that programmes are challenging and demanding. Students' understanding of their own learning and the right to voice what is happening for them as learners is also robustly encouraged, e.g. when students are involved in an in depth teaching session that is covering learning that they have already, They are empowered to voice this.

Teachers are highly skilled and committed to the acceleration of learning for these students.

### Students with Special Needs

For students functioning in level 1 early level 2, learning has been tracked in the booklets developed. This has resulted in the students being able to see the successes they have gained, as often the acceleration is not sufficient to lift sub levels or stanines. All of these students are part of the groups within the classrooms that need 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 the literacy situation on the individualized programmes developed. The main focus with these students is always 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. In 2014 we had one ORS funded student, so we defined special needs as students as those, on entry to the school functioning below level 2b of the curriculum. Progress with the 2014 year 7 special needs students is illustrated below.



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 the goal being for every student to make a gain of one sub level or more within a school year. Outcomes have been:

#### Reading:

We had nine students make some progress but not enough to lift a sub level. Of these four are cognitively impaired and one has ORS. Funding. All of these students have made gains in Running Reading levels. The progress of these students is documented in the "Success For All" booklets that the teachers use to track their learning.

The group as a whole has made excellent accelerated learning outcomes with those having made gains of 3 / 4 sub levels now beginning to realise that they could make the standard by the end of year 8 if they keep applying themselves to the learning. The strength of the programmes developed for these students lies in the very accurate and succinct identification of their needs. The reading programme Multi lit has supported all of these students as well.

#### Writing

Again, all students made some progress, reflected in "Success For All" booklets. Twelve students did not lift enough to move a sub level. The four student who struggle to learn made gains as demonstrated in the tracking booklets. The knowledge that these students lack is the same in

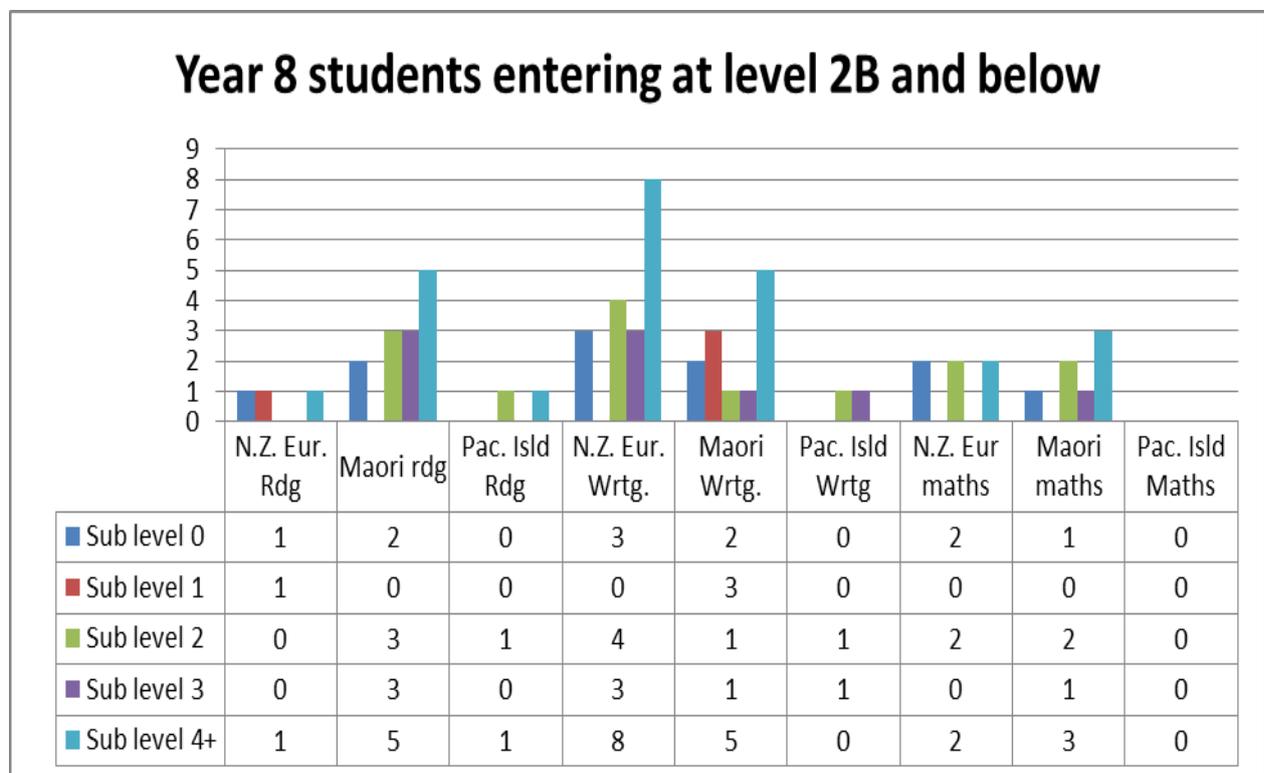
reading as in writing as is very carefully identified e.g. medial vowels, prefixes, suffixes and instant recall of heavy duty and lower level interest words.

