

Te Puke Intermediate School

Board of Trustees

Strategic Plan

2011 -2015

Reviewed:- Each year in the December preceding the years included in the Strategic Plan by the Staff, Board of Trustees and school community.

1.0 SUMMARY

This is the strategic plan for Te Puke Intermediate School until 2015. The plan is a dynamic document which will be reviewed annually by the Board of Trustees to ensure that the school is working towards its chosen path. The plan is written in a format that acknowledges the strengths and weaknesses of the past and this will enable future staff and Board members to understand the philosophy behind the plan.

The plan will indicate clearly how the National Administration Guidelines will be implemented. It will outline where we have been and our vision for the future. It will outline, in general terms, areas for review which will be further detailed in each year's annual plan. The plan will compliment other areas of long term planning such as Property, Student Achievement and the Annual Budget.

1.1 SCHOOL BACKGROUND

Te Puke Intermediate School has always had a stable roll and consistent enrolment patterns. Over the past three years there has been roll growth but with a new Full Secondary School opening we project a roll decline to our previous stable pattern. The school serves a mixture of urban and rural families. The school has approximately 26 teaching positions including 3 management and 6 middle management positions with 5 specialist teachers. There are 6 full time support staff and 4 teacher aides to assist with a variety of tasks.

The school is a decile 4 school although it is unlikely that it has many "decile 4 students" attending. The high numbers of decile 1 and 2 families are off set by a proportion of decile 9 and 10 families. This is disadvantageous to the school as the decile 9 and 10 'families' cannot be expected to contribute to the school in the way that families in decile 9 and 10 'schools' do.

Te Puke Intermediate School occupies a site of approximately 2.5 hectares and has a selection of mature and developing trees and pleasing grounds. Maintenance is relatively easy although the school is starting to show its age and maintenance costs can be expected to increase. In 2005 a Performing Arts Centre was added to the school and the existing hall upgraded to a Gymnasium. The Ten Year Property Plan has a strategic approach to modernisation throughout the teaching spaces over the next 5-10 years with the first syndicate completed in 2010. This includes an upgrade of IT capabilities and multi-functional learning spaces. A new community Dental facility has been built and officially opened in 2010 to service the wider community of school pupils.

In 2011 the second full syndicate of teaching and learning spaces will be modernised utilising best practice from the first.

The opening of Papamoa College (Yr7-13) in February will have a significant impact on our roll with a projected loss in roll numbers of 65 in the first year and a further 40 in the following year. This will have a substantial impact on our funding to operate and maintain our school. The age of our school is now showing and we have strategically planned and budgeted up until now to keep our buildings and environment up to standard. It will be increasingly difficult to 'compete' with the facilities of a new school.

Te Puke Intermediate is governed by a Board of Trustees of 5 elected parent representatives, 1 staff representative and up to 4 co-opted representatives. BOT elections took place in 2010 and an election was held which saw 3 returning BOT members, 2 newly elected members and 1 new staff representative. As there was only 1 male representative the BOT actively sought to co-opt another male member since the election and this has been successful.

1.2 TE PUKE INTERMEDIATE SCHOOL'S PLACE WITHIN THE TE PUKE COMMUNITY

Te Puke Intermediate School has four designated contributing schools - Fairhaven (decile 5), Te Puke Primary (decile 2), Paengaroa (decile 3) and Maketu (decile 1). Fairhaven and Te Puke Primary make up 60% of the annual intake. In addition the school regularly receives students from neighbouring full primary schools. In excess of 95 % of students from designated Contributing Schools' attend Te Puke Intermediate School. Over 90% of our students leave us to go on to Te Puke High School.

2.1 ANALYSIS

The Board of Trustees, together with staff carries out a SWOT analysis annually. This involves identifying Strengths, What we want to improve on, Opportunities and Threats. It may well be argued that some of these items have been or are in the process of being addressed but in the context of this plan being a dynamic document this must not be perceived as a problem but an opportunity for further development.

2.2 STRENGTHS AND FEATURES

2.2.1 Curriculum delivery

- 2.2.1.a Precise analysis of achievement data to ascertain students most at risk and then personalise the learning plans for these students
- 2.2.1.b The Arts programme - music, art, kapahaka, dance, drama and choir
- 2.2.1.c Technology programme

- 2.2.1.d Extension Mathematics/English
- 2.2.1.e Literacy and Numeracy teaching paramount – Boys literacy groups
- 2.2.1.f Dedicated, resourced Science Room
- 2.2.1.g Learning Support programme
- 2.2.1.h Successful Bilingual Class
- 2.2.1.i Second language teaching by all teachers – emphasis on Te Reo Mā
- 2.2.1.j Establishment of enrichment groups - Art, Sport, Leadership, Problem Solving, Boys, Off site, PrEP, Music, House groups, Performing Arts, Technology, Media group and Culture Club
- 2.2.1.k Successful Inquiry Learning Model
- 2.2.1.l ICT focus in teaching and learning/Resources – E Portfolios
- 2.2.1.m Dedicated Resourced Teacher Resource Room
- 2.2.1.n Learning Studio with ICT learning component
- 2.2.1.o Life Education programme

2.2.2 Extra Curricula activities

- 2.2.2a Sporting opportunities whether elite or participatory
- 2.2.2b SportEd Extension group
- 2.2.2c Options and activities available for all students – Academic, Sport, Leadership, Cultural, Arts, Social.

