

Kaitaia Intermediate School

Kaitaia Intermediate School



2020 School Charter

KIA MAU: BE STEADFAST

Kaitaia Intermediate School

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Kaitaia Intermediate School

School description

Kaitaia Intermediate School is a contributing, co-educational state school with Year 7 and 8 students. Kaitaia Intermediate School has been established for over 50 years. The name Kaitaia means ample food, kai being the Māori word for food.

Our current Board of Trustees, staff and past students genuinely care about Kaitaia, Kaitaia stories and older residents of Kaitaia, and this is experienced when talking about the original school; a genuine commitment to the past, present, future with goals and plans of ONE SCHOOL with WHĀNAU PARTICIPATION, MODERN TEACHING & LEARNING and CITIZENSHIP.

School Community:

Kaitaia is known as the gateway to the far north – it's the last major town before you reach the top of New Zealand

Kaitaia is a community of some 5,000 people living in both urban and rural areas. The district serves a much larger area, and included in the growth pattern of the extended community is the development of the Papakainga. The young people often can trace their local Whakapapa and the many marae seek to serve these young people and help them to respect and love their turangawaewae.

Kaitaia itself is a service town, servicing wide spread rural areas. There are few industries, which could be due to distance from the major centres. This lack of industry has a bearing on our high unemployment. The business community is relatively stable and beginning to be visible in our school and in the community.



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Māori Community

The school will consult with its community including its Māori community to ensure that the cultural uniqueness is celebrated and recognised. This means that student achievement and policies will be part of the Māori consultation and reporting process.

In recognising the unique position of Māori, Kaitaia Intermediate will take all reasonable steps to provide instruction delivering tikanga and te reo programmes. Therefore one of the schools strategic goals will specifically relate to Māori education, language sustainability and tikanga practices. This is also the vision of our Te Hiku Kahui Ako.



Three Bilingual classes which provide intensive te reo me ōna tikanga programmes, within a Māori world view enhanced environment, for those whānau who choose high level 3 to beginning level 2 bilingual immersion at years 7 - 8.

A well supported level 3/4 Te Reo programme will be delivered school wide for the remainder of our staff and students to grow confident identity, te reo and tikanga practices.

Student achievement

Kaitaia Intermediate School is focused on raising achievement. It is staffed by talented and committed teachers' who are striving to raise achievement beyond what is normally expected of Year 7 and 8 pupils. All of our teachers use research based best practice teaching strategies, work hard to develop positive learning relationships with all pupils and teach an exciting and relevant curriculum.



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Our School

Kaitaia Intermediate is a decile 1 state intermediate school (Years 7&8), which has served the Kaitaia area for 50 years. The school currently has 240+ students attending. We do not have an enrolment zone

Our students

Our school reflects the Far North Te Hiku/ Muriwhenua population trends with 75% Māori, 16% NZ European, 4% Pasifika, and 6% from other nationalities.

Kaitaia Intermediate School:

- Is an inclusive school
- Has a clear focus on developing literacy and numeracy within and across all curriculum 'learning areas'
- Ensures Literacy and Numeracy development is embedded in all planning, and resourcing
- Recognises the individual learning needs of each child and caters for these e.g. boys, Maori/Pasifika students, students 'at risk', and those with additional needs
- Takes the social-emotional needs of children into account to ensure they are able to take new learning on
- Engages in Positive Behaviour for learning and is committed to implementing positive strategies within the school and wider community to support student's engagement in learning
- Actively uses Restorative Practice to repair the harm of any conflict which may arise
- Uses "Assessment for Learning" to ensure the learning is tailored to the needs of all learners and forms the basis of planning, programmes-in-action and reporting.
- Proactively uses Technologies to support programmes of learning.
- Uses information literacy to help children develop confidence and independence in their learning
- Ensures Staff are actively involved in on-going targeted professional learning.

