



Newlands Intermediate School School Charter and Strategic Plan 2019 – 2022

Principal's endorsement
Board of Trustees' endorsement
Submission Date to Ministry of Education

Mission Statement	To create a place of learning that meets the needs of our students and reflects the aspirations of our community.
Vision	Newlands Intermediate is a place to stand tall – tūrangawaewae Together we build resilience and integrity; value diversity and heritage; celebrate growth and effort; show compassion and care; learn in, with and from our community; to create citizens that contribute positively to the world.
Māori dimensions and Cultural Diversity	<p>The staff and board of Newlands Intermediate, in acknowledging the Treaty of Waitangi and its unique position in our society, strive to create a sense of partnership in our learning community. All teaching staff and students work hard to develop their understanding in Tikanga Māori (Māori culture) and Te Reo Māori (the Māori language) by learning together.</p> <p>When developing policies and practices for Newlands Intermediate School every endeavour is made to reflect New Zealand cultural diversity and the unique position of Māori.</p> <p>Achievement data for Māori students is used to identify all Māori students who need support with their learning, providing them with extra help through additional programmes and resources to ensure they are given opportunities to achieve as Māori.</p> <p>Instruction in Tikanga Māori and Te Reo Māori is compulsory for all students. Staff are also given opportunities to develop their personal knowledge and skills in these areas at Newlands Intermediate School.</p> <p>Extension and leadership opportunities are provided through our school-wide cultural activities that are integrated within our curriculum. Māori students with fluent Te Reo are included in teaching and learning extension opportunities at Newlands College. Marae visits are a bi-annual occurrence.</p> <p>Māori parents are consulted via normal school procedures such as parent interviews, community surveys and parent curriculum nights. Specifically a Māori parent hui is held twice a year.</p>

School Context

Students' Learning

Overall across 3 curriculum areas our data showed:

Reading

Our assessment tools in 2018 were STAR, PROBE running records and Sharp Reading as required.

Year 8s - 93% achieving at stanine 5 or above (stanine 5 and above is deemed to be at or above expectations)

Year 7s - 90% achieving at stanine 5 or above

Girls - 94.5% achieving at stanine 5 or above

Boys - 89% achieving at stanine 5 or above

Writing

We used the AsTTle writing rubric to moderate writing samples and determine curriculum levels and learning progressions.

Year 8s – 56.5% achieving at or above expectations – level 4 or above of the curriculum

Year 7s – 84.5% achieving at or above expectations – level 3 or above of the curriculum

Girls – 69% achieving at or above expectations – level 3 and above of the curriculum

Boys – 44% achieving at or above expectations – level 3 and above of the curriculum

Mathematics

We used maths PAT tests to assess achievement in mathematics. Individual test levels were assigned to assess each student's capability in a measured and appropriate way.

Year 8s - 66% achieving at stanine 5 and above

Year 7s – 66% achieving at stanine 5 and above

Girls – year 7 - 65% / year 8 - 64% achieving at stanine 5 and above

Boys – year 7 – 67% / year 8 - 67% achieving at stanine 5 and above

Māori and Pasifika Achievement

Maori Literacy

Star year 8 - 97% year 7 – 95% at or above expectations (achieving at stanine 5 and above)

Writing as a whole cohort – 64% achieving at or above expectations – level 3 and above of the curriculum

Pasifika Literacy

Star year 8 – 93% year 7 – 73% at or above expectations (achieving at stanine 5 and above)

Writing as a whole cohort – 45% achieving at or above expectations – level 3 and above of the curriculum