- 2.2.2.d Education outside the classroom programmes
- 2.2.2.e Social development opportunities – School discos, Social Dance, Mufti Days, Kia Kaha Fun Run
- 2.2.2.f Overseas cultural experience for Year 7.
- 2.2.2.g House Competition – Healthy competitive attitudes
- 2.2.2.h Latimer Award – schoolwide achievement award
- 2.2.2.i Community Action opportunities – SPCA cup cakes, Red Nose Day, 40 hour famine, tree planting
- 2.2.2.j Kiwi Can programme – Values based

2.2.3 Personnel

It is acknowledged through the Review process by the BOT, Staff, ERO (2011) and Parents that the strength of the School Leadership Team together with the Staff are the most significant resource in our school. The leadership by the Principal is identified by the BOT and ERO as being integral to the continued success and development of the school.

- 2.2.3.a Skills, knowledge, commitment and attitude of the teaching staff
- 2.2.3.b Clear definition between School management and governance
- 2.2.3.c Administrative staffing in the Office and Learning Resource Unit
- 2.2.3.d Full time Librarian
- 2.2.3.e Full time Science teacher

- 2.2.3.f Full time Director of Sport
- 2.2.3.g Qualified ESOL teacher
- 2.2.3.h Bilingual teachers
- 2.2.3.i Male teachers in every syndicate team
- 2.2.3.j RTLB on site
- 2.2.3.k SWIS on site
- 2.2.3.l Staff cohesiveness
- 2.2.3.m Professional development opportunities for teachers
- 2.2.3.n Quality Support Staff who are passionate about making a difference for students
- 2.2.3.o Qualified Canteen operator
- 2.2.3.p Attendance officer and attendance procedures to track/address attendance

2.2.4 Middle School Culture

- 2.2.4.a Flexibility of programming
- 2.2.4.b Management of the behaviourally challenged
- 2.2.4.c Leadership opportunities
- 2.2.4.d Ability to cater for the whole child
- 2.2.4.e Ability to use what is learned in Technology to enhance learning and teaching across all curriculum areas

- 2.2.4.f House System which encourages a spirit of friendly competitiveness, competition and leadership throughout the school
- 2.2.4.g The PrEP and Careers Focus which addresses NAG 1.6
- 2.2.4.h The "TPIS Way" which assists transition and instillation of core values
- 2.2.4.i Innovative transition programme for Year 6 students
- 2.2.4.j Learning studios with flexible learning spaces catering for different needs
- 2.2.4.k Boys Programme – opportunities for blokes to be good blokes together
- 2.2.4.l Challenge and risk taking opportunities – climbing trees, adventure playground, unicycles
- 2.2.4.m Transition of targeted students to High School
- 2.2.4.n Restorative Practice approach
- 2.2.4.o Hauora focus – Kiwi Can – resilience, values, integrity

2.2.5 Facilities

- 2.2.5.a Presentation of the school
- 2.2.5.b The appearance of the school and attractiveness to pupils through the provision of confidence course, obstacle course, AstroTurf courts, sporting and playing equipment, foodcourt, shade and seating
- 2.2.5.c Technology hub for most local full primary schools
- 2.2.5.d Learning Studio with digital technology
- 2.2.5.e An off site facility (Te Hapai Rangatahi) shared with Te Puke High School

- 2.2.5.f Modern Food Technology room
- 2.2.5.g Performing Arts Centre and Gymnasium
- 2.2.5.h Learning support Room
- 2.2.5.i Extra computers/laptops in every classroom
- 2.2.5.j Dedicated, Resourced Science Room
- 2.2.5.k Dedicated, well stocked Library/Learning Resource Centre
- 2.2.5.l Digital projectors in every classroom
- 2.2.5.m Two School Mini vans
- 2.2.5.n Significant shade areas
- 2.2.5.o Uniform and stationery shop onsite
- 2.2.5.p School website and web based Learning Management system-Ultranet

2.2.6 Networks

- 2.2.6.a Te Puke Principals Association – combined strategies and professional development initiatives
- 2.2.6.b AIMS – connections with other Intermediate and Middle Schools
- 2.2.6.c Waikato/BOP Principals Association
- 2.2.6.d WBOP Principals Executive – Principal liaison with others

2.3 WHAT WE CAN CONTINUE TO IMPROVE ON (2011 goals)

- 2.3.1 All classroom teachers continue to teach second languages with particular emphasis on Te Reo Maori
- 2.3.2 Analysis of February data to locate those students most at risk academically and socially to identify target group for all staff to engage and build relationships with to increase chances of meeting National standards
- 2.3.3 Continue to raise staff competency and consistency with the use of the Behaviour Module in Assembly for both positive and negatives
- 2.3.4 Develop Professional Learning Community with Professional Learning Buddies and Sharing Best Practice to create a culture of learning within our staff where they are comfortable sharing or receiving feedback with their colleagues
- 2.3.5 All new staff trained in Restorative Practices through facilitation at beginning of the year
- 2.3.6 Raise teacher effectiveness with engagement of and achievement for Maori students
- 2.3.7 Increase staff knowledge of Te Reo me ōna Ti kanga Māori through strategic planning of professional development
- 2.3.8 Have a parents meeting early in the year to explain fully what Middle Schooling is about combined with strategies for coping with adolescent children
- 2.3.9 Director of Sport continue to coordinate the development of target sporting areas and raise achievement in these areas while also timetabled to raise standards in PE teaching
- 2.3.10 Continue to develop the great work done with the "Boys" Programme. Foster the relationship with the Navy and continue to provide opportunities for boys to show they are great blokes
- 2.3.11 Increased professional dialogue and readings at both syndicate and management meetings
- 2.3.12 Marketing and Promotion of the school – continue the excellent progress so far

