



# Kaitaia Intermediate School Charter 2019 Kia Mau: Be Steadfast

## Contents

Welcome to Kaitaia Intermediate School's 2019 Charter.

The purpose of a school Charter is to “establish the mission, aims, objectives, directions and targets of the Board of Trustees (B.O.T) that will give effect to the Government’s National Education Guidelines and the board’s priorities” (Ministry of Education). Put simply, the Charter is our guiding document – that provides an annual opportunity to communicate the direction in which our school is going.

The Charter identifies both our future directions (strategic goals) as well as our short term annual goals. We have also presented a summary of our previous years National Standards data. This information is used to identify past successes and progress, as well as further areas for improvement including targets for our school and community’s priorities for learning. With recent change from National Standards assessment, this year our school will share progress against the New Zealand Curriculum levels.

### Introductory Section- Strategic Intentions

- Our Mission and Vision statements, the principals and values from the New Zealand Curriculum we have adopted for our school and classroom programmes; and our PB4L Values for successful learners
- Our School Culture Statement
- Cultural Diversity and Maori Dimension
- Strategic Plan 2018- 2020

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- Strategic Goals

Annual School Improvement Plan (learning)

- Baseline Data including 2018 National Standards Report
- Analysis of Variance (2018 target)
- 2019 Annual Goals / Plan
- 2019 Learning Learning Achievement Targets

**Mission Statement**

We will demonstrate persistence and effort in our learning and show respect for others.

**Vision Statement**

“Confident, connected, actively involved, lifelong learners who demonstrate respect, responsibility and form positive relationships”

**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**

Students will be encouraged to value:

Excellence, Innovation & Curiosity, Diversity, Equity, Commitment, Communication & Participation, Ecological Sustainability, Integrity, Respect, and Perseverance.

**Positive Behaviour for Learning (PB4L)**

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At Kaitaia Intermediate School we develop positive relationships and become successful learners by:

- staying safe
  - showing respect, and
  - being responsible
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Kaitaia Intermediate School caters specifically for Year 7 and 8 students.

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/iwi and the environment by working in partnership with our parent 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.

### **Kaitaia Intermediate School is committed to incorporating Te reo Māori and tīkanga 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 tīkanga 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 are 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.

## **Our School**

Kaitaia Intermediate is a decile 1 state intermediate school (Years 7&8), which has served the Kaitaia area for 100 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.
- 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

### **Whakatauki**

*If the centre shoot of the flax bush were plucked, where would the bell bird sing?  
 If you should ask me, what is the greatest thing?  
 "What is the greatest thing in this world?"  
 I should answer, "It is people...people...people"*

### **Kaitaia Intermediate Students will...**

- ...have a strong sense of who they are, where they come from, and are grounded in their language and culture
- ...have a strong sense of belonging/whanaungatanga
- ...be resilient, perseverant; consistently conduct themselves with dignity and integrity, and have a "can do" attitude
- ...be confident, able to make rational choices, to put themselves out of their comfort zone and take risks in their learning
- ...effectively manage themselves and their learning
- ...be life-long learners and future-focused
- ...work collaboratively with others and individually; lead and be led
- ...strive to achieve their best across all learning areas
- ...involve themselves and contribute to the schools wide and diverse learning opportunities

<b>Strategic Goals:</b> <b>3 Key Pillars</b>	<b>Meaningful Learning</b> Akoranga, Rangatiratanga, Kaitiakitanga,  We will engage all ākonga in meaningful and relevant learning that makes a difference; and responds to community aspirations	<b>Effective Teaching</b> Whakaako hiranga, Akoako, Mahi Tahi,  We will work together to ensure excellence in teaching and learning	<b>Building Community</b> Whanaungatanga, Kotahitanga, Manaakitanga, Wānanga, Hauora  We will build strong and mutually beneficial relationships for learning to support and develop hauora and wellbeing
<b>Definition</b>	<b>Our learning will:</b> <ul style="list-style-type: none"> <li>● Be student centred &amp; future focussed</li> <li>● Purposefully build graduate profile capabilities</li> <li>● Explicitly support students learning to learn; and</li> <li>● Enable self-directed learning</li> <li>● Integrate and rationalise learning areas</li> <li>● Incorporates local cultural contexts, stories &amp; environment, builds capacity in Te Reo me ona tikanga Māori</li> </ul>	<b>Our teaching will:</b> <ul style="list-style-type: none"> <li>● be culturally responsive. Teacher relationships with students will support and enable engagement and learning (RBL)</li> <li>● be grounded in formative, evidence-based practice</li> <li>● effectively use collaborative, critical teacher inquiry to improve teaching impact on learning &amp; build PCK</li> <li>● enable digital fluency</li> <li>● actively build/ strengthen student agency</li> <li>● raise and accelerate student progress &amp; achievement</li> </ul>	<b>We will actively engage with our school community to:</b> <ul style="list-style-type: none"> <li>● build trust &amp; enable effective teamwork and collaboration</li> <li>● provide authentic local projects/ challenges/ opportunities for social action</li> <li>● enable personalised learning pathways that support students to develop/explore their aspirations and passions for their future</li> <li>● enable students to learn the skills for effective engagement in community and see themselves as having an active part/role in the community</li> </ul>
<b>Rationale</b>	Students understand who they are and where they are going; love learning & know how to learn and how they learn best; can see the purpose and relevance to their	Students know what they're learning, why they are learning it, how they are going and what their next steps are. Relationships between teachers and students enable all learners to access learning and the curriculum and break down barriers to engagement and learning	Students are resilient members of the school and wider community, understand they have a valid role, can learn & communicate, are

	lives; understand their interests and ideas/passions matter, are valued, and validated		empowered, and can make a difference - now
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2019 (By December 2019)	2020 (By December 2020)	2021 (By December 2021)	2022-2023
Meaningful learning	Meaningful learning	Meaningful learning	Meaningful learning
<b>Purposefully builds graduate profile capabilities</b> <ul style="list-style-type: none"> <li>Unpack graduate profile capabilities and begin developing rubrics as measurement tools</li> </ul>	<b>Purposefully builds graduate profile capabilities</b> <ul style="list-style-type: none"> <li>Students use graduate profile capability rubrics as a goal setting tool</li> <li>Students evaluate their progress against the rubric(s) and write report comments based on their evidence of improvement</li> </ul>	<b>Purposefully builds graduate profile capabilities</b> <ul style="list-style-type: none"> <li>Embed students evaluating their progress against the rubric(s) and writing report comments based on their evidence of improvement in BAU</li> </ul>	
<b>Explicitly supports students learning to learn</b> <ul style="list-style-type: none"> <li>KIS Learning model is developed and explored</li> </ul>	<b>Explicitly supports students learning to learn</b> <ul style="list-style-type: none"> <li>KIS learning model is explored, further developed, adapted &amp; embedded</li> <li>Rubrics for progressions against the learning model are developed</li> </ul>	<b>Explicitly supports students learning to learn</b> <ul style="list-style-type: none"> <li>KIS learning model is embedded as business as usual</li> <li>Rubrics for progressions against the learning model are used to set targets with students, support student reflection on their progress, evaluation of student agency in their learning by teachers and students, and embedded</li> </ul>	
<b>Integrates and rationalises learning areas</b> <ul style="list-style-type: none"> <li>Environmental contexts for learning are developed and planned school-wide</li> <li>Achievement objectives for level 4 of the NZ curriculum are rationalised into a two-year programme and communicated to K.C. and contributing schools</li> </ul>	<b>Is student centred &amp; future focussed</b> <ul style="list-style-type: none"> <li>Project-based learning approaches are explored and developed as the integration methodology</li> <li>Curriculum learning contexts deliberately incorporate and explore developing: skills for the future, employability, digital fluency, students passions and interests, potential pathways for employment (Careers Aspirations – Personalised Pathways (CAPP))</li> <li>Students collaborate with teachers to develop and plan their learning contexts/ projects</li> </ul>	<b>Is student centred &amp; future focussed</b> <ul style="list-style-type: none"> <li>Embed practices where learning contexts/projects are student directed and focussed on building/ developing/ incorporating student personalised pathways (CAPP)</li> </ul> Enable self-directed learning <ul style="list-style-type: none"> <li>Students are equipped with the skills to be able to develop (with support from teachers and/or autonomously) contexts for learning, identify curriculum achievement objectives, plan, manage and evaluate their learning</li> <li>Systems and processes to enable this have been developed and incorporated into classroom practices through integration, project-based learning, learning process, and digital classroom focussed teaching practices</li> </ul>	



<b>Incorporates local cultural contexts, stories &amp; environment, builds capacity in Te Reo me ona tikanga Māori</b> <ul style="list-style-type: none"><li>Bilingual whānau classes explore and develop programmes of learning that can be shared with other classes in 2020 to support programme development across the school</li><li>Increase bilingual whanau classes to three</li><li>Have verifiers evaluate the level of Te Reo me ona tikanga Māori with the goal of having at least one class at level two</li></ul>	<b>Incorporates local cultural contexts, stories &amp; environment, builds capacity in Te Reo me ona tikanga Māori</b> <ul style="list-style-type: none"><li>Rest of school explore and develop programmes of work building on Bilingual whānau classes develop programmes of learning from 2019</li></ul>	<b>Incorporates local cultural contexts, stories &amp; environment, builds capacity in Te Reo me ona tikanga Māori</b> <ul style="list-style-type: none"><li>Local stories and learning contexts are developed collaboratively with Teachers, whanau, Iwi and Kahui Ako across school lead teachers</li></ul>	
2019 (By December 2019)	2020 (By December 2020)	2021 (By December 2021)	2022-2023
<b>Effective Teaching</b>	<b>Effective Teaching</b>	<b>Effective Teaching</b>	<b>Effective Teaching</b>
<b>Effectively uses collaborative, critical teacher inquiry to improve teaching impact on learning &amp; builds PCK</b> <ul style="list-style-type: none"><li>Teaching as inquiry process is reviewed and the ‘spiral of inquiry’ model unpacked and built in to the model</li><li>PLD focussing on writing ‘write that essay’ continue for 2019</li></ul> <b>Raise and accelerate student progress &amp; achievement</b> <ul style="list-style-type: none"><li>Identify target learners for acceleration</li><li>Track and monitor using teacher inquiry</li><li>Implement acceleration strategies and inquire into practice</li></ul>	<b>Effectively uses collaborative, critical teacher inquiry to improve teaching impact on learning &amp; builds PCK</b> <ul style="list-style-type: none"><li>Teaching as inquiry process is embedded using the ‘spiral of inquiry’ model</li><li>Teachers are engaging in Collaborative critical teacher reflection as a key method of improvement</li></ul> <b>Raise and accelerate student progress &amp; achievement</b> <ul style="list-style-type: none"><li>Target student identification, tracking and monitoring and acceleration teaching practices are embedded as BAU</li></ul>	<b>Teachers effectively use collaborative, critical teacher inquiry to improve teaching impact on learning &amp; builds PCK and raises and accelerate student progress &amp; achievement</b>	
<b>Be grounded in formative, evidence-based practice</b> <ul style="list-style-type: none"><li>revisit formative teaching principles and incorporate within daily teaching practices</li><li>This should be incorporated into PLD training occurring through Manaiaakalani and also Write that essay This needs to be checked</li></ul>	<b>Be grounded in formative, evidence-based practice</b> <ul style="list-style-type: none"><li>embed as BAU</li></ul>		

