



**Gisborne
Intermediate
School**
growing great people

CHARTER

2022

THE SCHOOL CHARTER INTRODUCTORY SECTION

A Gisborne Intermediate student shows lifelong learning through a growth mindset which is supported by our values of Respect, Integrity, Self-Management and Excellence. At Gisborne Intermediate we encourage all learners in our community to strive for excellence and become great people.

Gisborne Intermediate values are all integral to growing great people who reach their full potential.

RESPECT – Whakaute

- ▶ Respecting our language, culture, environment, ourselves, growth, and each other

INTEGRITY – Ngākau Tapatahi

- ▶ Being honest, trustworthy, ethical, responsible and accountable for our actions.

SELF-MANAGEMENT – Nga Ture

- ▶ Taking responsibility for being honourable within the way we choose to act and making sure we are prepared in order to give ourselves the best chance for success.

EXCELLENCE – Hiranga

- ▶ To be the best you can be and to strive for excellence through perseverance.

These values are part of what make people great and we desire for all Gisborne Intermediate students to grow into great people.

Gisborne Intermediate has enjoyed continual roll growth to the point where we now have an enrolment scheme to avoid overcrowding. There is a genuine learning culture based around collaboration and the promotion of strong values. There exists a determined belief that all students will meet with success and are valued for who they are and are supported to aspire to their full potential.



RESPECT
INTEGRITY
SELF MANAGEMENT
EXCELLENCE

THE GISBORNE INTERMEDIATE TEAM

BOARD OF TRUSTEES

Anna Holdsworth	<i>Chairperson</i>
Tracey Clare	
Tanya Hohepa	
John Moetara	
Nathan Whitley	
Carrie Barclay (Staff Rep)	
Glen Udall (Principal)	

SENIOR MANAGEMENT TEAM

Glen Udall	<i>Principal</i>
Brendon Hart	<i>Deputy Principal</i>

TEACHING TEAMS

Team Leach

Jodie Leach	<i>Lead/LH4</i>
Paige Bennett	<i>LH1</i>
Emily Willock	<i>LH1</i>
Dylan Babbington	<i>LH5</i>
Shawn Norris	<i>LH6</i>

Team Devery

Anna Devery	<i>Lead/LH2</i>
Wendy Wallace	<i>LH2</i>
Rapiata Ria	<i>LH2</i>
Puri Hauiti	<i>LH2</i>
Tracey Maynard	<i>LH2</i>

Team Walters

Kaytlin Walters	<i>Lead/LH3</i>
Barry Huhu	<i>LH3</i>
Wayne Ensor	<i>LH8</i>
Sofie Gaddum	<i>LH8</i>
Quentin Mill	<i>LH8</i>

Team Church

Amber Church	<i>Lead/LH9</i>
Michaela Parker	<i>LH9</i>
Charlotte Mossman	<i>LH7</i>
Jess Hughes	<i>LH10</i>
Rebecca Schultz	<i>LH11</i>

Team Tech Arts

Raewyn Hunt	<i>Lead Music</i>
Bryan Notting	<i>Art</i>
Jamie Ashman	<i>Industrial</i>
Tina Swann	<i>Food</i>
Conrad Smith	<i>STEM</i>
Anna de Lautour	<i>Horticulture</i>
Reg Namana	<i>Hauora</i>

Leaders of Learning

Carrie Barclay	<i>Numeracy</i>
Glenda Sambrook	<i>Literacy</i>
Julie Joll	<i>Additonal Educational Needs</i>

SUPPORT STAFF

Debbie Ross	<i>Office Administrator</i>
Katy McLaughlin	<i>Office Administrator</i>
Susan Yuile	<i>Office Administrator</i>
Kay Bermingham	<i>Financial Administrator</i>
Walter Shepherd	<i>Teacher Aide</i>
Kat Swann	<i>Teacher Aide</i>
Shane'h Williams	<i>Teacher Aide</i>
Andrew Ingoe	<i>Teacher Aide</i>
Lee Devery	<i>Teacher Aide</i>
Keri Ngatoro	<i>Teacher Aide</i>
Dale Robertson	<i>Property Manager</i>
Chris Underdown	<i>Property Manager</i>

STUDENTS

Total Students	602
Year 7	308
Year 8	294

Student Ethnicity

NZ European	294
Māori	352
Tongan	16
Fijian	2
Chinese	4
Japanese	7
Indian	4
Australian	12
British	6
Samoan	7
Other	13

DESCRIPTION OF THE SCHOOL & COMMUNITY

Gisborne Intermediate School has a roll of 600 students.

Gisborne Intermediate School has a mix of old and refurbished classrooms, comprising of 20 teaching classrooms in all. In addition to the classrooms and administration block, there is a Library and a Tech Arts Centre (Music, Dance/Drama, Food Tech, Hard Materials, STEM, Horticulture, Hauora and Art), hall and swimming pool. The school grounds are both sealed and grassed and prove to be adequate for the needs of the school. Comprehensive adventure playgrounds are installed and prove to be favourite meeting places for many of the students. The School Administration block includes school offices, medical rooms, staff room, resource room, Principal and DP offices. The school has a comprehensive computer network system with each classroom having TV screens. All classrooms, the library, and school offices have computers and the school has wireless internet throughout.

The School is organised into five education teams:

Team Leach (Learning Hubs 1, 4, 5, 6)

Team Devery (Learning Hub 2)

Team Walters (Learning Hubs 3, 8)

Team Church (Learning Hubs 7, 9, 10, 11)

Team Tech Arts (Music, Arts, Food Tech, Industri-Tech, STEM, Horticulture, Hauora)

The school has all of its classrooms digitally enhanced with TVs and chromebooks. LSH is our special needs room where our identified students with additional needs are able to work with their teacher's aides. The room is also the base for our special needs teacher of ORS students.

Although the Principal has overall responsibility for all areas, the Deputy Principal and Lead Teachers have delegated responsibilities respectively. All classes are multi year groups, years 7&8.

The contributing population to Gisborne Intermediate School is multicultural; with a 58% Māori group and a small immigrant group from a wide selection of Australia, Britain, Asia and the Pacific Islands.

The community has quite high expectations of the school. There is a strong indication that parents support the education their children are receiving. The school calendar highlights a number of events parents may wish to become involved in. In 2019 our key Curriculum Goals include: Teaching as Inquiry, e-Learning, Literacy and Numeracy.

Gisborne Intermediate participates in the Poverty Bay / Bay of Plenty intermediate schools sports competitions in a wide variety of sports, where the students travel out of district to



Gisborne Intermediate School front entrance circa 1961

compete. There are also a number of students who compete in the AIMS GAMES in Tauranga or at other regional events representing Gisborne Intermediate throughout the year. We have many great successes within our sporting codes and the students shine when given these opportunities. They also participate in an annual exchange with Whakatane Intermediate in sporting and academic fields.

Gisborne Intermediate is strongly represented in the performing arts with a range of school groups. Every year we have performance groups who perform at a variety of events.

The school web site (www.gisint.co.nz) is a portal to what is happening at Gisborne Intermediate and we use a school Facebook page which offers weekly updates of events, sporting successes and is the preferred method of contacting promoting school events. A quick view of the term calendar highlights all that is being offered for the students from school camps to sporting events to reporting timelines so parents are kept well informed of what is coming up in a very busy year. Teachers have also created hub facebook pages to keep parents up to date with what is happening specifically in their classrooms.



WHAT INCLUSIVENESS LOOKS LIKE AT GISBORNE INTERMEDIATE

Gisborne Intermediate is an inclusive school where students with special education needs are participating and engaged in the school classrooms. The students are learning material at their appropriate level and they are achieving success with the school curriculum. These students feel valued as active members of their classroom and they are fully integrated into the school teaching and learning programme.