- 2.3.13 Continue PD for all staff on the use of the Ultranet and electronic portfolios
- 2.3.14 Analysis of reporting to parents – feedback from community on success of reporting on National Standards in 2010
- 2.3.15 Greater sharing/showcasing of students learning to parents through evenings/newsletters/website
- 2.3.16 Continued professional development with staff on moderation for assessment around National Standards
- 2.3.17 Increased community input/feedback on success of school curriculum and learning opportunities

2.4 OPPORTUNITIES

- 2.4.1 Use development of the new Teacher registration Criteria to implement the structure of the Professional Learning community of shared best practice
- 2.4.2 Continually review assessment procedures to inform planning for improved student achievement
- 2.4.3 Use our middle school philosophy to promote the school by building on the four school values of active, excellence, respect and self
- 2.4.4 Use of our Technology programme, new Property Plan, new staffing positions and our ability to offer a range of opportunities to market ourselves as the school of choice for Middle Education

- 2.4.5 Use of the specialist team to offer a programme to the Year 6 students at contributing school in order to ease their transition to our school in the following year.
- 2.4.6 Market together with Te Puke High School to attract Fee paying International Students to Te Puke as we are now a signatory to the code
- 2.4.7 Use the results of the Staff Climate survey 2010 as an opportunity for growth as an effective team
- 2.4.8 Acceptance into the MOE Student Engagement Initiative will provide valuable opportunities for raising teacher effectiveness with engagement and achievement of Maori student over the next 3 years
- 2.4.9 Join 'Enviroschools' programme to enable students to develop a sustainable environment
- 2.4.10 Utilise the 'Kiwi Can' programme to instil Values into our students promoting a culture of care towards one another
- 2.4.11 Iwi relationships to develop and promote a connectedness between school and community promoting greater achievement for all students
- 2.4.12 Action Plans for increasing knowledge and use of Te Reo Maori and Tikanga giving staff and students confidence within language, kapahaka and the whanau support class

2.5 THREATS

- 2.5.1 Papamoa College opening in 2011 – this will significantly reduce our roll over the next 2 years. This will also impact on the bus group funding.
- 2.5.2 Drop in funding due to roll decrease limiting spending on support staff and resources – especially digital which will make it increasingly difficult to 'compete' with new schools
- 2.5.3 Possible future EDI if both our roll and that of Te Puke High are reduced – possible merge of the two schools
- 2.5.3 Other Intermediates offering "Multi - Media" or digital classrooms which attracts some of our brighter pupils from our contributing schools

- 2.5.4 A perception that a large roll eliminates some of the personal contacts with students and parents that are perceived to be more apparent in smaller/country schools
- 2.5.5 Te Puke Intermediate School has a name as a magnet school for ESOL students, students with Learning and Behavioural Needs. This places added strain on financial and personnel resources often disadvantaging students enrolled from our catchment area.

3.1 GOALS

3.1.1 Mission Statement

Cater for the transitional stage of middle school students, recognising the aspirations of our multi-cultural community.

Foster in our students a high self worth, a respect for others and a desire to make worthwhile contributions to their community.

Encourage and aid staff to provide challenges and opportunities for the students to make choices appropriate to their varied interests, backgrounds and stages of development.

Maintain its unique nature by ensuring a secure base from which students enjoy practical learning and recreational experiences in diverse environments.

3.1.2 It is our intention that we be seen as the leading school for Year 7 and 8 students in the Te Puke area. We will do this through:-

- * employing high quality staff in all areas
- * upgrading property to a standard that says we value staff and students
- * providing modern resources
- * needs based programmes
- * quality assessment and reporting procedures
- * identifying failing students and doing something about it
- * providing extension and learning support programmes
- * providing a learning environment conducive to Middle school teaching and learning

3.2 REVIEW AND DEVELOPMENT

3.2.1 Schoolwide programmes evaluated throughout the year after completion – i.e PrEP, Career, EOTC,

3.2.2 Curriculum teams annually review curriculum and teaching strategies – report to Curriculum Leader (Term 4)

3.2.3 Syndicate teams review current year curriculum and teaching strategies, review annual goals, strategic plan and school systems to make recommendations at planning day with Middle and Senior Management (Term 4)

3.2.4 Senior Management team reflect on curriculum, effectiveness of schoolwide approaches and programmes, annual plan, strategic plan and plan for raising student achievement (Term 4)

- 3.2.5 All staff – teaching and support are given the opportunity to reflect and complete a 'wishlist' for school improvement, resources, programmes, leadership roles and Professional development for the following year (Term 4)
- 3.2.6 Staff - Middle and Senior Management Team Annual review and planning day – offsite (Term 4)
- 3.2.7 The Board of Trustees consults with its staff and has an annual review and development day (Term 4)
- 3.2.8 The Annual Plan designates achievement targets and development for the current year based on achievement/attendance data and targeted areas for improvement
- 3.2.9 A planned approach to 'review' of school performance in One focus area each year together with a planned approach to school wide 'development' with the staff annually – 2010 Staff Climate
- 3.2.10 Online 'Me and My School Survey' completed by the students biannually with target areas identified by the students for improvement schoolwide – 2009 results prompted Kiwi Can initiative.

4.1 APPENDICES

This strategic plan must be read in conjunction with the following plans:-

- 4.1.1 TEN YEAR PROPERTY PLAN
- 4.1.2 ANNUAL PLAN of CURRENT ACHIEVEMENT TARGETS
- 4.1.3 PERFORMANCE MANAGEMENT PLAN AND TIMETABLE
- 4.1.4 RAISING STUDENT ACHIEVEMENT PLAN
- 4.1.5 PLAN FOR RAISING MAORI STUDENT ACHIEVEMENT (Under review)
- 4.1.6 BUDGET 2011



Te Puke Intermediate School

Board of Trustees

ANNUAL PLAN 2011

Intended Outcome 1: Written Language.