	Be culturally responsive. Teacher relationships with students will support and enable engagement and learning (RBL) <ul style="list-style-type: none"><li>● Apply for RBL PLD Term 3 for 2021</li><li>●</li></ul>	Be culturally responsive. Teacher relationships with students will support and enable engagement and learning (RBL) <ul style="list-style-type: none"><li>● Key PLD focus</li></ul>	
<b>Enables digital fluency</b> <ul style="list-style-type: none"><li>● Manaiakalani pilot with 2-3 classes is implemented</li><li>● Teachers attend digital fluency programme and work toward ‘google educator’ qualification</li><li>● PLD focus for 2019 with Manaiakalani</li></ul>	<b>Enables digital fluency</b> <ul style="list-style-type: none"><li>● Digital classrooms are implemented school wide</li><li>● Students are able to learn at their own pace and have increased input into their learning contexts</li><li>● PLD focus for 2020 with Manaiakalani</li></ul>	<b>Enables digital fluency</b> <ul style="list-style-type: none"><li>● Digital classroom practice is embedded as business as usual</li></ul>	
<b>Actively build/ strengthen student agency</b> <ul style="list-style-type: none"><li>● Use Kahui Ako student agency tool (S.A.) to gather baseline information on student agency</li><li>● Identify from baseline data the student agency foci for 2019, and foci for 2020-2023</li></ul>	<b>Actively build/ strengthen student agency</b> <ul style="list-style-type: none"><li>● Plan and develop the foci for 2020-2023 (many of the strategies/skills/approaches may lie with previously mentioned activities mentioned above in this plan)</li><li>● Evaluate progress using Kahui ako S.A. evaluation tool</li><li>● Identify goals for 2021</li></ul>	<b>Actively build/ strengthen student agency</b> <ul style="list-style-type: none"><li>● Plan and develop the foci for 2021-2023 (many of the strategies/skills/approaches may lie with previously mentioned activities mentioned above in this plan)</li><li>● Assess &amp; evaluate progress, plan for following year</li></ul>	
2019 (By December 2019)	2020 (By December 2020)	2021 (By December 2021)	2022-2023
<b>Building Community</b>	<b>Building Community</b>	<b>Building Community</b>	<b>Building Community</b>
<b>Builds trust &amp; enables effective teamwork and collaboration</b> (New Principal) <ul style="list-style-type: none"><li>● Working with the teaching team to build a real sense of team</li><li>● Collaboratively with BOT and staff develop a staff code of conduct incorporating:</li><li>● Build this into job descriptions and appraisal docs</li><li>● Build leadership capacity in middle leaders</li></ul>	<b>Builds trust &amp; enables effective teamwork and collaboration</b> <ul style="list-style-type: none"><li>● Working with the teaching team to build a real sense of team</li><li>● Review and further develop ‘code of conduct</li><li>● Continue leadership development with middle leaders</li></ul>	<b>Builds trust &amp; enables effective teamwork and collaboration</b> <ul style="list-style-type: none"><li>● Continue working to build trust and collaboration</li><li>● Continue leadership development with middle leaders</li></ul>	
<b>Provides authentic local projects/ challenges/ opportunities for social action</b> <ul style="list-style-type: none"><li>● This aspect is incorporated in “<b>Meaningful Learning</b>” in the integrated learning, project-based learning aspects. The important principle for inclusion is the meaningful social action aspect that needs to be built into many of the learning contexts to strengthen the authenticity of the learning and the opportunity to develop student agency – the ability to make a difference and own their learning. This aspect is to be strengthened year on year</li></ul>			
<b>Enable students to learn the skills for effective engagement in community and see themselves as having an active part/role in the community</b> <ul style="list-style-type: none"><li>● Curious minds project centred around the youth centre development</li></ul>			

<ul style="list-style-type: none"> <li>○ Build on this authentic learning opportunity</li> <li>● This links to the above aspect and is explicitly focussed on incorporating deliberate acts of teaching focussed on the graduate profile capabilities and embedding these in the learning cycles. It is explicit deliberate and on-going as a developmental focus for the school</li> </ul>
<p><b>Enable personalised learning pathways that support students to develop/explore their aspirations and passions for their future</b></p> <p>CAPP project PLD continues for 2019 (and possibly longer). Brian Hinchco from Cognition Education (facilitator) This aspect refers to the <b>“Meaningful Learning”, “Is student centred &amp; future focussed”</b> aspect.</p>

Annual Plan	2019						
Goal: Meaningful Learning	Engage all ākonga in meaningful and relevant learning that makes a difference; and responds to community aspirations						
Measurements	Evidence of						
Initiative	Actions	T1	T2	T3	T4	People/ Resources	Measures
Purposefully builds graduate profile capabilities	● Unpack graduate profile capabilities	X				Leadership	<ul style="list-style-type: none"> <li>● A clear understanding of what the graduate profile capability indicators look like articulated through a set of rubrics</li> <li>● Rubrics can be evidenced being used by teachers to set targets and goals for students</li> <li>● Rubrics are begun to be used in planning from term 3</li> </ul>
	● Developing rubrics as measurement tools		X			Leadership/all teachers	
Explicitly supports students learning to learn	● KIS Learning model is developed and explored			X	X	Leadership	<ul style="list-style-type: none"> <li>● A draft learning model is developed by the end of the year</li> </ul>
Integrates and rationalises learning areas	● Environmental contexts for learning are developed and planned school-wide	X	X	X	X	All teachers	<ul style="list-style-type: none"> <li>● School curriculum planning is done together at teacher only days in the holiday breaks</li> <li>● All teachers evidence this in their long-term and daily planners</li> <li>● Learning outcomes are shared at the end of the term across school</li> </ul>
	● Achievement objectives for level 4 of the NZ curriculum are rationalised for a two-year programme and communicated to K.C.	X				Curriculum leaders/ leadership	<ul style="list-style-type: none"> <li>● A set of achievement objectives (AOs) are selected as the learning outcome focus over a two year learning cycle. The AOs are rationalised to identify the key ones for the age group that the school will focus on. There will be AOs from all learning areas at level 4 of the NZC</li> </ul>

Incorporates local cultural contexts, stories & environment, builds capacity in Te Reo me ona tikanga Māori	<ul style="list-style-type: none"> <li>Bilingual whānau classes explore and develop programmes of learning that can be shared with other classes in 2020 to support programme development across the school</li> <li>Contexts to be explored: <ul style="list-style-type: none"> <li>Te Tiriti o Waitangi</li> <li>Local history (Te Hiku/ Muriwhenua) from a Māori world view</li> <li>Local stories and traditions</li> </ul> </li> </ul>	X	X	X	X	Bilingual whanau class teachers	<ul style="list-style-type: none"> <li>Bilingual whānau classes will evidence and be able to share culturally linked lesson planning and learning outcomes with all staff.</li> <li>Bilingual whanau staff will actively lead teaching of Te Reo me ona tikanga and learning linked to Te Tiriti o Waitangi, local history and local stories and traditions across the school</li> <li>All teachers will be able to evidence in their planning and learning outcomes attempts to incorporate these contexts in their learning programmes</li> </ul>
	<ul style="list-style-type: none"> <li>Increase bilingual whanau classes to three</li> </ul>	X				Leadership	<ul style="list-style-type: none"> <li>3 bilingual whanau classes established in 2019 and identified on March 1 role return</li> </ul>
	<ul style="list-style-type: none"> <li>Have verifiers evaluate the level of Te Reo me ona tikanga Māori with the goal of having at least one class at level two</li> </ul>			X		Leadership	<ul style="list-style-type: none"> <li>At least 1 class identified as a level 2 Te Reo Māori class by verifiers when they visit.</li> </ul>
Annual Plan	2019						
Goal: <b>Quality Teaching</b>	Working together to ensure excellence in teaching and learning						
Measurements	Evidence of						
Initiative	Actions	T1	T2	T3	T4	People/Resources	Measures
Effectively uses collaborative, critical teacher inquiry to improve teaching impact on learning & builds PCK	<ul style="list-style-type: none"> <li>Teaching as inquiry process is reviewed and the 'spiral of inquiry' model unpacked and built in to the model</li> </ul>	X	X	X	X	Literacy Leader	<ul style="list-style-type: none"> <li>Evidence in teacher inquiries</li> <li>Teacher inquiry conversations and PLG group work reflect collaborative critical teacher inquiry practices</li> </ul>
	<ul style="list-style-type: none"> <li>Inquiry – writing focus</li> </ul>	X	X	X	X	Literacy Leader	<ul style="list-style-type: none"> <li>Writing is the focus of all teacher inquiry</li> </ul>
	<ul style="list-style-type: none"> <li>PLD focussing on writing 'write that essay' continue for 2019</li> </ul>	X	X	X	X	Literacy Leader Posters and Teaching resources – sentence structure	<ul style="list-style-type: none"> <li>PLD focus continues for 2019. All teachers reflect the PLD in their class teaching practices. This is evidenced in appraisals</li> </ul>

	<ul style="list-style-type: none"> <li>PLD focus for 2019 with Manaiakalani</li> </ul>	X	X	X	X	Pilot teachers All Other teachers	<ul style="list-style-type: none"> <li>At least 2 Pilot classes are working with Manaiakalani and there are positive reports coming back through the facilitators that these teachers are progressing well in the implementation of digital classrooms and the pedagogy associated with this mahi</li> </ul>
Raise and accelerate student progress & achievement	<ul style="list-style-type: none"> <li>Identify target learners for acceleration</li> </ul>	X				All Teachers	<ul style="list-style-type: none"> <li>All teacher have target students who need accelerated learning in writing in 2019</li> </ul>
	<ul style="list-style-type: none"> <li>Track and monitor using teacher inquiry</li> </ul>	X	X	X	X	All Teachers	<ul style="list-style-type: none"> <li>All Teachers can evidence their tracking of students and evidence that they have responded to the students needs and progress data</li> </ul>
	<ul style="list-style-type: none"> <li>Implement acceleration strategies and inquire into practice</li> </ul>	X	X	X	X	All Teachers	<ul style="list-style-type: none"> <li>All teachers can evidence acceleration strategies in their class teaching programmes</li> </ul>
Be grounded in formative, evidence-based practice	<ul style="list-style-type: none"> <li>revisit formative teaching principles and incorporate within daily teaching practices</li> </ul>	X				All Teachers	<ul style="list-style-type: none"> <li>All teachers are able to evidence their focus on implementing formative teaching practices.</li> <li>Interviews with students reflect all children can talk about their learning by saying what they are learning, why they are learning it, how they are going (progressing) and how they know. Their answers make sense and reflect what is going on in the class</li> </ul>
	<ul style="list-style-type: none"> <li>This should be incorporated into PLD training occurring through Manaiakalani and also Write that essay This needs to be checked</li> </ul>	X	X			Lead teachers	<ul style="list-style-type: none"> <li>Formative teaching practice is being reinforced through all PLD projects</li> </ul>
Enables digital fluency	<ul style="list-style-type: none"> <li>Manaiakalani pilot with 2-3 classes is implemented</li> </ul>	X	X	X	X	Pilot teachers Chromebooks	<ul style="list-style-type: none"> <li>2-3 Pilot classes are working with Manaiakalani facilitators in 2019</li> </ul>
	<ul style="list-style-type: none"> <li>Teachers attend digital fluency programme and work toward 'google educator' qualification</li> </ul>	X	X	X	X	All teachers	<ul style="list-style-type: none"> <li>All pilot class teachers attend all digital fluency training and become google educators.</li> <li>Other teachers also join the training (as many as possible)</li> </ul>
Actively build/ strengthen student agency	<ul style="list-style-type: none"> <li>Use Kahui Ako student agency tool (S.A.) to gather baseline information on student agency</li> </ul>	X				All teachers	<ul style="list-style-type: none"> <li>Student agency tool is used and baseline data is gathered in conjunction with Kahui Ako across school lead teacher early in 2019</li> </ul>
	<ul style="list-style-type: none"> <li>Identify from baseline data the student agency foci for 2019, and foci for 2020-2023</li> </ul>	X			X	Leadership	<ul style="list-style-type: none"> <li>Baseline data is used to identify strengths and opportunities for development of student agency.</li> <li>These needs are planned for implemented and reviewed.</li> <li></li> </ul>

