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School Number 1878
School Motto
“Hope Strive Achieve”
Kia oke ngātahi tātou, ka eke ate taumata o angitu
When we strive as one, we ascend the pinnacles of success

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

Otumoetai Intermediate School Charter 2020

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

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

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

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

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

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.

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 is obligated and committed to:
1. Fulfilling all the requirements set out in the National Education Goals
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3. Delivering the curriculum to all students in a balanced programme as outlined in the National Curriculum Statements.
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.
- Having a sense of belonging.
- 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 our 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.

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.

Deliberate actions for high student achievement:

- Unrelenting focus by all staff, students and parents on high levels of achievement.
- Entrepreneurial approach to school organisation and culture.
- Learning that is connected to the students’ real world, e.g., e-learning.
- All students develop challenging goals to ensure progress.
- All students being given frequent verbal and written 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.
- School wide focus on teacher pedagogy and heutagogy.
- Differentiated Professional Learning for teachers.
- Teachers actively engaged in independent teacher inquiry and knowledge building.

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.
- Māori learning as Māori
- Key competencies.
- Values.
- E-learning.
- Emerging adolescent developmental stages.
Strategic Plan 2019-2021

Strategic Goals

Strategic Goal 1.
All students will experience effective learning in a positive environment.

1a) To increase the number of students achieving at or above expected curriculum levels in Reading.
1b) To increase the number of students achieving at or above expected curriculum levels in Writing.
1c) To increase the number of students achieving at or above expected curriculum levels in Maths.
1d) To increase the number of Maori students achieving at or above expected curriculum levels in reading.
1e) To increase the number of Maori students achieving at or above expected curriculum levels in Writing.
1f) To increase the number of Maori students achieving at or above expected curriculum levels in mathematics.

Kāhui Ako: Achievement challenge:
For at least 85% of our year 7 and year 8 students to achieve at or above their appropriate NZC level in reading. To lift and accelerate the students who have entered school below and well below level 3a in the curriculum.

2a) To strengthen communication between home and school so that all students are supported by home and school in their learning.
2b) To develop communication between home and school so that Māori students are supported by home and school in their learning.
2c) Teachers to develop effective interactive communication processes for their class (s)

All parents are actively encouraged and engaged in two-way interactive communication with school. Māori parents in particular have a greater involvement with their child’s learning.
Strategic Goal 3:
The school will recruit and enable staff with the ability to meet school expectations.

3a) Teachers engage in professional readings and learning conversations with their colleagues which lead to personal reflection and development of professional practice.
3b) Teachers use inquiry to identify and meet their professional learning needs.
3c) Teachers use formative practice to meet the needs and interests of their students.
3d) Teachers shall develop communication between home and school to support student learning and well-being.
3e) Teachers will take an active part in the individualised professional learning process with self-improvement being a priority.
3f) Staff welfare will be monitored and reported at each Monthly board meeting.

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

1. Students demonstrate high levels of ICT use in their learning.
2. Clear focus school wide and for individual students, evident on core skills in reading, writing and mathematics.
3. Each student experiences learning in practical life skills including self-sufficiency.
4. Key competencies integrated at all levels of school life.
5. School Health curriculum includes cyber safety and this is taught regularly under our Keeping Safe programme.
6. Students are creative and critical thinkers.
7. Students show they are independent and able to manage themselves.
8. Students show they care for and have empathy towards others.
9. Students feel included through school wide recognition and acknowledgement of their individual culture. (Kāhui Ako Achm’t Challenge)
Strategic Goal 5:
The school will ensure all students are given opportunities to develop to their full potential.

5a) Each student has a strong voice in his or her learning.
5b) Regular feed-back and feed-forward is given to each student orally and in writing (student workbooks) Each student is provided with regular, evidence based purposeful and direct instruction.
5c) Every student is made to feel valued. Culturally responsive pedagogy is evident in every class room.
5d) We will strive towards targeted opportunities for each student to develop their full potential.

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.

Strategic Goal 7:
The school will seek ways to be innovative and develop a culture of self-improvement.

7a) Teachers and students to have access to quality ICT and software to support their teaching and student learning.
7b) Teachers and students become proficient with mobile learning devices integrated in student learning.
7c) Entrepreneurial approach to school organisation and culture
   Learning that is connected to the students’ real world e.g.: e-learning

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

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 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.
NAG 1: Curriculum: Raising Student Achievement

- **Our focus** will be on what our students need to thrive in the future, moving from a 19th century education to a personalised student led 21st century learner approach that develops the gifts and talents of all our students.

- Develop each teacher’s skill and knowledge by involvement in a differentiated personal inquiry approach, based on identified need. Each focus below will apply to only those teachers with an identified need.

- Continue to develop teacher ability to effectively manage a learning environment, gather diagnostic data against succinct learning intentions and success criteria. This will be the foundation for future planning and track student progress.

- Continue to develop teacher skill when in-depth teaching in questioning, deliberate acts of teaching and deepening the level of student thinking.

- Continue to develop teacher and student knowledge around identification and articulation of clear learning intentions and success criteria and the learning caused for students.

- **Continue to develop teacher knowledge in the teaching of writing. (Kāhui Ako achievement challenge)**

- Continue to develop teacher skill and knowledge around the delivery of an integrated curriculum moving into a model of inquiry.

- Continue to develop teachers’ skill and knowledge in delivering a mathematics programme that is based on problem solving and the research of Dr Roberta Hunter from Massey University.

- **Continue to develop teachers’ skill in writing instruction with Write That Essay Team’s assistance. (Kāhui Ako achievement challenge)**

- Continue to develop teacher knowledge and skill in technology.

- Participate in the Otumoetai Community of Learners/ Kāhui Ako with our contributing schools and nearest secondary schools.

- **Key competencies** will be evident and embedded in all of the curriculum areas. Diagnostic data will be gathered around student’s progress with these.

- Continue to develop and provide quality learning opportunities in all curriculum for our Gifted and Talented students.

- Provide effective teacher aides to support the learning of students in the special needs clusters.