By the end of Year 7, students will create texts in order to meet the writing demands of the NZC as they work towards Level 4.

By the end of Year 8, students will create texts in order to meet the writing demands of the NZC at Level 4.

Students will use their writing to think about, record and communicate experiences, ideas and information to meet specific learning purposes across the curriculum.

Entry Data	Desired Improvement	Action Required	Responsibility
Refer February data	To meet the 'expected standard' for either Year 7 or 8 by the end of the year.	1) Introduction and explanation at Teacher Only Day. 2) Accurate determination of levels. Using AsTTle, Exemplars followed by professional discussion and justification. Identify focus group of students in each syndicate and plan for improvement. 3) Planned, targeted group teaching of specific writing tools identified using AsTTle. 4) Professional discussion at syndicate meetings regarding progress,	Senior Management Class teacher Class teacher

		attitude, planning and assessment. 5) Staff professional development in moderation of assessment. 6) Lessons modelled by Curriculum Leader.	Syndicate team Curriculum team Aimee Holloway
--	--	---	---

Intended Outcome 2: **Reading.**

By the end of Year 7, students will read, respond to and think critically about texts in order to meet the reading demands of the NZC as they work towards Level 4.

By the end of Year 8, students will read, respond to and think critically about texts in order to meet the reading demands of the NZC at Level 4.

Students will locate, evaluate and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

Entry Data	Desired Improvement	Action Required	Responsibility
Refer February data	To meet the 'expected standard' for either Year 7 or 8 by the end of the year.	1) Introduction and explanation at Teacher Only Day. 2) Accurate determination of levels using STAR followed by professional discussion and justification. Target areas identified by evaluation of test results. 3) Syndicate meetings to discuss groupings.	Curriculum committee Class teacher

Intended Outcome 3: Mathematics.

By the end of Year 7, students will be achieving at early Level 4 in the mathematics and statistics learning areas of the NZC.

By the end of Year 8, students will be achieving at Level 4 in the mathematics and statistics learning areas of the NZC.

Entry Data	Desired Improvement	Action Required	Responsibility
Refer February data	To meet the 'expected standard' for either Year 7 or 8 by the end of the year.	<p>Continuation of Numeracy teaching programme.</p> <p>Identification of students needing intensive teaching to raise expectations of staff and students.</p> <p>PAT sent away to NZCER for analysis – targeted clear next steps for every pupil.</p> <p>New staff trained through pickups.</p> <p>Learning Support Room will be used to aid improvement but classroom teachers will also be teaching targeted students.</p>	<p>Senior management</p> <p>Syndicate teams and curriculum committee</p> <p>Lyn Crone</p>

Intended Outcome 4

Attendance

Average school absenteeism below 5% weekly

Entry Data	Desired Improvement	Action Required	Responsibility
<p>In 2010 the average school absentee rate averages around the 5% mark but individual classes average closer to 93/94%</p> <p>The majority of absences remain on a Friday and Monday.</p>	<p>Reduce class absenteeism rates from 6% to below 5% consistently.</p>	<p>Schoolwide focus on Attendance. Use a positive reward system – the Attendance Cup awarded weekly at Assembly. Charts and graphs on display in Central Spaces, discussed at Syndicate Assemblies.</p> <p>Further educate Whanau in responsibility with attendance.</p> <p>Use Attendance Officer to chase all unexplained absences every day.</p> <p>DP to keep weekly data and percentage absent with</p> <ul style="list-style-type: none"> • Explained absence 	<p>Senior management</p> <p>Attendance officer</p> <p>Deputy Principal – Operations</p>

		<ul style="list-style-type: none">• Explained unsatisfactory absence• Unexplained absence <p>Remain proactive in the Te Puke Schools' Truancy "TAG" Team to target attendance in all schools in Te Puke.</p>	Senior Management & SWIS
--	--	---	--------------------------

Intended Outcome 5

Maori Student Achievement

Maori students make up 38% of our school roll. Their academic achievement should be comparable to their non Maori peers.

Entry Data	Desired Improvement	Action Required	Responsibility
<p>Over the past 3 years Maori students have been over represented in the under achieving data.</p> <p>In 2010 data showed that the majority of Maori students were achieving the National Standards in Reading and Numeracy however it remains a priority to ensure that the progress</p>	<p>Maori student achievement is comparable to their non Maori peers.</p> <p>Data for maori students underachieving is proportional to their % of the school roll and not greater.</p>	<p>Continued analysis of Attendance and Achievement data.</p> <p>Attendance at MOE workshop on making the most of data analysis.</p> <p>Invitation to local Iwi to be part of reviewing Strategic Plan for Maori Student Achievement.</p> <p>Working party of staff to implement 'Action Plans' for improved use of Tikanga and Te Reo Maori in Mainstream, increased participation and standard of Kapahaka and development of the Whanau support Class.</p>	<p>Snr Management Team</p> <p>Snr Management and BOT rep</p> <p>BOT and Principal</p> <p>Action Group led by Indra Thomas</p>

<p>made by all students is significant and proportional.</p>		<p>Classroom teachers analyse their own data to identify target groups of students requiring specific teaching and use this info to inform their planning and delivery.</p> <p>Attend Noho Marae to develop knowledge and confidence around Tikanga, enabling staff to take classes/syndicates on Marae overnighter.</p> <p>Hold academic sharing evenings where family/whanau are invited to be part of celebrating academic success.</p>	<p>Classroom teachers</p> <p>All staff</p> <p>All syndicate teams</p>
--	--	--	---