Gisborne Intermediate works very carefully on the placement of students with the best possible teacher to match their individual social and learning needs. Considerable thought and care is taken in this process to maximise the transition into successful two years at Gisborne Intermediate. The school has extensive systems and processes in place to support learners with special educational needs. This includes the use of quality teachers' aides, school special needs teachers, and liaison with external agencies such as; RTLB, RTLiT, SE, CAMHs, etc.

Parents are welcomed into the school and are an integral part of the learning process. We take an active role to encourage parental participation in school events and the classroom programme.

NATIONAL EDUCATION PRIORITIES

Success for all

Gisborne Intermediate is committed to improving the educational outcomes for all of its students. We look for continual school improvements in how we meet the learning needs of all learners through delivering quality learning programmes based around the quality data that we have gathered and reported to the BOT.

A safe learning environment

Gisborne Intermediate provides a safe structured learning environment for all of its students. The classrooms are well resourced and mobility access is provided to all classrooms. Gisborne Intermediate has a SWIS worker on site who works with students and their families. The SWIS worker supports students through targeted programmes and liaises with other agencies to ensure that all students receive appropriate assistance.

Improving literacy and numeracy

Gisborne Intermediate is committed to improving the Literacy and Numeracy attainment levels for all students, with a value added approach (all students will make progress relative to the entry level to Gisborne Intermediate). The school has recently been part of MoE funded ALiM & ALL MST projects which are designed to (up skill) staff in their delivery of high quality teaching and learning programmes.

Better use of student achievement information

Gisborne Intermediate reviews its data collection processes yearly to better gain accurate information that is then cross referenced with data from a variety of sources to ensure that the teachers OTJ is as balanced as it can be. There is an assessment schedule that is produced every year outlining the formal and informal methods used to collect student data information. These range from: PAT tests, e-asTTle, GLOSS, IKAN and student evidence of learning. This data is then compiled into MUSAC Edge where it can be analysed and progress can be tracked over time.

Improving outcomes for students at risk

Gisborne Intermediate has clear procedures for identifying students at risk. This begins before the students start at Gisborne Intermediate, where their previous school and teacher are consulted around the educational needs of the student. Once identified the student is then placed with the most qualified teacher to support them in their learning. Through the use of outside agencies like: CAMHS, RTLb, RTLIT, Special Education, SWIS the students are given access to high quality learning support and programmes to best meet their identified learning needs.

Improving Māori student outcomes

Gisborne Intermediate has a Māori roll of 58% of the total roll. We have a dedicated team of teachers who have developed programmes for engaging with our Māori students. There are extension and enrichment programmes for students in Te Reo Māori and Tikanga Māori. The school receives Māori Language Resource funding at Level 3 for 150 learners. The school continues to self-review its performance in lifting Māori achievement and is developing a culturally responsive education where Māori can succeed as Māori.

Providing career guidance (Year 7 and above)

Gisborne Intermediate provides career guidance for its students through the integration of careers within the classrooms major unit studies when appropriate.

Reporting

Gisborne Intermediate reports twice a year in writing to parents on their student's progress towards curriculum levels. These reports are written in plain English to ensure that parents gain a clear understanding of where their students are in relation to curriculum levels. Students with special needs will have their progress reported against their individual IEP/IBP learning goals, this will form the basis of their reports.



CULTURAL DIMENSIONS

Cultural Perspectives

Gisborne Intermediate School's curriculum recognises the unique position of Māori within New Zealand society. It provides students with experiences and understandings in cultural traditions, language and local and national histories.

Tikanga Māori and Te Reo Māori

Gisborne Intermediate School takes all reasonable steps to provide learning opportunities in tikanga Māori and Te Reo Māori for full time students whose parents ask for it. For parents indicating their intention to enrol their children at Gisborne Intermediate School, a discussion will be held to share/inform the parents of the current level of teaching of tikanga Māori and Te Reo Māori and possible future developments considering financial, human and physical resourcing. Existing parents of Māori children attending Gisborne Intermediate School have the opportunity to participate in discussions on any issues, concerns or matters of interest concerning Māori and Māori student achievement.

Consultation with Māori

An annual survey is held. All families with a Māori child/ren attending Gisborne Intermediate School are invited to submit responses to a survey. Ideas agreed on within the survey are incorporated in the school's Action Plan for the forthcoming year.

Consultation with Pasifika

An annual survey is held in November following the distribution of a School Questionnaire to the community. All families with Pasifika children attending Gisborne Intermediate School are invited to submit responses to this survey. Ideas agreed on within the survey are incorporated in the school's Action Plan for the forthcoming year.

BOARD'S UNDERTAKINGS

Consultation

The Gisborne Intermediate School Board consults annually with the Māori community and wider community. Processes for consultation include School Newsletters and Board Meetings, Parent Teacher Interviews, Curriculum Evenings, annual hui, and kanohi ki te kanohi (face to face with parents and family).

Planning Year

Gisborne Intermediate School's planning year is January 1 to December 31. The implementation of the school's plans is from the beginning of the new school year.

School's Charter

The Gisborne Intermediate School Board sends a copy of the School Charter to the Ministry of Education annually by March 1.

Annual Report

The Gisborne Intermediate School Board sends a copy of the Annual Report to the Ministry of Education annually by May 31. This report outlines the previous year's operations, including a financial report and a report on student achievement.



CORE VALUES & BELIEFS

vision

Growing Great People | Te Whakatipu Iwi Nui

mission

Create personalised learning opportunities for our tamariki with connections to the world around them through powerful partnerships between students, teachers and whānau.

values

GUIDING PRINCIPLES

- ▶ Put students welfare and learning at the centre of all our decisions.
- ▶ Build relationships with our school whānau and community.
- ▶ Prepare students with core skills and values.
- ▶ Develop high performing teachers.
- ▶ Respect our social, cultural and physical environment.
- ▶ Demonstrate effective governance.

MANAAKITANGA KINDNESS
LISTENING SHARING
SUPPORTIVE OF OTHERS & DIFFERENCES
USING GREAT MANNERS **CARING**
APPRECIATION OF SELF, OTHERS & SCHOOL ENVIRONMENT
CONSIDERATE OF OTHERS
WHAKAWHANAUNGATANGA **RELATIONSHIPS**

RESPECT



WALK WITH MANA HONESTY
KOTAHITANGA RESPONSIBLE
RELIABLE DOING THE RIGHT THING
CONSISTENT UNITY
WHAKAPONO OWNERSHIP
SEEK OPPORTUNITIES TRUST
EMPATHY FOCUSED

INTEGRITY



SOLVING PROBLEMS COMMITMENT
FOLLOW INSTRUCTIONS
COOPERATIVE PUNCTUAL
LOOKING AFTER PEOPLE, BELONGINGS & PROPERTY
ORGANISED FOCUSED
CONSISTENT INITIATIVE
EMBRACE LEARNING

**SELF
MANAGEMENT**



AIM HIGH TEAMWORK
PERSONAL BEST
CELEBRATE SUCCESS PERSEVERANCE
GOALS ACHIEVED
WHAIA TE ITI KAHURANGI
CAN DO ATTITUDE

EXCELLENCE



Our beliefs mean we employ and develop teachers who:

- ▶ Meet individual student needs with consideration of a futures perspective.
- ▶ Live the school values and are prepared to be learners themselves.
- ▶ Are prepared to be accountable and have challenging conversations around evidence of learning.
- ▶ Have high expectations of themselves and their students but have some fun in the quest for success.
- ▶ Have an expectation that everyone reaches their full potential by supporting cultural aspirations.
- ▶ Are highly professional in working with all stakeholders to achieve maximum impact.

Our beliefs mean we aspire to create learners who are:

- ▶ Well rounded people who fulfill their potential.
- ▶ Aware of their next learning steps and set challenging but achievable academic goals.
- ▶ Curious innovators who take responsibility for themselves and demonstrate a sound work ethic.
- ▶ IT savvy and globally connected contributors who are future focused.
- ▶ Empathetic team players with good manners and show appreciation.
- ▶ Brave and resilient in the face of challenge and disappointments.

