

Northcote Intermediate



CHARTER 2018

School Description

Northcote Intermediate School is a state funded co-educational school catering for 450 year 7 and 8 students.

The school currently has 15 classrooms, hall, library and technology block. There is a continued focus on improving the learning environments for students. With 1500 new homes being built in the next five years directly on the schools boundary, we continue to plan for rapid growth. We have also worked hard towards our mission of being the number one choice of middle school for our local community.

We develop the New Zealand Curriculum to meet the needs of our local community and help our students encapsulate our vision of them becoming future focused, informed, respectful, successful thinkers. This will be realised through the embedding of 21st century teaching and learning strategies throughout the school.

We have a strong commitment to improving teaching and learning by continuously participating in professional development both through internally developed programmes and external consultants.

The school is well managed and the school is in a healthy financial state.

National Education Priorities

Northcote Intermediate School recognises and is committed to the Government's National Education Priorities:

- Success for all
- Inclusive Education
- A safe learning environment
- Improving literacy and mathematics
- Better use of student achievement information
- Improving outcomes for students at risk
- Improving Māori and Pasifika student outcomes
- Reporting student achievement
- Developing a 21st century learning model

The school recognises these priorities at all levels of planning.

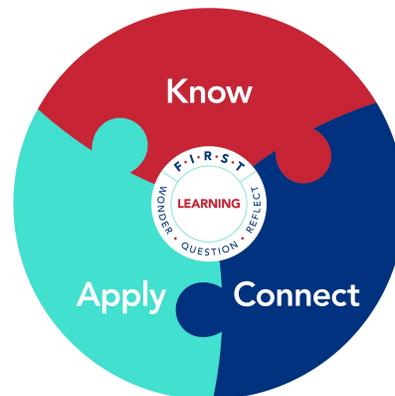
Achievement is tracked each year, analysed to identify groups of children at risk of not achieving and programmes put in place to meet identified priorities.

Northcote Intermediate School

Our mission is to be the FIRST choice of middle years schooling for our local community.



Our Vision is to develop **F**uture Focused, **I**nformed, **R**espectful, **S**uccessful **T**hinkers by embedding 21st century learning strategies into our programmes. Ensuring our students are able to ...



What We Value

- **Excellence** - all students work towards achieving their best
- **Opportunity** - making sure all students can access curriculum to promote their strengths as individuals
- **Diversity** - we value and celebrate all cultures and abilities
- **Respect** - for ourselves.
- **Respect** - of others.
- **Respect** - for the environment.

Strategic Goals

1. To ensure all of our students are achieving at the appropriate curriculum level, for their age, across all curriculum areas.
2. Be inclusive of the needs of all students with particular focus on achievement of our Māori and Pasifika, Special Needs and Gifted and Talented
3. Increase students opportunities to engage in learning with the NZC through 21st learning strategies
4. Provide safe, attractive functional buildings and grounds that promote the vision and goals of the school including a plan for future growth

Cultural Diversity and Māori Dimension

NIS will reflect...

New Zealand's Cultural Diversity

All cultures will be acknowledged and valued. Teachers will actively promote and respect an understanding of diverse cultures.

The Unique Position of Māori Culture

NIS will aim to develop an understanding and awareness of Tikanga Māori and Te Reo Māori through our Integrated Studies programme. This will include fostering knowledge of the Treaty of Waitangi. The Board takes all reasonable steps to provide instruction in Tikanga Māori (Māori culture) and Te Reo Māori (Māori language).

When developing policies and practices for the school every endeavour is made to reflect New Zealand's Cultural diversity and the unique position of the Māori culture. Results from school assessments and surveys are collated and recorded and Māori children's progress is tracked. Feedback about student achievement is given to teachers of Māori children. A Māori perspective is included in all units of inquiry and during self review. Programs will be implemented to support motivation and well being through mana, kapa haka and culturally responsive programming.

What reasonable steps will NIS take to incorporate Tikanga Māori into the school's curriculum?

Culturally diverse contexts will be planned for and included in a range of curriculum areas as appropriate. Components of Tikanga Māori and Te Reo Māori are integrated into all appropriate aspects of the school curriculum and school life.