The rest of the group made good gains and as demonstrated some were excellent gains. As in reading many of these students by the end of their year 8 level will achieve the standard.

### Maths

Five students did not make enough progress to lift a sub level. However all made gains. The delivery of mathematics by developing a learning community (Dr. Roberta Hunter) has assisted the learning of these students immensely with much greater engagement by all of them.

The biggest inhibitors for of 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 involved in this approach than those not involved are making. More students will be exposed to this approach as teachers are trained.



The above graph has been included to show the reason why we see our learning journey for students as a two year progression. 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

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 2<sup>nd</sup> highest medal tally at the 2013 NZCT AIMS GAMES National Sporting Championship and 3<sup>rd</sup> place overall out of 197 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, 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**

Overall assessment results show that while our Maori and Pacifica students are performing well above the national norms in asTTle, both Maori and Pacifica remain over represented in the groups needing further acceleration. There are 13 Pacifica students in the school and 145 Maori students.

In reading 30% of Pacifica students and 23% of Maori students are achieving well below or below the National standard.

In writing 44% of Pacifica students and 23% of Maori students are achieving well below or below the National standard.

In mathematics 30% of Pacifica students and 22% of Maori students are achieving well below or below the National standard.

### **NAG2A (b) (ii) Basis for Identifying Areas for Improvement**

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

The analysis of all of the above is carried out by team leaders, Deputy Principal Curriculum and classroom teachers. In February baseline data is gathered and analysed. A literacy and math report is developed by each classroom teacher. This identifies all students who are not achieving and also those with gifts and talents. Support with this is given to all staff by team leaders. From this, programmes are developed to meet these needs. These are then monitored, both at team meetings and then at team leaders meeting where learning conversations are held around what learning is being caused and how it can be improved.

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

Trend data is gathered using:

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

The school reviewed its practices through the facilitation of a Student Advisory Function in 2013 and this led to the establishment of the Reading Together and MultiLit programmes and a greater awareness of engagement with Maori and Pacifica students.

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

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

### **Reading and Writing**

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

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

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

Specific expectations are:

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

### **Mathematics**

All of the bulleted points above with the exception of bullet 8 apply to mathematics as well.

12. To continue a pilot scheme set up in 2013 with the aim of lifting the thinking and understanding in mathematics for our students. This involves a group of teachers trialing a delivery of mathematics around problem solving with the teacher able to spend more time and take more heed of the understanding and thinking that students articulate. Dr. Roberta Hunter from Massey University, who has proven research data around this, will work with this group of teachers. The intent is to roll out this programme across the school with all staff once the pilot group becomes more
13. Progress of students in these classes will be monitored to ascertain if the learning is accelerated with this type of pedagogical delivery.
14. Bruce Moody will be presenting seminars around teaching mathematics in a more meaningful manner for diverse students. This involves the relevance and application of mathematics to assist engagement and understanding.