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- Is committed to catering for students whose parents wish them to have instruction in Tikanga and Te Reo Maori with two Level 3 bilingual classes as well as providing basic Tikanga and Te Reo Maori in mainstream classes.
- Is committed to providing excellent learning opportunities which are embedded in our teaching in ALL core subject areas including:
 - Leadership
 - Sports
 - The Arts
 - Honours – achieving merit and excellence in the areas of Academic, Sport, Culture and Service
 - ICT – Computers
 - Environmental Education
 - Addressing GATE– Gifted and Talented
 - Addressing Special Needs
 - Technology
 - Rāranga (Weaving)
 - Career Aspiration Personalised Pathways (CAPP)

Kaitaia Intermediate currently has 261 pupils, 10 classroom teachers, 4 technology specialist teachers, 1 Raranga weaving teacher, a Resource Teacher of Māori and a number of caring and committed administration and support staff.

We pride ourselves on raising achievement particularly in literacy and numeracy where a large majority of pupils achieve beyond the National Mean.

School targets for student achievement will be identified through consultation with staff, end of year data and the board of trustees. It will indicate standards of achievement while identifying all students requiring an accelerated process of more than one year to meet expected levels of achievement.

Assessment information will guide the teaching programmes as a major focus of the school is to lift students' achievement in the key areas of Literacy, including te reo Māori and Mathematics.

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Targeted programmes will be provided for those students who require extension and acceleration support. This will be tracked and monitored through the special education needs register that will be the responsibility of the school's SENco (Special Education Needs Coordinator). An assessment overview will be provided to help demonstrate how assessment is used to inform teaching and learning.

Our school culture and climate is one of:

- **Manaakitanga/Pono:** A shared commitment to raising student achievement by cooperating with and considering others and taking responsibility for self and a strong sense of identity.
- **Whanaungatanga:** Building sustainable relationships with hapu/lwi and the environment by working in partnership with our parents and wider community.
- **Awhinatia:** Understanding and responding to the needs, abilities and experiences of the emerging adolescent.
- **Rangatiratanga:** Teaching our students to become life-long learners and to strive for self-worth, innovation, creativity and excellence.
- **Pumanawatanga:** A safe learning environment.
- **Tautoko:** Being actively committed to research based best practice and accessing quality Professional Development.
- **Tiaki nga Whakatipuranga:** Building strong foundations in numeracy, literacy and key competencies.

Cultural Diversity and Māori Dimension

Kaitaia Intermediate School celebrates the cultural richness of our community as well as all that is unique about New Zealand's bicultural heritage.

New Zealand's / Aotearoa's cultural diversity

Cultures within the school are valued, accepted and enhance the cultural richness of our school. The school celebrates our cultural diversity which is recognised through classroom activities, festivals or special events and assemblies. Staff members ensure that students and parents from all cultures are treated with respect and dignity. A key focus goal for our school includes developing teacher's cultural awareness and responsiveness.

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Kaitaia Intermediate School is committed to incorporating Te reo Māori and tikanga Māori into the school's curriculum

Classrooms and school celebrations reflect Māori culture through karakia, waiata, greetings, powhiri/ mihi whakatau, Māori protocols and school signage. Our curriculum includes components of tikanga Māori as appropriate to the topic and the class level.

We provide opportunities for learners who wish to learn Te Reo me nga Tikanga Māori. We have two Māori language bilingual classrooms, as well as a programme to develop and increase Te Reo Māori across the school in all teaching contexts. The school has a kapa haka group who perform regularly throughout the school year.

The unique position of the Māori culture

Kaitaia Intermediate School is committed to supporting the key principles of the Treaty of Waitangi, Partnership, Participation and Protection.

Powhiri is held to welcome all new families, students and staff at the start of each term.

Kaitaia Intermediate School:

- Recognises and values the cultural uniqueness of Aotearoa, New Zealand and the Treaty of Waitangi.
- Has high expectations for Māori student achievement.

Consultation with our Māori Community

Consultation with our Māori community occurs through a variety of methods, both informally and through regular Whanau meetings. In consultation with the Māori community, we will continue to provide opportunities for students to strengthen Te Reo Māori and Tikanga Māori. Any parent requests to provide instruction in Te Reo Māori (Māori language) for full time students will be given full and careful consideration by the Board of Trustees with regard; to personnel with the appropriate skills and qualifications; the overall school financial position. Alternative arrangements could also be negotiated with local Kura providing Te Reo Māori if a deeper level of immersion is desired.

