

Te Atatu Intermediate School 2021



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

*PGC –
PROFESSIONAL GROWTH
CYCLE

**ACTION
PLANS
*PGC**



**CURRICULUM TARGETS
ANNUAL PLAN**



**CONSULTATION, SELF-REVIEW
STRATEGIC PLAN**



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

2021

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 continuing – 2021 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 2021.
- Year 2 of whole staff Te Reo / tikanga PD for staff will be a main focus as part of our collaborative inquiry into Te Ao Maori through Te Wananga o Aotearoa courses. Focus on integration across school for equitable outcomes for Maori. This has continued on from 2020.

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 staff 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

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

NAG 1 Student's Learning and engagement

Improve outcomes for all students, particularly Maori, Pasifika, and children with special needs.

Accelerate progress of all students but especially performing below expectations.

See mission statement fulfilled: **students achieving at their personal best**

NAG 2 /3 Personnel and Review

Review all Processes to ensure continual improvement

Personnel

Attend to all aspects of being a good employer and having in place policies that will lead to high levels of staff excellence

Teaching body / Senior leadership team / Board of Trustees

- Focus on building a 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 annual plans and targets for all cohorts especially Special Needs, identified target group needs that relate to the CoL focus
- Priority for 2021 learner focus - engaging students especially those at risk or disengaged from learning—focus around further developing Maori tikanga/reo to support teaching and learning by all teachers to support and understand learners better. Continuance from 2020 learning 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.
- 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.
- 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 whanau and effective transitions for these students.
- Via URF, utilise our Student Welfare and Engagement whanau officer to support DP/SENCO in student engagement via home pathways and school.

Operate within annual grants

Modernise classes in accordance with the 10YPP

Continually upgrade ensuring an attractive, modern campus as funds will allow

- Continuing a positive, supportive and productive relationship with the board and support our staff rep within her role of providing Maori representation.
- Due to COVID year in 2020- a focus on student and staff wellbeing continuing to 2021.

A living Developing Curriculum

- Health: teaching for resilience, alternative years positive attitudes changes at puberty and Life Caravan (2021), and a positive mind growth for learning (positive psychology), Zones of Regulation that supports resilience and self-regulation.
- Continue to implement the Digital technologies curriculum and working with teachers in the new curriculum. Mid-year: assess need for PD support from Kirsty Hensman – PD facilitator
- Implementing Local Curriculum into TAI programme, beginning with inquiry into 21 day challenge with Young Ocean Explorers.
- Te Reo in all classes – 2021 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. Consolidating and expanding tikanga classes, developing teacher capability (Tony and Amorangi), building a team and side-by-side classrooms encouraging greater levels of collaboration.
- Providing teacher development to encompass new possibilities through courses provided by Learning Network. Also support for beginning teachers through the mentor programme.
- Effective use of 1-1 devices to allow effective implementation across the curriculum for Digital Technologies. Use of Linewize and online safety focus to structure effective and safe use when on devices, and monitoring for staff.
- PD for teachers –all teachers undergoing Te Wananga Course.
- Continuing to develop effective parent and student voice - information, suggestions and ideas ...

Teacher effectiveness

- Community of learning focus to continue into the next 3 years – supporting our CoL ASLs and especially our two WSLs within their roles
- 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 support teachers within their professional growth cycle.
- Assessment of the success and added value of learning programmes through regular review processes
- 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, with support for at risk students by SENCO
- 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. Continue to develop collegiality within staff

Whanau engagement

- Continued emphasis on high numbers at Student - Led Conferences - to the ideal of 100% attendance
- Whanau day schedules for February in order to meet, build relationships and connections right from the outset.
- Parent nights / SLC to provide communication between home and school to support the student/teacher/whanau involvement ...
- Maori, Pacific, target students' whanau meetings
- Website and newsletters used as an effective communication line between home and school to strengthen the partnership, google classroom pages also utilized.
- Community Survey / Student Survey/ Health Survey in 2021 – analysed and reviewed.

Community of Learning Goals

- Sharing /mentoring across the CoL
- In-school staff appointments to lead the initiative – TAI ASL to work collegially with WSLs.

NAG 4

School Finance & Property

- Establish good relationships across the CoL - leaders and staff
- 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. CoL min focus in 2021 is maths.

Review and regularly update operations

- Review and regularly update policies as they come up through School Docs. Provide introduction to staff and BOT around this
- Office and audit procedures – continue to 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
- 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 – culturally responsive pedagogy, implementation of DT / focus around implementing te reo 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 and URF funded counsellor) for students. EAP for staff if required.
- SENCO role to support students with special learning, behaviour and social needs and provide support and guidance for class teachers

		<ul style="list-style-type: none">• Allowing through staff PD time for staff development support and collaboration around best practice. Post grad work encouraged• Policies to support a positive staff culture of co-operation and communication.• Continue PD for Beginning Teachers support and guidance. <p>Careful use of funding and resources to provide the best learning and playing environments</p> <ul style="list-style-type: none">• Budget requests from departments to upgrade the programmes in the strategic and annual plans• Continue a measure of choice for parents of traditional / ILE classrooms/tikanga classes.• Work through the designated area of work schedules from the Cyclical plan and the 10-year plan which begins its new cycle from 2020• 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
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<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. • Externally provided tailored plan for TAI in H&S - with training (Harrison Tew). • Regular practices, staff meetings etc around H&S and ensure staff and visitors know the processes • Areas with asbestos closely monitored. Asbestos Safety Plan in place. • Continue to monitor possible hazards and risks – asbestos for example and plan for possible breaches • Caretaker 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 supports 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: increase in numbers of students needing extra support. Training and PD (Autism NZ PD) as needed.
<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 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 forecast in 2021 – we may have short term stay

students if the borders reopen, however this remains unlikely.