- **Further develop inclusive practice by all personnel in the school. (Kāhui Ako achievement challenge)**

- The multilit programme to continue to accelerate and support those students achieving well below the expected standard in reading.

- The Booster class to continue to accelerate and support the students below expectation in reading and mathematics. Term 1. and 3. Year 8. Term 2 and 4, Year 7.

- **A focus on Learning Support and Maori students will continue to be part of the learning conversations that are a major component of the weekly team meetings. (Kāhui Ako achievement challenge)**

- Success in all areas of the curriculum will be celebrated at class, team and whole school level.

- Information evenings will be held to deepen the understanding for our parents of what 21st century education need to look like.

- Reading and Mathematics evenings to inform and enhance parent ability to support the learning of those students who need an accelerated learning programme.

- “Reading Together” Parental training sessions for those parents of students requiring accelerated learning.
Each classroom 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 or above the appropriate curriculum level in reading, writing, and mathematics.
- To develop student metacognition/voice.
- To value and enhance the diverse characteristics of our students.
- To develop the emerging adolescent.
- For the curriculum to connect more to the lives of our students in order to be more meaningful e.g., the use of social media.
- To move towards an integrated/inquiry approach.

1. Strategic Reviews

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

Learning

Community survey carried out in 2018 and Te Ao Māori Research Project conducted by Jodie Robertson et al. These form the basis for our strategic plan moving forward and are 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, Māori whanau, Iwi, International Student group.
- Review of research and exploration of an Integrated Curriculum approach by a group interested in developing this within their classrooms.
- A working party to be formed to research and develop ideas for the use of social media for learning and communication in all areas.

Pastoral

- Education Review Office on a scheduled basis.
- Staff climate surveys and dialogue meetings.
- Annual consultation with contributing schools and college.
- Parental consultation and meetings with appropriate stakeholders.
**Students Strengths and Learning needs**

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.
7. Incorporate feed-back from students, whanau, Iwi, Kāhui Ako

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

1. Teacher strengths and needs identified.
2. Feedback given individually on review of progress after each observation by Assistant Principal or Deputy Principal.
3. Mentoring coaching.
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 Assistant Principal, 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.

**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.
7. Meeting with parents organised e.g. reading / mathematics meetings to assist readers having difficulty and to establish a home school relationship.

**Teacher Engagement in Professional learning**

1. Whole school and Kāhui Ako PLD to enhance identified needs in terms of curriculum knowledge and skills.
2. Teacher strengths used to support others.
3. Staff meetings to moderate and discuss student learning.
4. Discussion and collaboration between teachers.
5. Professional learning conversations at team meetings around reflection and review of actions and programme development.
6. Meetings, observations and moderation of learning with contributing schools and college.
7. Teacher observation of others as part of the coaching / mentoring.
8. Participation in Kāhui Ako PLD provision: Dr Roberta Hunter. Maths  
   Dr Ian Hunter. Writing  
   Teacher Only Day workshops

**Students Engagement in new learning**

1. 80% or greater student engagement at any given time in the learning.
2. Student reflection on their own learning.
3. Students able to articulate their needs and the success criteria to meet these.
4. Feedback / forward reflected and acted upon by students.
5. Peer assessment / review occurring against identified success criteria.
6. Parental learning / mathematics evenings to support student engagement in the learning.
7. Behaviour support (deputy principal, student support teacher, kawhakahaere, and school liaison RLB.) constantly reflecting and reviewing on student behaviour and making changes to actions as appropriate.
8. Kāhui Ako Learning Support implemented
9. An approach using Integration of the curriculum under development to enhance student engagement.
3. Emergent Reviews

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

**NB:** The Kāhui Ako has identified a need to focus on student hauora and wellbeing across all Kāhui Ako schools. This work is being led by a subcommittee coordinated by Zara McIndoe from Otumoetai Primary School in association with Dr Ro Parsons, ERO.

Some that regularly occur are:

- Education Outside the Classroom currently being reviewed as result of new Government $150.00 donations opt in scheme.
- Sports - Immediately after the event is held.
- Behaviour in the playground as these is identified either by staff, students or teams.
- The Arts – Annually and also after the events. May be all staff, or groups interested to participate or at team meetings with Principal in attendance.
- Learning areas such as technology will be through group dialogue / discussion involving teachers involved e.g. laptop classes or technology specialist area technology teachers.
- Gifted and talented student learning. Teachers with those groups in their classrooms meet to reflect and review on a regular time schedule.
- Emotional environment – promoting a safe environment for all on the school site.
- Health and safety systems and procedures including records kept.
NAG 4: Finance and Property

- Audit 2019 accounts.
- Monitor 2020 budget.
- Monthly treasurer reports at BOT meetings.
- Prepare 2020 budget in line with 2020 school operational plan.
- Fund approved priorities of 2020-refer to 2020 budget.
- Education services used as finance service.
- Board property subcommittee to prepare strategic plan for school property.
- Implement new 10Y Property Plan and 5Y Property Plan.
- Fund and construct a new outdoor arena in form of canopy over top astroturf.
- Conservation Area Development Project continued.
- Programmed Maintenance contract continued.

NAG 5: Health and Safety:

- Ensure Health and Safety Plan complies in full with legislation to guarantee the safety of students and employees.
- Active participation by all staff in health and safety discussions and procedures.
- Health Community Consultation conducted in May 2020 and sexual 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.
- Learning Support Coordinators and MiCAMH’s clinicians integrated further into pastoral care practices and support.

NAG 6: Policies and Procedures

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

New Zealand Cultural Diversity

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

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

The Unique Position of the Maori Culture

- All staff members are expected to develop an awareness of Tikanga Māori (Maori culture and protocol) and Te Reo Māori (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 Māori (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 Pohiri to welcome year 7’s at start of year and visitors /international students throughout the year.
- Students individually place their iwi affiliations on a map of New Zealand. Followed up with whakapapa sessions with Kaumatua and other resource people in community.
- The further development of Te Ara Poutama assisted by senior students from Otumoetai College and Te Wharekura o Mauao.
- The introduction of new award ribbons to recognise Te Reo and Tikanga acquisition by students.
- The employment of a kaiarahi I te reo full time to assist with the development of Te Ao Māori school wide.

