

# Northcote Intermediate



**Future-focused  
Informed  
Resilient  
Successful  
Thinkers**

**CHARTER 2019**

## ***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 21<sup>st</sup> 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 21<sup>st</sup> century learning model

The school recognises these priorities at all levels of planning.

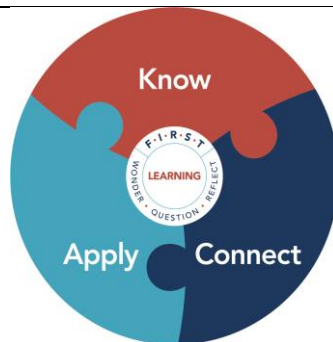
Achievement is tracked each year, analysed to identify groups of children at risk of not achieving and programmes put in place to meet identified priorities.

# Northcote Intermediate School 2019

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



Our Vision is to develop Future Focused, Informed, Resilient, Successful Thinkers by embedding 21<sup>st</sup> 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 strive for all of our learners to make progress towards 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 priority learners: Māori and Pasifika, Special Needs and Gifted and Talented
3. Increase students opportunities to engage in learning with the NZC through 21<sup>st</sup> 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...***

<b>New Zealand's Cultural Diversity</b>
All cultures will be acknowledged and valued. Teachers will actively promote and respect an understanding of diverse cultures.
<b>The Unique Position of Māori Culture</b>
<p>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).</p> <p>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.</p>
<b>What reasonable steps will NIS take to incorporate Tikanga Māori into the school's curriculum?</b>
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.
<b>What will NIS do to provide instruction in Te Reo Māori for full time students if parents request it?</b>
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.
<b>What steps will we take to report to and discover the views and concerns of our Māori Community?</b>
<ul style="list-style-type: none"><li>• Meaningfully consult with our Māori community to ascertain how the school supports the achievement of their child.</li><li>• Involve parents and whanau in planning where appropriate.</li></ul>
<b>What are the things that make NIS unique?</b>
<ul style="list-style-type: none"><li>• Part of the Northcote Community of Learning</li><li>• Cultural diversity</li><li>• Differences in our community - contributing schools range from decile 1 – 10</li><li>• Composite classes</li></ul>

- 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"> <li>• Implement new assessment practices (Reviewed in 2017, 2018 and 2019) to ensure relevant data is being collected for both formative and summative purposes</li> <li>• Build teacher capacity to enable increased “Literacy Across the curriculum”</li> <li>• Embed the integration of the NIS learning model into literacy and Numeracy teaching and learning experiences</li> <li>• Refine and implement new modified learning pathways, ensuring student input and voice.</li> <li>• Continue to investigate best practice of curriculum implementation and delivery in line with a collaborative and Innovative Learning Environment</li> <li>• Motivation and engagement of reluctant literacy learners</li> <li>• To explore and engage in Professional Development across the Community of Learning.</li> <li>• To drill deeper into data to inform teaching programs and student achievement</li> <li>• Work with our professional development plan and facilitators to insure Assessment for Learning (AFL) is embedded in our school</li> </ul>		

### 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"> <li>• Continue to implement changes to class make up school wide, including curriculum based classes, gender based classes.</li> <li>• Implement new practices for the identification of special needs and GATE students.</li> <li>• Implement new support for GATE students.</li> <li>• Review GATE and Special Needs procedures and programming in literacy and numeracy.</li> <li>• Implement new specialist programming model (reviewed in 2017) – implemented 2018</li> <li>• Identification, monitoring, and reporting of students at risk of poor educational outcomes</li> </ul>		

- 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 21<sup>st</sup> learning principles

2018	2019	2020
<ul style="list-style-type: none"> <li>● Continue working as part of NCOL and aligning the NCOL Achievement plan with annual planning</li> <li>● Implement annual curriculum plan across the school and review and refine for 2019 to reflect the current needs for students</li> <li>● Implement our new specialist teachers programming</li> <li>● Continue to adapt and investigate Innovative Learning Space practices</li> <li>● Embedding Learning Model into all teaching and learning classrooms</li> </ul> <div data-bbox="892 609 1228 933" data-label="Diagram"> </div>		

### 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"> <li>● Develop 'leisure' areas for students within the school</li> <li>● Continue to Investigate and review the environmental practices within the school</li> <li>● Continue to focus surplus funds on the development of learning areas within the school</li> <li>● Implement the 5YA property plan ensuring student voice is heard in the future development of the school grounds</li> <li>● Through additional funding, investigate shade areas for students</li> <li>● Investigate with MOE property support, the scope for growth and property planning for the next 5 years</li> </ul>		