### **General**

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

Learning discussions around what is occurring will be held at weekly team meetings. Evidence based teaching will continue to be the focus with anecdotal notes being taken that informs

planning. Progress will be tracked clearly in a variety of ways. Modelling books as points of reference for students will be used by all teachers. Whole Staff dialogue and discussion will be held at least once a term to get school wide interaction.

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

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

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

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

**The school transformation plan below sets the direction for school wide development from 2015 to 2017.**

#### **Additional Information:**

### **Individual Professional Learning for Teachers**

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

### **Annual Aim**

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

### **Annual Targets for improving student achievement**

#### **Reading**

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

## **Writing**

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

## **Mathematics**

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

# **SCHOOL TRANSFORMATION PLAN**

**February 2015 to February 2017**

## **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).
- Teachers 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.

## 2014 National Standards Reporting

<b>Date:</b>	1/12/2014
<b>Number:</b>	1878
<b>Name:</b>	Otumoetai Intermediate

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	44	5.7%	56	7.3%	305	39.6%	366	47.5%	771
Māori	12	8.3%	22	15.2%	63	43.4%	48	33.1%	145
Pasifika	2	15.4%	2	15.4%	3	23.1%	6	46.2%	13
Asian	6	16.7%	5	13.9%	11	30.6%	14	38.9%	36
European/Pākehā/Other European	24	4.2%	27	4.7%	228	39.5%	298	51.6%	577
Male	26	6.9%	35	9.3%	159	42.4%	155	41.3%	375
Female	18	4.5%	21	5.3%	146	36.9%	211	53.3%	396

Reading	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	30	8.0%	32	8.5%	154	41.0%	160	42.6%	376
End of Year 8	14	3.5%	24	6.1%	151	38.2%	206	52.2%	395

## 2014 National Standards Reporting

<b>Date:</b>	1/12/2014
<b>Number:</b>	1878
<b>Name:</b>	Otumoetai Intermediate

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	51	6.6%	115	14.9%	415	53.8%	190	24.6%	771
Māori	16	11.0%	32	22.1%	71	49.0%	26	17.9%	145
Pasifika	2	22.2%	2	22.2%	3	33.3%	2	22.2%	9
Asian	4	11.1%	8	22.2%	18	50.0%	6	16.7%	36
European/Pākehā/Other European	29	5.0%	73	12.6%	323	55.6%	156	26.9%	581
Male	40	10.7%	70	18.7%	204	54.4%	61	16.3%	375
Female	11	2.8%	45	11.4%	211	53.3%	129	32.6%	396

Writing	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	31	8.2%	71	18.9%	209	55.6%	65	17.3%	376
End of Year 8	20	5.1%	44	11.1%	206	52.2%	125	31.6%	395

## 2014 National Standards Reporting

<b>Date:</b>	1/12/2014
<b>Number:</b>	1878
<b>Name:</b>	Otumoetai Intermediate

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	34	4.4%	79	10.2%	338	43.8%	320	41.5%	771
Māori	11	7.6%	23	15.9%	71	49.0%	40	27.6%	145
Pasifika	2	15.4%	2	15.4%	6	46.2%	3	23.1%	13
Asian	2	5.6%	2	5.6%	7	19.4%	25	69.4%	36
European/Pākehā/Other European	19	3.3%	52	9.0%	254	44.0%	252	43.7%	577
Male	20	5.3%	41	10.9%	145	38.6%	170	45.2%	376
Female	14	3.5%	38	9.6%	193	48.9%	150	38.0%	395

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	19	5.1%	48	12.8%	177	47.1%	132	35.1%	376
End of Year 8	15	3.8%	31	7.8%	161	40.8%	188	47.6%	395