IN ACCORDANCE WITH OUR SCHOOL CHARTER & STRATEGIC PLAN

OUR VISION/ MISSION

GROWING GREAT PEOPLE BY:

Creating personalised learning opportunities for our tamariki with connections to the world around them through powerful partnerships between students, teachers and whanau.

Our focus is always on pedagogy, methodology and best practice for the emerging adolescent.

OUR VALUES

EXCELLENCE IN TEACHING AND LEARNING WHICH PROMOTES:

- ▶ High levels of achievement for all
- ▶ Individual strengths and potential
- ▶ Commitment to a partnership between school and community
- ▶ Staff as our most valuable resource
- ▶ A safe, healthy, secure and inclusive learning environment for all staff and students

OUR TEACHING BELIEFS

- ▶ Every child is an individual
- ▶ Children will work at their own level of learning
- ▶ A child's strengths and interests will be identified and nurtured
- ▶ Children will work in a stimulating caring environment
- ▶ Children will be provided with robust appropriate teaching programmes
- ▶ Each child will be encouraged to reach their potential
- ▶ Pedagogy and methodology suited for the emerging adolescent

OUR CURRICULUM APPROACH IS NURTURED BY CONSIDERING THESE 3 AREAS:

WHO

- ▶ Students
- ▶ Whanau/family
- ▶ Teachers
- ▶ Guest Speakers
  - Local & Global
  - Expert areas
- ▶ Te Runanga o Turanganui a Kiwa
- ▶ Turanga Health
- ▶ Local Agencies
- ▶ RTLb, SE
- ▶ Support services, STAND, Strengthening Families, CYFS, etc

HOW

- ▶ Te Wiki o Te Reo Māori
- ▶ Local significant historical sites - Turanganui a Kiwa Heritage Trails
- ▶ Tairāwhiti Museum Lessons
- ▶ Legends
- ▶ Culture / Tikanga
- ▶ Karakia
- ▶ Marae stay
- ▶ Kapa haka – from this area
- ▶ Powhiri
- ▶ Hauora – who we are and where we come from
- ▶ Ka Hikitia
- ▶ Culturally responsive teaching – Tataiako
- ▶ E-Learning – Mind Lab
- ▶ Matariki
- ▶ Kaimoana / Hunting
- ▶ Te Reo Māori
- ▶ Clear Māori component to the physical aspect of the school environment
- ▶ Waiata - local

WHY

- ▶ Whanaungatanga – Relating to each other, kinship, family connections
- ▶ Manaakitanga – how we treat each other
- ▶ Kaitiakitanga – showing care and respect for all things around us
- ▶ Poutama – steps to excellence
- ▶ Greater student engagement
- ▶ Celebrate the unique culture of the area
- ▶ 58% of students are of Māori descent
- ▶ Empowering the students by having successful Māori role models
- ▶ Students can make a connection between their local community and the wider worlds
- ▶ Sense of belonging/achievement

GOAL 1
STUDENT
LEARNING
Better
Achievement

To raise student achievement in Numeracy & Literacy whereby each learner exceeds a years progress annually with a particular focus on Māori learners.

GOAL 2
POWERFUL
PARTNERSHIP
Better
Connections

The school will increase levels of collaboration with parents, iwi, other schools and community organisations to develop well rounded students who demonstrate our RISE values

GOAL 3
PERSONNEL
DEVELOPMENT
Better
Skills

To enhance the skill sets of all employees within the school to grow a highly effective organisation and create valuable partnerships which meet each learner's personalised educational needs.

GOAL 4
STUDENT
WELLBEING
Better Hauora

To attend to the health and wellbeing of all students through the implementation of robust systems and support mechanisms to monitor and improve their hauora.

GOAL 1
**STUDENT
LEARNING**
Better
Achievement

A school wide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.

GOAL 2
**POWERFUL
PARTNERSHIP**
Better
Connections

The school will develop expectations around the amount of home contact required to inform parents on progress at school and engage whānau in student learning.

GOAL 3
**PERSONNEL
DEVELOPMENT**
Better
Skills

Systems to support inquiries into the impact of teaching and learning approaches will be developed across the school.

GOAL 4
**STUDENT
WELLBEING**
Better Hauora

Systems for gathering student voice will be refined to track trends and identify concerns that may emerge.

STRATEGIC PLAN OVERVIEW

GOALS PRIORITY AREAS	2019	2020	2021
Raising student achievement	Assessment focus	Numeracy focus	Literacy focus
Developing powerful partnerships	Developing relationships with whānau	Engagement in the regional communities of learning	
Building staff capabilities	Consolidate the use of professional dialogue systems	Develop comprehensive digital professional learning journals	Building on bank of quality evidence indicators of teaching and learning
Attending to student hauora	Using effective PB4L strategies	Responding to wellbeing surveys	Exposing learners to healthy eating options through a school garden

2019 ANNUAL GOALS

SELF REVIEW SCHEDULE

GOAL	TERM 1	TERM 2	TERM 3	TERM 4
Raising student achievement	Term reports on target students & priority learners	Term reports on target students & priority learners Report to BOT	Term reports on target students & priority learners	Term reports on target students & priority learners Report to BOT
Developing powerful partnerships with whānau and the wider community	Parent surveys at 3 Way Conferences	Random parent surveys	School wide parent surveys	Random parent surveys
Building staff capabilities	Lead team review of professional dialogue system	Staff review of professional dialogue system	Review of professional dialogue system conducted by principal and external facilitator	Formation of an Action Plan around professional dialogue systems for 2019
Improving student wellbeing	Analysing hub behaviour management strategies and exploring best practice			

PROFESSIONAL LEARNING AT GISBORNE INTERMEDIATE IS:

- ▶ targeted to teacher needs.
- ▶ driven by strategic and annual goals.
- ▶ collaborative where staff share what they have learned through PD opportunities.
- ▶ about encouraging all staff to lead learning and share their expertise.
- ▶ a reflective process which requires teachers to inquire into their practice.
- ▶ a process that never stops.
- ▶ within allocated budgets set for the year.

NAG 1 STUDENT ACHIEVEMENT

Key school documents that inform the Gisborne Intermediate School Charter relating to curriculum include:

- ▶ New Zealand Curriculum Framework
- ▶ Teaching as Inquiry
- ▶ School Curriculum; intentions to meet requirements of the NEG's, NAG' and National Education Priorities.
- ▶ Curriculum Achievement Action Plans
- ▶ Student Assessment schedule
- ▶ Student Individual learning journals
- ▶ Associated Policies
- ▶ Gisborne Intermediate School Annual Plans

NAG 2 SELF REVIEW

Key school documents that inform the School Charter relating to self-review include:

- ▶ Strategic goals based on strategic, regular and emergent self reviews
- ▶ Job Descriptions
- ▶ Performance Agreements
- ▶ Staff appraisals & attestation
- ▶ Education Council Practising Teacher Criteria
- ▶ Professional dialogue sessions
- ▶ Teaching as Inquiry
- ▶ Accidents & Medical register
- ▶ Gisborne Intermediate School Annual Plans

NAG 3 PERSONNEL

Key school documents that inform the School Charter relating to personnel include:

- ▶ Job Descriptions
- ▶ Performance Agreements
- ▶ Staff Appraisals
- ▶ Education Council Practicing Teacher Criteria
- ▶ Staff Handbook
- ▶ School Prospectus
- ▶ Staff Professional development Programme
- ▶ Roles & Responsibilities Schedule
- ▶ Accidents & Medical Register
- ▶ Personnel & Curriculum Policies
- ▶ Gisborne Intermediate School Annual Plans



NAG 4 FINANCE/ PROPERTY

Key school documents that inform the Gisborne Intermediate School Charter relating to finances include:

- ▶ Annual Budget
- ▶ 10 Year Property Plan
- ▶ 5 Year Property Schedule
- ▶ SUE Reports
- ▶ Assets Register
- ▶ Auditors Reports
- ▶ Maintenance Schedule
- ▶ Hazard's Register
- ▶ Health and Safety Procedures
- ▶ School Lockdown & Evacuation Procedures
- ▶ Plant & Machinery Practices & Procedures
- ▶ Insurance
- ▶ Associated Policies & Procedures
- ▶ Gisborne Intermediate School Annual Plans