What will the school do to provide instruction in Te Reo Māori (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 and or provide opportunities for regular workshops in Te Reo Māori immersion.
  - A Kaiarahi I te reo to deliver Te Reo regularly to all classes.
  - Refer students to Tauranga Intermediate bilingual unit or
  - Provide Te Reo through correspondence or other online providers.

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

- Encourage parents of Maori students to become a Board of Trustees member
- Maori community consulted in various ways
  - Report evenings
  - Parent workshops
  - Newsletters
  - School events involving students
  - Informal dealings with families
  - Maintaining open door practice encouraging families to approach the school
- Kapa Haka Group
  - The Kapa Haka group performing to the school, wider community and guests on a regular basis.
- Community of Learning
  - The school will work closely with Aramahou Ririnui, Kāhui Ako: Across school teacher in strengthening our culturally responsive pedagogy.
  - The school will work closely with Bobby Ketu, HOD Maori at Otumoetai College and his team.
  - The school will liaise closely with iwi representatives and Whanau reference group to build on Māori initiatives to date and implement recommendations from Jodie Robertson’s research.
How we did in 2019

Reading, Writing and mathematics.

Discussion:

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

At Otumoetai Intermediate, a major area of strength is the ability of our teachers to accelerate student learning and achievement levels over the two years they attend our school. A significant number of year 7 students enter our school in reading, writing and mathematics below or well below national standards. The following graphs demonstrate the gains made by the 2019 year 8 students as a group from their entry in 2018 to exit in 2019.

By the end of year 8, the school has met its target of 85% of students graduating at or above the expected curriculum level in reading and mathematics. We fell short of our writing target with 81% of our year 8 students at or above expected curriculum levels. This is still a 5% lift from the previous year’s writing results and could well be a reflection of the PLD undertaken by teachers within the school and the wider Kahui Ako with the “Write That Essay” mentors.
As our Year 8 students graduate from school, the data shows 87% of those students are at or above the expected curriculum level for the end of the year.
This year we have used the content of the “Write That Essay” programme developed by Dr Ian Hunter, Auckland University and The progress and Achievement Tool developed by the Ministry of Education (PaCT) to assist teachers to make their judgements on student learning. This is a rigorous and robust method of assessment with specific aspects that need to be mastered before moving on to level 5 in the curriculum.

As the year 8 students graduate from our school, our school wide data shows 81% are at or above expectation in writing using Observed Teacher Judgements (OTJs).

88% of all girls achieved expectations.
75% of all boys achieved expectations.
As the year 8 students graduate from our school, our school wide data shows 85% are at or above expectations in mathematics.
Commentary: Summary of learning analysis

Overall, the student data shows that it has been another productive year of learning for the majority of our students. It has also been a year that has been very busy for teachers. This has involved teachers becoming fluent in the content of the PaCT assessment tool in writing and in reading. Staff are now using the PaCT tool in these two core subjects to direct the next steps in their students’ learning. The ‘Writer’s Scorecard’, introduced as part of the “Write That Essay” program, has added clarity for students around their personal aspirational goals in writing and the Scorecard has also been used in conjunction with PaCT to assess student progress.

For mathematics, PACT will become a focus in 2020.

Outcomes for students have been satisfactory. However, some areas have been identified as requiring further discussion at team leaders and staff meetings in early 2020. With the emphasis of PLD being on writing and maths over the last 3-4 years, there is a concern that reading programs have taken a ‘backseat’ and are not as robust as they need to be. While reading results do not indicate there is a problem, there is a feeling amongst team leaders that reading programs need to be looked at in 2020 to ensure they are robust and that reading skills are being taught. To achieve this, two senior teachers have been appointed ‘Within School Teachers’ with their initial task to identify areas of weakness in school reading programs and then to work with teachers to make improvements.

There have been many discussions around moving to a delivery style in reading similar to that currently being used in mathematics. This may well include looking at some mixed ability grouping for reading, however, this will need careful consideration and monitoring. Writing already has some similarities to this with students working in groups, discussing and making school learning their own.

There is research to suggest that there should be a move away from grouping students in a way that has a strong negative effect on their self-efficacy. The research tends to show that it is very detrimental for all students including higher achievers to be grouped by ability. As a school, we are generally moving towards reducing the amount of ability grouping that occurs and the stigma that is attached to it for many of our students. However, it is considered that there are times when ability grouping is practical for teachers and necessary for students, and that a ‘one size fits all’ approach is not appropriate. What we do need to do is to build resilience and persistence in our students.

Purpose driven learning is beginning to develop across the school and students are beginning to show transfer of learning from the knowledge and skills teaching sessions, to application when meeting an identified purpose. For writing in particular, we are expecting to see evidence of an improvement in writing across the curriculum as a result of the ‘Write That Essay’ program.

It has also been identified that PaCT results trend below results attained by students in PAT testing. It is likely to still take a few years of consistent use of the tool for teachers to become adept at using it. To date, teachers have taken a cautious approach when using PaCT to assess their students. It can also be said that the breadth of PaCT in terms of its coverage of the curriculum was eye-opening for teachers and has identified areas that were not well covered or only partially covered in programs. To give teachers more surety when making OTJs, team
leaders have asked that e-asTTle reading and maths online assessments be reintroduced for 2020 as a summative assessment tool. The online e-asTTle is easy for students to sit and does not require teacher time to mark. The e-asTTle results can form part of a triangulated data set, alongside PaCT and PAT, which will enable accurate OTJs to be made.

Major focus for growth in 2020 will be:

- To integrate the new Digital Technologies Curriculum into the school.
- To strengthen the community approach to maths learning by rigorous discussion in and focused direction from Monday cohort maths meetings. To induct new teachers to the school into the DMIC approach of delivering a maths program.
- To ensure all teachers are up-skilled in how to use the Mangahigh resource to supplement their maths program and to extend their students at all levels of the curriculum.
- To introduce PaCT maths to the assessment regime and to ensure teachers are given opportunities to up-skill themselves as to the content of the tool and how to use it to direct their teaching. To ensure students have a clear understanding of the knowledge and skills required to be learnt in maths.
- To grow the skill base of our Within School writing teachers and to use PLD to broaden the knowledge base amongst teachers in the school so that we have a core of highly trained professionals within our school who can assist with and model excellence in the teaching of writing.
- To identify areas of weakness in school reading programs and provide PLD in this area from within our own school.