Maori Maths

Maths PAT testing in November

Year 8 - 58% and year 7 – 55% achieving at stanine 5 and above

Pasifika Maths

Maths PAT testing in November

Year 8- 45% and year 7 – 40%

Student Engagement	<p>Students at Newlands Intermediate School are enthusiastic participants in their own learning. Attendance levels are consistently around 90% throughout the year and the attendance officer has not be called in 6 years.</p> <p>Students are surveyed regularly to determine engagement levels and to give them a voice in the directions teaching and learning take at our school. Our survey results consistently show that most students enjoy school and feel safe. The biggest concern students have is the way they speak to each other and few identified bullying as a concern for them at our school.</p> <p>Student voice and surveys give us a clear indication of the Health and Wellbeing of students at our school. We have begun to modify and restructure our Health curriculum to meet identified needs in this area.</p> <p>Each student writes a report comment each year identifying their successes and challenges which gives us clear student voice. The student council meet 4 times each term and gives feedback on student engagement also.</p>
School Organisation and Structures	<p>Newlands Intermediate takes pride in its modern learning environment. There are open and flexible learning spaces that promote shared and collaborative teaching and learning. The school grounds include a large artificial turf, an expansive grass field and various court areas. The roll growth has placed extra demands on all facilities at the school this year. There are temporary teaching spaces within the shared learning spaces in 2019 as we manage an expanding roll.</p> <p>Newlands Intermediate works hard to provide a safe and healthy environment for all members of our learning community.</p> <p>Health education at our school includes Sunsmart, Healthy Eating, Puberty, Bullying Programmes, Attitude and Life Education, Outdoor Education and Fitness.</p> <p>Students are encouraged to be physically active and take risks within a safe and supervised environment. All injuries and illnesses are recorded and serious incidents are reported to the Department of Labour and the BOT.</p> <p>We have an OSH officer who collects information from all staff about hazards and safety around the school. These are then inspected and repaired or replaced as required.</p>

Review of Charter and Consultation	<p>The School Charter is reviewed at the start of each year by the board and the community is invited to read the charter documentation and share their views with the leadership and governance teams at the school. The charter is available on our website at all times.</p> <p>The board takes an active interest in the outcomes of our focus students – Māori, Pasifika, Students with Special Needs and priority learners. Reporting to the board on the engagement and achievement levels of these groups is ongoing throughout the year with particular emphasis on the start and end of year data.</p>
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Strategic Goals		
Strategic Goals		Core Strategies for Achieving Goals 2019 - 2022
Students' Learning	<p>Raise the engagement and achievement levels of our priority learners – Māori, Pasifika and Special Needs students.</p>	<p>Embed “Realising Māori Potential” document across the school community. This document has been rewritten and now has to be used a guiding and moderating tool.</p> <p>Continue to build a strong relationship with our local marae Ngā Hau e Wha.</p> <p>Embedding the “Achieving Success for Pasifika” plan across our school community.</p> <p>Support our Learning Support Centre to continue to meet the needs of our ORS students.</p> <p>Develop the practice and capabilities of our teachers and teacher aides who work with these student groups.</p> <p>Widespread understanding and commitment to the priority Learners (Special Needs) register.</p> <p>Specific tracking of targeted students in literacy and mathematics.</p> <p>Effective use of achievement data to inform teaching and learning to accelerate progress for all students.</p>
	<p>Raise the engagement and achievement of all students in writing.</p>	<p>Continued PLD with Write that Essay to lift teacher practice, student engagement and achievement in writing.</p> <p>Encourage a shift in focus to include extension of our capable students and not just the students who find writing challenging.</p>

	Raise the engagement and achievement of Pasifika students in writing.	Develop teacher and teacher aide capacity to raise engagement and achievement of Pasifika students. Targeted PLD from Write that Essay to support this group of learners.
Student Engagement and Transition	Provide safe and inclusive learning environments for all students.	Survey students regularly about feeling safe at school. Celebrate cultures and ethnicities with community focussed events like Cultural Celebrations and information evenings. Provide and promote leadership opportunities for all students. Continue to provide robust transition processes to and from our school.
School Finance and Property	Operate within Annual Grants. Maintain our school buildings to a high standard using the 5YA effectively.	Support all staff to maintain and monitor individual curriculum and operating budgets. Support a finance sub-committee on the BOT. Set fundraising targets each year to supplement school income. Develop and promote the school as a destination for International Students. Work with the project manager to assess and over-see 5YA property projects. Replace or repair parts of the building infrastructure as required.
Health and Safety	Develop and promote a health education curriculum centred on physical well-being.	Develop a school-wide fitness implementation strategy. Promote healthy nutrition in the Food Technology Programme. Consult with outside providers to ensure all students with individual health needs are being supported. Review and re-write the Puberty and Sexuality Education programme to be more inclusive. Include presentations from Life Education and Attitude to support positive peer relationships and build self-esteem. Provision of a school counsellor to support students and families.
Personnel	Strengthen a culture of professional learning and development within the teaching staff.	Use the school-wide data and teachers' professional learning needs to develop and support professional learning communities within the teaching staff. Work with external agencies to lift teacher practice, especially Write that Essay as we lift writing achievement. Develop leadership expertise among senior teachers.

