

Te Atatu Intermediate School 2020



TeAtatu
INTERMEDIATE SCHOOL

Te Atatu 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.

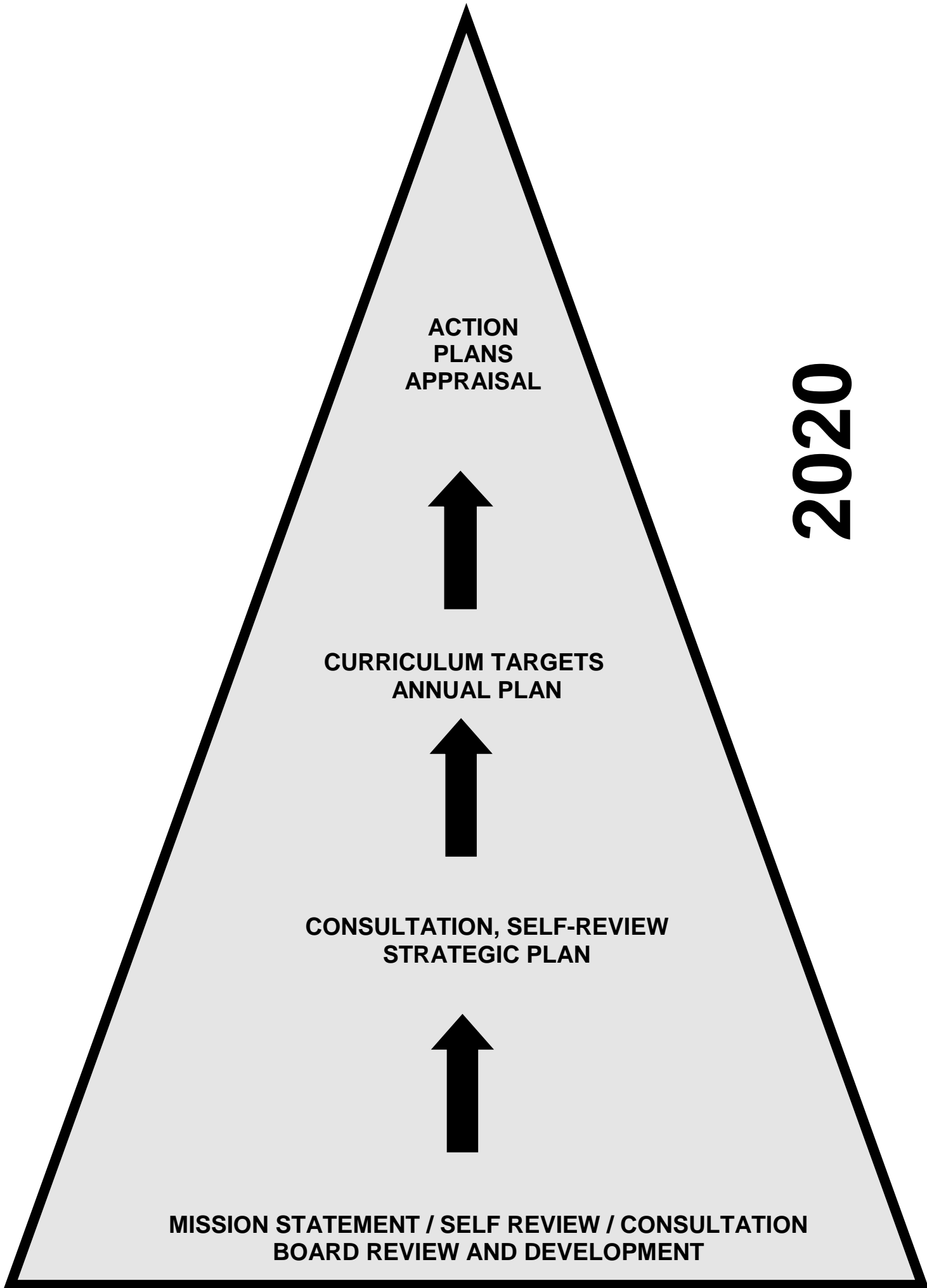
Me whakamana ai nga tauira kia tu tangata.

***Kia tu pakari ratou i roto i tenei ao hurihuri,
he tauira akona mo ake tonu atu.***

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

Tu Tangata

Stand tall



2020

HOW THE SCHOOL WILL REFLECT CULTURAL DIVERSITY AND THE MAORI 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 Maori Culture

The Treaty of Waitangi and the position of Maori as the tangata whenua will be acknowledged in class programmes, common terms and signs and in the environment. Important Maori protocol – powhiri, 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 Maori.