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KIS GRADUATE PROFILE

<u>Safe</u>	<u>Respect</u>	<u>Responsible</u>	<u>Excellence</u>
<ul style="list-style-type: none">• <i>Happy</i>• <i>Digital fluency</i>• <i>Relationships</i>• <i>Resilient</i>• <i>Time and self management</i>	<ul style="list-style-type: none">• <i>Relationships</i>• <i>Strong sense of inclusion and belonging</i>• <i>Sustainability</i>• <i>Open and accepting of challenge and change</i>• <i>Identity</i>• <i>Awhi</i>• <i>Curious</i>• <i>Leadership - mentor, senior, junior</i>	<ul style="list-style-type: none">• <i>Lifelong learner</i>• <i>Independent self-managers who set goals, self assess and reflect</i>• <i>Positive attitudes</i>• <i>Persevere</i>• <i>College ready</i>	<ul style="list-style-type: none">• <i>Creative</i>• <i>Problem solving</i>• <i>Leave your mark</i>• <i>Te Reo - Tikanga</i>• <i>Courageous</i>• <i>Productive citizens</i>• <i>Aim high - 'be the best you can be'</i>• <i>College ready</i>• <i>Initiative</i>• <i>Digital fluency</i>• <i>Critical</i>• <i>Communicator / collaborator</i>

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Reporting & Monitoring Student achievement

Written Reports are being redesigned in relation to expected levels of curriculum achievement. This year teachers will still make overall teacher judgments (OTJs) of student's progress and achievement in relation to expected curriculum levels twice a year. Reports will be shared with parents each year and will be distributed during the 3 way conferences involving whānau, teacher and the student.

Therefore, conferences will be based on the work in class, written report, evidence of OTJ and will highlight current achievement levels and progress made.

Written reports for Years 7 and 8 Attitude/ behaviour in Term 1, Academic in Terms 3 Week 1 and End of Term 4 as in previous years.

Student achievement will be monitored through summary reports presented to the Board at the beginning and end of the year. Each month the principal shall report on the implementation of the annual action plans.

Board of Trustees Charter Undertaking

The Kaitaia Intermediate School Trustees undertakes all reasonable steps to achieve the purpose, aims and objectives in this charter, to take full account of the National Educational Guidelines (N.E.G's) and to meet statutory obligations.

Board chair : Kevin Matthews

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Strategic direction 2020 -2022

Vision	“Confident, connected, actively involved, lifelong learners who demonstrate respect, responsibility and form positive relationships”			
Mission statement	We will demonstrate persistence and effort in our learning and show respect for others.			
Principles	The characteristics of our classrooms include: High expectations, Treaty of Waitangi, Cultural Diversity, Inclusion, Learning to Learn, Community engagement, Coherence and Future Focus.			
Values	<ul style="list-style-type: none"> ● staying safe ● showing respect ● being responsible, and ● striving for Excellence 			
Goals	<ol style="list-style-type: none"> 1. To accelerate all student achievement in LITERACY and NUMERACY. 2. Accelerate learning outcomes for Māori students by implementing the principles of The Treaty of Waitangi 3. Engage students and whānau involvement 4. Drive a clear educational pathway within our community through collaboration 5. PB4L - Our school values to drive and implement across the school. 			
Key Drivers - key strategic	ONE SCHOOL	MODERN	CITIZENSHIP	WHĀNAU

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success factors		TEACHING		PARTICIPATION
Measures	School of choice (staff, whānau and students)	Student progress (data of levels of achievement)	Graduate profile (attributes and key competencies)	Whānau voice (engaged in focused learning, surveys, photos, registers)
KIS curriculum reflects and values NZ's cultural diversity and unique Māori culture.	<p>Developed and shared policies and practices.</p> <p>Level 3 and 4 Te reo Māori me ōna tikanga supported and practiced across the school.</p> <p>Level 2 te reo Māori me ōna tikanga Bilingual education developed into practice in Bilingual whānau classes.</p> <p>Participate and contribute to te ao Māori knowledge sustainability.</p>			