		Support new teachers and teacher aides with guidance and support programmes. Provide opportunities for all teachers to develop leadership skills across the curriculum and in a range of roles.
Community Engagement	Develop with community support: specific teaching and learning areas – health, digital citizenship and science Communities of Learning models	Host information evenings to promote discussion and information sharing with the community. Support and engage with the board/ boards on specific focus areas. Encourage the wider community to volunteer at school in a variety of ways.

School Improvement Plan - Domain: Learning

Strategic Goals:

Raise the achievement levels of our priority learners – Māori, Pasifika and Special Needs students.
Raise the engagement and achievement of students achieving below expectations.

Annual Goal:

Raise the engagement and achievement of all students in **writing**

Annual Target:

Raise the engagement and achievement of Pasifika students in writing.

Writing data- Summary of 2018

We used the AsTTle writing rubric to moderate writing samples and determine curriculum levels and learning progressions.

As at the end of **2018**

- **Year 8** 56.5% achieving at or above expectations – level 4 or above of the curriculum
- **Year 7** 84.5% achieving at or above expectations – level 3 or above of the curriculum
- Of these students 64 % of **year 7 and year 8 Maori** were achieving at or above expectations – level 3 or above of the curriculum
- Our **year 7 and year 8 Pasifika** students' testing showed 45% were achieving at or above expectations – level 3 or above of the curriculum
- Our boys' data showed across the school Boys – 44% achieving at or above expectations – level 3 and above of the curriculum

The interventions we tried in 2018 were successful, specifically the PLD with Write that Essay, and we would like to continue to build our teaching and learning practice in 2019.

Key Improvement Strategies

When	What	Who	Indicators of Progress
<p>Start of year Term 1</p>	<p>Identify students with special learning needs and confirm Special needs register.</p> <p>Use a writing sample to determine writing levels with support of Literacy Learning Progressions and WTE Scorecard.</p> <p>Report levels of achievement using Scale Scores not stanines.</p> <p>Analyse and moderate writing samples Develop more effective use of literacy progressions. A matrix, writing journal or use of exemplars considered.</p> <p>Writing moderation to identify school-wide and individual learning needs and teacher PD needs.</p> <p>Working with WTE, build the capacity of the writing support team to work across the school. Provide authentic learning contexts to encourage students to write from experience. Develop skills and strategies for integrating writing throughout the curriculum.</p>	<p>All teachers with support from SENCO and Literacy leader</p> <p>All staff, particularly new teachers</p> <p>All teachers with support from SENCO and Literacy leaders</p> <p>Teachers who want to improve personal practice in writing.</p> <p>All teachers with the support from school leaders.</p> <p>Writing support team and SENCO</p> <p>Individual syndicates</p>	<p>Movement on the literacy progressions.</p> <p>Clearer understanding of needs of Māori and Pasifika students in class and school. Establish the supported writing culture within this group.</p> <p>Teachers showing more confidence and consistency in moderation and using the Literacy Progressions and the WTE website.</p> <p>Sharing of resources and ideas to engage and improve writing across the school.</p> <p>Teachers and students are able to articulate what they can do and identify their next steps.</p> <p>Writing for an audience beyond school through Write that Essay and Seesaw will provide evidence of progress and increased engagement. A school-wide shared understanding and</p>

	<p>Support student' achievement with writing progressions.</p> <p>Effective use of digital tools like Write that Essay and Seesaw to show evidence of learning progressions.</p> <p>Staff workshops to create shared vision for writing.</p> <p>Whānau hui to support home learning.</p>		<p>support network.</p> <p>Sharing of strategies and WTE website to support home – school partnership with WTE.</p>
Term 2	<p>Continued writing PLD with specific emphasis on raising engagement and achievement levels of Māori and Pasifika students. Emphasis on writing in and for authentic contexts.</p> <p>Focus on students' ability to articulate their ideas and use oral language to support their written literacy.</p> <p>Improve participation in Newlands cluster-wide writing moderation</p>	<p>Literacy Leader with appropriate outside provider if required.</p> <p>Curriculum leaders in Newlands Cluster</p>	<p>Student engagement and achievement in writing showing improvement by mid-year assessment tasks.</p> <p>Students able to articulate their ideas clearly before writing.</p> <p>Consistency in moderation and teaching practices in the learning community.</p>
Term 3	<p>School-wide analysis of mid -year learning progressions for both students and teachers.</p>	<p>Writing support team and SENCO</p>	<p>Continue work with WTE on writing practice and use of framework.</p> <p>Review goals and learning progressions.</p> <p>Students able to articulate next steps.</p>
Term 4	<p>School-wide assessment task to maintain consistency.</p> <p>Support staff with moderation process and peer reviews</p>	<p>All teachers with support from SENCO and Literacy leader</p>	<p>More accurate assessment and consistent OTJ used to determine progress against the Learning Progressions and WTE Scorecard.</p>