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NAG 5 HEALTH & SAFETY

Key school documents that inform the Gisborne Intermediate School Charter relating to health and safety include:

- ▶ Strategic Plan
- ▶ Operational Plan
- ▶ Hazard's Register
- ▶ Maintenance Schedule
- ▶ Emergency Plan / Pandemic Plan / Evacuations Procedures/ School Lockdown Procedures
- ▶ Student Support Programmes and Procedures
- ▶ School Health & Safety Management System
- ▶ Vulnerable Children's Act
- ▶ Associated Policies
- ▶ Gisborne Intermediate School Annual Plans

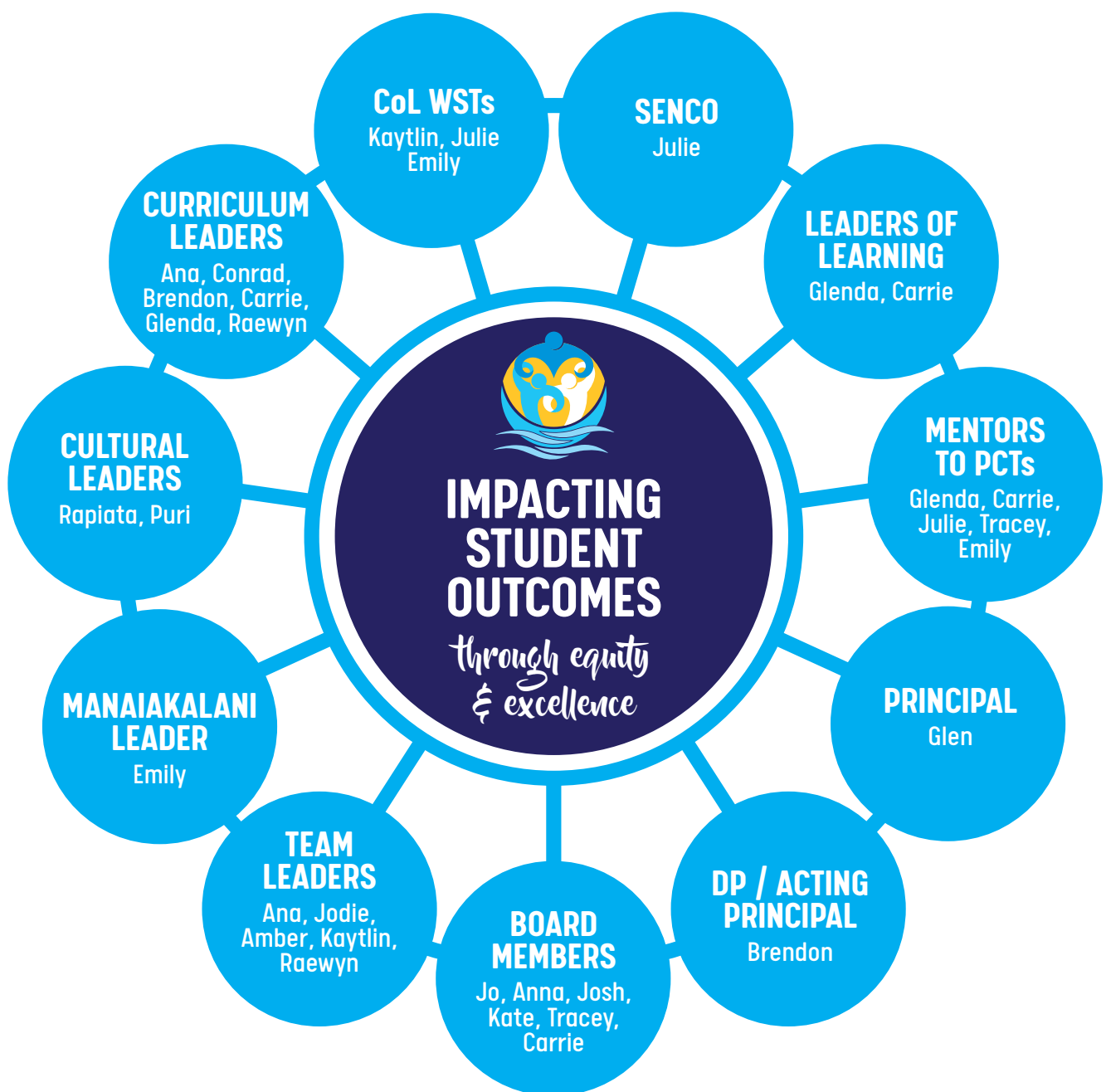
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DISTRIBUTED LEADERSHIP ROLES

Gisborne intermediate leaders are expected to operate in a collaborative environment where distributed leadership impacts on student outcomes. We are committed to growing the leadership capabilities of staff who are accountable for effective teaching and learning throughout the school.

We try not to rely on a hierarchal model which is top down, but utilise considerable skill sets that exist across the school. A clear leadership profile has been designed to support leaders to provide clarity around their role as a leader in our school.

We are committed to delivering equity and excellence within a philosophy of success for all. This requires outstanding leadership through high level leadership capabilities.



ASSESSMENT SCHEDULE 2019

Refer to the Assessment Tools handbook for the administration guidelines.

WK	TERM 1	TERM 2	TERM 3	TERM 4
1	Long Term Plan due to LEAD 25 Jan	Long Term Plan due to LEAD 29 April	Long Term Plan due to LEAD 22 July	Long Term Plan due to LEAD 14 Oct
2	PRIME Placement Assessment	IKAN Test 2 (optional) to be administered. Loaded into MUSAC for your tracking	IKAN Test 3 (optional) to be administered. Loaded into MUSAC for your tracking	IKAN Test 4 (optional) to be administered. Loaded into MUSAC for your tracking
	IKAN Test 1 (optional) to be administered. Loaded into MUSAC for your tracking	PROBE (Targeted groups each term)	PROBE (Targeted groups each term)	
3	WRITING SAMPLE administered (weeks 3-5)	WRITING SAMPLE administered (teacher choice of genre)		WRITING SAMPLE administered (weeks 3-5)
4	PROBE (All students one year or more below - start administering)			PROBE (All students one year or more below - start administering)
5	PAT - READING / PAT MATH (Administered Weeks 5-7)			GLOSS Interview 2 ASSESSMENT to be administered for all students
6				GLOSS Interview 2 ASSESSMENT
				PAT - READING / PAT MATH (Administered Weeks 5-7)
				WRITING data entered E-asttle 22 Nov
				GLOSS Data due on MUSAC Friday 22 Nov
7		WRITING Data due on E-asttle 15 June		PAT Reading and Maths Data loaded onto NZCER 25 Nov
				EOY Reports to lead teacher (End of week 7) 3x hard copies also sent to Brendon and Glen (low/middle and upper)
				Term 4 Achievement Wall Data due 25 Nov
				PROBE Data due 25 Nov
8	PAT Maths and Reading Data loaded on NZCER 22 March			EOY Reports go home 5 Dec
	WRITING data due on E-asttle by 22 March			
9	PROBE Data due 25 March. Loaded onto MUSAC	TECH Reports Due on MUSAC for Cycle 1,2 & 3	Term 3 Achievement Wall Data due 20 Sept	
	GLOSS (Interview 1) ASSESSMENT to be administered for Year 7 students	Term 2 Achievement Wall Data Due 24 June	Term 3 Data due on EDGE 20 Sept	
		Term 2 Mid Year 2019 Data on Edge 24 June		
10	Term 1 Progress Report goes home Thursday 4 April		Action Week	
11	Term 1 Achievement Wall Data due 11 April			
	Term 1 2018 Interim Data on MUSAC 11 April			

GOAL 1 | STUDENT LEARNING MATHS

STRATEGIC GOAL

To raise student achievement in Numeracy & Literacy whereby each learner exceeds a years progress annually with a particular focus on Maori learners.