What will NIS do to provide instruction in Te Reo Māori for full time students if parents request it?

All requests will be considered by the BOT, taking into account skills and qualifications of staff, the school's financial position and the feasibility of offering this.

What steps will we take to report to and discover the views and concerns of our Māori Community?

- Meaningfully consult with our Māori community to ascertain how the school supports the achievement of their child.
- Involve parents and whanau in planning where appropriate.

What are the things that make NIS unique?

- Part of the Northcote Community of Learning
- Cultural diversity
- Differences in our community - contributing schools range from decile 1 - 10
- Composite classes
- Our staff

- Our students and families

Northcote Intermediate School Strategic Plan 2018 – 2020

1. To ensure all of our students are achieving at the appropriate curriculum level, for their age, across all curriculum areas.

2018	2019	2020
<ul style="list-style-type: none"> • Implement new assessment practices (Reviewed in 2017) to ensure relevant data is being collected for both formative and summative purposes • Build teacher capacity to enable increased “Reading Across the curriculum” • Embed the integration of the NIS learning model into literacy and Numeracy teaching and learning experiences • Refine and implement new modified learning pathways, ensuring student and voice. • Continue to investigate best practice of curriculum implementation and delivery in line with a collaborative and Innovative Learning Environment • Motivation and engagement of reluctant literacy learners • To explore and engage in Professional Development across the Community of Learning. • To drill deeper into data to inform teaching programs and student achievement • Work with our professional development plan and facilitators to insure Assessment for Learning (AFL) is embedded in our school 		

2. To be inclusive of the needs of all students with particular focus on achievement of our Māori and Pasifika, Special Needs and Gifted and Talented.

2018	2019	2020
<ul style="list-style-type: none"> • Continue to implement changes to class make up school wide, including curriculum based classes, gender based classes. • Implement new practices for the identification of special needs and GATE students. • Implement new support for GATE students. • Review GATE and Special Needs procedures and programming in literacy and numeracy. • Implement new specialist programming model (reviewed in 2017) • Identification, monitoring, and reporting of students at risk of poor educational outcomes • Use data effectively to review and inform programming, teaching and learning, and resourcing 		

- Resourcing around key staff to gather, engage and consult with a lens on student engagement, student voice, community engagement, reluctant learners, at risk students and the Community of Learners. This would include transition programs
- Include cultural lens in self review framework

3. To increase students opportunities to engage with the NZC through the 21st learning principles

2018	2019	2020
<ul style="list-style-type: none"> • Continue working as part of NCOL and aligning the NCOL Achievement plan with annual planning • Implement annual curriculum plan across the school and review and refine for 2019 to reflect the current needs for students • Implement our new specialist teachers programming • Continue to adapt and investigate Innovative Learning Space practices • Embedding Learning Model into all teaching and learning classrooms 		

4. To provide safe, attractive functional buildings and grounds that promotes the vision and goals of the school. (Property / Health and Safety)

2018	2019	2020
<ul style="list-style-type: none"> • Develop 'leisure' areas for students within the school • Continue to Investigate and review the environmental practices within the school • Continue to focus surplus funds on the development of learning areas within the school • Implement the 5YA property plan ensuring student voice is heard in the future development of the school grounds • Through additional funding, investigate shade areas for students • Investigate with MOE property support, the scope for growth and property planning for the next 5 years 		

5. To keep the school in a good financial position and resource effectively according to identified needs. (Finance)

2018-2020

- A balanced budget will be presented that is reflective of the needs within the school
- Areas of identified priority will be reflected in the budgeted amounts within budget
- A healthy operating surplus will be maintained
- Annual review with Ed-Tech financial services to ensure we continue to keep within best practice procedures
- The Board will review and revisit the budget mid year

6. To be a good employer, providing professional development opportunities and career pathways for staff. (Personnel)

2018-2020

- Have a robust appraisal process that identifies teacher strengths and needs and aligns professional development with personal and strategic goals. Continue with staff and leadership training around appraisal connector
- Support the development of professional leadership within the school to grow future leaders
- Ensure staff are able to develop their leadership capacity within the school and the Community of Learning with career pathways available
- Units of responsibility will be used to identify and support career pathways and extra responsibility within the school
- To have a robust induction process for new staff
- To ensure all PRTs are catered for with a quality teacher mentor program and opportunity is given for support through the PRT programs at Kohia