Te Puke
Intermediate

Board of Trustees

**Raising
Student Achievement**

Guiding Principles

- The development of a strategic plan is a simple intellectual exercise. The full implementation of the plan is the difficult aspect.
- By the time students reach Intermediate School there have probably been a host of strategies used by well meaning teachers to try and lift achievement. Teachers who do not wish their students to improve would be fairly rare.
- By Intermediate School good intentions and a focus on literacy and numeracy will not, on their own, lift achievement levels
- National data gathering based on literacy and numeracy tests have clearly identified our target groups - boys - with particular emphasis on Maori Boys
- School failure is similar to a fallen down house. 'You need to repair the foundations before attacking the walls and roof. Similarly putting petrol in the tank of a car that won't start will not fix the problem if the battery is flat.'
- Before students, who are at risk of failing at school, can be expected to improve we need to ensure they:-
 - are fed
 - are clothed
 - are free from bullying
 - are equipped for learning

- are drug free
 - are healthy – physically and mentally
 - are properly assessed.
- Added to this mix are the key competencies which also enable students to make the most of the opportunities of learning.

Specifically:-

- Managing self
 - Relating to others
 - Participating and contributing
 - Thinking
 - Using text and languages
- Our prime aim is to make a difference - whether we are making a difference can, in the first instance, only be assessed subjectively by professional people making informed judgements about student behaviour and attitude to learning.
- The assessment of literacy and numeracy progress is very important but only as part of the development of the whole individual.
- Literacy and numeracy are not stand alone subjects and are, as technology is, an integral part of every curriculum area.

IDENTIFYING STUDENTS AND GROUPS OF STUDENTS WHO HAVE SPECIFIC NEEDS;

Students requiring extra help with *learning* will be identified by classroom teachers, senior management and the SENCO using:-

- Teacher records from Contributing Schools
- Discussion with contributing schools' DP's at transition meetings with our DP's
- Parents' notes on enrolment forms/special request forms
- Technology staff notes on Year 6 students during transition visits
- Teacher observations and initial class assessments and record taking
- Analysis of formative assessment in teacher roll books and school data management system
- Analysis of STAR, AsTTle and PAT Maths standardized tests

Students requiring assistance with *behaviour* will be identified by classroom teachers, school management and the SENCO by:-

- Teacher records from Contributing Schools (this will not always be used in the first instant as some students do take the opportunity to make the most of a fresh start)
- Discussion with contributing schools' DP's at transition meetings with our DP's
- Technology staff notes on Year 6 students during transition visit
- Reports from Pupil Support Teacher aides

- Reports from School Social worker
- Reports from classroom and specialist teachers
- Records in Behaviour Management system

STUMBLING BLOCKS

Schools today must educate the whole child. Academic learning while our core business can no longer be the sole focus for educators. Increasingly we have students who have already been 'damaged' by their life circumstances and require all of our expertise and assistance for them to be ready and able to learn. Students with specific, diagnosed learning and behavioural disabilities are presenting in greater numbers than ever before and consuming greater amounts of time and resources. This necessitates strategic use of specialist staff, resources and finance. The pressure on teachers to show value added to these students through achievement data is often most unfair. Key competencies and School Values are often a major achievement in themselves. The expectation that all students will achieve and that there must be data showing this, does not always encourage the right kind of programme to meet a child's immediate needs. This however does not excuse the need for the gathering of quality data on pupil achievement to inform the plan for schoolwide improvement, the direction for programmes and targeted development.

The use of comparing cohort groups from one year to the next also brings inherent dangers. Roll turn over is a good example of how results can be misconstrued - on average we have approximately 50 students leave during a year with the same number coming in.

Many of the students we enrol during the course of a year are under performers who:-

- Are transient students having attended multiple schools
- Are suspended from other schools
- Come from country schools to access our learning support room, sports teams or technology or increase their friend circle before High School
- Come from overseas with little knowledge of English

In analyzing school wide achievement data these students can often skew the results. However our expectation remains that we will provide every student with excellent teaching and the very best possible opportunities to succeed.

Our plan to lift the achievement levels of our students, with a focus on Māori Students is as follows.

These initiatives are reviewed annually to evaluate their continued worth and/or improvements and initiatives that can increase their effectiveness.

STUDENT ENGAGEMENT INITIATIVE

For the next 3 years TPI is involved in the Ministry Student Engagement Initiative with the focus being on Raising Teacher Effectiveness, Raising Māori Student Achievement, Increasing attendance of Māori students and reducing school suspensions.

A strategic plan for the development of teachers in the areas of Mainstream Māori, Te Reo me ōna Ti kanga Māori, School Tikanga/kawa, Kapahaka and Waiata has been developed and is in draft form for consultation with Whanau and community members. A core team of passionate staff have come together to drive this initiative to enable our Māori students to experience success as Māori.

Elements of the school kawa/Tikanga will be incorporated into the TPIS Way for 2011.

TPIS WAY (Te Puke Intermediate School and Turning Potential into Success)

This module is designed to be taken early in the year and is aimed at easing the transition from Contributing to Intermediate School. The module is integrated in approach and covers many aspects of life at Te Puke Intermediate School. This programme is outlined in depth under current initiatives in the School Administration intranet file and in the TPIS delivery folders.

SCHOOL VISION AND CORE VALUES

The Vision statement and Core Values are incorporated in the School Information booklet and are taught to students as part of the “TPIS Way”.