# VARIANCE REPORT ON TARGETS FOR STUDENT ACHIEVEMENT 2014



# 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 2014:</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, 2014:</b>	<p>The year 7 cohort saw 100 students (28%) enter our school with asTTle scores of L2 to 3b. (3a is the national standard for year 6.)</p> <p>The year 8 cohort saw 19% scoring below expectations in asTTle at the start of the year.</p> <p>When applying OTJ's 72% of our year 7 students entered our school at or above national standard in reading.</p> <p>71% of year 8 students commenced the year at national standard.</p> <p>There were 25 Year 7 Maori students at risk in their learning in February and 27 Year 8 students.</p>		
<b>Targets 2014:</b>	<p>85% of the Year 7 cohort to be reading at the National Standard and to be able to apply this knowledge and skill in the wider umbrella of learning.</p> <p>90% of the Year 8 students to be reading at the National Standard and to be able to apply this knowledge and skill in the wider umbrella of learning.</p>		
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Unrelenting focus by all staff, students and parents on high levels of achievement</p> <p>Entrepreneurial approach to school organisation and culture</p> <p>Learning that is connected to the students' real world ( 21st century )</p> <p>e.g.: e-learning</p> <p>All students develop challenging goals to ensure progress</p> <p>All students being given frequent verbal and written feedback and feed forward on their learning and achievement</p> <p>Parents receive personalised communication</p>	<p>The number of year 7 students below national standards dropped from 28% to 16.5%.and those at or above rose from 72% to 83.5%.</p> <p>The number of year 8 students at or above national standards rose from 71% to 90.3%</p> <p>The number of students at risk dropped.</p> <p>Year 7: 25 students dropping to 17 in November.</p>	<p>Teachers became more focussed and skilful in identifying individual student needs and targeting these in the class room programme.</p> <p>Teaching teams had target groups of priority students who were constantly in the spotlight and their learning monitored.</p> <p>Teachers were expected to, and did engage 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</p>	<p>We will continue the strategies used and interventions introduced in 2013.</p> <p>Maori and Pasifica students will be a particular target group for 2015 and the additional strategies implemented:</p> <p>Professional learning on Tataiako (teacher cultural competencies) continued.</p> <p>Ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Maori students.</p>

<p>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: 27 students dropping to 17 in November.</p> <p>The number of students in the well above category increased.</p> <p>25% of year 7 students are at Levels 5 and 6. At year end.</p> <p>33% of year 8 students are at levels 5 and 6 at year end.</p> <p>asTTle results showed our Maori students were achieving well above New Zealand norms but not at the same level as their NZ European peers. There is less difference between males and females as has been the case in previous years.</p> <p>Both reading together and multi -Lit were highly successful and resulted in much deeper engagement of the parents in our school activities.</p> <p>The booster class made a significant difference to students who needed a lift in their understanding and skill.</p>	<p>each classroom contributed significantly to student self-efficacy and achievement.</p> <p>There is a systematic approach school wide in tracking every student’s progress against national standards.</p> <p>The use of a booster class to lift and accelerate students learning also increased their self-efficacy and saw long term gains made for the target students.</p>	<p>Identification of these students when gathering data and tracking progress. Powhiri to be part of all welcomes to our school.</p> <p>Every child and staff member has a pepeha.</p> <p>All Maori students have their whakapapa identified on a map of New Zealand and understand where their iwi is located. All students have their cultural roots (whakapapa) identified on a world map.</p> <p>Tikanga Maori is acknowledged and valued school wide.</p> <p>Key competencies will be evident and embedded in all of the curriculum areas.</p>
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<p>A cultural hikoī 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.</p> <p>Professional learning workshops on Tataiako (teacher cultural competencies)</p>	<p>Teachers have a greater understanding of the local Iwi and the rich cultural heritage of Tauranga Moana.</p> <p>Each teacher is more aware of and understanding of the cultural competencies required to lift Maori student achievement.</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>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 2013:</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 2013:</b>	Year 7: 50 % of the group entered the school in February at level 2 or early level 3. A large number of incoming year 7 students are 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: 68% commenced the year below the national standard for year 8.
<b>Targets 2014:</b>	For 80% of the Year 7 students to be achieving at the National Standard in writing. For 85% of the Year 8 students to be achieving at the National Standard in writing.