**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**

- Continue to meet all legislative requirements and remain compliant with all Ministry of Education requirements including;
- Comply with the legislative demands of the MOE
- Now it is established. continued use of School Docs with staff, Board and community



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

**2018-2020**

- Continue to use Schooldocs at BoT level to ensure regular self-review of governance policies
- Review, refine and continue to practice self-review model in line with our school learning model with staff

## 2019 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
<b>1.1</b> Baseline data will be collected and analysed at a team level and by SENCO to develop appropriate support programmes	<b>Leadership Team</b>  <b>Teachers</b>	<b>Term 1</b>		

Use a range of quality formative and diagnostic assessment tools to enhance learning and teaching decisions	<b>Leadership Team</b> <b>Teachers</b>	<b>Ongoing</b>		
Report to parents/caregivers about progress and achievement against the NZC – use of Seesaw	<b>Leadership Team</b>	<b>Term 2 &amp; 4</b>		
Regular conferencing with students and using data to inform and co-construct and update student learning pathways	<b>Leadership Team</b> <b>Teachers</b> <b>PLG Group</b>	<b>Ongoing</b>		
Obtain data on student achievement via diagnostic testing to moderate OTJ decisions. Analyse written work samples according to E-AsTTLe, MYAT and data on MUSAC	<b>Leadership Team</b> <b>Teachers</b>	<b>Term 1</b>		
Regular conferencing with students and using data to inform and co-construct and update student action plans	<b>Leadership Team</b> <b>Teachers</b>	<b>Ongoing</b>		
Professional development through our COL to be developed, based on the needs of staff and students	<b>COL Leaders</b>	<b>By Term 4</b>	<b>Release of Teachers and leaders</b>	
Review of learning progressions and the resourcing and teaching of the identified learning needs within these.	<b>PLG</b> <b>Leadership Team</b> <b>Teachers</b>	<b>Term 1-3</b>	<b>Release 2-3 days</b>	
Children are given daily opportunities to learn with clear	<b>Team Leaders</b>	<b>Ongoing</b>		

learning focus, feedback and next steps through their action plans.	<b>Teachers</b>			
Professional Development through PLD providers - Evaluation Associates to improve teacher practice (Assessment for Learning)	<b>Leadership Team</b>	<b>Ongoing (2 Year)</b>	<b>PLD fund (MOE) plus \$9500</b>	
Regular data will be collected and analysed to track and adjust target groups in teams	<b>Leadership Team</b> <b>Team Leaders</b>	<b>Ongoing</b>		
Extra teaching and learning programmes and engagement opportunities over and above for these students to be provided	<b>PLG Group</b> <b>NCOL Teachers</b> <b>SENCO / DP</b>	<b>Ongoing</b>		

## 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.

<b>Actions to Achieve Targets</b>	<b>Led by</b>	<b>Timeframe</b>	<b>Budget/Costs</b>	<b>Review/Action Plans</b>
<b>2.1</b> Professional Learning Groups set up with a focus on raising	<b>Deputy Principals (Jon)</b>	<b>Term 1 to Term4</b>	Units to DP, COL and Key staff	

student achievement and engagement of reluctant learners.				
Raise the profile of Tikanga Māori and Te Reo Māori throughout the classes through Māori Language Teaching and a clear overview.	<b>Kylie and Becks</b>	<b>Ongoing</b>	Resources	
Utilise knowledge and guidance of our COL cross school leaders to continue to develop learning focussed relationships with our priority learners.	<b>In school COL leaders and DPs</b>	<b>Term 1-4</b>	In School COL leader release and Units Associated PD Cost	
Working with our PLD facilitators on AFL	<b>SLT and wider leadership team</b>	<b>Ongoing</b>	\$9,995	
<b>2.2</b> Resource (Personnel) a GATE programme that meets the needs of identified students.	<b>DPs</b>	<b>Term1-4</b>	<b>Specialist Teachers / Release</b>	
Identify Gifted and Talented students and develop differentiated programming to meet their needs within classrooms.	<b>DP Leadership Team Teachers</b>	<b>Term 1-4</b>	<b>Specialist Teachers / Release</b>	

### Strategic Goal 3

### 3. To increase students opportunities to engage with the NZC through the 21<sup>st</sup> 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
<b>3.1</b> Explore curriculum delivery that ensures a broad range of curriculum experiences.	<b>Leadership Team</b>	<b>Term 1</b>		
Provide Professional Development opportunities for all staff on the use of the learning model in the classrooms across the curriculum.	<b>Leadership Team</b>		<b>PD Costs for Staff meetings and Courses</b>	
<b>3.2</b> Review our new specialist program to make sure it is meeting the needs of our community and learners.	<b>Specialist Teachers</b>  <b>Leadership Team</b>	<b>Term 1-2</b>		