7. To meet all legislative requirements (Legislation)

2018-2020

- Meet all legislative requirements and remain compliant with all Ministry of Education requirements including;
- Comply with the legislative demands of the MOE
- Getting documentation to the MOE in a timely manner (Annual Reporting/Charter etc.)
- Continued implementation of School Docs with staff, Board and community

8. To have a robust cycle of self review (Self-Review)

2018-2020

- Review governance policies with Board
- Review the function of the Board through self review
- Imbed new self-review cycle to ensure Policies are reviewed in a timely manner.
- Implement a self review model in line with our school learning model

2018 Annual Action Plan Developed from Strategic Plan

Strategic Goal 1

1. To ensure all of our students are achieving at the appropriate curriculum level across all curriculum areas.

Targets

- 1.1 Reduce the number of students not yet working at age appropriate curriculum levels**
- 85% of all students will be working at age appropriate levels across the curriculum
- 1.2 Increase support and engagement for target students across the curriculum**

Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
1.1 Baseline data will be collected and analysed at a team level and by SENCO to develop appropriate support programmes	Leadership Team Teachers	Term 1		
Use a range of quality formative and diagnostic assessment tools to enhance learning and teaching decisions	Leadership Team Teachers	Ongoing		
Report to parents/caregivers about progress and achievement against the NZC	Leadership Team	Term 2 & 4		
Regular conferencing with students and using data to inform and co-construct and update student learning pathways	Leadership Team Teachers PLG Group	Ongoing		
Obtain data on student achievement via diagnostic testing to moderate OTJ	Leadership Team Teachers	Term 1		

decisions. Analyse written work samples according to E-AsTTLe and data on MUSAC				
Regular conferencing with students and using data to inform and co-construct and update student action plans	Leadership Team Teachers	Ongoing		
Professional development through our COL to be developed, based on the needs of staff and students	COL Leaders	By Term 4	Release of Teachers and leaders	
Review of learning progressions and the resourcing and teaching of the identified learning needs within these.	PLG Leadership Team Teachers	Term 1-3	Release 2-3 days	
Children are given daily opportunities to learn with clear learning focus, feedback and next steps through their action plans.	Team Leaders Teachers	Ongoing		
Professional Development through PLD providers - Evaluation Associates to improve teacher practice.	Leadership Team	Ongoing (2 Year)	PLD fund (MOE) plus \$9500	
Regular data will be collected and analysed to track and adjust target groups in teams	Leadership Team Team Leaders	Ongoing		
Extra teaching and learning programmes and engagement opportunities over and above for these students to be provided	PLG Group NCOL Teachers SENCO / DP	Ongoing		

Strategic Goal 2

2. To be inclusive of the needs of all students with particular focus on achievement of our Māori and Pasifika, Special Needs and Gifted and Talented.

Targets

- 2.1** Reduce the number of Māori and Pasifika students who are at risk of not achieving through raising parental and community engagement and quality best practice teaching
- 2.2** Identify, monitor and provide opportunities for our Gifted and Talented students beyond the classroom programme.

Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
2.1 Professional Learning Groups set up with a focus on raising student achievement and engagement of reluctant learners.	Deputy Principals (Jon)	Term 1 to Term4	Units to DP, COL and Key staff	
Raise the profile of Tikanga Māori and Te Reo Māori throughout the classes through Māori Language Teaching and a clear overview.	Kylie and Becks	Ongoing	Resources	
Utilise knowledge and guidance of our COL cross school leaders to continue to develop learning focussed relationships with our priority learners.	In school COL leaders and DPs	Term 1-4	In School COL leader release and Units Associated PD Cost	
Working with our PLD facilitators on AFL	SLT and wider leadership team	Ongoing	\$9,995	
2.2 Resource (Personnel) a GATE programme that meets the needs of identified students.	DPs	Term1-4	Specialist Teachers / Release	