<p>Monitoring: Write that Essay PLD providers to give ongoing support for both staff and students. Feedback from the providers and school participants to determine success and direction. Effective ways to collect the achievement data for curriculum leaders to access and analyse. Student outcomes monitored twice a term with informal assessments and OTJ. Students' attitudes to writing surveyed to hear student voice. Individual teachers supported with in-class mentoring and guidance from lead teachers as identified or required. Writing workshops developed for and by teachers and writing support team as needed. Writing support team to share initiatives and feedback with principal. Evidence of authentic learning experiences across the curriculum with a focus on written and oral literacy. Particular focus on Tangata Pasifika group as they develop their writing engagement and lift achievement.</p>			
<p>Resourcing: Continued PLD funding. Staff meetings need to be part of school-wide timetable. Specific tasks to be undertaken during CRT including observations, learning conversations.</p>			

School Improvement Plan - Domain: Learning

<p>Strategic Goals: Raise the achievement levels of our priority learners – Māori, Pasifika and Special Needs students. Accelerate the progress of students achieving below expectations.</p>	
<p>Annual Goal: Develop positive attitudes to science and lift engagement of all students in a Science-focused curriculum.</p>	<p>Annual Target: All students will show positive attitudes to science and improved achievement outcomes</p>
<p>2018 In 2015 we made a conscious decision to shift our curriculum focus to project-based learning in authentic contexts to lift engagement and develop science and technology dispositions. Feedback from Newlands College indicated that few of our students showed interest or curiosity in science at year 9. We have invested in a wide range of environmental science initiatives but did not see connections made between these and</p>	

in-class teaching and learning or achievement in events like NIWA Science Fair. In 2016 we entered into a contract for PLD with Waikato University. We need to continue to build on this. In 2017 we introduced Science Curiosity Clubs to build on teacher practice, inspire student creativity and use authentic contexts for learning. Maintaining a focus on the Science Capabilities was not consistent so we decided to continue with our science focus, include authentic learning contexts to our science teaching and learning to specifically raise engagement of our Maori and Pasifika students.

Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	<p>School-wide Science Engagement assessments to give initial data.</p> <p>Science teacher on the staff to team teach with every teacher at least once a term to lift practice.</p> <p>Exploration of Science Capabilities. Developing relationship with sir Paul Callaghan Institute. Teaching staff to participate in PLD with SPC Institute.</p> <p>Use of Victoria University Outreach programme focussing on science and technology.</p> <p>Development of authentic learning contexts within the term's Big idea.</p> <p>Curiosity Clubs across the school to provide active learning opportunities in</p>	<p>All teaching staff and leadership team. All teachers</p> <p>Science teacher and Classroom teachers</p> <p>All students and teachers.</p>	<p>Accurate, effective data available to determine school and individual needs and strengths.</p> <p>Teachers improve their practice.</p> <p>Teachers able to identify personal learning steps and the next steps for all students. Students' learning can be mapped and new goals set.</p> <p>Sharing of resources and ideas to engage and improve science teaching across the school.</p> <p>Student voice to determine next steps for teachers and students.</p> <p>Students able to showcase their learning for their peers and parents.</p>

	science and technology.		
Term 2	School-wide Science teaching and learning term. Design Thinking Workshops for teachers and students NIWA Science Fair Project-based learning initiatives	Lead teachers STEAM and syndicate leaders Classroom teachers Classroom teachers with support from lead teacher	Students able to articulate learning. Feedback both formal and informal indicates high levels of engagement and success.
Term 3 Ongoing	Information Evening for parents on Science and Technology teaching. Professional development ongoing STEM projects ongoing Technology Team symposium on STEAM education for NZAIMS.	Leadership team All teachers	Parents able to support learning at school and home. Increased awareness and support for the direction we are taking. Students aware of next steps and goals Shared practice and new innovations among teaching staff.
Term 4 Ongoing	Monitoring and modifying achievement data End of year Attitudinal Assessment TBC	Classroom teachers and lead teacher	Able to report successfully on an integrated curriculum and project-based learning. Reflection and student voice to advise teacher practice and student outcomes.