<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 Regular, direct, purposeful instruction in all curriculum areas Priority given to literacy and numeracy skills within an integrated programme	<b>Year 7.</b> By the end of 2014 we had 72.8% of the year 7 cohort at or above the national standard.  <b>Year8</b> The year 8 cohort had 83.7% achieving at or above the national standard at the end of the year. Most Maori and Pacifica students have made excellent gains over the year.  67% of our Maori students end the year at or above the national standard. 18% of these sit in the above or well above category.  asTTle results show the Maori students 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 wide in tracking every student's progress	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 knowledge and expertise to manage this.

<p>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 / Pasifica 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>both year 7 and 8 achieve well above New Zealand norms but not to the same level as their NZ European peers.</p> <p>There is less difference overall between male and female genders compared to previous years.</p>	<p>against national standards.</p> <p>The use of a booster class to lift and accelerate students learning also increased their self-efficacy and saw long term gains made for the target students.</p>	<p>We will continue the strategies used and interventions introduced in 2013.</p> <p>Maori and Pasifica students will be a particular target group for 2015 and the additional strategies implemented:</p> <p>Professional learning on Tataiako (teacher cultural competencies) continued.</p> <p>Ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Maori students.</p> <p>Identification of these students when gathering data and tracking progress. Powhiri to be part of all welcomes to our school.</p> <p>Every child and staff member has a pepeha.</p> <p>All Maori students have their whakapapa identified on a map of New Zealand and understand where their iwi is located. All students have their cultural roots (whakapapa) identified on a world map.</p> <p>Tikanga Maori is acknowledged and valued school wide.</p> <p>Key competencies will be evident and embedded in all of the curriculum areas.</p>
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**Planning for next year:**