Identify Gifted and Talented students and develop differentiated programming to meet their needs within classrooms.	DP Leadership Team Teachers	Term 1-4	Specialist Teachers / Release	
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Strategic Goal 3

3. To increase students opportunities to engage with the NZC through the 21st learning principles and values.

Targets

3.1 Embed our new learning model across the school.

3.2 Embed an effective specialist program.

3.3 Continue to adapt and investigate Teaching and Learning practices in Innovative Learning Spaces

Actions to Achieve Targets	Led by	Timeframe	Budget/ Costs	Review/Action Plans
3.1 Explore curriculum delivery that ensures a broad range of curriculum experiences.	Leadership Team	Term 1		
Provide Professional Development opportunities for all staff on the use of the learning model in the classrooms across the curriculum.	Leadership Team		PD Costs for Staff meetings and Courses	
3.2 Review our new specialist program to make sure it is meeting the needs of our community and learners.	Specialist Teachers Leadership Team	Term 1-2		

Strategic Goal 4 – Property / Health and Safety

To provide safe, attractive functional buildings and grounds that promote the vision and goals of the school

Targets

4.1 To continue to provide a safe and healthy school that promotes the vision and values of the school

Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
4.1 Develop and implement a new 10 year property plan for the school.	BOT Property Leadership Team	Term1		
Continue to have regular 'walk arounds' with the property manager to identify areas of the school that need attention and or development.	Principal Graham Board H&S	Ongoing		
Continue to look for opportunities to invest surplus funds in the upgrade of classroom environments.	BOT Property Leadership Team	Term 1-4		
Termly inspections by the Health and Safety subcommittee of the school to ensure any health and safety issues are addressed for students and staff.	BOT Health and Safety	Termly		
Develop a plan with a focus on developing a sustainable recycling processes in the school.	Teacher in charge	Term 1-4		

Strategic Goal 5 – Finance

To keep the school in a good financial position and resource effectively according to identified needs

Targets

- 5.1** To track the budget regularly and to ensure the good financial position of the school continues.
5.2 To prioritise the budget to better meet the needs of priority learners.

Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
5.1 Meet regularly to ensure budget is being followed, discuss any underspending or overspending or budget areas that are under pressure.	BOT Finance Committee Office Manager Budget Holders	Ongoing		
5.2 Look at priority areas of need from achievement data and prioritise the setting of the budget to focus on these areas	BOT – Charter and budget development. Finance Committee School Leadership Team Teachers	Oct/Nov – Budget draft Ongoing review		

Strategic Goal 6 – Personnel

To be a good employer, providing professional development opportunities and career pathways for staff

Targets

6.1 Have a robust appraisal process that identifies teacher strengths and needs and aligns professional development with personal and strategic goals.

6.2 Ensure staff are able to develop their leadership capacity within the school, with career pathways available.

Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
6.1 Meet with staff through the normal appraisal cycle to identify school wide and personal goals for them to go through a personal inquiry.	School Leadership Team Teachers	Ongoing		
6.2 Senior Leadership team to work with Tony Burkin and Appraisal Connector to strengthen leadership capacity within the school.	School Leadership Team	Oct/Nov – Budget draft Ongoing review	Cost of 4 PD sessions and release	
To provide professional development and procedures around the use of Appraisal Connector for staff to provide evidence for appraisal.	School Leadership Team Teachers			
Offering and supporting opportunities for teaching staff to be involved in the NCOL.				

Strategic Goal 7 – Legislation

To meet all legislative requirements

Targets

7.1 To meet all legislative requirements

Actions to Achieve Targets	Led by	Timeframe	Budget/Costs	Review/Action Plans
<p>7.1 Meet all legislative requirements including; Complying with the legislative demands of the MOE Getting documentation to the MOE in a timely manner (Annual Reporting/Charter etc.) Implementation of school Docs for Board, Staff and the community</p>	<p>BOT Leadership Team</p>	<p>Ongoing By March 1 2017 Week 2 Term 1</p>	<p>\$1000 Annual Sub</p>	