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

As in recent years, the two year journey for students at Otumoetai Intermediate has resulted in an acceleration of learning for many of those students. This has occurred for all academic ability groups including those for whom accessing the school curriculum is difficult and also for those students who demonstrate high ability. The Mangahigh resource has been introduced to maths programs and has proved an effective tool to extend our gifted maths students into level 5 of the curriculum and beyond. The following graphs show the significant percentage of students achieving in the upper stanines (stanines 4 – 9 represented by At and Above percentages) as they graduate from our school. In particular, the mathematical learning community approach has seen a large number of students move into high levels of achievement over the two year period.
Students with Learning Support Needs

For students entering our school who were functioning in level 2, learning has been tracked very carefully. All of these students are part of the groups within the classrooms that receive support from a teacher aide or a part time teacher for at least part of the day. The initial focus is on literacy and moves into mathematics once the student can function independently in literacy. The multilit program was extended this year to provide struggling readers with an opportunity to partake in read aloud/book discussion sessions with our multilit teachers. This has shown some initial success and will be continue with in 2020.

In 2020, we are trialling a year 7 class in which a large group of dyslexic students have been grouped for learning. It is hoped that having these students in the same class will allow teachers to better target their needs. The new learning support coordinator will work closely with the teachers in this class to provide appropriate training and resources to best serve the learning needs of these students. A major focus with these students is to build self-efficacy as without this the students often do not make the progress we would expect.
**Reading:**

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

**Writing:**

With the kahui ako’s focus on writing over the last 2-3 years, it is expected that the new 2020 year 7 cohort will have made good gains in their understanding of the writing process. The Kāhui Ako Year 4 reference group that has had their writing progress tracked since 2017, will enter our school in 2020 as year 7s. We will be able to compare the progress made by this group of students with the writing ability of students from our non-contributing schools who have not been exposed to the ‘Write That Essay’ program. This should provide an excellent measure of the effectiveness of that program. Being able to write in groups, taking the burden of writing away during skill based sessions, and providing relevant and culturally responsive writing tasks have resulted in much higher engagement by students, particularly Maori boys.

**Mathematics:**

The delivery of mathematics using a learning community (Dr Roberta Hunter) has assisted the learning for students. This approach has increased the engagement of students through mathematical discussion of problems. Students are encouraged to question each other and to seek clarification if they do not understand what is being discussed. This has had a positive impact on lifting their status in the classroom where they are beginning to see themselves as contributors to class discussions and are therefore perceived by other students as capable learners.

Understanding of place value (normally learnt at year 3/4) is still an issue for many students entering our school. Instant recall of basic facts is also a problem and hinders progress. The development of the mathematical learning community is resulting in a higher rate of acceleration for those students than we see with a more traditional approach. The addition of the Mangahigh resource has also been of benefit as it provides opportunities for students to practise times tables and place value using fun games in which they can both challenge themselves and challenge others.

Within the school, we have a number of teachers who are very experienced in delivering the DMIC program. They have received extensive training from the DMIC mentors over a number of years. We feel confident that these teachers provide a suitable “in school” resource to train new staff members and to mentor other staff that are newer to the school. PLD will therefore be provide in-house from this point on. We are fortunate that a number of teachers have expressed an interest to sit a Masters paper in DMIC in the coming year. The school has agreed to assist, in part, the cost of this for the teachers involved. This is not only positive for the teachers’ professional future, but will also ensure that more teachers in the school are expert at delivering DMIC, and that the most up to date practice in DMIC is maintained in our school.
Opportunities provided to all students

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

There is a robust and challenging sports programme that involves all of our students with opportunities provided in 27 different sports. At an elite level, the school achieved the 4th highest medal tally at the 2019 ANCHOR AIMS GAMES National Sporting Championship and 4th place overall out of 327 schools.

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

All students experience specialist teaching in ICT, visual arts, music, drama and dance, hard materials, electronics, soft materials and food technology during their two years at our school. Additional opportunities are provided in digital media, robotics, 3D printing, languages, literacy, and mathematics - including access to competitions in a number of these.

We encourage all students to experience as wide a variety of options as possible during their two years at Intermediate and to develop their key competencies. There is an ongoing emphasis on developing student self-efficacy, the key competencies, and the values that lead to increased student achievement across the curriculum as a whole.
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 is 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 and collaboration are the dominant learning strategies (for students and teachers).
- 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 what will make the most difference to student self-efficacy, sense of belonging, growth mindset and resilience. This will result in a new way of thinking, feeling and behaving.
We need to consider the research as follows:

• ‘the greatest effects of ability grouping are to disrupt the learning community, socially ostracise some learners, and compromise social skills… Effects on minority students are much more serious…’ Hattie et al (2017)
• Around a third of the achievement effect in mathematics attributed to low socio-economic status lies with stratification policies affecting opportunity to learn. Schmidt et al, 2015
• ‘early tracking increases educational inequality … there does not appear to be any equity-efficiency trade-off’ Hanushek et al. (2006)
• system driver of bullying in NZ education
• ‘Stop early tracking’ OECD (2014) message to New Zealand policy makers


Professor John Hattie concluded:
‘There is no evidence to suggest that rigid ability grouping over long periods of time will yield breakthrough results. The effect size of ability grouping is negligible in terms of impact, yet it remains common in many schools. As typically implemented, the greatest effects of ability grouping are to disrupt the learning community, socially ostracise some learners, and compromise social skills… Effects on minority students are much more serious, with more minority students likely to be in lower ability classes, destined to low performance based on low expectations, and often with the least effective teachers.’ (p. 228).

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) and have a sense of belonging in our school.