ANNUAL GOAL

A school wide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.

ANNUAL AIM

Students will be engaged in their learning to enable them to be at or above the curriculum expectations in Maths. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs.

ANNUAL INITIATIVES

- ▶ **Assessment:** To focus on assessment practices by using data to change practice and improve student achievement.
- ▶ **Target groups:** To identify students just below curriculum expectations and require teachers to collaborate with colleagues around getting these groups of students to the expected curriculum level.
- ▶ **Evidence of Learning:** to have teachers and students keep evidence of learning needs and progress being made.

BASELINE DATA

The analysis of maths for the end of 2018 informs the starting point for professional learning. Teachers will identify students who will be the targeted students. Progress will be monitored as part of teachers professional learning dialogue.

INITIATIVE MEASURES

- ▶ **Assessment:** Improvement in school-wide student achievement in literacy and numeracy.
- ▶ **Target groups:** Shifts in teacher practice identified through capability assessments.

RESULTS IN MATHS

149 (53.5%) of Year 7 students were achieving at / or above the Year 7 curriculum level expectation.

166 (58.9%) of Year 8 students were achieving at / or above the Year 8 curriculum level expectation.

57 (44.8%) of Year 7 Māori students were achieving at / or above the Year 7 curriculum level expectation.

59 (45.8%) of Year 8 Māori students were achieving at / or above the Year 8 curriculum level expectation.

0 (0%) of Year 7 Pasifika students were achieving at / or above the Year 7 curriculum level expectation.

4 (28.5%) of Year 8 Pasifika students were achieving at / or above the Year 8 curriculum level expectation.

2019 TARGETS

All students currently below or well below their expected curriculum expectation at the end of 2018 will have made more than one year's progress in mathematics by the end of 2019.

Our specific targets are to have:

- ▶ 65% of our Year 7 students at or above the expected curriculum level
- ▶ 65% of our Year 8 students at or above the expected curriculum level
- ▶ 65% of our Year 7 Māori students at or above the expected curriculum level
- ▶ 65% of our Year 8 Māori students at or above the expected curriculum level
- ▶ 65% of our Year 7 Pasifika students at or above the expected curriculum level
- ▶ 65% of our Year 8 Pasifika students at or above the expected curriculum level



GOAL 1 | STUDENT LEARNING READING

STRATEGIC GOAL

To raise student achievement in Numeracy & Literacy whereby each learner exceeds a years progress annually with a particular focus on Maori learners.

ANNUAL GOAL

A school wide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.

ANNUAL AIM

Students will be engaged in their learning to enable them to be at or above the curriculum expectations in Reading. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs.

ANNUAL INITIATIVES

- ▶ **Assessment:** To focus on assessment practices by using data to change practice and improve student achievement.
- ▶ **Target groups:** To identify students just below curriculum expectations and require teachers to collaborate with colleagues around getting these groups of students to the expected curriculum level.
- ▶ **Evidence of Learning:** to have teachers and students keep evidence of learning needs and progress being made.

BASELINE DATA

The analysis of reading for the end of 2018 informs the starting point for professional learning. Teachers will identify students who will be the targeted students. Progress will be monitored as part of teachers professional learning dialogue.

INITIATIVE MEASURES

- ▶ **Assessment:** Improvement in school-wide student achievement in literacy and numeracy.
- ▶ **Target groups:** Shifts in teacher practice identified through capability assessments.

RESULTS IN READING

175 Students (62.7%) of Year 7 Students were achieving at / or above the Year 7 curriculum level expectation.

199 Students (70.6%) of Year 8 Students were achieving at / or above the Year 8 curriculum level expectation.

71 Students (57.8%) of Year 7 Maori Students were achieving at / or above Year 7 curriculum level expectation.

75 Students (58.2%) of Year 8 Maori Students were achieving at / or above Year 8 curriculum level expectation.

0 Students (0%) of Year 7 Pasifika Students were achieving at / or above Year 7 curriculum level expectation.

6 Students (42.9%) of Year 8 Pasifika Students were achieving at / or above Year 8 curriculum level expectation.

2019 TARGETS

All students currently below or well below their expected curriculum expectation at the end of 2018 will have made more than one year's progress in mathematics by the end of 2019.

Our specific targets are to have:

- ▶ 82% of our Year 7 students at or above the expected curriculum level
- ▶ 82% of our Year 8 students at or above the expected curriculum level
- ▶ 82% of our Year 7 Maori students at or above the expected curriculum level
- ▶ 82% of our Year 8 Maori students at or above the expected curriculum level
- ▶ 82% of our Year 7 Pasifika students at or above the expected curriculum level
- ▶ 82% of our Year 8 Pasifika students at or above the expected curriculum level



GOAL 1 | STUDENT LEARNING WRITING

STRATEGIC GOAL

To raise student achievement in Numeracy & Literacy whereby each learner exceeds a years progress annually with a particular focus on Maori learners.

ANNUAL GOAL

A school wide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.

ANNUAL AIM

Students will be engaged in their learning to enable them to be at or above the curriculum expectations in Writing. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs.

ANNUAL INITIATIVES

- ▶ **Assessment:** To focus on assessment practices by using data to change practice and improve student achievement.
- ▶ **Target groups:** To identify students just below curriculum expectations and require teachers to collaborate with colleagues around getting these groups of students to the expected curriculum level.
- ▶ **Evidence of Learning:** to have teachers and students keep evidence of learning needs and progress being made.

BASELINE DATA

The analysis of writing for the end of 2018 informs the starting point for professional learning. Teachers will identify students who will be the targeted students. Progress will be monitored as part of teachers professional learning dialogue.

INITIATIVE MEASURES

- ▶ **Assessment:** Improvement in school-wide student achievement in literacy and numeracy.
- ▶ **Target groups:** Shifts in teacher practice identified through capability assessments.

RESULTS IN WRITING

134 Students (47.2%) of Year 7 Students were achieving at/ or above the Year 7 curriculum level expectation.

168 Students (59.6%) of Year 8 Students were achieving at / or above the Year 8 curriculum level expectation.

52 Students (40.2%) of Year 7 Maori Students were achieving at / or above Year 7 curriculum level expectation.

66 Students (51.1%) of Year 8 Maori Students were achieving at / or above Year 8 curriculum level expectation.

0 Students (0%) of Year 7 Pasifika Students were achieving at / or above Year 7 curriculum level expectation.

4 Students (28.5%) of Year 8 Pasifika Students were achieving at / or above Year 8 curriculum level expectation.

2019 TARGETS

All students currently below or well below their expected curriculum expectation at the end of 2018 will have made more than one year's progress in mathematics by the end of 2019.

Our specific targets are to have:

- ▶ 63% of our Year 7 students at or above the expected curriculum level
- ▶ 63% of our Year 8 students at or above the expected curriculum level
- ▶ 63% of our Year 7 Maori students at or above the expected curriculum level
- ▶ 63% of our Year 8 Maori students at or above the expected curriculum level
- ▶ 63% of our Year 7 Pasifika students at or above the expected curriculum level
- ▶ 63% of our Year 8 Pasifika students at or above the expected curriculum level



GOAL 1 | STUDENT LEARNING SPECIAL EDUCATION NEEDS

STRATEGIC GOAL

To raise student achievement in Numeracy & Literacy whereby each learner exceeds a years progress annually with a particular focus on Maori learners.

ANNUAL GOAL

A school wide focus on assessment will provide improved reliability in identifying current student achievement and identify next learning steps in order to create personalised learning.

ANNUAL AIM

Students will be engaged in their learning to enable them to be at or above the curriculum expectations in Maths. Classroom programmes will provide students with relevant strategies to identify their next learning steps in order to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs.