- ERO review in 2020 – continue to monitor 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.

Te Atatu Intermediate Annual Plan 2021

Expected Outcomes

NAG ONE

Student Learning and Engagement

Accelerate progress of all students but especially those performing below expectations.

See mission statement fulfilled: "students achieving at their personal best"

Community of Schools 2021 - 2022

- Focus on assessment and a collaboration around assessment and what the curriculum levels look like across schools for consistency
- Targets / focus linked into the Community of Learning targets - focus this year primarily with **Maths** as a core focus. Culturally responsive and relational pedagogy around priority learners and how we can best serve these learners in order for them to experience success is also ongoing.
- Professional Development for groups and individuals where learning will be enhanced and as it becomes available: take part in all PD set by CoL - either CoL teachers or general staff.
- Actively support wellbeing of staff and students within the CoL
- TAI ASL to work alongside WSLs and wider community.

Challenging targets set for all cohorts and groups

- TAI model of setting school target groups using e-asTTle and the NZ curriculum
- Continue to seek and strengthen partnership with whanau of target students.
- Target testing in term 3.
- Our inquiry goals link into our development as staff within the area of te ao Māori, specifically reo and tikanga processes/ sharing amongst staff/ collaborative best practice and feedback to support whole staff development in this area so as to support Māori students within Ka Hikitia and framework of Tataiako.
- Support of Pasifika students linked around PEP and Tapasa.
- *Maths Buddy and Write That Essay* used to set target groups extra work for whanau support
- Tracking of cohorts to identify and support accelerated progress.

Whanau engagement

- Hold regular Pacific and Maori whanau hui / fono around a range of topics – target: feedback and suggestions including feedback relevant to 2019 ideas from hui such as *homework* support session (due to COVID interruptions).
- ASL and WSLs to organise and meet with M/P students and their parents as required and action plans documented
- Many Year 8 students will move from Level 1 to Level 2 in Te Reo, extending the Year 8s who have already gained level 2

- Special interest te Reo Māori classes to develop tikanga and support other classes within the school
- Continued involvement of Kaumatua for the first welcome to new Year 7s and during whanau hui
- 90% plus attendance at Student Led conferences
- Whanau hui day established for start of year 2021.
- Implementation of school wide Zones of Regulation to support self regulation for students. Poipoi project also links to supporting students in self regulation, particularly with support around behaviour.

Student Engagement / Voice / Parent Feedback/ Surveys

- Annual student survey completed and analysed which will enable teachers to create an action plan for supporting student learning and achievement.
- Students setting own learning goals each term – parents notified and SLCs reinforce goals for parents to see.
- Community and health survey completed and analysed – parent meeting/communication to create key areas of learning and teaching at TAI.
- Continued use of “Maths Buddy” as a key learning tool for support in maths at home/school.
- WTE programme introduced to support students in writing- at school and at home.
- Teachers using programmes effectively to set home tasks

21st Century curriculum changes:

- Coding and robotics implemented as part of digital technology curriculum
- PD for staff around implementation of DT and how to implement school wide- as needed (mid year apply for PLD)
- Continued implementation of the local curriculum, linked to DT and support via devices as TAI using 1:1 devices to support implementation
- Linewise implemented for teachers to monitor and support students within digital learning, with support for teachers in successful implementation of this within classes.
- GC being used effectively across classrooms (inc. tech/spec)

Best Practice

Aim: to identify best practice in order to build teacher capacity

- Implementation of professional growth cycle. Teachers reflecting on current practice with opportunity to develop best practice.
- Support of teacher criteria/standards
 - Te Tiriti o Waitangi
 - Professional learning
- Study through te Wananga o Aotearoa (he papa tikanga and papa Reo)- in order to focus on culturally responsive pedagogy.

- In house support for continued implementation of DT and local curriculum.

Curriculum Plan for under-achievement

- Data analysis to identify the groups not achieving at target levels or significantly below other cohorts
- E-asTTle, PAT, IKAN results will be used for parents, in portfolios and in written reports, with initial baseline data recorded and used formatively through the year with mid and end of year check points for learning.
- Boy's writing, Maori and Pacific maths and Māori students in reading will be the most needed focus – analysis of variance identified these as most requiring focus. Support through resources including 'Clarity in the Classroom' (as identified through PLD support in Maths in 2018/2019) and Learning in the Fast Lane on how to accelerate learning for our students most in need. Identification of students requiring support as well as resources to support such as Tataiako, PEP, ka Hikitia, Tapasa, will be utilised alongside resources to engage boys in writing (such as WTE).
- Data will be used to report progress to the Board three times a year
- Introduction of new whanau hui for new year 7 families at beginning of year.
- Reporting to parents will take place via SLC early term 2, as well as two comprehensive reports outlining where students are at within curriculum expectations. Parents of target students will also be aware of support programmes in place to accelerate learning in the core areas of reading, writing and maths.