Vision : To create confident, connected, active, life long learners.

Values: Be Active
Be Excellent
Be Respectful
Be Yourself

In 2011 there will be 'Values Days' timetabled throughout Terms 2,3 and 4 to complete refresher activities around the TPIS Way and the school values.

LATIMER AWARD

In 2010 the TPI 'Latimer Award' was introduced with 4 levels of achievement. The Award is a schoolwide achievement and contribution award designed to encourage students to participate and achieve in areas outside of their normal comfort zone giving students holistic opportunities for achievement.

Four achievement areas of Academic, Sport, Arts and School Culture have 5 tasks/events to be achieved with varying amounts achieving either a Bronze, Silver or Gold Award.

The 4th level of Distinction is achieved by completing community service and participating in a community club or programme for a sustained period of time.

The Award gives the students the opportunity to set achievable goals, devise a plan/timetable for achieving them and then work towards to meeting those goals.

BOYS PROGRAMME

This programme is reviewed annually with aspects retained and others introduced. The boys programme has a number of opportunities and avenues for boys to identify with their 'maleness' and belong to a group of 'good blokes'. We use our strong connection with the New Zealand Navy and TE MANA as well as local agencies to provide experiences that foster self esteem, good role models, confidence and connections.

SCHOOL LEADERSHIP

All students receive a week's leadership course at Te Hapai Rangatahi.

- * Students can be an Ambassador, House Captain or Class Councillor
- * Trained in their specific duties
- * To be role models
- * All students provided with identifying vests
- * All students attend the Young Leaders Day in Wellington incorporating a week long camp

Ambassadors	House Captains	Councillors
Run the school open night	Run House meetings	One per class attend School Council meetings weekly
Travel to all elite sports events as a manager, thanks giver and reporter (in addition to the team)	Report at assembly on house progress	Talk about the school Council on Open Night
Have a clearly defined role in the school magazine	Talk about the house system on open night	Liaison between school management and the students
Reporters for assemblies and newsletters	Reports to the school magazine	Bring ideas from classes forward for discussion
Hosting visitors around the school		Report back to students in classes
Take groups of succeeding students to community events		Trained in correct meeting procedure
Visit contributing schools as part of transition procedures	Visit contributing schools as part of transition procedures	Attend Board of Trustees meetings
Year 8s train Year 7s	Year 8's train Year 7's	Possibly attend District Council meetings
Role modelling	Motivate students to participate in events	

Run a school assembly	House points at assembly	Attend Anzac Day Parade
-----------------------	--------------------------	-------------------------

CAREERS MODULE

This programme is delivered every 2 years (even years) as part of the Primary Enterprise Programme. (PrEP)

The Careers week is an extensive programme where students choose a Career to take an indepth look at which usually incorporates guest speakers, visits to appropriate sites, hands on experiences and overnight stays.

USE OF “ASSEMBLY” SCHOOL MANAGEMENT SYSTEM

“Assembly” is a powerful, integrated student management system which allows teachers to plan teaching and analyse student performance. The programme not only allows teachers to analyse individual student achievement it allows school management to analyse school wide data, attendance and learning results. In addition curriculum leaders can analyse coverage of learning objectives and school management can analyse behaviour incidents and improvement or deterioration.

PRECISION ASSESSMENT

Staff have been involved in courses to develop more meaningful and accurate assessment including moderation. Assessment based on diagnostic testing and formative assessment, use of exemplars, self efficacy, bench marking, self/peer and teacher assessment, goal setting and 3 way conferencing are used to measure value added. A separate assessment folder contains all schoolwide assessment tools and timelines of data gathering.

In 2011 we will continue to develop our use of an electronic LMS - ULTRANET which incorporates electronic portfolios and live reporting to caregivers. Within 12 months we hope that our SMS and our LMS will be compatible and parents will have web access to all of their child’s data without staff needing to double entry data.

SOCIAL WORKER

In 2000 the school was successful in obtaining a school social worker under the “Strengthening Families” initiative. Her job is to try and remove disparity and allow teachers to focus on teaching and learning. We are very fortunate to have this ongoing support on site.

She initiates programmes to meet the needs of students at our school and accesses agency support for students and families. She supports Parents and Whanau who are responsible for caring for students in our school.

RTL B ON SITE

TPI is a host school for a Resource Teacher for Learning and Behaviour and her expertise and knowledge is used to assist staff to devise strategies to address learning and behavioural difficulties of students in their class. Whether the child is on the RTL B caseload or not having the RTL B onsite allows us to utilise the strengths of this person to upskill staff.

CONSULTATION PROGRAMME

The consultation programme as required in NAG 1.5 incorporates the following:

The Board of Trustees consults with the school community regularly on -

- Uniform
- Health Curriculum

- Maori achievement
- Curriculum delivery
- Student safety
- Staff approachability

TE HAPAI RANGATAHI

Te Hapai Rangatahi is an off site facility operated by Te Puke High and Intermediate Schools as a quiet and uplifting place where students can be educated in small groups. The details regarding the use of Te Hapai Rangatahi are found in the Deputy Principal Curriculum's Office but the main focus groups are Gifted and Talented, Elite Athletes, Maori Leaders and School Leadership programme.

YEAR 6 TRANSITION VISITS

In 2010 we began bringing our entire Year 6 cohort from our Contributing schools into our school 1 day a term to be part of our learning environment. During this day the students are grouped in composite school groups and attend our Technology and Sport classes. This gives them a solid feel for our school routines, values, staff members and our site. Staff gain valuable insights also into the learning and behavioural needs of students before they start at TPI.

