

Northcote Intermediate School



The FIRST way. We are:

Future-focused

Inspired

Resilient

Successful

Thinkers

CHARTER 2020 - 2022

School Description

Northcote Intermediate School is a state funded co-educational school catering for 505 year 7 and 8 students.

The school currently has 18 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. The school has worked hard towards our mission of being the number one choice of middle school for our local community. Rising roll numbers and a school zone (implemented 2019) indicate that a significant portion of our community has confidence in Northcote Intermediate School to help to prepare their children for success in life.

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, inspired, 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, using and iterating 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 2020

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

Our new mission is...

Together, we equip ākonga with the knowledge, FIRST skills, attitudes and values to be connected, empowered achievers

The FIRST way



Our vision is to connect, empower, achieve and grow our school and community together

Our traditional motto: "to build and cherish"

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, children with learning support needs and Gifted and Talented
3. Increase students opportunities to engage in learning with the NZC through 21st learning strategies and opportunities
4. Maintain and develop new buildings and grounds that are safe and that promote the vision and goals of the school including a plan for short and long term 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 culturally responsive plan. 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
- Changing community and significant roll growth

Northcote Intermediate School Strategic Plan 2020 - 2022

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

2020	2021	2022
<ul style="list-style-type: none"> ● Implement new assessment practices (Reviewed in 2019) to ensure relevant data is being collected for both formative and summative purposes – and grow student agency – assessment capable learners ● To drill deeper into data to inform teaching programs and student achievement ● Build teacher capacity to enable increased “Literacy 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 input 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 learners ● To explore and engage in Professional Development across the Community of Learning. 		

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

2020	2021	2022
<ul style="list-style-type: none"> ● Clear focus on improving our cultural responsiveness – with particular focus on Maori and Pasifika learners ● Continue to implement changes to class make up school wide, including curriculum based classes, gender based classes. ● Improve student support services infrastructure and capability – Senco/LSC/SSS ● Implement new practices for the identification of children with learning support needs and GATE students. ● Implement new programmes and support to extend and enrich GATE students. ● Review GATE and Children with learning support needs procedures and programming in literacy, numeracy and STEAM. ● 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

2020	2021	2022
<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 2020 to reflect the current and future needs for students • Continue to adapt and investigate Innovative Learning Space practices + preparation for new learning spaces • Further develop STEAM learning programme for cross-curricular, project based learning <div data-bbox="898 395 1227 730" style="text-align: center;"> </div>		

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

2020	2021	2022
<ul style="list-style-type: none"> • Develop 'leisure' areas and art features within the school • Continue to review and develop the environmental practices within the school • Continue to focus surplus funds on the development of learning areas within the school • Implement a property plan ensuring student voice is heard in the future development of the school grounds • In partnership with MoE, design and build new infrastructure and facilities to modernise school and grounds 		

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

2020 - 2022

- 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
- Look at growing international student numbers to between 5 and 10 students to supplement funds for learning

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

2020 - 2022

- Have a robust mentoring process that identifies teacher strengths and needs and aligns professional development with personal and strategic goals. Continue with staff and leadership training
- Support the development of professional leadership within the school to grow future leaders and staff to be ILE ready
- 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 range of PRT programs that are available
- Partnership with AUT Masters programme

7. To meet all legislative requirements (Legislation)

2020 - 2022

- Continue to meet all legislative requirements and remain compliant with all Ministry of Education requirements including;
- Comply with the legislative demands of the MOE
- Continued use of School Docs with staff, Board and community

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

2020 - 2022

- 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

2020 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/LSC 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 (2019 and 2020)		
Report to parents/caregivers about progress and achievement against the NZC. Develop student agency and involvement in conferences	Leadership Team	Term 2 & 4		
Regular conferencing with students and using data to inform	Leadership Team	Ongoing		

and co-construct and update student learning pathways	Teachers PLG Group			
Obtain data on student achievement via diagnostic testing to moderate OTJ decisions. Analyse written work samples according to E-AsTTLe, PAT and data on MUSAC	Leadership Team Teachers	Term 1		
Regular conferencing with students and using data to inform and co-construct. Students to be enabled to lead conferences	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 – Core – for Digital Curriculum	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		
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Strategic Goal 2

2. To be inclusive of the needs of all students with particular focus on achievement of our priority learners; Māori and Pasifika, Children with learning support needs and Gifted students.

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 students with learning support needs and 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.	Principal Team			
Raise the profile of Tikanga Māori and Te Reo Māori throughout the classes through Māori Language Teaching and a clear overview.	Maori Achievement Group			
2.2 Continue to develop our support services so we can recognise and support students who have learning support needs. Teacher development and student/whanau engagement. Senco, LSC and RTLB services to work collaboratively.	Student Support Services team			
Utilise knowledge and guidance of our COL cross school leaders to continue to develop learning focused relationships with our priority learners.	Principal Team and WSL's			
Working with our PLD facilitators on Digital Curriculum and Cultural Responsiveness	Principal Team and relevant in school leaders: CA and KR			

2.2 Resource (Personnel) a GATE programme that meets the needs of identified students.	SLT			
Identify Gifted and Talented students and develop differentiated programming to meet their needs within classrooms.	SLT			

Strategic Goal 3

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

Targets

3.1 Review our learning model and how it's applied across the school.

3.2 Further develop an effective specialist program.

3.3 Continue to adapt and investigate Teaching and Learning practices in Innovative Learning Spaces to prepare staff for new development

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.	PT + CL's			
Provide Professional Development opportunities for all staff on the use of the learning model in the classrooms across the curriculum.	PT			
3.2 Review our specialist program to make sure it is meeting the needs of our community and learners.	PT + ZC			

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.	PM			
Continue to have regular 'walk arounds' with the property manager to identify areas of the school that need attention and or development.	H&S Rep			
Continue to look for opportunities to invest surplus funds in the upgrade of classroom environments.	PT			
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 H&S			
Develop a plan with a focus on developing productive relationships with community partners to foster sustainability and environmental projects	SLT			

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 mentoring and 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.
- 6.3** Ensure wellness in staff and students is a big focus

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 Mark Osborne 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 effective mentoring and coaching to develop all staff	School Leadership Team Teachers	Ongoing		
Offering and supporting opportunities for teaching staff to be involved in the NCOL.	CoL team	Ongoing		
6.3 Weekly Wellness focus. Integrate into mentoring. Regular staff wellness opportunities and checkins	School Leadership Team	Ongoing		

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/C osts	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.) Continued use of and updating of school Docs for Board, Staff and the community</p>	<p>BOT Leadership Team</p>	<p>Ongoing By March 1 2020 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 2020 Self Review cycle

2020 Self Review Overview

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">Teacher Induction ProgramRevised Curriculum PlanRevised Assessment PlanCulturally Responsive PlanTeacher appraisal and development programme	<ul style="list-style-type: none">Change management plan for ILE'sReporting to Parents and increase of student agency in the process (Implement and reflect)	<ul style="list-style-type: none">Staff leadership programme	<ul style="list-style-type: none">Charter, Annual plan

Attach school docs 2020 review plan

APPROVED BY THE BOARD: _____ **BoT Chair:** _____