2021 SCHOOL CHARTER

SCHOOL: Tauranga Intermediate School   School Number: 1990

TAURANGA INTERMEDIATE SCHOOL:
STRATEGIC SECTION OVERVIEW

Overarching Aim:
Exploring Personal Potential

- **Through teacher best practice and community partnerships, student achievement in all learning areas will be improved; in particular literacy and numeracy. This is in addition to the development of the STARS competencies (key competencies) and involvement in extracurricular activities.**
- **Raising Achievement - all students at Tauranga Intermediate School (TIS) should make a minimum of one years academic progress per year in Reading, Writing and Maths. Accelerating the progress of priority learners is a key focus.**

Data Driven Aims

The 2021 aims have been informed by these data sets:
- 2020 academic data showed the curriculum areas requiring the most development are WRITING followed by MATHS. 2020 Year 7 boys Writing data indicates over 50% require accelerated learning to meet curriculum expectations, with a further 10% disparity to Māori boys results. In Maths, 2020 Year 7 data indicates 72% of Māori boys and 63% of Māori girls require accelerated learning to meet curriculum expectations.
- Behaviour - Analysis of PB4L data and staff survey indicated key behaviour patterns to address include the out of school influence of social media and in-class behaviour of boys.
- PC4L - Term 4 staff survey indicated a need for professional development in effective collaborative practices and a review of PB4L processes.

AIM 1:
Teaching and Learning

Goal 1: Powerful learning opportunities through the TIS Curriculum
- To establish a self evaluation process focused on the implementation of Poutama Ako (TIS Learning Progressions) incorporating effective curriculum planning and Overall Teacher Judgements, and the development of student agency.
- Continue to review our localised curriculum ensuring content is current and relevant, and promotes collaboration, inquiry thinking skills, key competencies, social action and strong links to the local community.
- To strengthen an appreciation of cultural diversity and the unique position of Māori in our community.

Goal 2: Raising student achievement
- Through teacher best practice and community partnerships, student achievement in all learning areas will be improved; in particular Literacy and Mathematics.
- Poutama Ako (TIS Learning Progressions) will support students to become agentic learners, and provide a common language of learning.
- STARS competencies will underpin successful learning outcomes.
- Accelerating the progress of priority learners is a key focus.

Goal 3: Positive culture for learning (PC4L)
- Through the use of cultural relationships, responsive pedagogy and restorative practice students will feel a sense of belonging, valued and supported so they are regularly attending school and engaged in their learning.

Goal 4: Te Ao Māori
- Develop the capabilities of teachers to understand and use Te Reo me ōna tikanga, embedding it as an active language of TIS to grow a bilingual community.
  Ko te reo māori te kākahu o te whakaaro, te huarahi i te ao tūroa
  The Māori language cloaks Māori thought and provides a pathway to the wider world. (by Sir James Hēnare, 1984)
- To grow teacher confidence in integrating Te Reo me ōna tikanga into all learning experiences.
- Work collaboratively to incorporate kaupapa Māori into all learning.

Aim 2
Community Partnerships

Goal 1: Stakeholder engagement and consultation around key areas of the school, including culture and curriculum
- Engage students, whānau and iwi in providing feedback to inform school planning and reporting
- Use stakeholder feedback to develop and promote a shared understanding and meaning of the school's vision, mission and values.

Goal 2: Acknowledging Mana Whenua
- To embed and sustain iwi initiatives and involvement in the TIS local curriculum.
- To engage with all three iwi to ensure mana whenua is at the forefront of all kaupapa Māori.

Tauranga Intermediate School
ANNUAL ACTION PLAN

AIM 1: Teaching and Learning

Goal 1:
Powerful learning opportunities through the TIS Curriculum

TARGET:
- To establish a self evaluation process focused on the implementation of Poutama Ako (TIS Learning Progressions) incorporating effective curriculum planning and Overall Teacher Judgements and the development of student agency.
- Continue to review our localised curriculum ensuring content is current and relevant, and promotes collaboration, inquiry thinking skills, key competencies, social action and strong links to the local community.
- To strengthen an appreciation of cultural diversity and the unique position of Māori in our community.

REPORTED TO BOT:
- At the completion of the inquiry cycle.

Action	Expected Outcome	Outcome Reflection	Responsibility	Time Frame	Resourcing
To embed a self evaluation process that creates a system of ongoing self review.	Poutama Ako in Reading, Writing and Maths is implemented across the school for all students and is the focus of our self evaluation process. Development of student agency. Poutama Ako is reflected in teacher planning. Poutama Ako informs accurate and consistent Overall Teacher Judgements.		SLT, HOD Literacy and Maths & Team Leaders.	Ongoing	1 block release per week for HOD Literacy and Maths.
To review our localised curriculum ensuring content is current and relevant, and promotes collaboration, inquiry thinking skills, key competencies, social action and strong links to the local community.	Each roadmap is reviewed the term prior to implementation using student and teacher voice. Key assessment checkpoints are checked to ensure they are directly linked to our updated content. Roadmaps are reviewed to ensure they reflect current iwi and wider community initiatives. TIS inquiry cycle is embedded in all roadmaps. All four aspects of the cycle are given equal attention. Students and teachers have opportunities to collaborate through our TIS Inquiry Cycle.		Roadmap Team and Leader Team Leaders & Teachers Roadmap Team and Leader Roadmap Team and Leader Team Leaders & Teachers	Termly On due dates Following each roadmap Ongoing Ongoing	Release days for Roadmap team- 4x 1 day each term.
To develop understanding of cultural diversity and diverse value sets.	Students can demonstrate an understanding and appreciation of a variety of cultures. All students will experience the significant pūrākau of Tauranga Moana highlighting the unique position of Māori in our area.		Te Ao Māori Leaders Team Leaders & Teachers	Ongoing	Te Ao Māori Leaders -4 days release / term.