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Strategic Plan 2020-2022

Strategic Goal 1	2020	2021	2022
<p>To accelerate all student achievement in Literacy and numeracy</p> <p>All students are able to access the NZC as evidenced by progress and achievement in relation to the curriculum levels</p> <p>And through the use of quality achievement information.</p>	<ul style="list-style-type: none"> ➤ Student progress and achievement will be measured against expected curriculum levels ➤ AOV completed & Targets set against expected curriculum levels ➤ Targets set annually ➤ Undertake Professional development to increase teacher knowledge and practice. ➤ Lead teachers in Literacy, Te reo and Maths. ➤ School Curriculum document implemented. ➤ Assessment processes are reliable, valid and appropriate to the students, and initiatives in place. ➤ Assessment schedule is reviewed annually that will support teachers. (moderation with other schools when relevant) ➤ Assessment information is used to inform where students are at and plan where to next and is used for planning <li style="padding-left: 20px;">Student progress is monitored and recorded and reported regularly ➤ Improved teaching practice is evident- (developed through PLD and a robust appraisal process) ➤ Formative Practice is a regular classroom practice ➤ Well planned and monitored multi level teaching is evident ➤ Development and implement digital technology to support modern teaching and learning through Manaiakalani and Woolf Fisher support. ➤ Student agency is developed, giving student voice value and empowering learner focused leaders. 		

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	<ul style="list-style-type: none"> ➤ Implement the KIS learning process to acquire new knowledge and apply to contexts. LEARN, CREATE, SHARE ➤ Implement the spiral of Inquiry (Teacher inquiry) from Te Hiku Kahui Ako. ➤ Growing leadership through the establishment of ‘curriculum committees/leaderships’ ➤ Regularly review systems in place and evaluate their effectiveness ➤ Provide deliberate mentoring / coaching for staff who identify areas they need to work on (including lead teachers and learning coaches). 		
Strategic Goal 2	2020	2021	2022
<p>Accelerate learning outcomes for Māori students by implementing the principles of The Treaty of Waitangi.</p> <p>To develop the level of te reo within the school so that all mainstream teachers can be teaching at level 3 and the bilingual classes are teaching at level 2 2020</p> <p>Culturally maintaining practice</p>	<ul style="list-style-type: none"> ➤ Treaty of Waitangi led governance, management and teaching/learning. ➤ Through MOE Professional Development and ongoing review. ➤ RTM to increase and support all Māori learning / cultural maintaining practices across the school. ➤ Consultation around the skills and contexts for learning that the community see as important. ➤ Build relationships with local Māori kuia/kaumatua, community and further develop how effective our school is for our Māori students. ➤ Move during 2020 - 2022 for all mainstream to be level 3 and all bilingual classes to be at level 2, implementing a 3 year plan to achieve this. Focus for each year -2020 korero/whakarongo 2021, tuhituhi/panui, 2022 whakaatu/matakitaki, 2023 Ngā ahuatanga katoa ➤ Understanding and including the local history in learning contexts. ➤ Valuing ‘Māoritanga’ in general , te reo and tikanga maintenance, especially Ngai Tautoko, Ngati Kahu, Te Aupouri, Te Rarawa and Ngati Kuri rangatiratanga 		

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	<ul style="list-style-type: none"> ➤ Cultural proud environment ➤ Ka Hikitia / Mauri Tū Mauri ora ➤ Culturally responsive practices / tikanga that encourage and maintain strong cultural identity. ➤ Curriculum PLD- Development of localised curriculum overviews and plans. 		
Strategic Goal 3	2020	2021	2022
Engage students and whānau involvement	<ul style="list-style-type: none"> ➤ Through ongoing Professional Development within Manaiakalani Te Hiku ➤ Action plan to continue to promote opportunities for parents/whānau to be involved in school ➤ BOT developed a plan to engage whanau in our school, learning and kaupapa. ➤ Strengthen communication between school and home and to keep parents/whānau well informed in student/ class learning. ➤ Whānaungatanga principles amongst all members of our school through KIS values ➤ Improve functionality of school website/ school app/facebook communications to ensure parents are well informed of the learning programs, school direction and events. ➤ Foster Kaitaia Intermediate School as a safe and secure environment where everyone is valued ➤ Google platform-sites-blogs ➤ Positive behaviour for learning (PB4L) tier 2 developed, shared and practiced by all members of our school ➤ Parent workshops (E.G Digital, Writing , Maths, Te Reo, Parenting, budgeting etc) ➤ Parent partnership with devices and access to class sites / blogs and participate in learning (commenting) ➤ Parent / Teacher relationships fostered 		

