

Te Atatū
Intermediate School
2019



Te Atatū
INTERMEDIATE SCHOOL

Te Atatū Intermediate

OUR MISSION:

Equipping students to stand tall: to be the best people they can be and as life long learners achieving at their personal best.

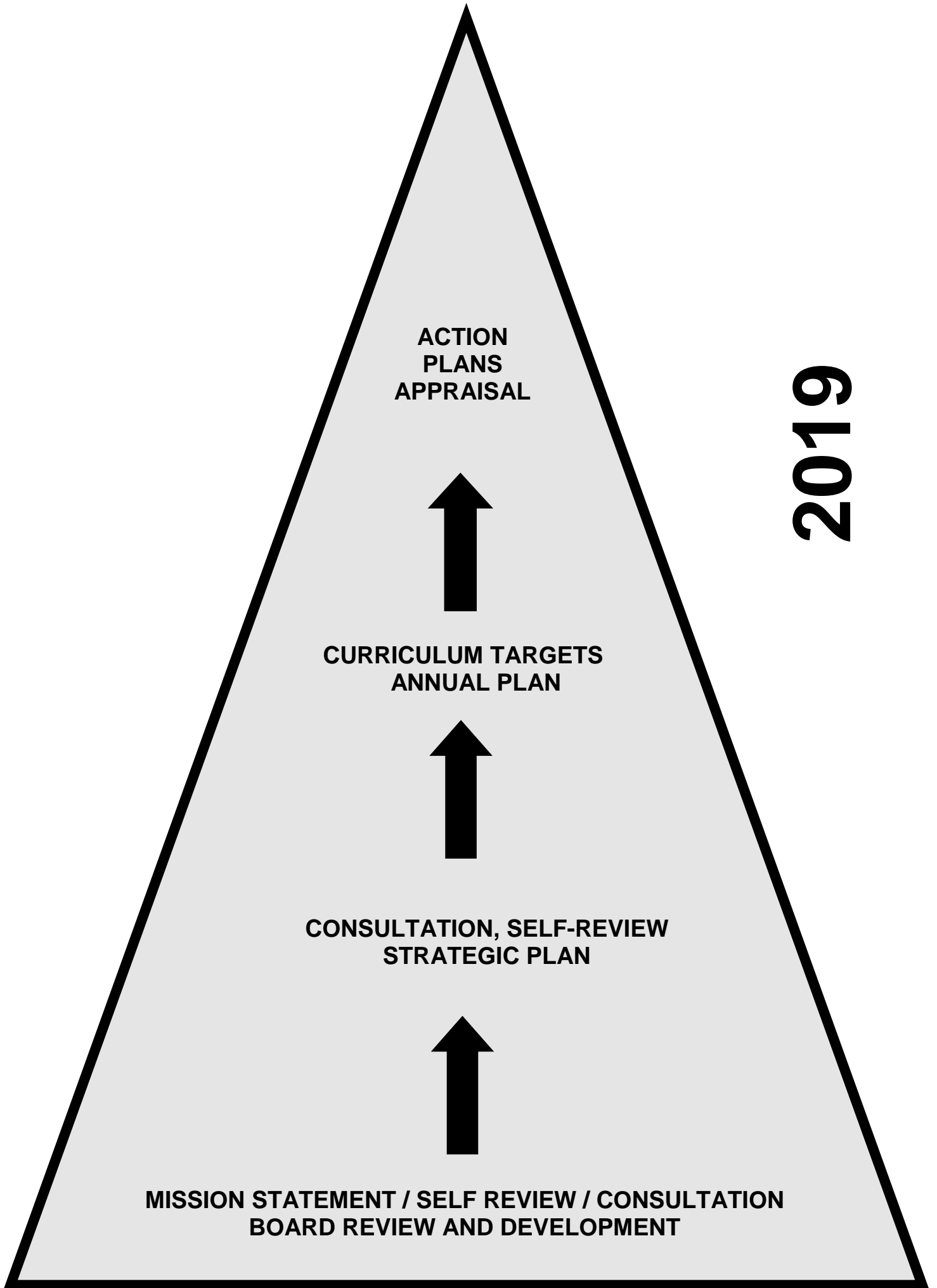
Me whakamana ai ngā tauira kia tū tangata.