Annual Plan	2019						
Goal: <b>Building Community</b>	Working together to ensure excellence in teaching and learning						
Measurements	Evidence of						
Initiative	Actions	T1	T2	T3	T4	People/Resources	Measures
Builds trust & enables effective teamwork and collaboration	<ul style="list-style-type: none"> <li>Working with the teaching team to build a real sense of team</li> </ul>	X	X	X	X	Leadership	<ul style="list-style-type: none"> <li>On-going work with teaching team to build relationship of trust is able to be evidenced. Principal appraisal reflects strengthening relationships</li> </ul>
	<ul style="list-style-type: none"> <li>Collaboratively with BOT and staff develop a staff code of conduct incorporating:</li> </ul>	X				Leadership	<ul style="list-style-type: none"> <li>A code of conduct is developed and included in job descriptions and appraisal documents and processes</li> </ul>
	<ul style="list-style-type: none"> <li>Build this into job descriptions and appraisal docs</li> </ul>	X				Leadership	
	<ul style="list-style-type: none"> <li>Build leadership capacity in middle leaders</li> </ul>	X	X	X	X	Leadership	<ul style="list-style-type: none"> <li>Leadership PLD/ mentoring/ training is planned for and implemented.</li> <li>Principal appraisal reflects this work</li> </ul>
Provides authentic local projects/ challenges/ opportunities for social action	<ul style="list-style-type: none"> <li>provide authentic local projects/ challenges/ opportunities for social action</li> </ul>	X	X	X	X	All teachers	<ul style="list-style-type: none"> <li>Curriculum learning contexts reflect authentic local opportunities for learning in all classes</li> </ul>
	<ul style="list-style-type: none"> <li>enable personalised learning pathways that support students to develop/explore their aspirations and passions for their future</li> </ul>	X	X	X	X	All teachers	<ul style="list-style-type: none"> <li>CAPP PLD continues and informs learning programmes in explicit ways:</li> <li>Capabilities for employability are increasingly built into planning and teaching contexts/ activities student learning contexts</li> </ul>
	<ul style="list-style-type: none"> <li>enable students to learn the skills for effective engagement in community and see themselves as having an active part/role in the community</li> </ul>	X	X	X	X	All teachers	<ul style="list-style-type: none"> <li>Project based learning opportunities begin to incorporate local initiatives that students can become involved in to support and participate authentically in the community. This can be evidenced in most classes.</li> </ul>

## NAG2A (b)(i) Areas of Strength

**Curriculum Expectation area(s): This data is based on a matched data set of 241 Students In 2018 our end of year roll was 246 students.**

**Mathematics:**

- **39% of *all students* achieved At or Above** the Curriculum Expectation in Mathematics
- 3% of *all students* achieved Above Curriculum Expectation in Mathematics
- 39% of Maori Students achieved At or Above Curriculum Expectation in Mathematics
- 38% Non-Māori students achieved At or Above Curriculum Expectation in Mathematics
- 35% boys achieved At or Above Curriculum Expectation in Mathematics
- 43% girls achieved At or Above Curriculum Expectation in Mathematics
- 5% all boys achieved Above Curriculum Expectation compared to 1% all girls.
- 3% Year 7, and 2% Year 8 students achieved At or Above Curriculum Expectation in Mathematics

**Reading:**

- **56% of *all students* achieved At or Above** Curriculum Expectation in Reading
- 13% of *all students* achieved Above Curriculum Expectation in Reading
- 52% of Maori students achieved At or Above Curriculum Expectation in Reading
- 33% Non-Māori students achieved At or Above Curriculum Expectation in Reading
- 20% of Maori students achieved Above Curriculum Expectation in Reading
- 50% of boys achieved At or Above Curriculum Expectation in Reading
- 70% of girls achieved At or Above Curriculum Expectation in Reading
- 43% of Year 7 students achieved At or Above Curriculum Expectation in Reading
- 67% of Year 8 students achieved At or Above in Reading

**Writing:**

- **37% of *all students* achieved At or Above** the Curriculum Expectation in Writing
- 0% of *all students* achieved Above Curriculum Expectation in Writing
- 35% of Maori Students achieved At or Above the Curriculum Expectation in Writing
- 0% Maori students achieved Above Curriculum Expectation in Writing
- 24% NZ Non-Māori students achieved At or Above Curriculum Expectation in Writing.
- 30% of boys achieved At or Above Curriculum Expectation in Writing

- 44% of girls achieved At or Above Curriculum Expectation in Writing
- 28% Year 7 students achieved At or Above Curriculum Expectation in Writing
- 49% Year 8 Students achieved At or Above National Standards in Writing

**Discussion:**

As the children moved through Kaitaia Intermediate School in 2018, 39% are achieving At or Above curriculum expectations in Maths, 56% in Reading, and 37% in Writing. Of the 2018 students leaving Kaitaia Intermediate School in their last year, 51% in Maths, 67% in Reading and 49% in Writing are achieving At or Above their expected levels for their age and years at school.

This data is significantly down from the 2016 and 2017 figures.

### NAG2A (b)(ii) Areas for Improvement

**Curriculum Expectation area(s):** Reading, Writing and Mathematics

**Discussion:**

Students' achievement in "Below" Curriculum Expectation is 29% for Mathematics and 32% for Writing and 21% for Reading.

**Closer Analysis of the National Standards Below group** (including Well Below) for Reading, Writing and Mathematics show that;

**Reading:**

- 17% (School Wide Below): 42/241
- 18% (23/128) of children in this group are Male
- 17% (19/113) of children in this group are Female
- 20% (38/191) of children in this group are Maori
- 8% (4/50) of children in this group are Non-Māori

**Writing:**

- 24% (School Wide Below): 58/241
- 25% (32/128) of children in this group are Male
- 23% (26/113) of children in this group are Female
- 24% (46/191) of children in this group are Maori
- 24% (12/50) of children in this group are Non-Māori

**Mathematics:**

- 27% (School Wide Below): 64/241
- 28% (36/128) of children in this group are Male

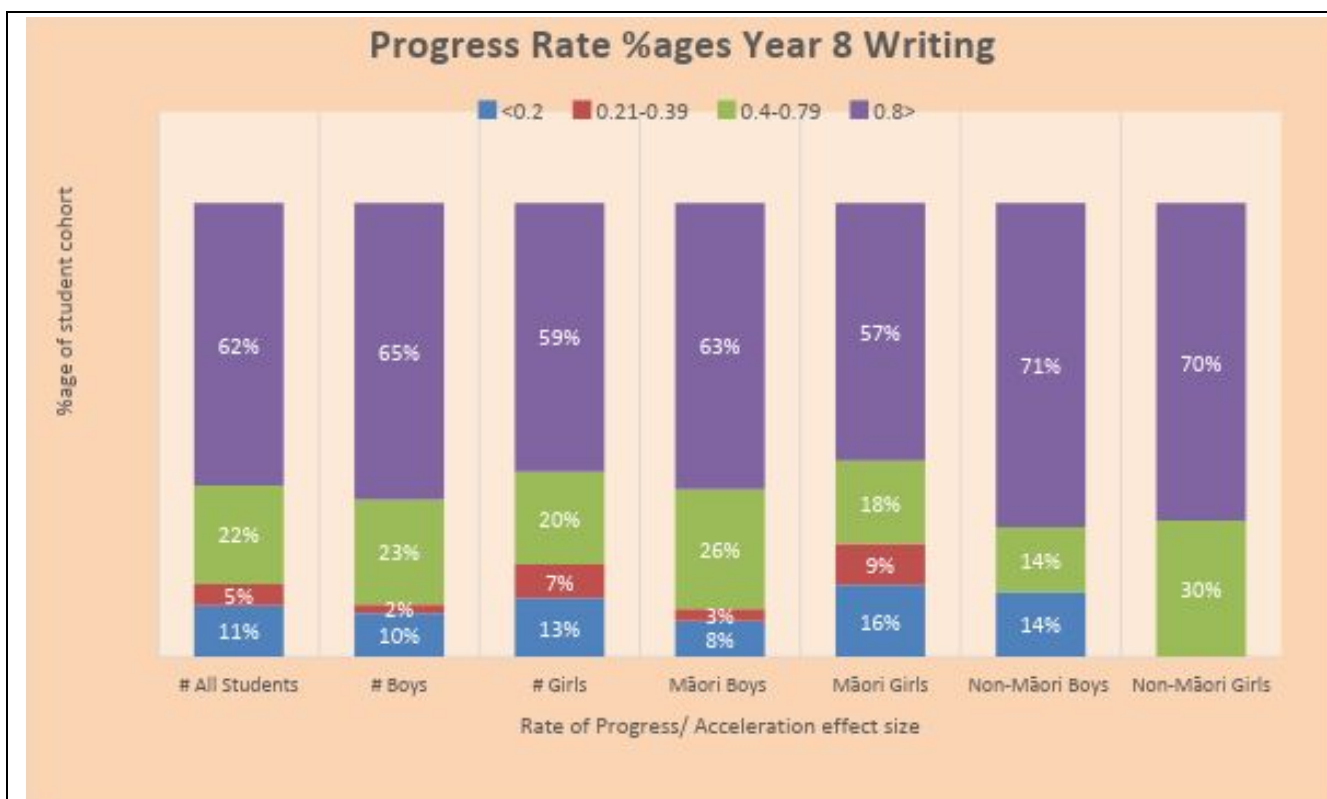


- 25% (28/113) of children in this group are Female
- 28% (53/191) of children in this group are Maori
- 22% (11/50) of children in this group are Non-Māori

Many of the children achieving in this group are identified in our school system as Children with Special Needs (CWSN). These children are receiving support in their learning and are monitored for progress relevant to them.

Some of these children (identified above) have had intervention support over the year. Current data will be reviewed to see progress against their latest result or upcoming assessment data.

Writing has been our focus area for 2018. Our data shows that there are still a large number of students below expectations and well below expectations. However there has been a very significant shift in progress data in writing in 2018. Using 2018 matched data (199 students), analysis of the amount of shift from our assessment tool data (e-asTTle writing using explanation) has shown that an average shift across the school looking at of 0.88 effect size in writing. This is over 2 years-worth of progress. While this figure is averaged across all learners accelerated learning (2 years or more of progress in a year i.e. effect size shift 0.8) has occurred for 62% of all learners. Average progress is described as 0.4 effect-size shift. So, average progress or better up to 0.79 of an effect-size has been achieved by 22% of students.