Goal 2:
Raising student achievement

EOY TARGETS:
- Through teacher best practice and community partnerships, student achievement in all learning areas will be improved; in particular Literacy and Mathematics.
- Our Poutama Ako (TIS Learning Progressions) will support students to become agentic learners, and provide a common language of learning.
- STARS competencies will underpin successful learning outcomes.
- Accelerating the progress of priority learners is a key focus.
- To support teachers to understand and use collaborative pedagogy.

SPECIFIC TARGETS:
- All students to progress their learning by at least 1 sublevel per year in Reading, Writing and Maths (1 curriculum level = 3 sublevels)
- Priority Learners- to accelerate (2+ sublevels) the progress of 70% of Priority Learners
- Writing - Boys Year 7 - 70% at/above expected curriculum level (44%, 2020)
- Writing - Boys Year 8 - 75% at/above expected curriculum level (61%, 2020)
- Reading - Māori students - 60% at/above expected curriculum level (53%, 2020)
- Maths - Māori students - 60% at/above expected curriculum level (49%, 2020)
- Tuhituhi - Matai Level 1 / 2 - 75% at/above expected curriculum level

REPORTED TO BOT:
- On all students - twice per year
- On priority learners - twice per term

Action	Expected Outcome	Outcome Reflection	Responsibility	Time Frame	Resourcing
Utilise data to inform teaching and learning.	House teams collaboratively analyse and reflect on student data to: • identify priority learners and students who need extension • respond to the learning needs of all of their students • implement specific teaching strategies that will target learning gaps and accelerate learning outcomes. • Robust discussion about what is working well - identifying best practice.		Team Leaders & Teachers	Twice per term.	N/A
	Allocate school-wide resourcing, including staffing, according to needs identified from student data i.e. access to tier 2 programmes (e.g. LTL, Lexia, MST) Evidence Trackers contain a range of evidence of student learning (both formative and summative) for making accurate OTJs.		Wayne Arthur/Tracey Kerr-Aim	Ongoing	As required and available.

			Wayne Arthur/Tracey Kerr-Aim	Ongoing	N/A
Reviewing school reports on student learning and achievement.	School reporting to be reviewed (using whānau voice) to ensure reporting reflects school values and meets the needs of the school community for implementation in 2021.		Wayne Arthur/Tracey Kerr-Aim	Terms 1-3	N/A
Developing Student Agency	Use Poutama Ako to support students in becoming active participants in their own learning, making informed decisions about where they are at and their next steps.		Wayne Arthur/Tracey Kerr-Aim	Term 3-4	N/A
	Formative Assessment is the cornerstone of all teaching programmes. Students can engage with and act on the following questions: What am I learning? Why am I learning this? How will I know I have been successful? What are my next steps?		Wayne Arthur/Tracey Kerr-Aim	Ongoing	
	Trial HERO Student Management System for evidencing and sharing learning progress against Poutama Ako with whānau.		Cameron Mitchell/Wayne Arthur/Tracey Kerr-Aim	2021	
Working collaboratively to improve learning outcomes for all students.	Collective and agreed understanding of collaborative pedagogy at TIS.		Wayne Arthur/Tracey Kerr-Aim	Terms 3-4	N/A
	Team protocols are used to establish how teams work together, developing improved relational trust within and across teams of teachers. Collective responsibility and shared ownership of student achievement - pastoral and academic.		Wayne Arthur/Tracey Kerr-Aim/Team Leaders	Term 1	
	Collaborative Inquiries focus on the needs of PLs. Theories of Action are implemented and regular evidence based discussions around impact take place. These discussions are documented within Collaborative Inquiry docs.		Wayne Arthur/Tracey Kerr-Aim/Team Leaders	Term 1-4	
	Literacy and Maths leaders support DPs with identifying and embedding best practice in teaching and learning across the school.		Wayne Arthur/Tracey Kerr-Aim	Term 1-4	4 days release per term
The STARS Competencies are built into our TIS Curriculum	Evidence of students reflecting on their development in each of the STARS competencies (3 times per year).		Wayne Arthur/Tracey Kerr-Aim	3 times per year	N/A

| | Students to complete a STARS essential agreement with whānau and class teachers. | | Teachers | Term 1 | |

Goal 3:
Positive culture for learning (PC4L)

TARGET:
- Through the use of cultural relationships, responsive pedagogy and restorative practice students will feel a sense of belonging, valued and supported so they are regularly attending school and engaged in their learning.