ANNUAL INITIATIVES

- ▶ **Assessment:** To focus on assessment practices by using data to change practice and improve student achievement.
- ▶ **Target groups:** To identify students just below curriculum expectations and require teachers to collaborate with colleagues around getting these groups of students to the standards.
- ▶ **Evidence of Learning:** to have teachers and students keep evidence of learning needs and progress being made.

BASELINE DATA

2018 we had 1 student receiving ICS support, 6 students receiving ORS support, 1 student receiving HCN support, 3 students receiving ESOL funding, 1 student receiving RTLb/SE/CYF funding.

RESULTS IN IEP OR IBP LEARNING NEEDS

17 (85%) students with special educational needs were achieving 75% of their learning outcomes from their IEP or IBP.

2019 TARGETS

In 2019 we have 7 students receiving ICS support, 6 students receiving ORS support, 13 students receiving RTLb/SE/CYF/CAMHS, as at 5 February 2019.

Our specific targets are to have:

- ▶ 100% students with special educational needs will achieve 90% of their learning outcomes from their IEP or IBP.



GOAL 1 ANNUAL PLAN

WE WILL DELIVER ON...

STUDENT LEARNING

Better Achievement

Raising student achievement in literacy & numeracy whereby each learner exceeds a years progress annually with a particular focus on Māori learners.

BECAUSE WE WILL...

Focus professional learning on assessment practices.

Develop teacher coaching to target students below the expected curriculum level.

Enable fully engaged digital citizenship which makes learning visible through LEARN, CREATE, SHARE.

SO THAT...

Student achievement outcomes are enhanced through transformed practices.

2019 INITIATIVES	ACTIONS	WHO	TERM	SUCCESS INDICATORS	RESOURCING
Provide focused professional learning on assessment practices	Unpack assessment schedule with staff	Assessment team	1	- Consistency of assessment data - Accurate OTJs referenced with evidence - Learners identifying where they are at in their learning and what their next steps are - Culturally responsive assessment practices formulated	- Staffing - Fully released leaders of learning - Numeracy - Fully released leaders of learning - Literacy - Fully released SENCO - CoL Funding 3 Within School Teachers - Curriculum Budget
	Schedule team meeting time to discuss assessment practices	Lead teachers	1-4		
	Build assessment practice dialogue into scheduled professional learning conversations and teaching as Inquiry	Leaders of learning, mentors	1 & 4		
	In-school literacy leader to work with teachers around e-asTTle writing assessment	Glenda	1 & 4		
	Schedule team and staff meetings around overall teacher judgments	Team teachers & assessment team	1-4		
	Nga Manu a Rehua will explore assessment practices which are culturally response for Maori learners.	Nga Manu a Rehua, Ka Hikitia team	1-4		
Teacher coaching to target students below the expected curriculum level	Tracking progress of individual students in PLCs and team meetings	PLC team	1-4	- Evidence teachers are tracking target students and have used deliberate acts of teaching in an effort to accelerate progress - Achievement data identifies improved movement trends	- Staffing 1.5 FTE (tech teachers) to allow 1.5 hours release per week per teacher to facilitate coaching and follow up sessions
	Scheduled professional learning sessions with leaders of learning using GROWTH coaching and TAI approaches	Leaders of learning	1-4		
	Observations and modelling with in-school literacy and numeracy leaders	Leaders of learning	1-4		
	Discussions around target templates at team meetings, staff meetings, PLCs and PRT meetings	Lead, mentor, leaders of learning, Brendon	1-4		
	Educate teachers around approaches to engage Māori learners	Puri, Rapiata, Ka Hikitia team	1-4		
Leverage off Manaiaakalani Outreach programme to explore visible learning through the LEARN CREATE SHARE approach to teaching and learning	Engage 10 classroom teachers to receive facilitation as pilot teachers in the Manaiaakalani Outreach Programme delivery	Pilot teachers and Manaiaakalani personnel	1-4	- Staff take on additional learning opportunities to learn about the LEARN CREATE SHARE approach to teaching and learning - Visible learning approaches more prominent in classrooms across the school	- Regular release time for school leader - Release time for pilot teachers to attend the PLD opportunities
	Create opportunities for programme leaders, pilot teachers and school leader to inform and educate teachers around ways to make learning visible	Emily	1-4		

GOAL 2

POWERFUL PARTNERSHIPS

STRATEGIC GOAL

To build powerful relationships with whanau and the wider community to maximise opportunities for learners to reach their full potential.

ANNUAL GOAL

The school will increase levels of collaboration with parents, iwi, other schools and community organisations to develop well rounded students who reach their full potential.

ANNUAL AIM

Strong partnerships with whanau, iwi, other schools and community organisations will be fostered throughout the year.

ANNUAL INITIATIVES

- ▶ **Home contact:** to build relationships with whanau through regular contact and provide opportunities for them to contribute to their child's education.
- ▶ **Community of Learning:** to be an active member of the regional community of learning which clusters a pipeline of educational institutions from early childhood through to secondary schooling.
- ▶ **Local iwi:** to consult with iwi on their aspirations for local Māori students.

INITIATIVE MEASURES

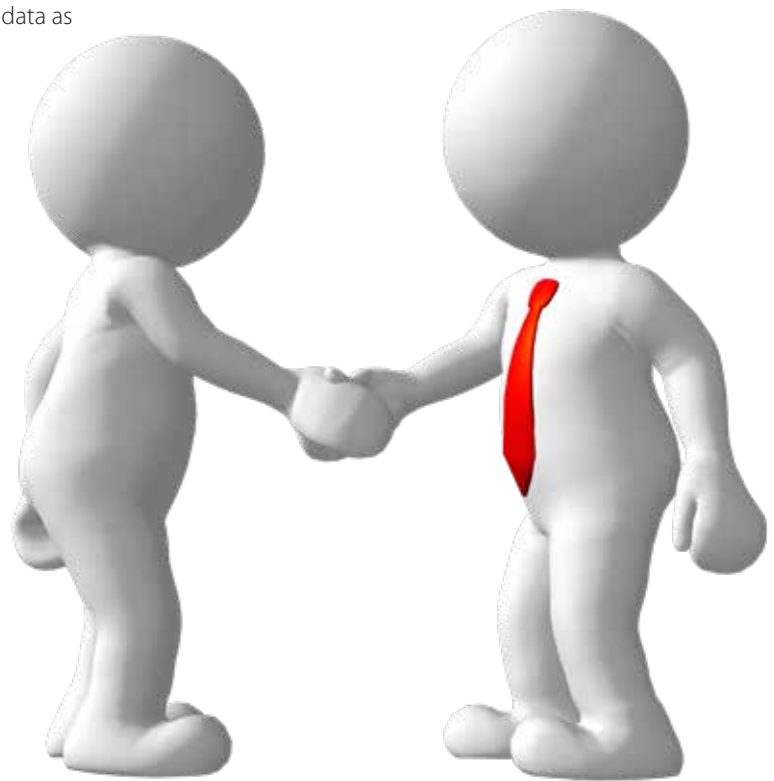
- ▶ **Home contact:** Improvement in regularity of home contact from teachers.
- ▶ **Community of Learning:** Increased engagement with primary and secondary schools around learning pathways.
- ▶ **Local iwi:** Improvement in student achievement data as a result of Runanga support.

BASELINE DATA

Anecdotal feedback from parents indicated that too many whanau did not feel well informed around the academic or social progress of their child. A survey was held in 2018 to generate data around parental satisfaction in relation to the quality of education being delivered to their child with a specific focus on feedback given by teachers.

2019 TARGET

90% of parents who return a survey are satisfied with the quality of education being delivered by Gisborne Intermediate School and the level of communication received around their child's academic and social progress.



GOAL 2 ANNUAL PLAN

WE WILL DELIVER ON...

POWERFUL PARTNERSHIPS

Better Connections

Increasing the level of collaboration with parents, iwi, other schools and community organisations to develop well rounded students who demonstrate our RISE values.

BECAUSE WE WILL...

Build relationships with whanau through regular contact with home.

Have active membership in the regional community of learning (Kahui Ako).