Teachers have shown that they can impact the rate of learning of students, which is very encouraging. Our challenge in 2019 is to continue to accelerate the learning of year 7 students going in to year 8 and to quickly assess the achievement levels of our new year 7s and where indicated accelerate their learning as soon as possible. The area of writing is still a priority area of focus for 2019. There will be a strong focus on strengthening our capability to shift students from At expectation to Above expectation, along with moving students from Below expectation to At expectation, in particular boys (35.7% of boys achieving below expectations in writing, compared to 15.3% female).

A further area for improvement is a continuation of the school's focus on raising the number of students achieving well below expectation to 'below' and 'at' expectation in Writing. From the group of 'At

expectation' students, individuals will be identified who are on the cusp on or have the potential to, move into the above expectation, if they are targeted for acceleration.

The other important work is to apply what teachers have learned about accelerating learning through their inquiries in 2018 and apply this to teaching in all areas in 2019

### NAG2A (b)(iii) Planned Actions for Lifting Achievement

#### Discussion:

- As a school, we will look more closely at the data to identify specific students and clusters of learners. Learners identified needing support for not achieving expectation will receive intervention support.
- We will continue a targeted intervention in Literacy through our PLD (Write That Essay) and continuing to use accelerated learning strategies in 2019. The targeted intervention will be provided to support identified groups for improvement. With the 2018 intervention programmes supervised by the SENCO, we noticed success and progress in Reading and Mathematics for identified underachieving learners attending a range of withdrawal support programmes. However, we noticed that many children who were identified for extra support failed to attend these programmes. Student voice identified a number of reasons for students not attending interventions, - sporting events, didn't want to go out of class to the intervention, forgetting, shame at attending intervention programmes, etc. In 2019 Teacher aides will be in classes providing programme support, so teachers can focus on teaching the students most in need of their time and expertise, while teacher aides support the independent learners to keep on task until their turn with teacher to conference. We will evaluating and track the improvement in student outcomes from these programmes in class in a closer and more robust manner in 2019.
- All staff at the beginning of year, analysed schoolwide data from 2018, looking for trends, successes and future focusses. 2019 syndicate teams will examine the data of their learners to identify foci and team targets for 2019.
- The Leadership Team and staff will continue to analyse trends and patterns from data and learning achievement from previous years along with current data.

- From teacher feedback, and from moderation of beginning of the year assessments, there was discussion around consistency of interpretation for achievement decisions for Writing. With the support of the Kahui Ako and further analysis, we will continue the conversations and moderation across schools for decisions on achievement in Writing.
- With further discussion, the school-wide targets will be identified and appropriate Professional Development made available to support this. Teams and curriculum teams will identify year level targets. Achievement data will be discussed and interpreted at Leadership, Management and team level. It will be shared and broken down to specific children to ensure the full story of the learners' needs for the group and individuals.
- Focused tracking and measuring student progress and achievement using the New Zealand Curriculum Levels and supporting resources.
- Syndicate teams will identify the year level priorities and targets for achievement, who will then develop and plan to support and accelerate these children towards achieving either at or above their expectation. They will consider other data and samples of related work to identify specific gaps to be taught to. They will also monitor progress closely, frequently using team discussion time to reflect on and analyse what is working and what needs to continue to be developed to enable the shift for some children, including their own understanding of how to support these learners. Maori and Pasifika children at risk of not achieving will be identified through this process.
- The Community Of Learning (COL) has set targets in Reading, Writing and Maths, and support will continue to be provided through COL Professional Development to the school. This includes in school COL Leaders support along with across COL leaders support in relation to the school's strategic goals and identified areas for focus.

## NAG2A (b) (iv) Progress Statement

### Discussion:

As a new principal to the school, who started at the beginning of 2018, I have looked at the student progress and achievement data from 2017 and analysed our achievement in 2018. The school has been assessing students at both the beginning of the school year and at the end of the year, with both assessment tool information and also with teacher judgements across the curriculum. The beginning of the year judgements for year 8 students has been informed by achievement levels from the previous year (all classes are composite classes with students staying with their teachers for both years 7 and 8). Accurate longitudinal data across more than the last 2 years is not currently available. This has been a priority for 2018.

Kaitaia Intermediate School has been showing improving student outcomes over the previous 2 years (2016-2017). Our matched overall teacher judgement data shows some positive shifts in our matched cohort OTJ achievement data in reading and in our assessment tool data, However there are some disappointing results which will require some real effort to improve over 2019/ 2020:

#### Matched data overall teacher judgements Reading 2017 compared to 2018

<p>In 2017 from a matched data cohort of 196 students:</p> <p>43.9% achieved Above expectation</p> <p>36.7% achieved At expectation</p> <p>16.3% achieved Below expectation</p> <p>3.1% achieved Well Below expectation</p> <p>80.6% achieving At and Above expectations</p> <p>19.4% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 241 students:</p> <p>13% achieved Above expectation</p> <p>43% achieved At expectation</p> <p>20% achieved Below expectation</p> <p>24% achieved Well Below expectation</p> <p>56% achieve At and Above expectations</p> <p>44% achieved Below and Well Below expectations</p>
<p>In 2017 from a matched data cohort of 148 Māori students:</p> <p>41.9% achieved Above expectation</p> <p>37.8% achieved At expectation</p> <p>18.2% achieved Below expectation</p> <p>3.1% achieved Well Below expectation</p> <p>79.7% achieving At and Above expectations</p> <p>20.2% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 191 Māori students:</p> <p>11% achieved Above expectation</p> <p>42% achieved At expectation</p> <p>24% achieved Below expectation</p> <p>23% achieved Well Below expectation</p> <p>53% achieve At and Above expectations</p> <p>47% achieved Below and Well Below expectations</p>
<p>In 2017 from a matched data cohort of 98 Male students:</p>	<p>In 2018 from a matched data cohort of 126 Male students:</p>

37.8% achieved Above expectation 38.8% achieved At expectation 18.4% achieved Below expectation 5.1% achieved Well Below expectation 76.6% achieve At and Above expectations 23.5% achieved Below and Well Below expectations	13% achieved Above expectation 37% achieved At expectation 22% achieved Below expectation 28% achieved Well Below expectation 50% achieve At and Above expectations 50% achieved Below and Well Below expectations
In 2017 from a matched data cohort of 98 Female students: 50% achieved Above expectation 34.7% achieved At expectation 14.3% achieved Below expectation 1% achieved Well Below expectation 84.7% achieve At and Above expectations 15.3% achieved Below and Well Below expectations	In 2018 from a matched data cohort of 113 Female students: 12.4% achieved Above expectation 50% achieved At expectation 19% achieved Below expectation 18.6% achieved Well Below expectation 62.4% achieve At and Above expectations 37.6% achieved Below and Well Below expectations
In 2017 from a matched data cohort of 97 year 7 students: 56.6% achieved Above expectation 29.9% achieved At expectation 13.4% achieved Below expectation 0% achieved Well Below expectation 86.6% achieve At and Above expectations 13.4% achieved Below and Well Below expectations	In 2018 from a matched data cohort of 115 Year 7 students: 13% achieved Above expectation 30% achieved At expectation 28% achieved Below expectation 29% achieved Well Below expectation 43% achieve At and Above expectations 57% achieved Below and Well Below expectations
In 2017 from a matched data cohort of 99 year 8 students: 31.3% achieved Above expectation 43.4% achieved At expectation 19.2% achieved Below expectation 6.1% achieved Well Below expectation 74.7% achieve At and Above expectations 25.3% achieved Below and Well Below expectations	In 2018 from a matched data cohort of 126 Year 8 students: 13% achieved Above expectation 54% achieved At expectation 13% achieved Below expectation 20% achieved Well Below expectation 67% achieve At and Above expectations 33% achieved Below and Well Below expectations
Matched data overall teacher judgements Writing 2017 compared to 2018	

<p>In 2017 from a matched data cohort of 196 students:</p> <p>12.8% achieved Above expectation  55.1% achieved At expectation  25.5% achieved Below expectation  6.6% achieved Well Below expectation  67.9% achieving At and Above expectations  32.1% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 241 students:</p> <p>1 child achieved Above expectation  37% achieved At expectation  32% achieved Below expectation  31% achieved Well Below expectation  37% achieving At and Above expectations  63% achieved Below and Well Below expectations</p>
<p>In 2017 from a matched data cohort of 148 Māori students:</p> <p>11.5% achieved Above expectation  55.4% achieved At expectation  26.4% achieved Below expectation  6.8% achieved Well Below expectation  66.9% achieving At and Above expectations  33.2% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 191 Māori students:</p> <p>0% achieved Above expectation  34% achieved At expectation  34% achieved Below expectation  32% achieved Well Below expectation  34% achieving At and Above expectations  66% achieved Below and Well Below expectations</p>
<p>In 2017 from a matched data cohort of 98 Male students:</p> <p>7.1% achieved Above expectation  48% achieved At expectation  35.7% achieved Below expectation  9.2% achieved Well Below expectation  55.1% achieve At and Above expectations  44.9% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 128 Male students:</p> <p>0% achieved Above expectation  31% achieved At expectation  34% achieved Below expectation  35% achieved Well Below expectation  31% achieve At and Above expectations  69% achieved Below and Well Below expectations</p>
<p>In 2017 from a matched data cohort of 98 Female students:</p> <p>18.4% achieved Above expectation  62.2% achieved At expectation  15.3% achieved Below expectation  4.1% achieved Well Below expectation  80.6% achieve At and Above expectations  19.4% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 113 Female students:</p> <p>1% (1) student achieved Above expectation  44% achieved At expectation  29% achieved Below expectation  26% achieved Well Below expectation  45% achieve At and Above expectations  55% achieved Below and Well Below expectations</p>

<p>In 2017 from a matched data cohort of 97 year 7 students:</p> <p>16.5% achieved Above expectation  66% achieved At expectation  15.5% achieved Below expectation  2% achieved Well Below expectation  82.5% achieve At and Above expectations  17.5% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 115 year 7 students:</p> <p>1% (1) achieved Above expectation  24% achieved At expectation  32% achieved Below expectation  43% achieved Well Below expectation  25% achieve At and Above expectations  75% achieved Below and Well Below expectations</p>
<p>In 2017 from a matched data cohort of 99 year 8 students:</p> <p>9.1% achieved Above expectation  44.4% achieved At expectation  35.4% achieved Below expectation  11.1% achieved Well Below expectation  53.5% achieve At and Above expectations  46.5% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 126 year 8 students:</p> <p>0% achieved Above expectation  49% achieved At expectation  32% achieved Below expectation  19% achieved Well Below expectation  49% achieve At and Above expectations  51% achieved Below and Well Below expectations</p>
<p><b>Matched data overall teacher judgements Mathematics 2017 compared to 2018</b></p>	
<p>In 2017 from a matched data cohort of 196 students:</p> <p>20.4% achieved Above expectation  50.5% achieved At expectation  23.5% achieved Below expectation  5.6% achieved Well Below expectation  70.9% achieving At and Above expectations  29.1% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 241 students:</p> <p>3% achieved Above expectation  36% achieved At expectation  23% achieved Below expectation  38% achieved Well Below expectation  39% achieving At and Above expectations  61% achieved Below and Well Below expectations</p>
<p>In 2017 from a matched data cohort of 148 Māori students:</p> <p>19.6% achieved Above expectation  51.4% achieved At expectation  23.6% achieved Below expectation  5.4% achieved Well Below expectation  71% achieving At and Above expectations  29% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 191 Māori students:</p> <p>2% achieved Above expectation  37% achieved At expectation  24% achieved Below expectation  37% achieved Well Below expectation  39% achieving At and Above expectations  61% achieved Below and Well Below expectations</p>