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	<ul style="list-style-type: none"> ➤ Digital Heros student leadership ➤ Utilise Te Hiku (Kahui ako) to enable whānau involvement in our school and our community ➤ Lead teacher with responsibility for HOUSE, planning events each term minimum ➤ Involve parents and whānau in fundraising activities for upcoming events (AIMS Games) 		
Strategic Goal 4	2020	2021	2022
Drive a clear educational pathway within our community through collaboration.	<ul style="list-style-type: none"> ➤ Critique local issues in local principal forums and networks Te Aka Tokerau, Taitokerau Principal, Te Hiku Kahui ako ➤ Principal participation in Te Akatea National Māori Principal and NZ Principal Federation networks ➤ Promote our school values and embed these more deeply and meaningfully across our school / community. ➤ Kahui ako Te Hiku goals and networks ➤ Networking and further interactions with both primary school and secondary school to facilitate smooth transition for students ➤ Transition partnership with local primary and secondary schools ➤ Student leadership programme ➤ Interschool interactions / HOUSE / community events ➤ CAPP - Career Aspiration Personalised Pathways for our Year 7 and 8 students. 		

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Operational goals 2020 - 2022

Operational Goals 2020 - 2022		Core Strategies for Achieving Goals 2020-2022
School, Finance & Property	<p>The school, its finances and the state of the property will continue to be of a high standard.</p>	<p>Finance</p> <ol style="list-style-type: none"> 1. Finance policies are reviewed as per School Docs Policy Review Schedule. 2. BOT asset checks are done annually. 3. Monthly financial reports given at each BOT meeting. 4. School budget and review completed at the end of the year. 5. Explore feasible options to submit proposals to outside organisations for sponsorship funding. <p>Property</p> <ol style="list-style-type: none"> 1. Improve and modernise learning environments, in accordance with MOE advice, 5YA and 10YPP and budget 2. Develop and implement a plan for growing digital property and infrastructure.
Health & Safety	<p>Healthy Eating in Schools</p> <p>Kaitaia Intermediate School will maintain an environment which ensures the health and well-being of all who play a role within it.</p> <p>Environmental Safety and awareness</p>	<ol style="list-style-type: none"> 1. Kaitaia Intermediate School encourages 'Healthy Eating in Schools'. 2. Ensure all legislative requirements are met. 3. Policies around Health and Safety are reviewed in line with the SchoolDocs Policy Review Schedule. 4. Grounds and student playground are checked regularly. 5. School buildings and grounds are maintained and well cared for to a high standard 6. Building evacuations are practiced 1-2 times a term, fire and earthquake, lockdown 7. Staff resources/tools are well maintained and available. 8. PB4L is implemented and expectations are clear to all students/ staff/ whānau. 9. Safety issues will be dealt with immediately as they arise.

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		10. Promote and support well being amongst staff and students
Personnel	All personnel involved with the day to day running of Kaitaia Intermediate School will maintain standards which are expected of their role	<ol style="list-style-type: none"> 1. Principal Appraisal – appoint an external appraiser. 2. Review all job descriptions annually. 3. Staff appraisals are completed annually. 4. Regular police vetting for non teaching child workers. 5. Professional development is offered if it is appropriate to the role. 6. Staff are well supported by the Board and Management. 7. Board training will be implemented. 8. Hauora in the workplace is important. 9. The Board and Principal to ensure workplace harmony and effectiveness of roles and responsibilities.
Community Engagement	<p>The BOT and Management will engage the community in school events.</p> <p>The BOT and Management will engage iwi in appropriate school events/programmes.</p>	<ol style="list-style-type: none"> 1. Consult with whānau and community to include in Annual Strategic Planning and implement into Student Profile and School Curriculum. 2. Community and local iwi will be informed of school activities via the school newsletter or direct contact. 3. Parents and whānau will be encouraged to offer skills to school as evidenced in community survey. 4. Parents will be encouraged to attend all meetings about student achievement and other events. 5. School fundraisers 6. HOUSE days. 7. School Assemblies. 8. Flyers are distributed throughout the community to inform them of school events giving plenty of time