TO ACHIEVE THIS WE WILL:

- Find every opportunity to lift the status of every student in every class throughout their day.
- Find every opportunity for inclusion in the way we do things in class and school wide.
- To minimise or eliminate any form of labelling students by ability in the learning process thus creating greater equity in accessing the curriculum.
- Focus on the teaching, learning and inclusion, not the measuring of students.
VARIANCE REPORT ON TARGETS FOR STUDENT ACHIEVEMENT
2019
### Analysis of variance

Outumoetai Intermediate School. MOE Number: 1878

<table>
<thead>
<tr>
<th>Focus:</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic aim:</strong></td>
<td>For all students to be fully engaged in their learning and for at least 85% achieving at or above curriculum expectation in reading. Our aspirational target is 95%.</td>
</tr>
<tr>
<td><strong>Annual aim for 2019:</strong></td>
<td>For 85% or more of our students including Maori and Pasifica to be achieving at or above expected curriculum level and to lift and accelerate the learning of students who entered the school below or well below the expected curriculum level.</td>
</tr>
<tr>
<td><strong>Baseline data Feb, 2019:</strong></td>
<td>The year 7 cohort saw 76% of the students enter our school in 2019 at or above expected curriculum level. The year 8 cohort saw 77% of the students commencing 2019 year at or above expected curriculum level.</td>
</tr>
<tr>
<td><strong>Targets 2019:</strong></td>
<td>85% of the Year 7 cohort to be reading, responding to, and thinking critically about texts in order to meet the reading demands of the New Zealand Curriculum at high level 3 and working towards level 4. 85% of the Year 8 cohort to be reading, responding to, and thinking critically about texts in order to meet the reading demands of the New Zealand Curriculum at mid to high level 4.</td>
</tr>
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| 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, being culturally responsive Introduction of the PaCT tool for assessing student progress in reading. Incorporation of the PaCT tool into teacher planning. All students develop challenging goals to ensure progress (students becoming more aware of | **At year end:**  
Year 7: a total of 82% students were at or above expected curriculum level. (6% gain from the start of the year)  
Year 8: a total of 87% students were at expected curriculum level. (10% gain from the start of the year) – Target achieved  
Maori Learners: | **Overall:**  
All students made accelerated gains over their two year journey at OIS. Our biggest challenge continues to be accelerating the progress of our Maori learners. We are hoping that the Action Plan established as a result of Jodie Robertson’s research project will begin to address this concern over time.  
Year 7 Maori  
The biggest challenge in accelerating these | We will continue the strategies used and interventions introduced in 2019. Maori and Pasifica students will be a particular target group for 2020 and these additional strategies implemented:  
Implementation of the year 1 Action Plan for Maori Achievement developed from the substantial investigations of Jodie Robertson into Maori Achievement on behalf of the kahui ako in 2019. Identification of Maori students when gathering data and tracking progress. |

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At year end:  
Year 7: a total of 82% students were at or above expected curriculum level. (6% gain from the start of the year)  
Year 8: a total of 87% students were at expected curriculum level. (10% gain from the start of the year) – Target achieved  
Maori Learners:
progress markers laid down in the reading PaCT). 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.

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. Multi lit has been extended to provide small group read aloud/book discussion sessions to further engage struggling readers.

We continue with 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.

Dedicated booster classes will continue for students below national standards in reading. 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.

| Year 7: a total of 65% of Maori boys were at or above expected curriculum level. (2% gain from the start of the year) |
| Year 7: a total of 76% of Maori girls were at or above expected curriculum level. (13% gain from the start of the year) |
| Year 8: a total of 78% Maori boys were at or above expected curriculum level. (19% gain from the start of the year) |
| Year 8: a total of 81% Maori girls were at or above expected curriculum level. (8% gain from the start of the year) |
| Two Year Results (Feb 2018 year 7- to Nov 2019 year 8) |

Maori students: Teacher judgment for the year 8 Maori students overall, shows on entry in February 2018 as Year 7’s 39% (30 students) were sitting at WB/B. In November on exit from the school as year 8’s, this has decreased to 22% (17) students.

All Students: On entry in year 7 2018 there were 29% (108 students) in the WB/B range. On exit as year 8’s in 2019 this decreased to 13% (50 students).

students is changing their belief in themselves as learners. For 6 years they have failed in a school system that serves them badly. When the delivery changes to a collaborative / group style of learning, such as in the writing, and in mathematics we have more success. The deficit that needs to be addressed to move these students to a level where they can access the curriculum equitably is too big to achieve in two years. The communication norms as are the expectation in DMIC are the ones that would give substance to a delivery style for the reading as well. These students have the capacity to be excellent learners.

The way we teach reading may need to change as the experiences of our children have changed. This generation is gaining more information from visual sources than the written word and this needs to be considered.

We have appointed two experience teachers in the school as Within School Teachers with the specific task of looking at reading programs and ways that these can be improved. Part of this investigation will be to look at ways that work to engage low learners, in particular Maori boys. As referred to above, Jodie Robinson’s work will give us some better direction in this area.

Continuing the Powhiri as part of all welcomes to our school.

Every child and staff member has a pepeha and is able to speak it.

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.

Key competencies will be evident and embedded in all of the curriculum areas.

Our 2020 plan to enhance the Maori dimension in our school:

1. Implementation of the year 1 Action Plan for Maori Achievement developed from the substantial research project undertaken by Jodie Robertson into Maori Achievement on behalf of the kahui ako in 2019.
2. Kapahaka students will continue to receive tuition from Matua Takari Rewiti assisted by senior Otumoetai College students as part of their NCEA studies. This will be on every Friday from 2pm to 3pm. Our intention is for our kapahaka group to participate in the regional kapahaka competitions, something we have not done for some time. It is important for our school to have a face at these competitions.
3. Continue to host Te Ra Rehia, our Kahui Ako Kapahaka Festival.
4. Matua Takiri Rewiti, our new kahirahi, to work with staff on strengthening our culturally responsive pedagogy and teacher and student understanding of Te Reo.
5. Continue student awards (ribbons) in Te Reo and Tikanga.
6. Continue the very successful pou tautua group sessions on Fridays and look to extend this.
|   |   |   | opportunity to more students to enhance our Maori students’ self-efficacy, resilience and engagement in their learning.  
|   |   |   | 7. As a school we will identify and closely monitor Maori students and their progress against the Learning Progressions in the New Zealand Curriculum. |
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.
Focus: Writing

Strategic aim: For all students to be fully engaged in their learning and for at least 85% achieving at or above the curriculum expectation in writing. Our aspirational target is 95%.