THREE WAY CONFERENCING

Students are required to take some responsibility for their learning by leading the three way conferences with staff and parents. Students are expected to be able to identify what they have learned, how they have improved and what they are going to have to do next. During the first conference in Term One we do not make an OTJ against the National Standards

as there is not enough all round evidence yet to do so. During the mid year conferences and end of year reports OTJ's are used to measure the child's achievement against the National Standards.

SELF REVIEW

The following reviews have taken place and improvement targets developed:-

- 2000 Parent interviews
- 2001 Teaching of science
- 2002 Transition survey
- 2003 Year 8 survey
- 2004 Sexuality Consultation
- 2005 Treaty of Waitangi, Whanau Support Classes
- 2006 Final assembly – awards and rewards
- 2007 Inquiry Learning
- 2008 Reporting to parents - End of Year Reports
- 2009 Me and my school survey by the students
- 2010 Staff Climate Survey
- 2010 Maori Student Achievement

(Currently under Review)

Te Puke Intermediate School

Board of Trustees

He Tikanga mō Te Māori

Strategic Plan for Māori Achievement

WHAKATAUKĪ

**E tipu e rea mo ngā rā o tou ao, ko tō ringa
Ki ngā rākau a te pakeha hei ara mō tō tinana
Ko to ngākau ki ngā taonga a ō tupuna Māori hei
Tikitiki mō tō Māhunga, ko te Wairua, ki to atua āna
Nei nga mea katoa.**

(Tā Apirana Ngata)

**Grow up and thrive in the days of your world,
Put your hand to the skills of the European to give sustenance for your body,
Give your heart to the treasures of your Maori ancestors as a garland for your head,
And your soul to your God, The creator of all things.**

TE TIRITI Ō WAITANGI

TREATY OF WAITANGI

RATIONALE

The Treaty of Waitangi principles are inherent in all Ministry of Education institutions. Te Puke Intermediate School has approximately 36% Maori students. The school will have policies, procedures and programmes designed to meet the needs of these students.

PURPOSE

Enable students to live, learn and thrive as Maori.

Enable Maori students to know their own place and take their place within the global community.

GUIDELINES

1. Maori are fully represented and involved in school governance
2. The school will have programmes to raise Maori Achievement
3. The school will have a Strategic Plan for the development of Maori programmes

4. School will operate a Whanau support class or unit at a 50%-80% immersion level
5. The school environment shall reflect a Maori perspective
6. All funding designated by the Ministry for Maori pupils shall be spent in the year it is designated on the advancement of Maori pupils
7. The Kapahaka group shall have a target of quality public performances
8. Staff appointments shall reflect a need for cultural sensitivity and affinity with Maori pupils
9. Staff professional development shall target the engagement of Maori students together with their differing learning, cultural and behavioural management needs
10. School curriculum will reflect a Maori perspective
11. The Board of Trustees will hold a biannual consultation meeting with Maori parents and caregivers to gauge community values and expectations of the school with regard to the education of their children

Kura Whakahaere School Governance

- 1) At the time of the Board of Trustees elections the school will encourage Maori representation and participation in the electoral process.

- 2) The Board of Trustees will co-opt Maori representation if there are no elected representatives.

- 2) After consultation the Board of Trustees will choose a Kaikorero or Kaumatua for Te Puke Intermediate School

Matauranga Whakatūtukitanga Academic Achievement

- 1) National testing has shown that Maori students are over represented in the under achieving section of New Zealand students.
- 2) Te Puke Intermediate School carries out standardised testing at the beginning, middle and end of each school year.
- 3) The school selects “target” groups to focus on to improve literacy and numeracy.
- 4) Maori students are identified within these target groups.
- 5) Historically Maori boys do not achieve as highly as other cohort groups.
- 6) Additional lessons or remedial work does not unlock boys learning but engagement and enthusiasm for school are the objectives that we need to meet to improve literacy and numeracy.
- 7) Strategies from Ka Hikitia, Te Mana Korero and Te Kotahitanga are used to ensure that emphasis is given to Te Kanga Maori and inclusiveness is achieved ensuring all students feel valued and accepted. Restorative Practice will be used to ensure relationships are always restored.

Ngā Tikanga

Strategic Plan

- 1) The Board of Trustees will initiate a review of the strategic plan on a biannual basis.
- 2) The review will involve staff, parent\caregivers and community.
3. Plan will be **SMART**

Specific

Measurable

Achievable

Relevant

Time framed if appropriate

4. The review will be about
 - Reflecting on teaching
 - Developing Expectations and partnerships

- Creating an inclusive environment
- Exploring the curriculum
- Learning about our students
- Learning about our community

Whānau Tautoko

Whanau Support Unit

1. Enables pupils to have the opportunity to be taught in a class (Whanau Support Class) where the Maori perspective and language is provided, nurtured and delivered.
2. A support committee for Whanau Syndicate support be established by parents of students within the unit.
3. Whanau support class staffing will be a registered teacher assisted by Kaiawhina fluent in Maori Language. Permanent appointments should be Maori teachers fluent in Te Reo Maori
4. Where appropriate the Principal will appoint staff in the bilingual unit in consultation with the Maori representative on the BOT and the Whanau support committee.
5. Criteria for students to be in the syndicate are:-

Caregivers are supportive of the concept of the syndicate and attend hui, syndicate functions and 3 Way Conferences wherever possible

Students have a commitment to learning Te Reo Maori

Students have a commitment to the Kapahaka group

School management have the final say over whether a student is entered in the syndicate and for withdrawal from the syndicate.