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		9. Explore historical, cultural and local Kaitaia environment
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Annual plan 2020

Strategic Goal 1	Actions –how would this be achieved	Who
<p>To accelerate all student achievement in Literacy and numeracy</p> <p>All students are able to access the NZC as evidenced by progress and achievement in relation to the National Standards/ curriculum levels</p> <p>Annual Goal – 2020</p> <p>To increase the number of students achieving expected Curriculum level in reading, writing and maths.</p> <p>Targets - all students who are below in reading writing or maths to make accelerated progress of more than one year.</p>	<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Target students -each teacher will select and teach with an inquiry process, and track those students who are school target students <input type="checkbox"/> Professional learning conversations (PLC) on targets, progress, pedagogy shifts, strategies and progress <input type="checkbox"/> Toe by toe each teacher will have a group that will be part of the Toe by toe intervention, this will be for reading and start in term 1. <input type="checkbox"/> Online Reading programmes that support student engagement to make accelerated progress 	<p>Principal / BOT</p> <p>All teachers</p> <p>DP</p> <p>Unit holders</p> <p>Kahui Ako In school Teacher</p> <p>Kahui Ako Across School Teachers.</p>

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	<p>Writing</p> <ul style="list-style-type: none"> ❑ Target students-each teacher will select, and teach with an inquiry process, and track those students who are school target students ❑ Professional learning conversations (PLC) on targets, progress, pedagogy shifts, strategies and progress ❑ School wide literacy for writing support though Te Hiku Kahui ako ❑ Moderation of writing internally and externally. ❑ Manaiakalani networking ❑ Write That Essay (WTE) PLD to support teachers and student progress. 	<p>Principal / BOT</p> <p>All teachers</p> <p>DP</p> <p>Unit holders</p> <p>Kahui Ako In school Teacher</p> <p>Kahui Ako Across School Teachers.</p>
	<p>Maths</p> <ul style="list-style-type: none"> ❑ School wide curriculum support and PLD ❑ Professional learning conversations (PLC) on targets, progress, pedagogy shifts, strategies and progress ❑ School wide maths support ❑ ASB Financial Literacy 	<p>Principal / BOT</p> <p>All teachers</p> <p>DP</p>

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	<ul style="list-style-type: none"> ❑ Target students-each teacher will select, teach with an inquiry process, and track those students who are school target students. 	Unit holders Kahui Ako In school Teacher Kahui Ako Across School Teachers.
Strategic Goal 2	Action	Who
<p>Accelerate learning outcomes for Māori students by implementing the Treaty of Waitangi.</p> <p>To develop the level of te reo within the school so that all mainstream teachers can be teaching at level 3 and the bilingual classes are teaching at level 2</p> <p>Culturally responsive and maintained practice</p>	<ul style="list-style-type: none"> ❑ Bilingualism <p>2020: Main focus is Te Reo Maori. All PD will be focussed around upskilling kaiako to speak confidently - giving instructions, valuing identity and receiving replies</p> <ul style="list-style-type: none"> ❑ Supporting and networking with Māori Achievement Collaborative network ❑ Te reo curriculum implementation ❑ Kapa haka whole school –develop understanding of kapa haka, songs and stories ❑ Culturally responsive practices / tikanga / powhiri/ marae visits / kuia kaumatua /whānau in school ❑ Mana Potential - PB4L 	Bilingual teachers / RTM / personal PLD Te Reo Māori lead teacher Principal Teachers Facilitator: Angeline Mac Donald