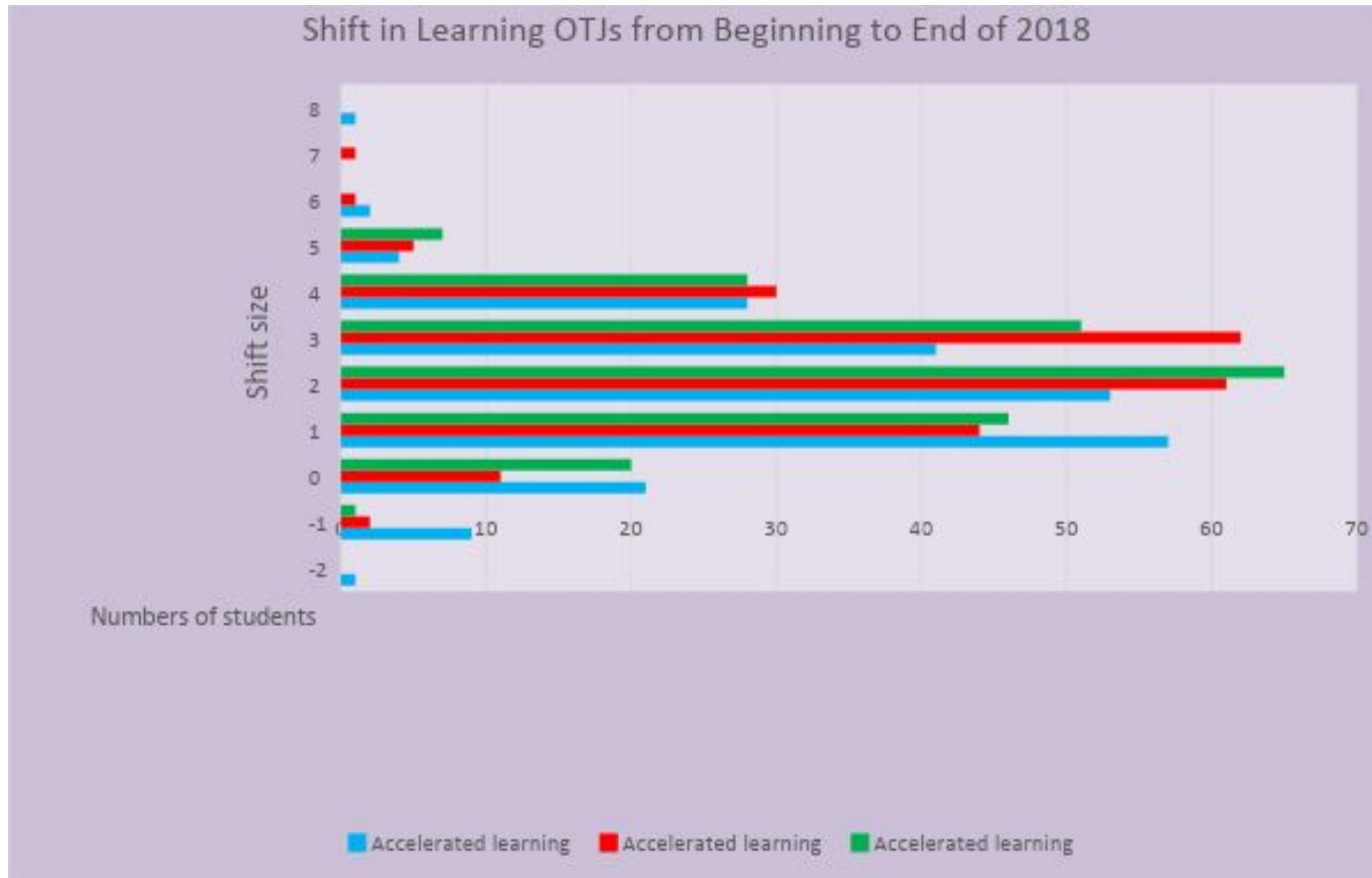
<p>In 2017 from a matched data cohort of 116 Male students:</p> <p>22.4% achieved Above expectation</p> <p>49.1% achieved At expectation</p> <p>22.4% achieved Below expectation</p> <p>6% achieved Well Below expectation</p> <p>71.5% achieve At and Above expectations</p> <p>28.5% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 128 Male students:</p> <p>6% achieved Above expectation</p> <p>30% achieved At expectation</p> <p>23% achieved Below expectation</p> <p>41% achieved Well Below expectation</p> <p>36% achieve At and Above expectations</p> <p>64% achieved Below and Well Below expectations</p>
<p>In 2017 from a matched data cohort of 80 Female students:</p> <p>17.5% achieved Above expectation</p> <p>52.5% achieved At expectation</p> <p>25% achieved Below expectation</p> <p>5% achieved Well Below expectation</p> <p>70% achieve At and Above expectations</p> <p>30% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 113 Female students:</p> <p>1% achieved Above expectation</p> <p>42% achieved At expectation</p> <p>23% achieved Below expectation</p> <p>34% achieved Well Below expectation</p> <p>43% achieve At and Above expectations</p> <p>57% achieved Below and Well Below expectations</p>
<p>In 2017 from a matched data cohort of 97 year 7 students:</p> <p>26.8% achieved Above expectation</p> <p>58.8% achieved At expectation</p> <p>12.4% achieved Below expectation</p> <p>2% achieved Well Below expectation</p> <p>85.6% achieve At and Above expectations</p> <p>14.4% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 115 year 7 students:</p> <p>3% achieved Above expectation</p> <p>23% achieved At expectation</p> <p>34% achieved Below expectation</p> <p>39% achieved Well Below expectation</p> <p>26% achieve At and Above expectations</p> <p>73% achieved Below and Well Below expectations</p>
<p>In 2017 from a matched data cohort of 99 year 8 students:</p> <p>14.1% achieved Above expectation</p> <p>42.4% achieved At expectation</p> <p>34.4% achieved Below expectation</p> <p>9.1% achieved Well Below expectation</p> <p>56.5% achieve At and Above expectations</p> <p>43.5% achieved Below and Well Below expectations</p>	<p>In 2018 from a matched data cohort of 126 year 8 students:</p> <p>3% achieved Above expectation</p> <p>47% achieved At expectation</p> <p>13% achieved Below expectation</p> <p>37% achieved Well Below expectation</p> <p>49% achieve At and Above expectations</p> <p>50% achieved Below and Well Below expectations</p>

Achievement At And Above National Expectations OTJs										
	ALL KIS Students					Māori Students				
Year	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Reading	78.1%	80.6%	56%			76.7	79.7%	53%		
Writing	60.2%	67.9%	37%			58.9%	66.9%	34%		
Maths	66.3%	70.9%	39%			67.1%	70.9%	39%		

### Overall teacher judgement achievement outcomes: Curriculum Expectations



This chart shows the numbers of students achieving at the expected level for their age. There are significant numbers of students achieving below (one year below) and well below (two years or more below) their expected levels. There are few students in writing and Mathematics above their expected levels through teachers OTJs

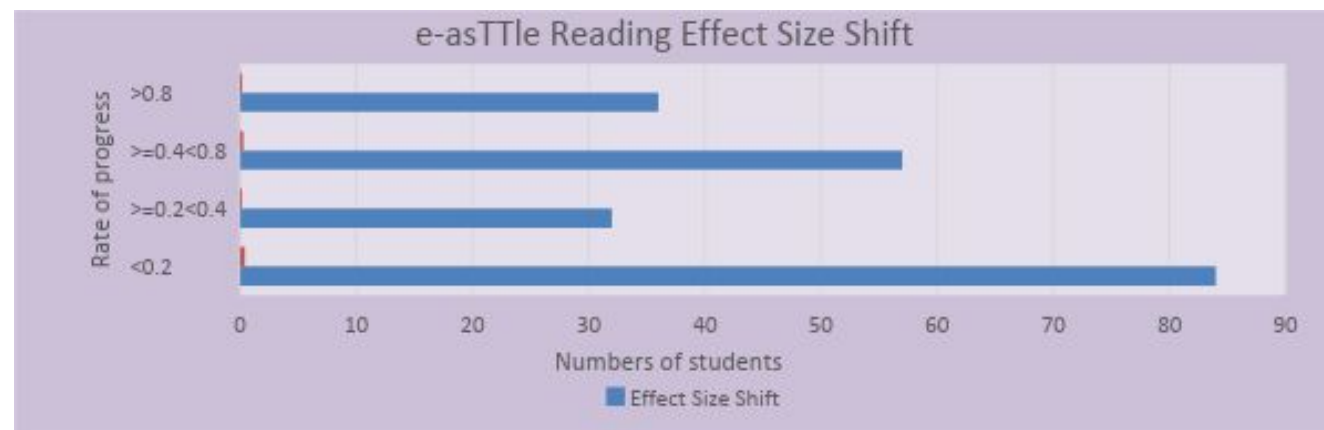


This chart shows the level of shift (progress) students have made. This information has been derived from the Overall Teacher Judgements (OTJs) based on curriculum achievement from the beginning of 2018 to the end of 2018. A shift in this chart of '1' shows average growth which should be expected from a 8 months-worth of learning. A shift of '2' shows a shift expected after 16 months-worth of learning. A shift of 3 or higher shows accelerated learning). '0' shift shows the students has failed to significantly progress over the year. Negative shift indicates students have achieved at a lower rate than they started the year.

## Percentages of students achieving at National Expectations in Reading end of year 2018

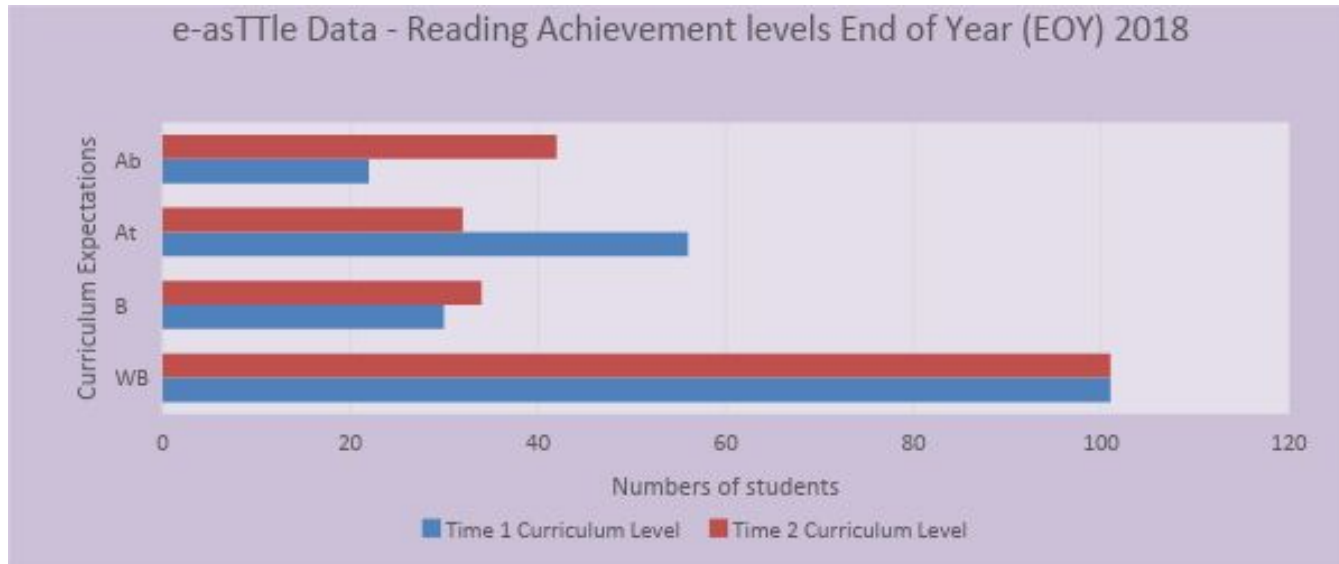
Reading OTJs																		
	Year 7									Year 8								
	All Students			Māori			Non- Māori			All Students			Māori			Non- Māori		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
WB	29%	36%	20%	27%	37%	16%	35%	33%	38%	25%	28%	23%	27%	29%	26%	17%	21%	10%
B	28%	28%	27%	31%	30%	33%	15%	22%	0%	8%	8%	8%	10%	10%	9%	0%	0%	0%
AT	30%	25%	37%	30%	24%	37%	31%	28%	38%	54%	48%	60%	53%	51%	55%	58%	43%	80%
Ab	13%	11%	16%	11%	9%	14%	19%	17%	25%	13%	16%	10%	10%	10%	9%	25%	36%	10%

This chart breaks down and analyses year 7 and year 8 achievement against expectations and compares all students with our Māori students. Both Year 7 and year 8 Māori students achieved slightly lower than “all” students. Year 8 Non-Māori students achieved higher academic results, especially the non-Māori girls. The general achievement levels in reading of year 7s are much lower than year 8 students.