Engage with local iwi around a culturally responsive local curriculum and pedagogies.

SO THAT...

Stakeholders work in partnership with a shared sense of purpose

2019 INITIATIVES	ACTIONS	WHO	TERM	SUCCESS INDICATORS	RESOURCING
Regular home contact with whanau around learning	Survey families for preferred methods of home contact	Teachers	1	- Parent satisfaction with levels of home contact - Attendance rates at information sessions - Teachers having more than 6 contacts per year with whanau around learning for each student	Budget for food at whanau evenings - Manaakitanga
	Set up class Facebook pages to post updates around what is happening in each learning hub	Teachers	1		
	Hold parent information sessions around learning	Teachers	2 & 3		
	Digitally track home contact of teachers	Lead teachers	1-4		
	Hold staff meetings to explore the importance of authentic whanau engagement to support Māori learners	Nga Manu a Rehua, Kahikitia team	1-4		
Active membership of regional Communities of Learning (Kahui Ako)	GisInt Principal to lead Kahui Ako as one of three regional lead principals	Glen	1-4	- Collaboration with other schools is initiated - Participation in CoL PLD - GisInt teachers seek appointment to Across School Teacher roles once advertised - Within School Teachers share learning from their inquiries with staff	- WST release to attend PLD opportunities - PLD Budget
	GisInt Within School Teachers to attend regional professional learning and look for networking opportunities with other schools in the region	Kaytlin, Emily, Julie	Jan		
	Board informed of decisions and progress	Glen	1-4		
	Seek engagement with Across School and Within School Teachers to understand collective inquiries to target accelerated achievement	Glen Kaytlin, Emily, Julie	1-4		
	Send staff to Kahui Aki PLD coordinated by lead principals	Glen, Brendon	1-4		
Seek feedback from Te Runanga o Turanganui a Kiwa and Māori whanau around delivering an education that meets their aspirations for Māori learners	Partner with Te Runanga o Turanganui a Kiwa to review the Kahui Ako strategic plan and explore clear links with this document and the GisInt strategic plan which will deliver aspirations for Māori learners	Glen	1-4	- High level of active engagement from whanau around offering feedback on an education which meets their aspirations - Assessments for measuring student wellbeing and achievement provides evident of happy and engaged learners who experience academic improvement	Māori Language Resourcing fund
	Survey parents for their perspectives	Glen	1-4		
	Invite iwi and parents to participate in educating Māori learners at GisInt	Nga Manu a Rehua, Kahikitia	1-4		
	Use Māori Language Resource funding drive culturally responsive practices for Māori learners	Nga Manu a Rehua	1-4		

GOAL 3

PERSONNEL DEVELOPMENT

STRATEGIC GOAL

To enhance the skill sets of all employees within the school and parents to grow a highly effective organisation and create valuable partnerships which meet each learner's personalised educational needs.

ANNUAL GOAL

Systems to improve communication with employees around their professional learning and in educating parents will be developed across the school.

ANNUAL AIM

To increase levels of communication with parents around emerging adolescence and to better support staff to inquire into their professional practice in order to improve outcomes and student achievement.

ANNUAL INITIATIVES

- ▶ **Leadership PLD:** to invest in leaders by encouraging their involvement to grow their leadership capabilities.
- ▶ **Teachers:** to support teachers to inquire into their pedagogy through regular dialogue to improve educational outcomes for students.
- ▶ **Support Staff:** to encourage support staff to take up professional learning opportunities.

INITIATIVE MEASURES

- ▶ **Leadership PLD:** Improvement in leadership capabilities which impact on student achievement.
- ▶ **Teachers:** Shift in teacher practice as a result of scheduled Professional Learning Conversations (PLCs).
- ▶ **Support Staff:** Shifts in practice as a result of professional learning.

BASELINE DATA

PLCs identified that not all personal goals were being achieved.

2019 TARGET

90% of teachers achieve their personal goals set out within performance management processes.



GOAL 3 ANNUAL PLAN

WE WILL DELIVER ON...

PERSONNEL DEVELOPMENT

Better Skills

Enhancing the skillset of staff through effective coaching which results in professional growth and improvement in performance.

BECAUSE WE WILL...

Increase leadership capabilities of the school leadership team

Support teachers to inquire into their practice through regular dialogue

Appraise support staff and facilitate professional learning opportunities

SO THAT...

Every member of our learning community is enthused, engaged and passionate about learning

2019 INITIATIVES	ACTIONS	WHO	TERM	SUCCESS INDICATORS	RESOURCING
Develop leadership team as coaches	Send remaining management personnel to "Introduction to Leadership Coaching Workshop"	Brendon	1	- PLCs identify growing capabilities of coaching skills of leaders - Leadership breakfasts result in greater understanding of educational leadership capabilities - Coaching observations result in opportunities for reflection and growth - Teacher voice data identifies positive feedback around leadership capabilities of those in leadership roles	Principal's budget for leadership breakfasts
	Implement ideas from Growth Coaching framework	Brendon	2-4		
	Hold termly leadership breakfasts	Brendon	1-4		
	Schedule observation sessions of leaders in a coaching scenario	Brendon	1-4		
	Leaders goal-setting for development of coaching skills	Leadership team	1		
	Schedule Leadership PLCs	Brendon	1-4		
Professional Learning Conversations (PLCs)	Continue to schedule termly PLCs	Brendon	1-4	- PLC meetings result in actions with outcomes - Teaching As Inquiry model used by staff - Target group templates used by all teachers - Accelerated progress achieved with learners previously below expected curriculum levels in literacy and numeracy (particularly priority learners)	- Staffing » 1.5 FTE (tech teachers) to allow 1.5 hours release per week per teacher to facilitate coaching and follow up sessions
	Embed inquiry model approach to support teachers inquiring into their practice	Brendon, leaders of learning	1-4		
	Track student data information of target groups through Teaching As Inquiry	Brendon, leaders of learning	1-4		
	Build conversations around culturally responsive pedagogies into PLCs	Brendon, leaders of learning	1-4		
Support staff appraisals	Engage support staff in a process to reflect on their performance	Glen, Brendon, Julie, board representative	1-4	Teacher aide training available on a needs basis	School PLD Budget
	Require support staff to identify opportunities for growth and improvement in their role		1-4		
	Facilitate support staff engaging in professional learning		1-4		

GOAL 4 STUDENT WELLBEING

STRATEGIC GOAL

To improve the health, safety and well being of all students through the implementation of robust systems and procedures, and the creation of a variety of data gathering mechanisms.

ANNUAL GOAL

A thorough review of Health & Safety practices will be undertaken with recommendations to align with best practice implemented and a child protection policy/procedures created.

ANNUAL AIM

Data around student health and wellbeing will be tracked and reported on with analysis of contributing factors identified.

ANNUAL INITIATIVES

- ▶ **PB4L:** Use effective strategies to manage behaviour of students and which promote positive behaviour for learning.
- ▶ **Wellbeing Surveys:** Conduct surveys on student wellbeing and take recommendations from students, parents and staff in ways the school can improve student wellbeing.
- ▶ **Community Garden:** Promote sustainable and healthy eating options.

INITIATIVE MEASURES

- ▶ **PB4L:** Decrease in the number of incident reports, stand downs and exclusions.
- ▶ **Wellbeing Surveys:** Improved data outcomes in wellbeing survey.
- ▶ **Community Garden:** More learners exposed to growing and eating healthy food options.

BASELINE DATA

Data gathering mechanisms do not currently exist for student well being which is why this features as part of the goals and outcomes. Behaviour data from 2018 identifies that 907 incident reports were filed to flag behaviours of concern. Through coordinated actions addressing the health and wellbeing of students we plan to monitor the rates of incident reports that are filed in 2019.

2019 TARGET

To reduce the number of incident reports filed by staff by 20%.



GOAL 4 ANNUAL PLAN

WE WILL DELIVER ON...