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Strategic Goal 3	Action	Who
Engage students and whānau involvement	<ul style="list-style-type: none"> <input type="checkbox"/> Improve functionality of school website/ school app/facebook communications to ensure parents are well informed of the learning programmes, school direction and events. <input type="checkbox"/> Google platform-sites-blogs <input type="checkbox"/> Parent workshops <input type="checkbox"/> Digital heros student leadership 	Board of trustees Principal and student leadership DP Teachers Unit holder - lead teachers
Strategic Goal 4	Action	Who
Drive a clear educational pathway within our community through collaboration.	<ul style="list-style-type: none"> <input type="checkbox"/> CAPP - Career pathways for students <input type="checkbox"/> Networking and further developing with both primary and secondary school to facilitate smooth transition for students. <input type="checkbox"/> Career days specific to Year 7 and 8 students 	Board of trustees Principal Deputy Principal Management and Lead teachers Kahui ako in-school teacher

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Targets 2020

Target for Raising Student Achievement in Reading			
Strategic Aim:	•All students are able to access the NZC as evidenced by achievement in appropriate curriculum levels		
Annual Aim: To increase the number of students achieving expected Curriculum levels for Reading			
Target - All students who were <u>below</u> and the curriculum level in Reading (end 2019) will make accelerated progress that is more than one year's progress, to be at the appropriate curriculum level.			
Baseline Data: Analysis of schoolwide Reading data in December 2019		(Not including Graduates) Yr 8 students in 2020 (141)	
43% (94) of all students were at/above expected curriculum level		39% (55) of all students were at/above expected curriculum level	
33% (72) of Māori students were at/above expected curriculum level		28% (40) of Māori students were at/above expected curriculum level	
10% (22) non Māori students were at/above expected curriculum level		11% (15) non Māori students were at/above expected curriculum level	
22% (49) of males were at/above expected curriculum level		23% (32) of males were at/above expected curriculum level	
21% (45) of females were at/above expected curriculum level		16% (23) of females were at/above expected curriculum level	
Actions to achieve targets	Led by	budget	Timeframe
Review EOY assessment data with staff and determine needs of target students And goals and programmes set by each teacher for their target students.	Teacher (supported by DP, team leader, literacy leader)		Weeks 1-3 term 1
investigate 'Steps' and Toe by Toe programme intervention	Principal and DP	Booklets per child	Term 1,3
Target students to be recorded on Inquiry sheet and tracked and reviewed every 2 - 3 weeks)at least twice a term	Teacher		Twice a term
PLC meetings every three weeks to review progress and set next steps and programmes	Teacher and team leader team members and Principal or DP		Every three weeks all year

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Work with parents and whānau around ways to support students learning ,	Teacher/ parents/whanau		Once a term
Referrals made to RTLB or RTLit if appropriate	Teacher and SENCO		As appropriate
Teacher aide to work with identified students alongside classroom programme Or to support identified students through “Steps” or “Toe by Toe”	classroom teacher to plan Learning coach (LC) programme SENco and Literacy leader	Part of LC salary	All year as required As referred by teachers
Ensure library has books to engage boys and books for reluctant readers	Librarian		All year
Analyse EOY data to inform progress and planning for 2021	Principal/ DP /teacher		November /December 2020
Review initiatives that are in place and ensure that evaluation is occurring to ensure they are still being effective.	Principal, DP and Curriculum leaders		All year
Targets for Raising Student Achievement in Writing			
Strategic Aim:	•All students are able to access the NZC as evidenced by achievement in appropriate curriculum levels		
Annual Aim: To increase the number of students achieving at or above Curriculum levels for Writing			
Target - All students who were <u>below</u> and the curriculum level in Writing (end 2019) will make accelerated progress that is more than one year’s progress to be at the appropriate curriculum level			
Cohort: 75% (107) of our Year 8 students (2019 Year 7s), who are below the expected curriculum level in writing to make accelerated progress of more than one year.			
Baseline Data: Analysis of schoolwide Writing data in December 2019		(Not including Graduates) Yr 8 students in 2020 (141)	
34% (86) of all students were at/above expected curriculum level		52% (74) of all students were at/above expected curriculum level	
20% (51) of Māori students were at/above expected curriculum level		23% (33) of Māori students were at/above expected curriculum level	
14% (35) non Māori students were at/above expected curriculum level		29% (41) non Māori students were at/above expected curriculum level	
21% (50) of males were at/above expected curriculum level		24% (34) of males were at/above expected curriculum level	