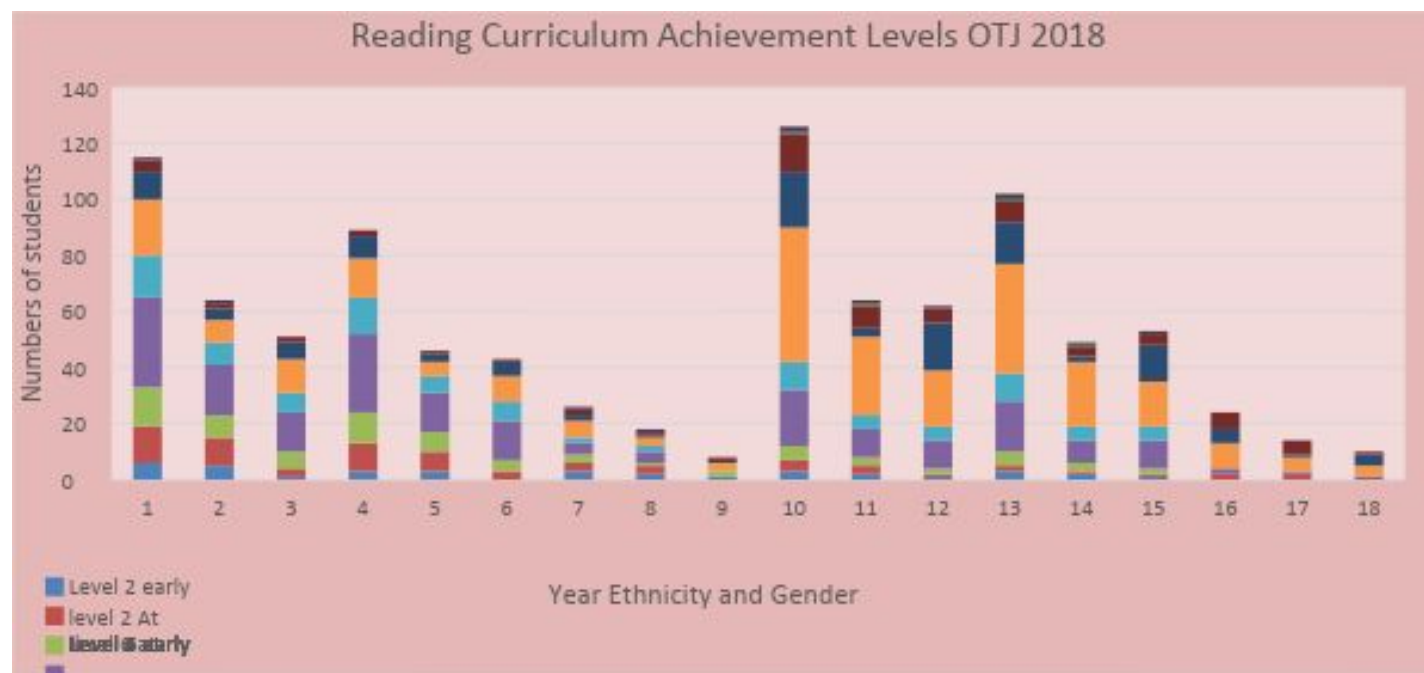


Less than 0.2 is a very low amount of progress. There are too many students making low level progress and shift in Reading. Between 0.2 and 0.4 is less than expected average progress for a year.

0.4 is average progress which we should be able to expect for most children. Between 0.4 to 0.8 is a desirable level of impact that we should be able to achieve. Above 0.8 is accelerated progress, that is 2 years-worth (and over) of progress in a year. There are more students making less than average progress than those that are making better than average and accelerated progress. This must be a major work-on for all teachers in 2019 and 2020.



This chart shows a clear correlation with OTJs – Many children (too many) achieving well below the expectation for their age. There has been a marked increase in the assessment tool data showing a pleasing increase in those achieving above expectation. However, this is off-set increased numbers achieving below expectation. After looking into the data some students have moved from 'At' expectation to 'above'. However, others have leapt up from 'below' expectation to 'at' and 'above', while others have gone down during the testing process. This correlates with OTJ data and gives some foci for teacher inquiry for 2019.



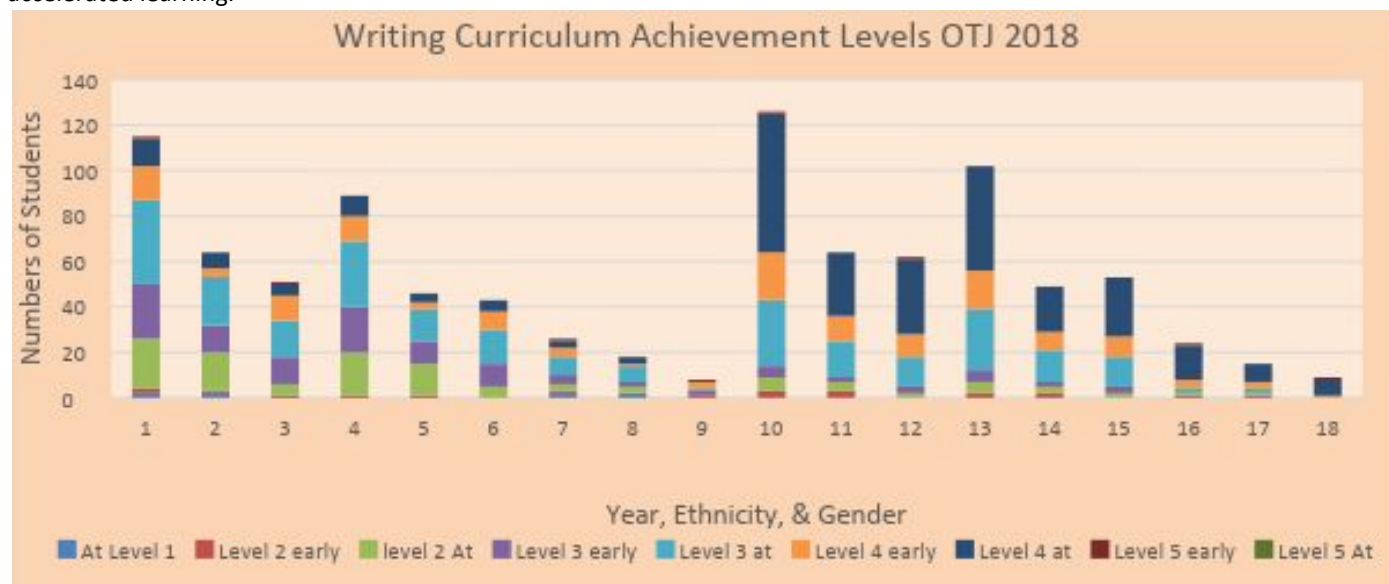
This chart analyses the relative achievement levels of students according to OTJs. It breaks down and compares “All” students with Māori and Non-Māori learners and investigates gender groups within the year levels. Year 7 students are predominantly working within “at’ level 3, early level 4 and ‘at’ level 4. However, the small number of non-Māori students are working at higher levels of the curriculum than other groups. Year 8 students are predominantly working at ‘at level 4’ and early level 5 with girls, both Māori and non-Māori, working at higher levels of the curriculum than boys

### Writing achievement 2018

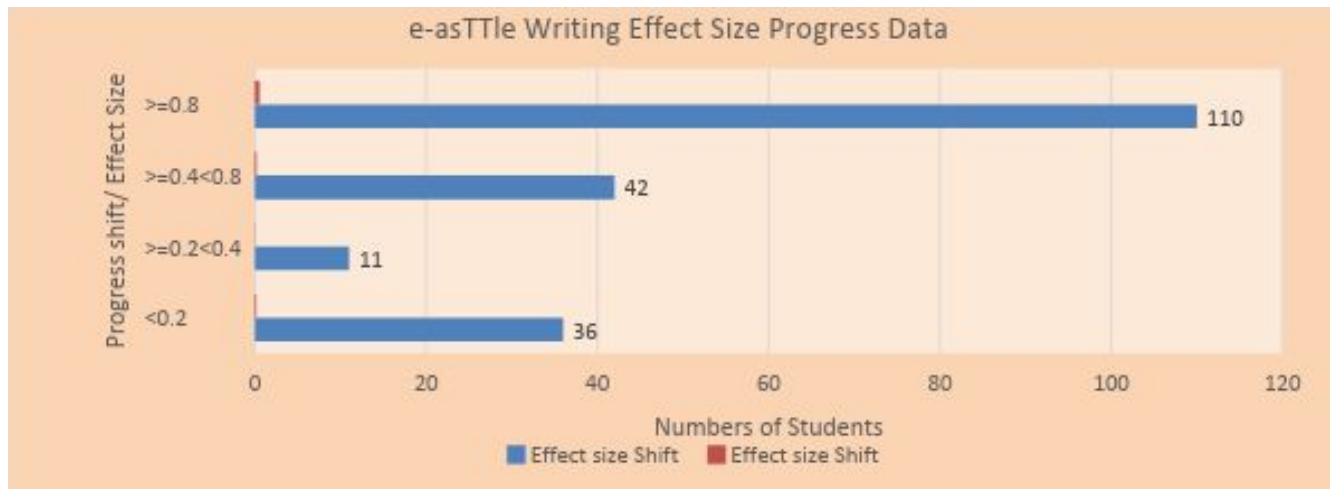
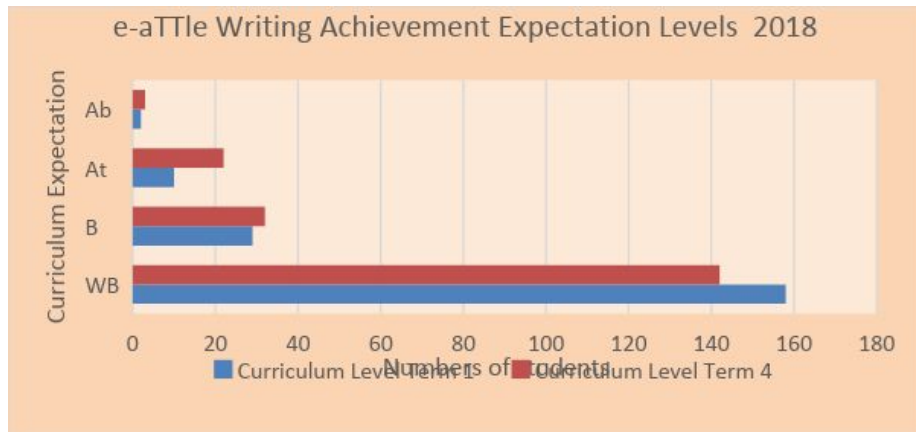
Writing OTJs																		
Year 7										Year 8								
All Students			Māori			Non- Māori			All Students			Māori			Non- Māori			
All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	
W	43	50	35	45	54	35	38	39	38	34	39	29	38	43	34	17	27	
B	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	0%
B	32	33	31	33	30	35	31	39	13	17	17	16	17	16	17	17	20	11
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