STUDENT WELLBEING

Better Hauora

Attending to the health and well being of all students through the implementation of robust systems and support mechanisms to monitor and improve their hauora.

BECAUSE WE WILL...

Promote positive behaviours for learning to support our RISE values.

Improve students well being by responding to student voice.

Develop healthier eating options at school.

SO THAT...

Learners are safe, happy, healthy, confident and successful

2019 INITIATIVES	ACTIONS	WHO	TERM	SUCCESS INDICATORS	RESOURCING
Implement Positive Behaviour For Learning (PB4L) PLD	PB4L lesson plans created and taught	School leadership team	1-4	- Consistency of PB4L lessons explicitly taught - Reward systems reviewed and updated - Fewer major incidents attributed to rewards for positive behaviour which are attractive to learners	Curriculum Budget
	Whole staff PLD		1-4		
	Reward systems reviewed and tweaked		2-3		
Continue to gather student voice	Brendon and leaders of learning gather student voice to inform scheduled PLC's	Brendon, leaders of learning	1-4	- Student voice interview data - Survey data impact analysis shared - School wellbeing values actioned - Assessment tool designed to measure wellbeing of students - Pasifika voice being heard	- Staffing » 1.5 FTTE (tech teachers) to allow 1.5 hours release per week per teacher to facilitate coaching and follow up sessions
	Conduct student wellbeing surveys across the school	Brendon, Carrie	4		
	Investigate wellbeing values as part of Health Promoting Schools (HPS) indicators (Ako Tahī Whanaungatanga, Manaakitanga, Mahi Tahī)	Glen/Brendon	1-4		
	Develop an assessment tool to evaluate wellbeing of Māori learners	Nga Manu a Rehua	1-4		
	Develop approaches to capture well being data of Pasifika learners	Pasifika team	1-4		
Promote healthy living and eating choices through Food Tech and Horticulture specialists subjects	Facilitate student driven impact projects with a focus on healthy living and eating choices	Anna, Tina	1-4	Healthy food options produced and prepared at school through the community garden project	- Curriculum Budgets » Food Tech » Horticulture » Extension

GISBORNE INTERMEDIATE SCHOOL STRATEGIC PRIORITIES 2019-2021



VISION

Growing great people.
Te whākatipu iwi mui.

MISSION

Create personalised learning opportunities for our tamariki with connections to the world around them through powerful partnerships between students, teachers and whānau.

VALUES

We are committed to fostering the values of:

- Respect - Whakaute
- Integrity - Ngakau Tapatahi
- Self-Management - Nga Ture
- Excellence - Hiranga

GUIDING PRINCIPLES

- Put students welfare and learning at the centre of all our decisions.
- Build relationships with our school whānau and community.
- Prepare students with core skills and values.
- Demonstrate effective governance.
- Respect our social, cultural and physical environment.
- Develop high performing staff.

Strategic Goals 2019-2021

STUDENT LEARNING

BETTER ACHIEVEMENT

Raise student achievement in literacy & numeracy whereby each learner exceeds a years progress annually with a particular focus on Maori learners.



POWERFUL PARTNERSHIPS

BETTER CONNECTIONS

Increase the level of collaboration with parents, iwi, other schools and community organisations to develop well rounded students who demonstrate our RISE values.



PERSONNEL DEVELOPMENT

BETTER SKILLS

Enhance the skill set of teachers and teacher aides through effective coaching which results in meeting learners individual educational needs.



STUDENT WELLBEING

BETTER HAUORA

Attend to the health and well being of all students through the implementation of robust systems and support mechanisms to monitor and improve their wellbeing.



Our targets...

OUR TARGET

100%
100% of students achieve at least 12 months progress in numeracy and literacy.

ASSESSMENT: Build consistency of overall teacher judgements through professional learning around assessment for learning practices.

TARGET GROUPS: Identify groups of students just below expectations in literacy and numeracy with teachers inquiring into ways to accelerate learning

MANAIKALANI: Develop visible learning practices across the school through teacher and student engagement in the Manaiakalani Outreach Programme.

OUR TARGET

90%
90% parent satisfaction of the quality of education being delivered by Gisborne Intermediate of those returning surveys.

HOME CONTACT: Build relationships with whānau through regular contact and provide opportunities for them to contribute to their child's education.

COMMUNITIES OF LEARNING: Be an active member of the regional community of learning.

LOCAL IWI: Increase collaboration with local iwi to deliver culturally responsive approaches to raising Maori achievement.

OUR TARGET

90%
90% of teachers achieve their personal performance management goals set out within processes.

LEADERSHIP PLD: Use GROWTH Coaching International professional development and leadership breakfasts to grow the leadership capabilities of staff members.

TEACHERS: Scaffold teachers to inquire into effective teaching and learning practices through regular dialogue and support mechanisms.

SUPPORT STAFF: Grow the capabilities of support staff through appraisals and planned professional learning.

OUR TARGET

20%
There is a 20% reduction in incident reports.

PB4L: Use effective strategies to manage behaviour of students and which promote positive behaviour for learning.

WELLBEING SURVEYS: Staff continue to gather student voice around well being and respond appropriately to any concerns that may emerge.

COMMUNITY GARDEN: Promote healthy living and eating choices through the Foodtech and Horticulture specialist subject areas.

Initiative measures...

Moderation of data provides confidence that the consistency of school-wide student achievement data in literacy and numeracy reflects accurate improvements in all learning hubs.

Documented teacher reflections provide evidence that teachers are tracking target students and use deliberate acts of teaching to accelerate progress.

Increased use of Digital technologies by learners using the Learn Create Share approach to make learning visible.

Levels of contact between home and school result in extremely high parent satisfaction levels with levels of communication from teachers around learning.

Increased engagement with primary and secondary schools around consistency of academic information reported to parents.

Engagement with iwi results in programmes being delivered which improve outcomes and achievement for Maori learners.

PLCs of leaders identify growth in their leadership capabilities through an inquiry approach.

PLCs identify areas to further enhance teacher practice through actions with follow up.

Support staff use an appraisal process to celebrate their strengths and identify areas for growth.

Number of stand downs across the year continue to reduce as a result of more positive behaviours and increased exhibition of living our RISE values.

Student voice and survey data identifies improvement in student well being across the school.

Levels of interest in our Horticulture & Foodtech extension programme impact projects are increased.

Initiative Plan

2019	2020	2021
Assessment		
Target Groups		
Manaiakalani PD		
Home Contact		
Col PD		
Iwi Support		
Leadership Coaching		
PLCs		
Support Staff PD		
PB4L		
Wellbeing		
Community Garden		

STRATEGIC PLAN SUMMARY

WE ARE PREPARED TO EMPLOY & DEVELOP TEACHERS WHO...

- Meet individual students needs with consideration of a futures perspective.
- Live the school values and are prepared to be learners themselves.
- Are prepared to be accountable and have important conversations around evidence of learning.
- Have high expectations of themselves and their students but have some fun in the quest for success.
- Have an expectation that everyone reaches their full potential by supporting cultural aspirations.
- Are highly professional in working with all stakeholders to achieve maximum impact.

WHICH MEANS...

- Putting students welfare and learning at the centre of all our decisions.
- Building relationships with our school whānau and community.
- Preparing students with core skills and values.
- Developing high performing staff.
- Respecting our social, cultural and physical environment.
- Demonstrating effective governance.

OUR PURPOSE IS...

- To grow great people who exhibit respect, integrity, self-management and strive for excellence.

WE WILL DO THIS BY...

- Creating personalised learning opportunities.
- Fostering connections with the world around them.
- Develop powerful learning partnerships between students, teachers and whānau.

CREATING LEARNERS WHO WILL BE...

- Well rounded people who fulfil their potential
- Aware of their next learning steps and set challenging but achievable academic goals.
- Curious innovators who take responsibility for themselves and demonstrate a sound work ethic.
- IT savvy and globally connected contributors who are future focused.
- Empathetic team players with good manners and show appreciation.
- Be brave and resilient in the face of challenges and disappointments.