***Kia tu pakari rātou i roto i tēnei ao hurihuri,
he tauira ākona mo ake tonu atu.***

***Kia kaha hoki ngā ākonga ki te whakatutuki i
tō rātou ake.***

Tū Tangata

Stand Tall



**ACTION
PLANS
APPRAISAL**



**CURRICULUM TARGETS
ANNUAL PLAN**



**CONSULTATION, SELF-REVIEW
STRATEGIC PLAN**



**MISSION STATEMENT / SELF REVIEW / CONSULTATION
BOARD REVIEW AND DEVELOPMENT**

2019

HOW THE SCHOOL WILL REFLECT CULTURAL DIVERSITY AND THE MĀORI DIMENSION:

New Zealand's Cultural Diversity

The school will acknowledge its cultural diversity by making the environment reflect that diversity: art work, signage, hall flags, songs, welcoming messages in all the languages reflected in the school community. Social Science units to study the cultures will be incorporated where possible.

Where cultures are significant, the school will translate the documentation in that language.

The Unique Position of the Māori Culture

The Treaty of Waitangi and the position of Māori as the tangata whenua will be acknowledged in class programmes, common terms and signs and in the environment. Important Māori protocol – pōwhiri, waiata, and karakia - will be encouraged in all aspects of school life.

Principles of Ka Hikitia and Tatiako will increasingly be embedded into the culture of the school, alongside staff upskilling in Te Ao Māori.

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

- Te Reo in all classes – 2019 onwards will see some students progressing beyond level one - Whaea Tere will allow for this in her programme
- Have a Māori Dean each year with a brief to oversee all Māori students' welfare
- Celebrating Matariki, traditional stories, Māori instructions, words, phrases, whakatauki, waiata in classrooms;
- Instructions, signage etc. will be in Māori as appropriate
- Visits and a closer relationship to Rutherford College marae
- Te Reo / tikanga PD for staff will be a main focus as part of our collaborative inquiry into Te Ao Māori through our bilingual teacher / HoD Māori – on line language courses. Focus on integration across school for equitable outcomes for Māori.

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

- A local intermediate has a full immersion unit and students would be encouraged to enrol if appropriate, as has Hoani Waititi Marae school and we would support them in this.
- All requests will be taken to the Board to consider personnel, resources and finances.

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

- Visits or phone calls to homes of Māori students by the Māori Dean will be made when deemed necessary, to discuss the progress of Māori students and community views. School interviews and evenings will be arranged;
- Gaining 'student and parent voice' through consultation – will be conducted with Māori students and their parents';
- Hui will be arranged very early in year with Māori parents to discuss specific targets for Māori. This will be held in February with follow up meetings to report progress;
- Where possible, contact will be made to engage local Kaumatua with the assistance of the Māori staff.

SELF REVIEW CYCLE 2019 – 2021

MAJOR AREA	2019	2020	2021
NAG ONE; CURRICULUM • learning area • issues review	Maths - External review end of the maths PLD Curriculum Review annually	Curriculum Review	Curriculum Review
NAG TWO: DOCUMENTATION Review	NAG 2 /3 policies Int Students annual review Review of these policies • “Safe environment” • Safe and Caring school” • Suspected Child Abuse and Neglect	NAG 1/5 policies Staff manual (annual_ Organisation manual (annual)	NAG 6 /4 Policies Community Survey Curriculum review annually
NAG THREE: PERSONNEL	Job descriptions Community Survey Community Health Survey	Student well-being Survey Inclusive Practice review	Management Structure Bi Annual Health Survey
NAG FOUR: PROPERTY AND FINANCE	Office Admin systems – through Leading Edge (new manual) Novopay checks fortnightly	Budget procedures annually Novopay checks fortnightly	Novopay checks fortnightly Finance and budget review monthly Community Health Survey
NAG FIVE: HEALTH AND SAFETY	Annual review of bullying procedures	School routines – annual calendar	Pastoral Care Character Education
NAG SIX: LEGISLATION	NAG policies as required Target Review annually	Roll - Attendance / absences Target Review annually	Target Review annually