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13% (36) of females were at/above expected curriculum level		28% (40) of females were at/above expected curriculum level	
Actions to achieve targets	Led by	budget	timeframe
Review EOY assessment data with staff and determine needs of target students And goals and programmes set by each teacher for their target students.	Teacher(supported by DP, team leader, literacy leader)		Weeks 1-3 term 1
PLD continuation 'Write That Essay'	Literacy leader, teachers, DP, Principal	MOE funded	All Year
Target students to be recorded on Inquiry sheet and tracked and reviewed every 2 - 3 weeks) at least twice a term	Teacher		Twice a term
PLC meetings every three weeks to review progress and set next steps and programmes	Teacher and team leader team members and principal or DP		Every 3 weeks
Work with parents and whanau around ways to support students learning ,	Teacher/ parents/whanau		Once each term
Referrals made to RTLB or RTLit if appropriate/ either group or individual	Senco and class teacher		As appropriate
Employ Lead teacher of Literacy	Principal	1 Fixed unit	Term 1
Employ Lead teacher of Te Reo Māori	Principal	1 permanent unit	Term 1
ALL intervention for selected students	Classroom teacher with support from literacy leader, ALL leader	MOE funded support	As appropriate
Teacher aide support in classroom	Programme planned by class teacher		All year as required
Analyse EOY data to inform progress and planning for 2020	Principal /literacy leader		November /December 2019
Review Curriculum - Languages / Te reo and English learning areas and relevant assessments	Principal, DP and Curriculum leaders		All year

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Targets for Raising Student Achievement in Maths			
Strategic Aim:	•All students are able to access the NZC as evidenced by achievement in appropriate curriculum levels		
Annual Aims: To increase the number of students achieving at or above expected curriculum levels for maths			
Target - All students who were <u>below</u> and the curriculum level in Maths (end 2019) will make accelerated progress that is more than one year's progress, to be at the appropriate curriculum level.			
Cohort: 75% (107) of our Year 8 students (2019 Year 7s), who are below the expected curriculum level in Mathematics to make accelerated progress of more than one year.			
Baseline Data: Analysis of schoolwide Maths data in December 2019		(Not including Graduates) Yr 8 students in 2020 (141)	
23% (59) of all students were at/above expected curriculum level		24% (34) of all students were at/above expected curriculum level	
18% (46) of Māori students were at/above expected curriculum level		18% (25) of Māori students were at/above expected curriculum level	
5% (13) non Māori students were at/above expected curriculum level		6% (9) non Māori students were at/above expected curriculum level	
13% (34) of males were at/above expected curriculum level		14% (20) of males were at/above expected curriculum level	
10% (25) of females were at/above expected curriculum level		10% (14) of females were at/above expected curriculum level	
Actions to achieve targets	Led by	budget	timeframe
Review EOY assessment data with teachers and to determine the needs of target students and the areas of maths that need the most development.	Teacher (supported by DP , team leader)		Weeks 1-5 term 1
Employ lead teacher of Math	Principal	1 fixed unit	Term 1
Maths PD	Principal	BOT funded	ongoing

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Work with PLD facilitator or other PLD as appropriate (Kahui ako)	Maths team leader		
Target students to be recorded on Inquiry sheet and tracked and reviewed every 2 - 3 weeks) at least twice a term	Principal class teacher		At least twice a term
PLC meetings every three weeks to review progress and set next steps and programmes	Teacher and team leader team members and principal or DP		Every 3 weeks
Work with parents and whanau around ways to support target students learning	Teacher/ parents/whanau		Once a term
Referrals made to RTLB if appropriate/ either group or individual	Senco / class teacher		As appropriate
Use of Maths computer programmes .	Class teacher to monitor/Lead teacher	online software BOT	All year
Analyse EOY data to inform progress and planning for 2020	Principal /teacher		November /December 2019
Review Curriculum - Mathematics learning area and assessments	Principal, DP and Curriculum leader		All year

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