6. The key objective of the syndicate is to move individual students further along the continuum of learning in Literacy, Numeracy in English and Te Reo Maori.

Kura ao Taiawhio

School Environment

- | | | |
|----|-----------------------|---------------------|
| 1) | Pouārahi | Signage |
| 2) | Nga Rāuemi | Resources |
| 3) | Pōhiri mō te Manuhiri | Pohiri for visitors |
| 4) | Huārahi rongo kōrero | Multi-media |
| 5) | Rangi | Waiata Music |
| 6) | Kūwaha | Entrance |

Te Pūtea Mōni Funding

- 1) Te Puke Intermediate School Board of Trustees receives a per student amount for Maori students in a 50 – 80% immersion situation. This amount is totally determined by the number of students in the unit.
- 2) All designated funding is spent on Maori students in the year designated.
- 3) The money is usually spent on the wages of the Kaiawhina.

Te Rōpu Kapahaka Kapahaka Group

- 1) Open membership
- 2) He ropu rangatira Elite group
- 3) Ngā Tohengā Annual goals
- 4) Mahi Whakakite Performance
- 5) Kākahu Rite Uniform
- 6) Nga Kaiako Tutors
- 7) Specialist Teaching Mau Rakau / Poi
- 8) Taiaha

Te Whakaingoa Rōpū Mahi

Appointment of Staff

- 1) Relevant Policy statements are:-

STAFF APPOINTMENT

RATIONALE

The Board of Trustees will be the formal employers of the School staff but this policy determines the responsibilities delegated to the Principal.

PURPOSES

1. Establish clear guidelines in the appointment of staff.

GUIDELINES

1. The Principal determines the appointment of basic scale teachers, (including attached teachers), support staff, cleaners and caretakers. Principal may choose to involve other staff and Board of Trustees members if appropriate.
2. The staffing sub-committee determines the appointment of Deputy Principals

3. The Board of Trustees determines the appointment of the Principal.
4. The Board of Trustees must approve of all appointments.
5. All shortlisting panels, interview panels and review panels are established prior to any advertisement being placed.
6. Any member having a personal connection with an applicant must declare this connection and may be asked to withdraw from the process.

CONCLUSION

Appointments must reflect the School's current needs but must also take into consideration the current awards and equal opportunities legislation.

EQUAL EMPLOYMENT OPPORTUNITIES

RATIONALE

In accordance with the requirements under the State Sector Amendment Act 1989 this School and Board of Trustees supports the goal of appointment and employment which is free of discrimination from gender, ethnicity and disability.

PURPOSE

To ensure that all applicants for positions at the school are appointed on skills, qualifications, abilities and appropriateness to the particular position being filled.

That all employees have opportunities for professional training and career development.

Should the applicants be of equal suitability the balance of gender and ethnicity in the school be considered.

GUIDELINES

1. Develop and implement the EEO programme in consultation with employees from the target groups of:-
 - Maori
 - Ethnic or minority groups
 - Women
 - Persons with disabilities
 - Or any other group identified as having concerns or needs.

2. All personnel policies and practices will be free of any bias on the basis of gender, ethnicity and disability.

3. Opportunities to undertake school responsibilities will be available to all staff.

4. All employees are encouraged to seek promotion and to take advantage of career development opportunities.

5. Where possible and appropriate an interview panel shall include representation of gender and ethnicity and shall display an understanding of Whanau protocol and procedures.

CONCLUSION

By implementing the guidelines and working co-operatively we will make Te Puke Intermediate a workplace of equal employment opportunity.

He Tohunga Whānaketanga o te Rōpu Mahi

Professional Development of Staff

1. All staff will learn to pronounce their Maori students names correctly
2. All staff will undertake the Te Mana Korero programme
3. Selected staff will undertake aspects of the Te Kotahitanga initiative through Te Puke High School
4. All staff will teach and use Te Reo Maori in their classrooms using the Ministry provided resources
5. All staff will be trained to facilitate Restorative Justice and Practices within the school environment

Marau Mātauranga

Curriculum

Quality Teaching

- Is focussed on student achievement
- Practices being a cohesive learning community, caring and inclusive
- Uses effective links between home and school
- Responsive to students' learning processes
- Provides opportunities for effective and sufficient learning
- Uses multiple tasks contexts to support learning
- Effectively aligns resources, tasks and teaching
- Provides appropriate feedback and feed forward
- Promotes students self regulation
- Engages students in goal orientated assessment
- Is optimised by whole school alignment.

Quality Resources

- Resources value the ethnic and linguistic abilities of the students
- Obtained from a variety of sources
- Should be examined for bias
- Positive and varied examples for males and females
- Address emotional as well as knowledge needs
- Resources publicised/shared with all staff
- Relevant for the age and engagement of emerging adolescents

School Specifics

1. The school speech competition shall have a Maori component.
2. Taha Maori is a part of all class and school programmes.

Rūnangā Iwi Whānui

Community Consultation

The following Hui will occur

- 1) Bi-monthly Board of Trustees meetings where the Maori Representative reports on all Maori activity. Any member of the public may attend.
- 2) Meetings of the Whanau Syndicate Support group as decided by the group.
- 3) Meetings of the Whanau Support Syndicate which involves parents\caregivers of the students in the syndicate, syndicate staff, Principal and other staff invited or wishing to attend.
- 4) Biannual community meetings to:-
Report on implementation of the strategic plan

Gather ideas for future development

WHAKATAUKI

Whaia e koe te iti kahurangi,

Ki te tuohu he maunga teitei

Seek that which is most precious

If you bow down, let it be before a lofty mountain.