### 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

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

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

## 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
<b>6.1</b> Meet with staff through the normal appraisal cycle to identify school wide and personal goals for them to go through a personal inquiry.	<b>School Leadership Team</b>  <b>Teachers</b>	<b>Ongoing</b>		
<b>6.2</b> Senior Leadership team to work with Tony Burkin and Appraisal Connector to strengthen leadership capacity within the school.	<b>School Leadership Team</b>	<b>Oct/Nov – Budget draft</b>  <b>Ongoing review</b>	<b>Cost of 4 PD sessions and release</b>	
To provide professional development and procedures around the use of Appraisal Connector for staff to provide evidence for appraisal.	<b>School Leadership Team</b>  <b>Teachers</b>			
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><b>7.1</b> 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><b>BOT</b>  <b>Leadership Team</b></p>	<p><b>Ongoing</b>  <b>By March 1 2017</b>  <b>Week 2 Term 1</b></p>	<p><b>\$1000 Annual Sub</b></p>	

## Strategic Goal 8 – Self Review

**To have a robust cycle of self review**

**Targets**

**8.1** To follow the 2017 Self Review cycle

**2019 Self Review Overview**

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



## 2019 REVIEW SCHEDULE

See Implementation Alerts and Reports and Policy Review on your school's back page for more information.

		WHO TO CONSULT?	TERM 1	TERM 2	TERM 3	TERM 4
<b>1. CURRICULUM</b>  Curriculum and Student Achievement Education Outside the Classroom Health Education/Curriculum consultation Home Learning Improving Educational Outcomes for Māori Learning Support Reading Recovery/Literacy Support Recognition of Cultural Diversity Religious Instruction/Religious Education	Documentation and Self-Review	Board				
	Reporting to Parents	Board / staff / parents				
	School Planning and Reporting	Board / staff / parents				
	Appointment Procedure	Board				
	Appraisal of Staff	Board				
	Appraisal of the Principal	Board				
	Attestation	Board				
	Classroom Release Time/Timetables	Board / staff				
	Complaints	Board / staff / parents				
	EEO Policy	Assurance				
	Employer Responsibility	Board / staff				
	Performance Management	Board / staff				
	Police Vetting for Non-Teachers	Assurance				
	Protected Disclosure	Board / staff				
	Provisionally Certificated Teachers (PCTs)	Board / staff				
Salary Units/Management Allowances	Board / staff					
Staff Leave	Board / staff					
Teacher Certification and Police Vetting	Board					
<b>2. FINANCE AND PROPERTY MANAGEMENT</b>  10 year Property Plan (10 YPP) Finance and Property Management SUE (Staff Usage and Expenditure)	Abuse Recognition and Reporting	Board				
	Alcohol, Drugs, and Other Harmful Substances	Board / staff / parents				
	Behaviour Management	Board / staff / parents				
	Child Protection	Board / staff				
	Digital Technology and Cybersecurity	Assurance				
	Emergency Planning and Procedures	Assurance				
	Evacuation Procedure/Emergency Kit	REVIEW				
	Harassment	Assurance				
	Health, Safety, and Welfare	Assurance				
	Medicines, Minor/Moderate Injury or Illness	REVIEW				
	Physical Restraint	Assurance				
	Risk Management	Assurance				
	Safety Management System	Assurance				
	Separated Parents, Day-to-Day Care, & Guardianship	Assurance				
	Sun Protection	Assurance				
Surrender & Retention of Property and Searches	Assurance					
Swimming Pool	Assurance					
Visitors	Assurance					
<b>3. LEGISLATION AND ADMINISTRATION</b>  International Students Legislation and Administration Length of School Year Privacy Student Attendance	International Students	Board / staff / parents				
	Legislation and Administration	Board / staff				
	Length of School Year	Board / staff				
	Privacy	Board / staff / parents				
	Student Attendance	Board / staff				
	Assurance	Assurance				
	Consult	Assurance				
	Submit	Assurance				
	Attestation	Assurance				
	Assurance	Assurance				
	Consult	Assurance				
	Submit	Assurance				
	Attestation	Assurance				
	Assurance	Assurance				

Review the policy / procedure and advertise it to relevant stakeholders so they can also provide their feedback.  
 Assure the board that proper steps and actions have been taken regarding the policy/procedure, and that they are up to date.  
 Consult with the school community and adopt a statement about the consultation process/results.  
 Update your charter & forward to the Ministry. Prepare annual report for auditor.  
 Return relevant international student attestation form(s) to NZQA.  
 No actions required this year – check 3-year schedule for when action is due.

**APPROVED BY THE BOARD: March 2019**

**BoT Chair: K. Punturiero**