**Please refer to the reading section above as the planned strategies are the same for writing.**

<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 2013:</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 2013:</b>	In year 7 we had 41% (175 students) enter the school in the 2b – 3p score ranges in asTTle leaving 53% at or above the standard. In year 8 we commenced the year with 20% of our students below expectation leaving 80% at or above the national standard.
<b>Targets 2014:</b>	For 85% of the Year 7 students to be achieving at the National Standard in mathematics. For 85% of the Year 8 students to be achieving at the National Standard in mathematics.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Unrelenting focus by all staff, students and parents on high levels of achievement</p> <p>Entrepreneurial approach to school organisation and culture</p> <p>Learning that is connected to the students' real world ( 21st century ) e.g.: e-learning</p> <p>All students develop challenging goals to ensure progress</p> <p>All students being given frequent verbal and written feedback and feed forward on their learning and achievement</p> <p>Parents receive personalised communication regularly</p> <p>High expectations by the teacher of all students</p> <p>Effective learning in every class room</p> <p>Regular, direct, purposeful instruction in all curriculum areas</p>	<p><b>Year 7 Mathematics</b></p> <p>In November this cohort showed 309 or 82% had achieved the standard. (In 2013 we had 80% achieve at or above the standard.)</p> <p>This cohort entered with 41% achieving in level 2 or early level 3. By June this had lowered to 34% or at these levels or 122 students achieving below the standard. The results for 2014 are beginning to show a greater degree of acceleration with the lower and upper students. This will be as a result of the development of the mathematical learning inquiry. At this point it is difficult to be precise as only 4 of the 12 classroom are using this delivery style. 2015 will see a larger number of students</p>	<p>Teachers became more focussed and skilful in identifying individual student needs and targeting these in the class room programme.</p> <p>Teaching teams had target groups of priority students who were constantly in the spotlight and their learning monitored.</p> <p>Teachers were expected to and engaged in their own professional inquiry to improve their own skill set in meeting their student's needs.</p> <p>The quality of evidence based teaching in each classroom contributed significantly to student self-efficacy and achievement.</p> <p>There is a systematic approach school wide in tracking every student's progress against national standards.</p>	<p>The learning of the students involved in the Dr Bobby Hunter will be analysed carefully. In 2014 we will finally have more access to her. 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>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 / Pasifica 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)  More equipment was purchased and further professional development provided to allow for concrete experiences when learning new concepts.</p> <p>This year we have developed a set of tasks which illustrate the standards for all of the concepts needed to be mastered. This will assist teachers in making judgments on students learning, with students who do not test well in the paper and pencil testing situation.</p> <p>In depth teaching in classes allow students' time to discuss concepts and make learning their own.</p> <p>The use of figure it out books on a regular basis allowed students to collaboratively solve problems</p>	<p>experience this, but it will take most of the year before the teachers will become highly effective at this delivery style. There have been no negative results from this change over. Students show a great deal of enthusiasm for mathematics in this type of learning and they are the people in the room being active participants not passive listeners.</p> <p><b>Year 8 mathematics</b>  This cohort completed the year with 88.3% of the cohort at or above the standard. 189 students sat in the above or well above bands. This cohort in 2013 as Year 7's saw 80% achieve at or above the standard so acceleration has occurred here.  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 &amp; 8, are to be commended for their persistence even when doubt clouded their vision and the hard work, meeting once a week, became a necessity. P.A.T's in March 2015 showing this year's, year 7's and next year, year eights – same students will endorse this. In 2013 in year 8 we had 90% achieve at or above the standard</p> <p><b>Maori</b>  This group ended the year with 77% at or above the standard.  <b>At year 7</b> 23% were at or above the standard with 8 students being in the well above band.  This cohort began the year with 31 year 7 students in the below and well below, now in November there are 18 students.  <b>Year 8</b> had 25 in these lower bands and in November we see, 16 students. 59 sit in the at, or above bands of achievement.</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>We will continue the strategies used and interventions introduced in 2013.</p> <p>Maori and Pasifica students will be a particular target group for 2014 and the additional strategies implemented:</p> <p>Professional learning on Tataiako (teacher cultural competencies) continued.</p> <p>Ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Maori students.</p> <p>Identification of these students when gathering data and tracking progress.  Powhiri to be part of all welcomes to our school.</p> <p>Every child and staff member has a pepeha.</p> <p>All Maori students have their whakapapa identified on a map of New Zealand and understand where their iwi is located. All students have their cultural roots (whakapapa) identified on a world map.</p> <p>Tikanga Maori is acknowledged and valued school wide.</p>
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<p>involving mathematical concepts.</p> <p>Specific identification and tracking of these students in team reports brought these students into focus for the teachers.</p> <p>9 teachers were involved in a pilot programme based on Dr Roberta Hunter's research in South Auckland and with her mentoring. These teachers delivered mathematics based upon problem solving and students functioning as a learning community in the truest meaning of this learning organisation.</p>	<p>This pilot programme resulted in the highest engagement levels and ability of students to discuss their learning.</p> <p>As yet these teachers are not yet fluent enough in knowledge and skills to see the results of this programme in our school wide data.</p>		
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**Planning for next year:**

All of the above as for reading and writing plus:

Teacher Only Day is around progressions that students take in the learning of Mathematics. This will assist teachers and the school to identify next learning steps for students more accurately and ensure that Over All teacher Judgments are as accurate as we can make them. The professional development involving teachers working with Dr Roberta Hunter on the development of Communities of mathematical Inquiry will be expanded school wide.

As the number of teachers in the mathematical learning community increases, so will the achievement of students in mathematics continue to rise.

There will be a large group of teachers being supported with their learning inquiry in this area. A teacher on the site will also assist with this. All team leaders are now using this delivery style. This will allow for the planning of the problems which is critical for an effective delivery and therefore quality learning opportunity, to be carried out in the second block of release rather than teachers being expected to have twice weekly meeting nights. There will be release components built into the school days to assist with this.

Some facets of the mathematical assessment that is carried out are not in this report. They are the GLOSS – mathematical strategies, IKAN – knowledge component and the basic facts and tables. All important in their own right as contributors to the student's' mathematical success. The outcomes of these areas are shown by the levels achieved by the students. For the students who are achieving in the lower bands, the basic facts and tables, the knowledge that is required to be on instant recall, and the strategies that assist children to complete mathematical operations more effectively, will be the areas of need for these students.

**Declaration:**

**This 2015 – 2016 Charter was ratified by the Otumoetai Intermediate School Board of trustees at their meeting held:**

***26 February 2015***

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

\_\_\_\_\_ Principal