SPECIFIC TARGETS:
- Increase annual attendance data to 92% attendance. Attendance for 2020 was 90.5%. .
- Reduction in Stand down data from 2020
- Student and whānau survey responses on PC4L Target completed mid and end of year.

REPORTED TO BOT:
- Attendance data - termly.
- Stand downs - termly
- Survey responses mid and end of year

Action	Expected Outcome	Outcome Reflection	Responsibility	Time Frame	Resourcing
Collaboration with new WST.	Combined and focussed learning and support programme for PC4L / RP				
PD in restorative practice.	Key stakeholders / leaders are confident in understanding, the implementation and the embedding of a restorative approach. School visit, Masters paper offered, presenters. Collective and consistent use of a common language.				
Mindfulness programme implemented.					
PC4L structure reviewed and updated.	Clear expectations and guidelines for all staff. Consistency of data input and review.				

Goal 4:
Te Ao Māori

TARGET:
- Develop the capabilities of teachers to understand and use Te Reo me ōna tikanga, embedding it as an active language of TIS to grow a bilingual community.

Ko te reo māori te kākahu o te whakaaro, te huarahi i te ao tūroa
The Māori language cloaks Māori thought and provides a pathway to the wider world. (by Sir James Hēnare, 1984)
- To grow teacher confidence in integrating Te Reo me ōna tikanga into all learning experiences.
- Work collaboratively to incorporate kaupapa Māori into all learning.

REPORTED TO BOT:
- Termly

Action	Expected Outcome	Outcome Reflection	Responsibility	Time Frame	Resourcing
Provide a Te Reo programme of learning for teachers	Upskill kaiako in understanding and use of Te Reo me ōna tikanga Te Reo evident in teacher planning of Literacy and Numeracy		Tracey / Ed / Clayton	T 1-4	WST release days
Offer He Papa Tikanga and He Papa Reo courses through Wananga o Aotearoa to all staff	Working collaboratively through modules - set up roopu to support each other in learning All staff complete both courses over two years		Tracey / Ed / Clayton	T 1-4	Wananga o Aotearoa
Work with the Roadmap Leader, and Literacy and Numeracy Leaders to ensure kaupapa Māori is central to teaching and learning programmes	Strong connections with all three Tauranga Moana Iwi Sharing of local pūrākau beyond Mauao Team Leaders are supported with House planning and resources		Tracey / Ed / Clayton	T 1-4	WST release days
Work collaboratively with all WST leaders to embed kaupapa Māori into all workstreams	Kaupapa Māori is central to all learning		Tracey / Ed / Clayton	T 1-4	WST release days

AIM 2: Community Partnerships

Goal 1:
Stakeholder engagement and consultation around key areas of the school, including culture and curriculum

TARGET:
- Engage staff, students, whānau and iwi in providing feedback to inform school planning and reporting
- Use stakeholder feedback to develop and promote a shared understanding and meaning of the school's vision, mission and values

REPORTED TO BOT:
- Terms 2 and 4

Action	Expected Outcome	Outcome Reflection	Responsibility	Time Frame	Resourcing
Iwi Guideline	BOT working coverage of				
NZCER Whānau Survey	Use key stakeholder feedback to strengthen our school		Cameron	T2	NZCER Whanau Survey
Whānau Engagement	Work with Team Leaders to ensure consistency in the way we engage with and communicate to whanau through House FaceBook, School APP and House Learning Outlines/Updates		SLT/TL/Stacie	T1-4	
	Team Leaders sharing and unpacking best practice of whānau engagement		TL / SLT	T 1-4	

Goal 2: **Acknowledging Mana Whenua**

TARGET:
- To engage with all three iwi to ensure Tauranga Moanatanga is at the forefront of all kaupapa Māori
- To embed and sustain iwi initiatives and involvement in the TIS local curriculum.

REPORTED TO BOT:
- Termly

Action	Expected Outcome	Outcome Reflection	Responsibility	Time Frame	Resourcing
Maria, liaise with all three Tauranga Moana iwi in relation to their education initiatives. Liaise with our in school experts	Maria, in her AST role, will liaise and work in partnership with iwi reps to ensure we are aware of iwi initiatives and events that are specific to Tauranga Moanatanga. Iwi initiatives will be integrated into the TIS Localised Curriculum, represented in applicable school wide events, and guide self review processes. Whaea Hinetapu - Ngāi Te Rangi Whaea Aorewa - Ngati Ranginui Whaea Shirley - Ngati Ranginui Matua Atirau - Ngati Pukenga Matua Barry - Ngāi Te Rangi/Ngati Ranginui		Tracey / Maria	T 1-4	Te Manukura o Tauranga Peninsula (Guidelines and Self Review Tool) Te Pūtiki Wharanui a Tamatea (Graduate Profile) Ngā kete o Ngāi Te Rangi
TPKA Kaupapa Māori komiti	Te Ao Māori and Te Ara Reo Māori leads to be part of the TPKA Kaupapa Māori komiti and feedback to staff.		Tracey / Ed / Clayton / Maria	T 1-4	Localised Te Ao Maori curriculum (under development)