Monitoring:

Pre and post assessments and surveys
 PLD tasks to be completed and shared with providers and teaching staff.
 Ongoing assessment tasks for teachers and students throughout the year.
 Observations of teaching practice with feedback and support as needed.
 Ongoing data reviewed by leadership team.

Resourcing:

Sir Paul Callaghan Institute PLD providers
 Peter Smith
 NZCER
 Release for Science teacher to team teach.
 Release for teachers to research, observe and record new initiatives throughout the year.
 Release for syndicate leaders and DPs to support teaching and learning in their syndicates.

2018 Key Improvement Strategies to achieve Strategic Vision

Property Goals	End of Year Report	Finance Goals	End of Year Report
<ul style="list-style-type: none"> • Replace asbestos and doors and windows east and south facing. • Build a garage for the school vehicle. • Develop the Learning Support Centre structures. • Continue with 5YA projects 	<ul style="list-style-type: none"> • This was completed for the Technology Block only. • The garage was completed mid-term 4. • The Learning Support Centre adaptations are still in progress. • The extra 5YA money was used to create 2 new learning spaces. 	<ul style="list-style-type: none"> • Increase number of International Students • Manage relievers and teacher aide budget effectively. • Use Run for Us money to provide more EOTC and digital opportunities 	<ul style="list-style-type: none"> • The number of international students rose in 2018. • The teacher aide budget is major expenditure item that needs monitoring. • Run for Us money was used to subsidise all students in EOTC Week.

Personnel Goals	End of Year Report	Community Engagement Goals	End of Year Report
<ul style="list-style-type: none"> Invest in leadership PD for leadership team – Mark Sweeney terms 1 + 2 for coaching and mentoring Support new teachers by releasing an extra senior teacher. Provide ongoing PLD to all staff to meet the needs of our diverse learners. 	<ul style="list-style-type: none"> Developing the leadership of new syndicate leaders is ongoing. New teachers and leaders received extra support. Write that Essay PLD was very successful and will continue in 2019. 	<ul style="list-style-type: none"> Hold information evenings to discuss key curriculum areas – E-learning, Writing, Science, Maths. Continue to build ongoing relationships with outside agencies like Massey, Victoria Universities. Encourage volunteers to be part of the teaching, learning, mentoring programmes in school. 	<ul style="list-style-type: none"> We had an information evening on writing only in 2019. Partnerships with digital companies grew. We are continuing to work with Massey University in a number of ways. We introduced Make a Difference projects that helped us forge new links with the community.

2019 Key Improvement Strategies to achieve Strategic Vision

Property Goals	End of Year Report	Finance Goals	End of Year Report
<ul style="list-style-type: none"> Completion of the Learning Support Centre modifications. Begin planning for next 5YA Support teachers with reduced teaching and 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Continue to manage income and expenditure within the 2019 budget. Manage the teacher aide budget effectively. Ensure budgeting for 	<ul style="list-style-type: none">

<p>learning space.</p> <ul style="list-style-type: none"> Maintain the grounds and buildings to a high standard. 		<p>future works and purchases is planned.</p>	
<p>Personnel Goals</p>	<p>End of Year Report</p>	<p>Community Engagement Goals</p>	<p>End of Year Report</p>
<ul style="list-style-type: none"> Support all staff with effective PLD in writing and science. Support the teacher aides with training and a team teaching approach. Continue to develop robust appraisal structures that are meaningful. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Hold information evenings to discuss key curriculum areas – E-learning, Writing, Science, Maths. Continue to build ongoing relationships with outside agencies like Massey, Victoria Universities. Impact projects – many of which are in the local community Encourage volunteers to be part of the teaching, learning, mentoring programmes in school. 	<ul style="list-style-type: none">