Te Atatū Intermediate School
Strategic Goals - Core Focus and Goals 2019 - 2021

<p>NAG 1 Student's Learning and engagement</p>	<p>Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs.</p> <p>Accelerate progress of all students but especially performing below expectations.</p> <p>See mission statement fulfilled: students achieving at their personal best</p>	<p>Senior leadership team / Board of Trustees</p> <ul style="list-style-type: none"> • Appointment completed of new principal and acting Deputy Principal (2019) • Maintaining the warm school community feel in a growing school • Setting effective learning targets and target groups from February assessments • Setting individual learning goals - using e-asTTle as a formative and goal setting tool • Set active <u>annual plans and targets</u> for all cohorts especially Special Needs, identified target group needs especially CoL focus • Priority for 2019 learner focus - <u>engaging whānau</u> – more engagement with a review focus in 2019 for the on Māori vision and decision support for Māori ready for the 2020 new Strategic Plan. Plans in place for whole school inquiry around Te Ao Māori. • Tracking advancement all year - for every child using TAI specific form • Improve attendance and punctuality for all students but especially at-risk students • Networking and collaboration – Te Atatū CoL 2019 – 2021 • Affective monitoring and promotion of ESOL and International student achievement • Developing and extending the SENCO role into leadership and providing release for that staff member to aid the learning and behaviour of our special cohorts – strong focus on engaging and supporting whānau • BoT elections in 2019 / 2021 – ensuring a positive, productive board with Māori representation
<p>NAG 2 /3 Personnel and Review</p>	<p><u>Review</u> all Processes to ensure continual improvement</p> <p><u>Personnel</u> Attend to all aspects of being a good employer and having in place policies that will lead to high levels of staff excellence</p>	<p>A living Developing Curriculum</p> <ul style="list-style-type: none"> • Health: teaching for resilience, alternative years positive attitudes changes at puberty and Life Caravan, and a positive mind growth for learning (positive psychology) • Introducing the Digital technologies curriculum based on the 2018 trial and training teachers in the curriculum • Introducing new programmes for a 21st curriculum – digital fluency, coding, on-line learning at school • Providing teacher development to encompass new possibilities • Bringing on board new staff who can provide variety and vibrancy to the school curriculum particularly Māori and Pacific

	<p>Operate within annual grants</p> <p>Modernise classes in accordance with the 10YP</p> <p>Continually upgrade ensuring an attractive, modern campus as funds will allow</p>	<ul style="list-style-type: none"> • Over the next budgets providing a pod of I-pads for each classroom and security for them, increasing the class COWS to the ideal of a whole class in each class. • PD for teachers –PACT training? ... Curriculum training as needs arise • Increasing parent and student voice - information, suggestions and ideas ... <p>Teacher effectiveness</p> <ul style="list-style-type: none"> • Community of learning focus to continue into the next 3 years – supporting our CoL ASLs and WSLs • Inquiry and individual teacher development – an on-going development • Development of the teacher’s e-portfolios and awareness and personal development within the PTCs, the Code of Practice and the Professional Standards • Effective appraisal to achieve the strategic goals of raising student achievement • Assessment of the success and added value of learning programmes • Developing teacher pedagogy around learning in an MLE environment as we add two more teachers into the East Block in 2020 / 2021 • Professional Development school wide and individual to sustain and grow teacher expertise and confidence • Effective practice to support acceleration • Annual review of the use of Ka Hikitia, Tataiako and The Pacific Education Plan <p>Student /Staff Engagement</p> <ul style="list-style-type: none"> • Implement changes that arise from the surveys and align with teacher effectiveness / Appraisal ... • Programmes established that allow special needs students to be engaged – new students, ESOL students, learning, social and emotional needs • Further develop the specialist role of the SENCO • Student well-being monitored with surveys and programmes to support positive well-being • Policies and culture to support staff well-being and job satisfaction <p>Whānau engagement</p> <ul style="list-style-type: none"> • Continued emphasis on high numbers at Student - Led Conferences - to the ideal of 100% attendance • Parent nights, one- to-one korero ... • Māori, Pacific, target students’ whānau meetings
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- Improving and creating effective communication between home and school
- CoL priority workshops and demonstrations for parents with good feedback from families
- Community Surveys in 2019, Student Surveys in 2018 – analysed and changes made
- Possible uniform changes from the 2017 community survey to continue the discussion

Community of Learning Goals

- Sharing /mentoring across the CoL
- In-school staff appointments to lead the initiative - encourage out of school applications for across the school positions where appropriate.
- Encompass any changes that may need to be made in staffing and release or inquiry time
- Set on-going inquiry time, attend PD across the CoL -continue the 4 periods of release to encompass the CoL inquiry time
- Establish good relationships across the CoL - leaders and staff
- Appointment of new CoL positions as the contracts conclude
- Set new goals in line with the CoL community