Strategic Goal 8 – Self Review

To have a robust cycle of self review

Targets

8.1 To follow the 2017 Self Review cycle

	WHO TO CONSULT?	TEAM 1	TEAM 2	TEAM 3	TEAM 4
NAG 1: CURRICULUM	Education Outside the Classroom	Board / staff / parents			
	Home Learning	Board / staff / parents			
	Health Education/Curriculum consultation	Board / staff / parents	Consult		
	Improving Educational Outcomes for Māori	Board / staff / parents			
	Reading Fluency				Assurance
	Recognition of Cultural Diversity	Board / staff / parents	REVIEW		
	Religious Instruction	Board / staff / parents			
	Students with Special Needs	Board / staff / parents			REVIEW
	Documentation and Self Review	Board		REVIEW	
	Reporting to Parents	Board / staff / parents	Update		
NAG 2: DOCUMENTATION AND SELF-REVIEW	School Planning and Reporting				
	Appointment Procedures	Board			Assurance
	Appraisal of the Principal				REVIEW
	Appraisal of Staff			Assurance	Assurance
	Attendance				Assurance
	Classroom Release Time	Board / staff			REVIEW
	Complaints	Board / staff / parents			
	EEO Policy		Assurance		
	Employer Responsibility	Board / staff		REVIEW	
	Professionally Registered Teachers (PRTs)				Assurance
NAG 3: EMPLOYER RESPONSIBILITY	Salary Units	Board / staff			Assurance
	Performance Management	Board / staff			REVIEW
	Protocol/Disclosure	Board / staff			
	Staff Leave	Board / staff	REVIEW		
	Teacher Registration and Public Vetting				Assurance
	Vetting Requirements for Non-Teachers		Assurance		
	Financial Control and Expenditure	Board			
	SLE (Staff Usage and Expenditure)		Assurance		Assurance
	10 Year Property Plan (2019)		Assurance		
	NAG 4: FINANCE AND PROPERTY MANAGEMENT	Asset Register Procedures		Assurance	
Alcohol, Drugs, and Other Harmful Substances		Board / staff / parents			
Behaviour Management		Board / staff / parents			
Child Protection		Board / staff			REVIEW
Emergency Planning and Procedures		Board / staff			
Evacuation Procedures/Emergency Kit			Assurance		Assurance
Harassment		Board / staff			
Risk Management			Assurance		Assurance
Health, Safety and Welfare		Board / staff			Assurance
Safety Management System				Assurance	
NAG 5: HEALTH, SAFETY, AND WELFARE	Digital Technology and Cybersecurity				
	Medicines, Minor/Moderate Injury or Illness		Assurance		
	Separated Parents, Day-to-Day Care, and Guardianship	Board / staff	REVIEW		
	Sun Protection	Board / staff / parents			
	Swimming Pool	Board / staff / parents			Assurance
	Walkers	Board / staff			
	International Students				Assurance
	Length of School Year		Assurance		Assurance
	Privacy	Board			REVIEW
	Student Attendance		Assurance		

REVIEW
 Renew the policy procedure and advertise it to relevant stakeholders so they can also provide their feedback.

Assurance
 Assure the board that proper steps and actions have been taken regarding the policy/procedure, and that they are up to date.

Consult
 Consult with the school/community and adopt a statement about the consultation process/results.

Attribution
 Return relevant international student attribution form(s) to NZQA.

Update
 Update the charter & forward to Ministry. Prepare annual report for auditor.

Assurance
 No actions are required this year - check 3-year schedule for when action is due.

2018 Self Review Overview			
Term 1	Term 2	Term 3	Term 4
		<ul style="list-style-type: none"> Speciality Subject Curriculum (Semi review of 2018 changes) 	
<ul style="list-style-type: none"> Re vision Northcote Intermediate School for 2019 and beyond 			
<ul style="list-style-type: none"> Teacher Induction Program 			
	<ul style="list-style-type: none"> Curriculum Plan 		
<ul style="list-style-type: none"> Function of Board 			
	<ul style="list-style-type: none"> Reporting to Parents (Implement and reflect) 		

APPROVED BY THE BOARD - 28, FEBRUARY 2018