NAG 2 Review

Purpose: to continue to improve and grow.

Policy and Procedure Review

- In 2021 TAI will continue using School Docs, where policies are regularly reviewed each meeting as per policy cycle that School Docs create. Staff/BoT and community will have full access to policies/procedures of TAI
- Community and health survey will be undertaken to review and get parent/student voice about our systems at TAI

Annual Review

- Curriculum Review October
- Data review Terms 1, 2 and 4
- Compliance reviews as required

Action plan from the latest Community Survey

- Review cyber safety/online safety to counter online bullying via social media- as part of technology, all students will be learning cyber safety principles through ICT.
- Body positivity- consider Angela Barnett talk (Pretty Smart), alongside possible girls self defence course. For the boys- changework programme: implement twice a year to support at risk boys in dealing with self esteem and anger issues.

- tuakana/teina model in be incorporated more across the school, with positive role modelling in student leadership group.
- Embrace cultural considerations more via our te ao Māori classes to promote Māori world view.

NAG 3

Personnel

- **Being a good Employer**
- **Appraisal**
- **Job description**
- **PD**

Outside support for specialists / Senior leadership Team / Staffing

- Art, Music, Science, Performing Arts
- Staff Houora survey – student
- Well-being survey on line review for students (annual)
- Bullying survey (NZCER)

New staff appointments

- Appointments will be made in reference to the EEO report but gaining the best teacher for the job is the top priority
- Orientation of new teachers in school culture/behaviour management/curriculum /expectations.

CoL positions

- Organise the timetable for staff meetings both in/across the CoL as required
- PD for teachers as required by their position
- CoL feedback to the rest of the staff for “buy-in”
- WSL linking and working with ASL to support workstreams of CoL

Professional Growth Cycles

External – where school does not have the expertise to appraise a specialist or when extra feedback is important

- Annual external Principal appraisal

Internal

- All staff to follow PCG, support staff follow support staff matrix.
- Job descriptions up dated to reflect new responsibilities

Principals’ report to include:

- Accidents and near accidents

- Stand downs and suspensions
- Staff leave and well-being
- Keep the Board up to date with teachers on leave, sickness etc in monthly reports
- Budget/finance update for month
- Complaints - maintain the complaints register started in 2015

NAG 4

Finance and Property

Finance

- Run the budget spend in line with the projections – inform the Board monthly
- Use the finance budget to support the new teaching spaces and staff as set out in budget
- Asset purchases made, allocated in the budget
- Payment of Maths Buddy, NEST puberty programme, Life Education, WTE
- Well-being budget continues for 2021 to support staff.

Property

- Sound system backstage in hall modernised
- Sound system installation- being extended to the outside (stage 2)
- Concreting to be completed/astro turf
- New carpeting through rooms 6-8
- Building project- admin, science and art rooms to begin in 2021

Painting Cyclical maintenance

- Block 5 and 6 external paint
- Block 3 and 8 internal paint

NAG 5

Health and Safety

Regularly review and minimise and risks to provide a safe and healthy environment

- Health and Safety: maintaining the training with H and S designated staff
- Continue Monday morning staff meetings for 5 mins each week on an aspect of H&S
- Ensure that all workmen on site have a copy of our Risk and Hazard/Asbestos register and policies
- Ensure we see a copy of their company's H&S register to ensure a safe work site before any work is conducted
- Four evacuation Procedure practices – new system to be implemented with practices embedded
- Regular training and walk through practices during the year – fire, lock down....
- formally review each one

- make the necessary changes

Bullying and Student's Care and Safety programme

- Complete our annual Anti- Bullying survey policies and procedures
 - February orientation of all students re the TAI way of WAKA character education – really embed the values and the managing-self aspects of the curriculum
 - In health, put programmes in place with the SENCO/ Health co-ordinator for resilience, positive mind sets, psychology training, and Zones of Regulation
- PD for staff
 - school counsellors to continue- link with Laidlaw College
 - First aid for key staff as certificates expire
 - Life Education if available for all students to focus around stress and self esteem

NAG 6

Documentation and Administration

Ensuring the Board are aware of regulations and changes and that documentation reflect the change

Ensure that the legislative and national changes as they occur are made so they meet the standards of the new regulations

- Monthly principal reports to the Board about any new legislative requirements
- Charter and update progress reports to Board in the Principal's reports
- Make changes to this annual plan as required
- Data reporting to the board using the assessment tools and targets for the school
- Budget-tracking reports
- New legislation that requires new or amended policies

Zone creation regulations from 2018 - Continuation in 2021 of zone process for TAI

- Decide the application closing date - probably mid-September
- Decide the ballot date if needed a week later in September
- Enrolment scheme comes into effect
- Prepare all documents – enrolment forms, letters, ballot notices etc are covered and advertised