Review and regularly update operations

- Review
- Office and audit procedures – embed the new Financial Procedures Manual established with our accountants in 2018
- Review documentation, processes, policies and procedures in the three-year cycle (review the cycle annually)
- Review and adjust programmes - all programmes - as changes or legislation require amendments
- Strengthen staffing areas – EEO report with appropriate adjustments to provide support for all cohorts
- Implement ideas from the community, student and other surveys
- Implement changes required by legislation – healthy eating, health and safety practices, reporting and planning, positive mental health programmes planned and implemented
- Annual review of curriculum in October each year
- Annual Review of International Student Code of Practice and implementation of identified needs
- ESOL and SEG grants spent to employ staff and provide resources

NAG 4
School Finance
& Property

Personnel: aspects of being a good employer and teacher development

- Review and redesign people management procedures especially employment
- Department budget requests to implement new programmes
- Professional development: focus – teacher inquiry, Modern Learning Environment (ILE) /Practice, Student inquiry, thinking curriculum – to be shared with all staff.
- Teacher learning needs to be allocated time for professional development in line with the strategic plan and focus for the year
- Development of resources for positive mental health staff and students. On site counselor (Laidlaw College) for staff and students
- Further develop the SENCO role to support students with special learning, behaviour and social needs – refer to H&S
- Allowing through inquiry processes time for personal staff development following their own needs and passions – shared learning as a result. Post grad work encouraged
- Policies to support a positive staff culture of co-operation, communication and esprit de corps
- Fund the new principal PD and support through First Time Principals and leadership programmes as required

Careful use of funding and resources to provide the best learning and playing environments

- Budget requests from departments to upgrade the programmes in the strategic and annual plans
- Create a positive budget except where the Board need to spend to implement a new programme
- In 2019 – 20 complete and use the new ‘East Block’ in an MLE/ILE environment, building teacher networks. Establishing the first two classes in 2018 and then as required for roll growth.
- Establish a measure of choice for parents of traditional / QLE classrooms
- Work through the designated are work schedules from the Cyclical plan and the 10-year plan
- Use accumulated funds to complete school projects – minor works beyond the 10-year plan
- Set aside funds to modernise the exiting furniture to accommodate changes in teaching styles and student preferences
- Allow for changes and upgrades to the network, demands on resources and staffing as required

		<ul style="list-style-type: none"> • Ensure there is money for IT, resources, furniture, storage ... • Working with the MoE for roll growth and ensuring buildings keep pace with growth
<p>NAG 5 Health and Safety</p>	<p>Regularly review and minimise risks to staff and students.</p>	<p>Establishing and maintaining a healthy and safe environment</p> <ul style="list-style-type: none"> • Review the H&S plans as required and ensure that the school is a safe place physically and emotionally for all staff and students. Ensure that the hauora of staff is monitored and provided for. • New externally provided tailored plan for TAI in H&S - with training. • Regular practices, staff meetings etc around H&S and ensure staff and visitors know the processes • Areas with asbestos closely monitored. Hall roof has now been encapsulated in 2017 to contain the asbestos and checked a year later 2018. • Continue to monitor possible hazards and risks – asbestos for example and plan for possible breaches • Grounds staff trained to be vigilant with a H&S mindset • Managing teacher stress: recognising that we are in a fast-changing teaching environment and allowing time for staff to become challenged but supported by PD, mentoring etc • Ensuring that students requiring special programmes or focus receive it – i.e special learning/ social needs, orientation for international students, ESOL students • Transition – ease the way between schools for at risk students both on to college and into TAI – further develop this over the next 3 years • Further develop the role of the SENCO as demand grows for the service and there are increases in numbers of student needing extra support. Training and PD must develop for this highly important part of the school.
<p>NAG 6 National Requirements</p>	<p>Regularly updating to meet regulations as they change</p>	<p>Ensure that the legislative and national educational requirements are met</p> <ul style="list-style-type: none"> • Ensure Board and principal are fully aware of the changes coming around curriculum and school governance and management • Review the Board Policies around the Vulnerable Child Act every three years 2019 / 2022 • Zone: maintain the regulations around out of zone procedures so that they are fair and transparent • Board of Trustee Elections in 2019 – actively seek a new Māori rep • Induction of a new Board of Trustees in 2019 / 2022 with appropriate PD. Ensure there is a Māori voice on the board.

		<ul style="list-style-type: none">• The Principal ensures that the Board of Trustees are fully informed of any new regulations and requirements –• Changes following our internal school reviews are made to meet the standards of the new regulations – especially the Code of Practice for International students• ERO review in 2019/20 – implement the requirements• Follow and further develop the “good employer” aspects of employment of new staff.
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