Annual aim for 2019: For 85% or more of our students including Maori and Pasifica to be achieving at or above expected curriculum level and to lift and accelerate the learning of students who entered the school below or well below the expected curriculum level.

Baseline data February 2019: Year 7: 64% students entered the school in February 2019 at or above expected curriculum level in writing. A large number of incoming year 7 students were still unable to clearly explain what a sentence is and unable to show an understanding of the required skills that make a fluent and effective writer. There was however an improvement shown from the previous year’s incoming cohort.

Year 8: 61% of the students commenced the 2019 year at or above expected curriculum level.

Targets 2019: 85% of the Year 7 cohort to be creating texts in order to meet the writing demands of the New Zealand Curriculum at high level 3 and working towards level 4.

85% of the Year 8 cohort to be creating texts in order to meet the writing demands of the New Zealand Curriculum at mid to high level 4.

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<tr>
<td>Unrelenting focus by all staff, students and parents on high levels of achievement</td>
<td>At year end:</td>
<td>Overall: This is the third year we have used PaCT Writing to assist with assessment of student progress. We have also used the Writer’s Scorecard developed by Dr Ian Hunter’s Write That Essay team. PaCT is much more robust and specific resulting in more stringent assessment against specific aspects in writing. Used in combination with the Writer’s Scorecard, teachers have far greater</td>
<td>We will continue to use PaCT as our primary means of assessing student progress in writing with the assistance of the Writer’s Scorecard. We will continue to provide PLD around the ‘Write That Essay’ program to our within school writing team and our newly appointed across school teacher. This will enable these teachers to provide support and mentoring to new or recently new teachers. It is also considered wise to create a wider group of teachers in the school who meet regularly to upskill themselves around the “Write That Essay” program. In this way, the school can reduce its reliance on outside PLD providers into the future.</td>
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<tr>
<td>Entrepreneurial approach to school organisation and culture</td>
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<td>Learning that is connected to the students’ real world (21st century) e.g.: e-learning, being culturally responsive. Continuing use of the PaCT tool for assessing student progress in writing. Incorporation of the PaCT tool into teacher planning. All students develop challenging goals to ensure progress (students becoming more aware of progress markers laid down in the writing PaCT and combining</td>
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<td>Year 7: a total of 77% students were at or above expected curriculum level. (13% gain from the start of the year)</td>
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<tr>
<td>Maori Learners: Year 7: a total of 54% of Maori boys were at or above expected curriculum level.</td>
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</table>
Maori / Pacifica students, writing teacher’s pedagogy We believe that a deeper understanding about how to assist their child to become more effective in the teaching of skills and knowledge for our students. While the decrease in the boys WB/B. is only from 92 to 72, we now consider our learning to be viewed as a two year journey as that is the time it takes us to build a foundation and begin to build on it. The work done by the year 7 teachers lays a foundation for accelerated learning to occur in year 8. Our greatest challenge is undoing habitual behaviours, however, we are hoping to see continued improvement in year 7 student writing on arrival as contributing schools have also been on the Write That Essay journey over the last few years. We look forward to assessing the difference the writing program has made when we compare this with the use of the Writer’s Scorecard to provide clarity of goals for students as well as aspirational goals in writing.

All students being given frequent verbal and written feedback and feed forward on their learning and achievement.

Parents beginning to receive personalised communication on student work and progress through the Seesaw app.

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.

Professional Learning for teachers, Teachers actively engaged in independent teacher inquiry and knowledge building.

Continuing with 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.

We have an unrelenting focus on the enhancement of teacher’s pedagogical knowledge in the delivery of writing programmes that accelerates the learning of Maori / Pacifica students.

All students entering our school, unable to clearly explain what a sentence is and unable to show an understanding of the required skills that make a fluent and effective writer, is still of concern although there has been a lift in the data this year in comparison to the previous two years. It is hoped that we will encounter a 2020 year 7 cohort with substantially more understanding of the writing process given the emphasis the Kahui ako has placed on writing PLD over the last 2-3 years. The areas of intensity, robustness and pace of programmes also apply. Teacher talk will continue to 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 development of the practise of running skills based workshops for writing, where students opt in to sessions when they know they have a need to work on a particular writing skill, is the ultimate goal for teachers in this subject. This will be a work-on for teacher development in 2020.

<table>
<thead>
<tr>
<th>Two Year Results (Feb 2018 year 7- to Nov 2019 year 8)</th>
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<tbody>
<tr>
<td>Maori students: Teacher judgment for the year 8 Maori students overall, shows on entry in February 2018 as Year 7’s 70% (52 students) were sitting at WB/B. In November on exit from the school as year 8’s, this has decreased to 29% (22 students).</td>
</tr>
<tr>
<td>All Students: On entry in year 7 2018 there were 58% (216 students) in the WB/B range. On exit as year 8’s in 2019 this decreased to 19% (73 students).</td>
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</table>

(8% gain from the start of the year)

Year 7: a total of 76% of Maori girls were at or above expected curriculum level. (20% gain from the start of the year)

Year 8: a total of 63% Maori boys were at or above expected curriculum level. (22% gain from the start of the year)

Year 8: a total of 85% Maori girls were at or above expected curriculum level. (20% gain from the start of the year)

clarity about each child’s progress in writing as judged against the Learning Progressions.

Year 7 Writing has traditionally been the area that shows the greatest deficit in our students arriving in our school. This deficit is greater in Maori students. Many learners who are very able readers, achieve well below in writing.

Once again, results show male, particularly Maori, sitting in the lower levels although not as pronounced as in prior years. Of the 36% (164 students) in the lower bands on entry to year 7, 72 were girls and 92 were boys. In Nov, the numbers have reduced to 23% being 39 girls and 70 boys.