AT	23%	17%	31%	22%	15%	30%	27%	22%	38%	49%	44%	55%	45%	41%	49%	67%	53%	89%
AB	1%	0%	2%	0%	0%	0%	4%	0%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Writing data is down for both Boys and girls, Māori and Non-Māori and years 7 and 8. However the small number of non-Māori girls are achieving much higher results than all other groups comparatively. This low achievement rate is in spite of a strong focus by teachers on Writing this year. Teachers inquiries were focussed on writing, and our concern for children's writing that led to our single target focus on writing for 2018 has been illustrated by the difficulty teachers have had in supporting more students to achieve at higher levels in writing. In previous year where writing results have been significantly higher, the school wide samples were taken using recount genre. This year we wanted to raise the stakes and used a more complex writing style, that of explanation. Our beginning of the year results were shockingly low, and even though our end of year results are still very low across the board there is some very clear evidence of significant and very encouraging accelerated learning.



These charts show the relative levels of achievement in Writing during 2018. OTJs show year 7 students working predominantly at early level 3 and level 3 with some students working at level 4 of the curriculum. Year 8 students are shown to be working "at" level 3, 'early' level 4 and 'at' level 4. The expectation is that most students should be working 'at' level 4 by the end of year 8. e-asTTle shows that most students are working well below expectation.



This table shows the very positive story and some cause for celebration. Teachers through their inquiry have been working hard to accelerate learning for their students. Our targets were set at the beginning of the year to address the very large numbers of students achieving at a very low rate in writing. This e-asTTle assessment chart shows the massive shift that teachers have been able to make with students in writing during 2018. It shows that accelerated learning (over 2 years-worth of learning growth) occurred for 110 students out of a matched data cohort of 199 (55.3%) students; furthermore, average and better than average growth occurred for another 42 (21.1%) students. Of 98 students who were Well Below expectation 32 moved to 'Below' (21), 'At' (10), and 'above' (1), while another demonstrated accelerated learning yet still remained within the 'Well below' (66) cohort of students. 10 Students who were at 'below expectation at the beginning of the year demonstrated accelerated learning with 8 moving to 'at' expectation, and 2 students demonstrated accelerated learning to move from 'at' to 'above' expectation.



Of the 42 students demonstrating average to better than average shift, 35 were initially at 'well below' expectation. 2 of these students improved to be "Below" expectation by the end of the year.

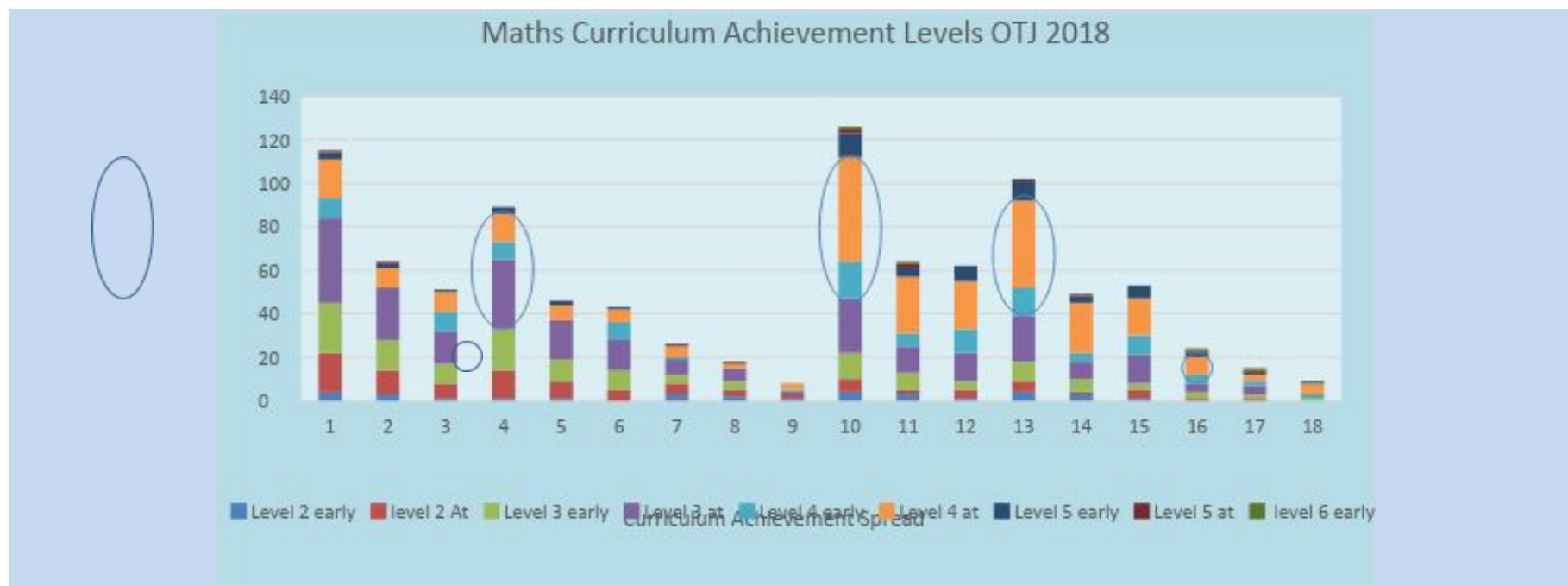
A further 7 students demonstrating at least average progress remained at 'b' and 'at'. 5 of these students showed progress improvement rates of around 1 and ½ years progress in one year.

In analysing our e-asTTle writing data the overall effect size shift for the whole cohort showed a progress shift across all students of 0.88 effect size. This means that across all student the average shift in progress was over 2 years-worth of learning. According to John Hattie and effect size shift of 0.4 is the average amount of progress we should expect over 1 year. Therefore, and effect size shift of 0.88 is greater than 2 years-worth of learning. The big concern here is that even with these huge levels of shift and improvement, the achievement levels in Writing show a large proportion of students well below where they need to be.

### Maths achievement 2018

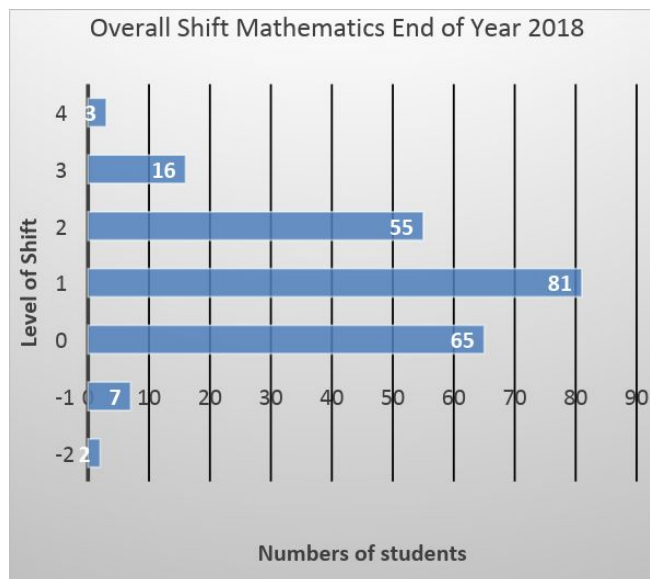
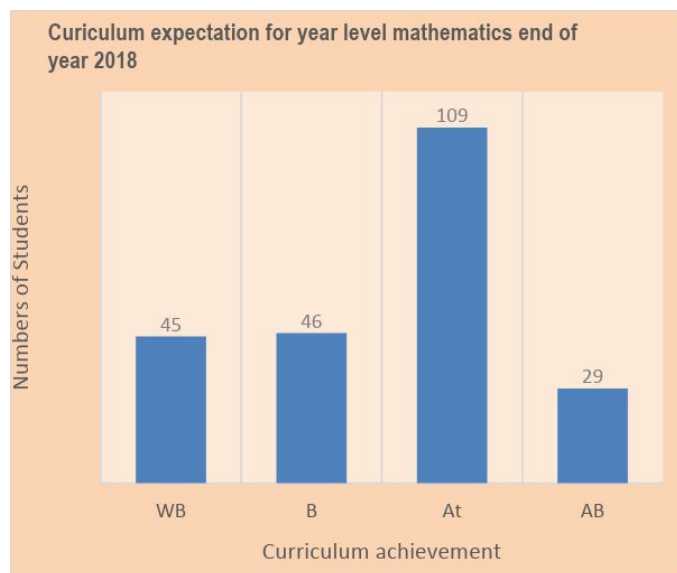
Mathematics OTJs																		
	Year 7									Year 8								
	All Students			Māori			Non- Māori			All Students			Māori			Non- Māori		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
WB	39%	44%	33%	37%	41%	33%	46%	50%	38%	37%	39%	35%	38%	37%	40%	33%	47%	11%
B	34%	38%	29%	36%	39%	33%	27%	33%	13%	13%	9%	18%	13%	8%	17%	17%	13%	22%
AT	23%	14%	35%	24%	15%	33%	23%	11%	50%	47%	47%	47%	48%	53%	43%	42%	27%	67%
AB	3%	5%	2%	3%	4%	2%	4%	6%	0%	2%	5%	0%	1%	2%	0%	8%	13%	0%

This table shows the percentage of students achieving at curriculum expectations; and compares year 7 and year 8, 'All students', 'Māori', and 'non-Māori' students for 2018. This data is derived from teacher's overall judgements for 2018. The table shows similar patterns of achievement for both year 7 and year 8 with 'Māori' achieving at slightly higher rates than 'all students', 'Māori boys' achieving at higher rates than and 'boys'. However non-Māori girls are achieving at the highest rates in both year 7 and year 8; with Māori girls achieving at lower rates than 'all students', 'Māori' and 'Maori boys'. Non-Māori boys are achieving at the lowest rates.



This chart shows the comparative curriculum achievement levels and the numbers of students in each cohort being analysed. Across all cohorts most students are working within level 3 (the appropriate level (AL) for years 5 and 6) and level 4 (AL Years 7 and 8) with a small group achieving at early level 5 (AL year 9). The circles show acceptable minimum levels of achievement with student either being where they need to be or close to where they should be for both year 7 and 8.

There are a number of year 7 students who need to have their achievement accelerated in 2019.