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

- Te Reo in all classes – 2020 continues to see some students progressing beyond level one - Whaea Tere /Whaea Ngaire Te Ao Maori classes will allow for this in their programme, whilst supporting other teachers in usage of reo.
- Whaea Tere as Maori Dean has a brief to oversee all Maori students' welfare and tracking of Maori student data alongside Kelly Clarke with schoolwide data.
- Celebration of all things Maori such as Matariki, traditional stories, Maori instructions, words, phrases, whakatauki, waiata, karakia in classrooms /staffroom;
- Instructions, signage etc will be in Maori as appropriate
- Visits and a continuing closer relationship to Rutherford College marae
- Te Atatu Intermediate will be liaising with the CoL cluster in relation to hosting the Cultural Day in August 2020.
- Te Reo / tikanga PD for staff will be a main focus as part of our collaborative inquiry into Te Ao Maori through our bilingual teacher / HoD Maori – on line language courses. Focus on integration across school for equitable outcomes for Maori. This has continued on from 2019.

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

- Visits or phone calls to homes of Maori students by the Maori Dean will be made when deemed necessary, to discuss the progress of Maori students and community views. School interviews and evenings will be arranged;
- Gaining 'student and parent voice' through consultation – will be conducted with Maori students and their parents'
- Hui will be arranged very early in year with Maori parents to discuss specific targets for Maori. This will be held during term 1 with follow up meetings to report progress;
- School Kaumatua to be involved in events within school such as powhiri etc and with the assistance of the Maori staff.

SELF REVIEW CYCLE 2020 - 2022			
MAJOR AREA	2020	2021	2022
NAG ONE; CURRICULUM <ul style="list-style-type: none"> • learning area • issues review 	*PD with Digital Technology implementation *Curriculum Review *Self-review local curriculum implementation	Curriculum Review	Curriculum Review
NAG TWO: DOCUMENTATION Review	School doc policy integration *Staff manual *Organisation manual *Annual teacher appraisal	Policy reviews as per School Docs *Curriculum review annually *Int Students annual review *Annual teacher appraisal	Policy reviews as per School Docs *Int Students annual review *Annual teacher appraisal
NAG THREE: PERSONNEL	*Job descriptions *Community Survey	*Job descriptions *Student well-being Survey *Inclusive Practice review *Bi Annual Health Survey	*Job descriptions *Management Structure
NAG FOUR: PROPERTY AND FINANCE	*Office Admin systems – through Leading Edge *Novopay checks fortnightly *10YPP – new cycle commences	*Budget procedures annually *Novopay checks fortnightly	*Novopay checks fortnightly *Finance and budget review monthly
NAG FIVE: HEALTH AND SAFETY	*Annual review of bullying procedures	*School routines – annual calendar	*Pastoral Care *Character Education

Maintaining a strong commitment to self-review and reflection both formal and informal, that leads to constant improvement

NAG SIX: LEGISLATION	*NAG policies as required *Target Review annually	*Roll - Attendance / absences *Target Review annually	*Target Review annually
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Te Atatu Intermediate School

Strategic Goals - Core Focus and Goals 2020 - 2022

<p>NAG 1 Student's Learning and engagement</p>	<p>Improve outcomes for all students, particularly Maori, 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>Teaching body / Senior leadership team / Board of Trustees</p> <ul style="list-style-type: none"> • Appointment completed of Deputy Principal – Kelly Clarke appointed for 2020 – was acting DP in 2019. • Maintaining the warm school community feel in a continually growing school. Focus on positive school culture and establishing core WAKA (Whanaungatanga/ Atawhai / Kaitiakitanga / Ako) values especially in term 1. • Setting effective learning targets and target groups from February/March assessments • Identifying and setting up of target students, specifically to cater for our Maori, Pacific and students at risk of not achieving. Tracking and monitoring of students across year. • 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 that relate to the CoL focus • Priority for 2020 learner focus - <u>engaging students especially those at risk or disengaged from learning</u>–focus around incorporating Maori tikanga/reo to support teaching and learning by all teachers to support and understand learners better. Continuance from 2019 group inquiry with completion of whole school inquiry around Te Ao Maori through Te Wananga o Aotearoa. • Tracking advancement all year - for every child using effective assessment procedures. All students knowing where they need to get to – effective goal setting shared with parents at SLC in May.
<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>	<ul style="list-style-type: none"> • Continue to Improve attendance and punctuality for all students but especially at-risk students • Networking and collaboration – Te Atatu CoL 2020 – 2022 – specifically around the designated pathways relating to cultural responsibility / SENCO at risk student support / curriculum assessment best practice and transitions across levels. • Affective monitoring and promotion of ESOL students to support students with English as a second language • SENCO role developing to support, alongside DP Steve Collins to support and provide assistance for at risk students and behavioural needs of our cohorts – strong focus on engaging and supporting