The PLD that has occurred within the Kahui ako over the last three years is enabling staff to become more effective in the teaching of skills and knowledge for our students. While the decrease in the boys WB/B. is only from 92 to 72, we now consider our learning to be viewed as a two year journey as that is the time it takes us to build a foundation and begin to build on it. The work done by the year 7 teachers lays a foundation for accelerated learning to occur in year 8. Our greatest challenge is undoing habitual behaviours, however, we are hoping to see continued improvement in year 7 student writing on arrival as contributing schools have also been on the Write That Essay journey over the last few years. We look forward to assessing the difference the writing program has made when we compare this with the use of the Writer’s Scorecard to provide clarity of goals for students as well as aspirational goals in writing.

2. Kapahaka students will continue to receive tuition from Matua Takari Reweti assisted by senior Otumoetai College students as part of their NCEA studies. This will be on every Friday from 2pm to 3pm. Our intention is for our kapahaka group to participate in the regional kapahaka competitions, something we have not done for some time. It is important for our school to have a face at these competitions.

3. Continue to host Te Ra Rehua, our Kahui Ako.
year 7 writers from our contributing schools with those from non-contributing schools later in the year.

**Year 8**

On entry in year 7 2018 there were 58% (216 students) in the WB/B range. On exit as year 8’s in 2019 this decreased to 19% (73 students).

In 2019, the year 7s were better placed with only 36% (162 students) in the B/WB range.

The main factor that determined the level of achievement was the ability to construct a sentence that was grammatically correct. Our biggest challenge is to minimise incomplete and run on sentences. These often become entrenched as younger primary students attempt to write compound sentences. It can be seen by taking note of the 2019 year 7 data that we are beginning to see a rise in writing ability in this area. A consistent approach to teaching writing seems to be paying dividends but it is too early to state with certainty that this is a sustainable rise. Certainly, if the trend continues, we can attribute the positive growth in writing ability to the Write That Essay program and the hard work of teachers.

In November we have 19% (73 students) still unable to meet the criteria that will move them into the ‘At achievement level. However, gains have been made with many students in terms of planning a piece of writing and then being able to correctly sequence ideas, that are supported with additional information.

**Kapahaka Festival.**

4. Matua Takiri Rewiti, our new kahirahi, to work with staff on strengthening our culturally responsive pedagogy and teacher and student understanding of Te Reo.

5. Continue student awards (ribbons) in Te Reo and Tikanga.

6. Continue the very successful poutama group sessions on Fridays and look to extend this opportunity to more students to enhance our Maori students’ self-efficacy, resilience and engagement in their learning.

7. As a school we will identify and closely monitor Maori students and their progress against the Learning Progressions in the New Zealand Curriculum.
Organising ideas into paragraphs that have an introduction and conclusion has also been a focus. There has been a year 7-10 writing platform developed between the Intermediate and the College and this will be extended to a year 4-8 platform in 2020. The Intermediate and the College have been working together to ensure there is a clear understanding of what happens around writing in their respective schools and what each school can do to assist the progress of teaching writing. The same actions as outlined in the year 7 writing area apply to year 8 students as well.

PaCT and the Writer's Scorecard are being used to track achievement and they have broadened and deepened the curriculum. They will also ensure consistency of learning for all students, no matter what classroom they are in.

<table>
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<tr>
<th>Planning for next year:</th>
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</thead>
<tbody>
<tr>
<td>All of the above for reading but also to continue to implement Dr Ian Hunter’s Write That Essay program in the school. To provide further PLD to our within and across school teachers and to create a further group of teachers who will work with the aforementioned teachers to upskill themselves in the writing program delivery so as to offer an in-house expert mentoring team moving forward. This will reduce the school’s reliance on PLD from outside providers. To introduce the year 1 action plan for Maori achievement developed by Jodie Robertson to endeavour to lift Maori achievement across the school. To further track the incoming year 7 writing sample group and compare their writing result to those made up from a sample of students from the non-contributing schools,</td>
</tr>
</tbody>
</table>
### Mathematics

For all students to be fully engaged in their learning and for at least 85% achieving at or above the curriculum expectation in writing. Our aspirational target is 95%.

For 85% or more of our students including Maori and Pasifica to be achieving at or above expected curriculum level and to lift and accelerate the learning of students who entered the school below or well below the expected curriculum level.

**Year 7:** 70% students entered the school in February 2019 at or above expected curriculum level in Mathematics.

**Year 8:** 71% of the students commenced the 2019 year at or above expected curriculum level.

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

85% of the Year 8 cohort to be creating texts in order to meet the writing demands of the New Zealand Curriculum at mid to high level 4.

<table>
<thead>
<tr>
<th>Actions (what did we do?)</th>
<th>Outcomes (what happened?)</th>
<th>Reasons for the variance (why did it happen?)</th>
<th>Evaluation (where to next?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrelenting focus by all staff, students and parents on high levels of achievement</td>
<td>At year end:</td>
<td>The results show strong gains have been made this year and can be attributed to the emphasis on the mathematical learning inquiry taking place in classrooms.</td>
<td>The results for 2019 continue to show a good degree of acceleration with the lower and upper students. This will be as a result of the continuing development of the mathematical learning inquiry. In 2019 nearly all teachers have used the community maths model in classrooms although newer staff have taken time to adapt to the practice. There will be no more PLD from DMIC providers in 2020. It is felt that we have in our school teachers of excellence in DMIC and these teachers can be utilised to train and model DMIC for new teachers. The DMIC mentors in our school in 2019 were highly impressed by the staff they observed and feel that as a school we are able to sustain DMIC ourselves into the future.</td>
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<td>Entrepreneurial approach to school organisation and culture</td>
<td>Year 7: a total of 76% students were at or above expected curriculum level. (6% gain from the start of the year)</td>
<td>This year, the least movement was recorded with Maori males with only a 2% lift from the beginning of the year. In general, Maori students have tracked between 10% - 15% lower when compared to all student data. More work is needed to lift these results and it is hoped the research by Jodi Robertson, and the Action plan to be put in place in 2020, will start to address this problem</td>
<td></td>
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<td>Learning that is connected to the students’ real world (21st century) e.g.: e-learning, being culturally responsive.</td>
<td>Year 8: a total of 85% students were at expected curriculum level. (14% gain from the start of the year) – Target achieved.</td>
<td>Overall, the community maths approach is a success.</td>
<td></td>
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<td>Beginning to look at the PaCT tool for assessing student progress in mathematics. While we have not started assessing against PaCT, teachers have begun considering its content in maths meetings and have incorporated aspects of the tool into their planning. The PaCT maths tool will be introduced proper in 2020.</td>
<td>Maori Learners: Year 7: a total of 63% of Maori boys were at or above expected curriculum level. (2% gain from the start of the year)</td>
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<td>All students develop challenging goals to ensure</td>
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progress (students becoming more aware of progress markers laid down in the maths PaCT. All students being given frequent verbal and written feedback and feed forward on their learning and achievement. Parents beginning to receive personalised communication on student work and progress through the Seesaw app.