These charts show Mathematics achievement data in relation to where students should be achieving at ('AT' and 'Above'). There are 91 students achieving either below or well below expected levels of achievement which are cause for concern. The levels of shift (Progress) show some positive outcomes for many students, however there are large numbers of students (72) who failed to evidence improvement, let alone the accelerated improvement/ progress required to ensure they are meeting achievements levels appropriate for their age and years at school.

## Student Learning Achievement Target

With the removal of National Standards student learning targets will be identified as year level targets for reading, writing and maths. School wide data analysis and interrogation has identified areas of development or trends for concern (see KIS Achievement Report 2018). Each teacher identifies target students for acceleration, and/ or support or extension programmes.

Targets are discussed and reviewed at team meetings, using a Teaching as Inquiry model so that the teachers collectively identify strategies for improvement. The year level curriculum targets are reported to the Board of Trustees.

This year our school wide target follows the 2019 Annual Goals of Quality Teaching. Using the teaching as Inquiry/ spiral inquiry (what's happening for our learners and teachers) as a framework our first step is to engage in the initial stage of scanning to identify what is going on for the learning of our target group(s) of students.

Kaitaia Intermediate School; School Target 2018	
<b>FOCUS</b>	To strengthen teaching practice through enquiry to enable accelerated student learning
<b>STRATEGIC DIRECTIONS 2018 – 2019</b>	<p>Link to strategic Direction: <a href="#">Quality Teaching</a></p> <p>Students, Teachers, Parents, Community:</p> <p>Kaitaia Intermediate School strives to maintain quality teaching and learning for all, with staff:</p> <ul style="list-style-type: none"> <li>• who are self-motivated</li> <li>• who collaborate with others to develop their own teacher knowledge</li> <li>• and are actively engaged in the Teacher Inquiry Cycle</li> </ul> <p>in order to impact positively on all learners achievement and progress.</p> <p>Effective teachers engage students in appropriate, meaningful tasks based on shared formative assessment information which challenges learners to achieve high expectations for themselves. They use up-to-date research and evidence-based practice to model and inform their teaching practice.</p> <p>Students are engaged in their learning journey through; student voice and agency, the learning process, assessment for learning, and self-regulation.</p>
<b>ANNUAL GOAL 2018:</b>	<p>Link to Annual Goals: <a href="#">Quality Teaching</a></p> <p>To continue to develop confident teachers:</p>

	<ul style="list-style-type: none"><li>• With strong curriculum content knowledge and pedagogy; who use and share assessment effectively with each other and students to inform and improve teaching and learning</li><li>• Who design quality learning tasks, involving student input into the planning and leading of learning experiences, that challenge and engage all students appropriately, and provide students with opportunities to use different approaches to demonstrate their learning and progress (e.g. oral or written work, assistive technology)</li><li>• Who are reflective about their teaching and analyses the impact their teaching has made on students learning</li><li>• Who actively seek and reflect on student voice/ feedback from learners to improve their:<ul style="list-style-type: none"><li>○ teaching practice</li><li>○ learning experiences</li><li>○ student’s experience of their interactions with their teachers</li></ul></li><li>• Who collaborate with each other and the local community, and the Community of Learning, through learning focused partnerships, to research, share, and explore ideas and knowledge that improves their teaching and student learning</li></ul>																																																									
<b>BASELINE DATA 2017 - 2018:</b>	<p>Kaitia Intermediate School student achievement information for 2016, 2017 and 2018 shows writing to be a continuing and significant issue of underachievement for the students and the school.</p> <table><tr><th></th><th colspan="3">All</th><th colspan="3">Māori</th><th colspan="3">Boys</th><th colspan="3">Girls</th><th colspan="3">Year 7</th><th colspan="3">Year 8</th></tr><tr><th>Year</th><th>2016</th><th>2017</th><th>2018</th><th>2016</th><th>2017</th><th>2018</th><th>2016</th><th>2017</th><th>2018</th><th>2016</th><th>2017</th><th>2018</th><th>2016</th><th>2017</th><th>2018</th><th>2016</th><th>2017</th><th>2018</th></tr><tr><th>%age at and above</th><td>60.2</td><td>67.9</td><td>37</td><td>58.9</td><td>66.9</td><td>35</td><td>58.9</td><td>55.1</td><td>30</td><td>73</td><td>80.6</td><td>44</td><td>72.2</td><td>82.5</td><td>28</td><td>48.5</td><td>53.5</td><td>49</td></tr></table> <p>Our early 2018 writing data shows that 29 students are ‘below’ expectation in writing from a cold explanation piece of writing. Of those 29 students, Ten (10) year 7 boys and Four (4) year 8 boys are ‘Below’ curriculum expectations; nine (9) year 7 girls and six (6) Year 8 girls are ‘Below’ curriculum expectation.</p> <p>While early in the term and we are getting to know our new cohort of year 7 learners, from 2017 data we had 26 students below curriculum expectations in writing, 12 boys and 14 girls (who are year 8 students in 2018). These students will be our target group, along with a cohort of year 7 students once we have finalised our analysis of our beginning of the year data. Further checking is required to confirm exact numbers of students for our target groups in writing this will be updated with MoE once complete.</p>		All			Māori			Boys			Girls			Year 7			Year 8			Year	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	%age at and above	60.2	67.9	37	58.9	66.9	35	58.9	55.1	30	73	80.6	44	72.2	82.5	28	48.5	53.5	49
	All			Māori			Boys			Girls			Year 7			Year 8																																										
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TARGET 2018:	Accelerate progress and raise achievement levels of all year 7 and 8 students ‘below’ expectations in writing by more than 18 months of progress.														
PROGRAMME FOCUS	<ul style="list-style-type: none"><li>Developing deeper understanding of practices that work for our learners to accelerate the learning, progress and achievement of students in writing</li><li>Recognising the barriers children have toward writing achievement, then finding the ways to respond to help overcome these barriers.</li><li>Explicit teaching of writing with the support of the PLD Write That Essay (WTE) coach and literacy leader, to accelerate student progress</li><li>Deep inquiry into teaching practice to evaluate practice and identify what works, why, and how we know with In-school Kahui Ako Quality Teaching Lead teacher and Kahui Ako Quality Teaching ‘Across School Lead Teacher’ support.</li></ul>														
ACTION PLAN	<table><tr><td>Actions to achieve targets: In order to raise achievement in writing:</td><td>Timeframe</td><td>Led by/ Resourcing</td></tr><tr><td><ul style="list-style-type: none"><li>The names, numbers and needs of all students in writing target groups will be known, regularly reviewed and monitored by all teachers, and leaders.</li></ul></td><td>Term 1 and each term reviewed</td><td>PLD leader/ Kahui Ako in-school quality teaching lead teacher/Literacy leader/ DP/ Principal</td></tr><tr><td><ul style="list-style-type: none"><li>Target students, whose progress and achievement is of concern, will have their parents communicated with to build partnerships for learning and learning support programmes will be designed to help parents support their children’s learning</li></ul></td><td>Term 1/2</td><td>Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal</td></tr><tr><td><ul style="list-style-type: none"><li>Explicit individual and group teaching approaches implemented based on effective literacy practices years 5-8, the ALL pedagogical practices; including double teaching, flexible grouping with mixed ability groups, and the ‘raising literacy’ approach of ALL. Groups will be flexible, based on student’s needs to personalise teaching and learning programmes</li></ul></td><td>Ongoing</td><td>Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal</td></tr></table>			Actions to achieve targets: In order to raise achievement in writing:	Timeframe	Led by/ Resourcing	<ul style="list-style-type: none"><li>The names, numbers and needs of all students in writing target groups will be known, regularly reviewed and monitored by all teachers, and leaders.</li></ul>	Term 1 and each term reviewed	PLD leader/ Kahui Ako in-school quality teaching lead teacher/Literacy leader/ DP/ Principal	<ul style="list-style-type: none"><li>Target students, whose progress and achievement is of concern, will have their parents communicated with to build partnerships for learning and learning support programmes will be designed to help parents support their children’s learning</li></ul>	Term 1/2	Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal	<ul style="list-style-type: none"><li>Explicit individual and group teaching approaches implemented based on effective literacy practices years 5-8, the ALL pedagogical practices; including double teaching, flexible grouping with mixed ability groups, and the ‘raising literacy’ approach of ALL. Groups will be flexible, based on student’s needs to personalise teaching and learning programmes</li></ul>	Ongoing	Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal
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	<ul style="list-style-type: none"> <li>Targets for writing will be explicitly included in the charter and built into targets within every teacher's appraisal goals relating to target students in their classes</li> </ul>	Term 1	Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal	
	<ul style="list-style-type: none"> <li>Teacher inquiries will be focussed on their writing target groups and a case study approach will be used to support teachers inquire into their practice and evaluate the impact of their teaching</li> </ul>	On-going throughout the year	Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal	
	<ul style="list-style-type: none"> <li>Close monitoring of the achievement of target groups in writing will be implemented on a frequent and regular basis to ensure real-time knowledge of the progress and achievement of all students</li> </ul>	Monthly	Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal	
	<ul style="list-style-type: none"> <li>Target students will be monitored through syndicate team meetings focussing on teaching as inquiry processes to facilitate critical teacher reflection of the effectiveness and impact of their teaching on target group student learning</li> </ul>	ongoing	Literacy leader/ ALL coach/ ALL leader/ DP/ Principal	
	<ul style="list-style-type: none"> <li>Formative teaching strategies that are evidence based and grounded in best formative practice will be promoted and monitored through appraisal processes. Intensive coaching for teachers in resolving puzzles of practice will provided from internal teacher expertise and PLD from ALL.</li> </ul>	ongoing	Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal	
	<ul style="list-style-type: none"> <li>Teachers will work with students explicitly so that student's knowledge and understanding of their learning is realised. Teachers will make learning visible in the classroom so that students are able to identify what they are learning and why, where they are at in their learning and how they know, and what their next steps are. Students will be able to talk about what helped them learn and what didn't. Students will keep learning logs of their learning</li> </ul>	ongoing	Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal	
	<ul style="list-style-type: none"> <li>Scaffolding of writing from oral language will be explored to ensure students prior knowledge and intellectual and cultural capital is embedded in all teaching and learning programmes</li> </ul>	ongoing	Literacy leader/ Kahui Ako in-school quality	

			teaching lead teacher DP/ Principal	
	<ul style="list-style-type: none"><li>Authentic learning contexts to maximise student engagement will be promoted and collaboratively planned using the local environment, whānau, and resources to support students to explore writing across the curriculum learning areas in meaningful and engaging ways</li></ul>	ongoing	Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal	
	<ul style="list-style-type: none"><li>Kaitaia Intermediate will have all teachers engaging in Kahui Ako initiatives to raise writing outcomes, which is part of the current achievement plan</li></ul>	ongoing	Literacy leader/ Kahui Ako in-school quality teaching lead teacher DP/ Principal	
<b>STAFF PROFESSIONAL DEVELOPMENT</b>	Write That Essay PLD with all teacher inquiries focussed on raising literacy across the curriculum using a writing lens Manaiakalani Outreach Programme tutors to support teachers to use “Learn, Create, Share” and the digital classroom environment to support student engagement and design learning programmes that are individualised and targeting accelerated learning.			
<b>EVIDENCE OF SUCCESSFUL OUTCOMES</b>	Close tracking and monitoring of learning outcomes will reveal the progress that students are making. Students will be able to articulate their learning talking about what they are learning and why, how they are going and how they know, and what their next steps are Student voice will be collected to understand how students are experiencing their learning programmes and their relationships with their teachers Data will evidence accelerated progress			