	<p>Operate within annual grants</p> <p>Modernise classes in accordance with the 10YPP</p> <p>Continually upgrade ensuring an attractive, modern campus as funds will allow</p>	<p>whanau and effective transitions for these students.</p> <ul style="list-style-type: none"> Continuing a positive, supportive and productive relationship with the board and support our staff rep within her role of providing Maori representation. <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 (2020), and a positive mind growth for learning (positive psychology) Implementing the Digital technologies curriculum and training teachers in the new curriculum with support from Kirsty Hensman – PD facilitator Implementing Local Curriculum into TAI programme, beginning with inquiry into ‘My Big Backyard’ – liaising with Wild About Te Atatu. Introduction of new curriculum areas for a 21st curriculum – digital fluency, coding, on-line learning at school as part of technology, also creating a Performing Arts specialist teacher to promote and value the Arts. Creatives project in 2020 to promote the arts (1 Of only 33 schools selected) to work in with experts from our community to provide opportunities within the arts as part of a programme called ‘Being Seen, to focus around our core value of whanaungatanga. Te Reo in all classes – 2020 continues to see some students progressing beyond level one - Whaea Tere /Whaea Ngaire Te Ao Maori classes will allow for this in their programme, whilst supporting other teachers in usage of reo. Providing teacher development to encompass new possibilities through courses provided by Learning Network. Also support for beginning teachers through the mentor programme. Effective implementation of 1-1 devices to allow effective implementation across the curriculum for Digital Technologies. Use of Hapari and online safety focus to structure effective and safe use when on devices. PD for teachers –all teachers undergoing DT PD as well as Te Wananga Course. Continuing to develop effective 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 especially our two WSLs within their roles
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- Inquiry and individual teacher development – an on-going development to upskill teachers as required to promote best practice.
- Personal development within the PTCs, the Code of Practice and the Professional Standards, making sure that processes are in place to effectively appraise teachers according to criteria
- Effective appraisal to achieve the strategic goals of raising student achievement
- Assessment of the success and added value of learning programmes through regular review processes
- Developing teacher pedagogy around learning in an ILE environment as we have a new staff member in this area in 2020. Possible growth of 3rd class into 2021
- Professional Development school wide and individual to sustain and grow teacher expertise and confidence
- Effective practice to support acceleration of student progress
- Annual curriculum review as well as making sure elements of Ka Hikitia, Tataiako and The Pacific Education Plan are embedded in planning documents.

Student /Staff Engagement

- Programmes established that allow special needs students to be engaged – new students, ESOL students, learning, social and emotional needs
- Allow development for the specialist role of the SENCO to support at risk students to succeed
- Student/ staff well-being monitored with surveys and programmes to support positive well-being – fun events planned to develop team work and team bonding
- Policies, procedures and culture of school to support staff well-being and job satisfaction. Support and collegiality within staff

Whanau engagement

- Continued emphasis on high numbers at Student - Led Conferences - to the ideal of 100% attendance
- Parent nights / SLC to provide communication between home and school to support the student/teacher/whanau involvement ...
- Maori, Pacific, target students' whanau meetings
- Developing website and newsletters as an effective communication line between home and school to strengthen the partnership

NAG 4
School Finance & Property

- Community Survey in 2020, Student Survey/ Health Survey in 2019 – analysed and reviewed.

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
- Establish good relationships across the CoL - leaders and staff
- Appointment of new CoL positions as the contracts conclude (April)
- Set new goals in line with the CoL community of learning – these goals should not be separate from what we do as a school but incorporated within the everyday.

Review and regularly update operations

- Review policies as they come up through School Docs. Provide introduction to staff and BOT around this
- Office and audit procedures – embed the new Financial Procedures Manual established with our accountants in 2019
- 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 – such as 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 and support for students

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 as required
- Professional development: focus – implementation of DT / focus around implementing Teo Maori principles into everyday practice.
- Teacher learning / staff meeting 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 counselors (Laidlaw College) for staff and students
- SENCO role to support students with special learning, behaviour and social needs and provide support and guidance for class teachers
- 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 – Wellbeing budget set up for first time in 2020
- Continue PD and support through First Time Principals and leadership programmes as required for Principal and Beginning Teacher support and guidance.
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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
- Establish a measure of choice for parents of traditional / ILE classrooms
- Work through the designated area of work schedules from the Cyclical plan and the 10-year plan which begins its new cycle in 2020
- Use accumulated funds to complete school projects eg hall – minor works beyond the 10-year plan
- Funding allocation for schools to modernize – upgrade and modernize Science/Art room
- Allow for changes and upgrades to the network, demands on resources and staffing as required, especially with 1-1 devices
- Working with the MoE for potential future 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. Flooring containing asbestos in Room 9 also removed professionally and re carpeted. Asbestos plan shown to all PCBUs on site. • 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 -wellbeing budget created to support this • Ensuring that students requiring special programmes or focus receive it – i.e special learning/ social needs, 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 • SENCO role to increases in numbers of student needing extra support. Training and PD (Autism NZ PD) must develop for this highly important role within 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 around curriculum implementation • Review the Board Policies through School Docs regularly at BoT level • Zone: maintain the regulations around out of zone procedures so that they are fair and transparent • The Principal ensures that the Board of Trustees are fully informed of any new regulations and requirements – School Docs reviews to support this process • Changes following our internal school reviews are made to meet the standards of the new regulations – especially the Code of Practice for International students – even though no international Students

in 2020 – we will have short term stay students in term 3

- ERO review in 2020 – implement any requirements they may have for review and improvements
- Follow and further develop the “good employer” aspects of employment of new staff – effective orientation and support provided.