High expectations by the teacher of all students Effective learning in every class room The DMIC model for maths learning in the classroom is embedded. In saying that, teachers have been given flexibility to also use direct and purposeful instruction when required outside of the DMIC model.

Mangahigh resource – introduce to all classrooms in 2019 as a supplement to DMIC and to provide an opportunity for teachers to extend high learners as well as use the online tool for students to practise and challenge themselves in maths. 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 Professional Learning for teachers in DMIC Teachers actively engaged in independent teacher inquiry and knowledge building – A number of staff will be taking a masters paper in DMIC in 2020 (partially subsidised by the school).

We have an unrelenting focus on the enhancement of teacher’s pedagogical knowledge in the delivery of maths programmes that accelerates the learning of Maori / Pacifica students.

| Year 7: a total of 63% of Maori girls were at or above expected curriculum level. (13% gain from the start of the year) |
| Year 8: a total of 78% Maori boys were at or above expected curriculum level. (15% gain from the start of the year) |
| Year 8: a total of 78% Maori girls were at or above expected curriculum level. (13% gain from the start of the year) |

Two Year Results (Feb 2018 year 7- to Nov 2019 year 8)

Maori students: Teacher judgment for the year 8 Maori students overall, shows on entry in February 2018 as Year 7’s 42% (35 students) were sitting at WB/B. In November on exit from the school as year 8’s, this has decreased to 24% (18 students).

All Students: On entry in year 7 2018 there were 33% (126 students) in the WB/B range. On exit as year 8’s in 2019 this decreased to 15% (57 students).

The teachers are to be commended for their persistence with this style of classroom learning. Both teacher cohorts continue to meet each week to plan collaboratively and to go over and unpack problems for the week ahead. The introduction of the Mangahigh resource has added a further tool to extend high flyers and to give students and opportunity to practise maths skills and to challenge themselves to increase their maths ability.

The majority of teachers in the school have a solid grounding in DMIC and we have a number of expert teachers. It is envisaged that PLD around DMIC will cease and that training and modelling for new staff will be done in-house in future.

We are pleased that a number of teachers have expressed a desire to take a masters paper in DMIC in 2020. This will be partially subsidised by the school. This is exciting in that it will create a group of expert teacher within the school ranks and it will allow the most current thinking and practise around DMIC to be brought back to other teachers in the school. This can only strengthen school maths programs.

The Roberta Hunter pilot programme has empowered students to take greater control of the learning and has increased their self- efficacy and willingness to be engaged in a non- threatening manner.

The use of a booster class to lift and accelerate students learning also increased their self-efficacy and saw long term gains made for the target students.

The one area that appeared to be an issue with DMIC (A survey on DMIC was completed by staff this year) was in the extension of our high flying mathematicians. There had been rumblings that stronger mathematicians were frustrated at having to become “the teacher” for lower mathematicians. They felt they themselves were not being extended. To alleviate this concern, we introduced the Mangahigh resource, recommended by the College.

Used in programs in conjunction with DMIC, some students are now getting extended well into level 5 of the curriculum and feed-back from teachers is that there is a renewed enjoyment of maths for these students. They now feel challenged in the maths. We feel we have a more balanced maths program with some flexibility around DMIC (again a finding from the survey was a lack of flexibility around DMIC). We look forward with interest as to how the next two years of results stack up.

Key competencies will be evident and embedded in all of the curriculum areas.

Maori and Pasifica students will continue to be a particular target group for 2019 and the additional strategies implemented:

- Professional learning on Tataiko (teacher cultural competencies) continued.
- 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.

Our 2020 plan to enhance the Maori dimension in our school:

1. Implementation of the year 1 Action Plan for Maori Achievement developed from the substantial research project undertaken by Jodie Robertson into Maori Achievement on behalf of the kahui ako in 2019.
2. Kapahaka students will continue to receive tuition from Matua Takari Reweti assisted by senior
Otumoetai College students as part of their NCEA studies. This will be on every Friday from 2pm to 3pm. Our intention is for our kapahaka group to participate in the regional kapahaka competitions, something we have not done for some time. It is important for our school to have a face at these competitions.

3. Continue to host Te Ra Rehia, our Kahui Ako Kapahaka Festival.
4. Matua Takiri Rewiti, our new kahirahi, to will work with staff on strengthening our culturally responsive pedagogy and teacher and student understanding of Te Reo.
5. Continue student awards (ribbons) in Te Reo and Tikanga.
6. Continue the very successful poutama group sessions on Fridays and look to extend this opportunity to more students to enhance our Maori students’ self-efficacy, resilience and engagement in their learning.
7. As a school we will identify and closely monitor Maori students and their progress against the Learning Progressions in the New Zealand Curriculum.

**Planning for next year:**

All of the above for reading and writing but including the continued school wide implementation of Communities of Mathematical Inquiry as the predominant form of mathematics delivery.  
The reintroduction of the Mangahigh resource in all classrooms and the upskilling of staff as to how it can be best used for the benefit of our students. (PLD where required).  
The commencement of assessment of maths using PaCT in 2020.
Declaration:

This 2020 Charter was ratified by the Otumoetai Intermediate School Board of trustees at their meeting held:

Signed __________________________   Board Chair

_________________________________   Principal