

# Charter 2023

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School Number 1878

## Compliance

Ōtūmoetai Intermediate School is obligated and committed to:

1. Fulfilling all the requirements set out in the National Education Learning Priorities (NELP)
2. Administering the School according to the Education and Training Act 2020
3. Delivering the curriculum to all students in a balanced programme as outlined in the National Curriculum

## Otumoetai Intermediate School Charter 2023

### School Motto

“Hope Strive Achieve”

Kia oke ngātahi tātou, ka eke ate  
taumata o angitu  
When we strive as one, we ascend the  
pinnacles of success

## Values

**Respect,** Manaakitanga, Kaitiakitanga

In all contexts as a learning community we will demonstrate respect for each other, our differences and our property. Equal rights in all aspects of school life will be ensured. All of our actions will develop respect for our ecological sustainability and contribute towards a global community that benefits all life.

**Integrity,** Wairuatanga

At Otumoetai Intermediate we will act ethically by showing; honesty, responsibility and accountability in all our actions. We will make good choices and resist pressure to behave otherwise.

**Excellence,** Kotahitanga

At Otumoetai Intermediate we will strive for excellence in all that we do. All learners both staff and student will demonstrate high expectations of themselves and others and a strong belief that we can achieve. Self-efficacy will be high.

**Diversity,** Whanaungatanga

At Otumoetai Intermediate we will value difference. Diversity is illustrated in many forms, culture, beliefs, and life experiences. It will be recognised in actions and interactions appropriately. Different communities and all that they represent will be recognised and valued.

**Pride,** Mana Motuhake

Otumoetai Intermediate staff and students will place a high value on developing the skills to reflect, think critically and

## Mission Statement

For our students to be confident, connected, actively involved and Becoming lifelong learners.

## Overall Strategic Goals

1. All students will experience effective learning in a positive environment.
2. The school will foster the partnership between whanau (families) and school where learning is nurtured.
3. The school will recruit and enable staff with the ability to meet school expectations.
4. The school will ensure all students will develop the skills and competencies to live in a global community.
5. The school will ensure all students will develop the skills and competencies to live in a global community.
6. The school will ensure all students will develop the skills and competencies to live in a global community.
7. The school will seek ways to be innovative and develop a culture of self-improvement.

## Otumoetai Intermediate School Vision

their full potential.  
of this age group in their

### Each student's experience involves:

- Knowing the school wide vision.
- Knowing specific learning intentions and success criteria for their learning.
- Learning that is connected to their real world ( 21st century ).
- Challenging goals to ensure progress.
- Being given frequent verbal and written feedback and feed forward on their learning and achievement.
- High expectations by the teacher of all students
- Effective teaching.
- Regular, direct, purposeful instruction .
- Priority given to literacy and numeracy skills within an integrated programme.
- Being valued as an individual.
- Having their culture and ethnicity recognised and valued.
- Having a sense of belonging.
- Being in an orderly, tidy, purposeful learning area.
- Access to our well-resourced facilities and equipment.
- Having models of excellence displayed.
- Being in a motivating and stimulating environment.
- Being reflective on own learning in an emotionally safe environment.
- Being affirmed for success.
- Positive relations with teacher and other students.
- Being treated fairly and consistently.
- Feeling safe emotionally and physically.

### Underpinning Assumptions:

- Students of this age need teaching and classroom interactions that connect with their developmental needs and personal experiences.
- All students can achieve.
- Every student learns at a different rate.
- Regular feedback and feed forward is critical for learning to occur.
- Intelligence can change and grow and is multi-faceted
- Profound learning requires self-motivation and collaborative action.
- Information and communication technology will continue to have a significant role in how people communicate, access and manipulate information.
- Emerging adolescents need to be provided with a wide variety of opportunities and experiences.
- Mastery is a powerful learning strategy.

### Deliberate actions for high student achievement:

- Unrelenting focus by all staff, students and parents on high levels of achievement
- Entrepreneurial approach to school organisation and Culture.
- Learning that is connected to the students' real world. e.g.: e-learning.
- All students develop challenging goals to ensure Progress.
- All students being given frequent verbal and written feed back and feed forward on their learning and Achievement.
- Parents receive personalised communication Regularly.
- High expectations by the teacher of all students.
- Effective learning in every class room.
- Regular, direct, purposeful instruction in all curriculum areas.
- Priority given to literacy and numeracy skills within an integrated programme.
- All students valued as individuals and actively

### School Curriculum

#### Emphasis on:

- Connecting with the lives of our students in a meaningful way.
- Creativity.
- Increasing student voice.
- Integration of learning areas

## Strategic Plan 2023-2024

### Strategic Goals

### Annual Aims

### 2023 Targets

1a) To increase the number of students achieving at or above expected curriculum levels in Reading.

For at least 85% of our year 7 and year 8 students to achieve at or above their appropriate NZC level in reading. To lift and accelerate the students who have entered school below and well below level 3 in the curriculum.

### Strategic goal 1.

All students will experience effective learning in a positive environment.

NELP 1, 3, 4

1b) To increase the number of students achieving at or above expected curriculum levels in Writing.

1c) To increase the number of students achieving at or above expected curriculum levels in Maths.

1d) To increase the number of Maori students achieving at or above expected curriculum levels in reading.

1e) To increase the number of Maori students achieving at or above expected curriculum levels in Writing.

1f) To increase the number of Māori students achieving at or above expected curriculum levels in mathematics.

For at least 85% of our year 7 and year 8 students to achieve at or above their appropriate NZC level in mathematics. To lift and accelerate the students who have entered school below and well below level 3 in the curriculum.

#### Kāhui Ako: Achievement challenge:

For at least 85% of our year 7 and year 8 students to achieve at or above their appropriate NZC level in writing. To lift and accelerate the students who have entered school below and well below level 3 in the curriculum.

### Strategic Goal 2:

The school will foster the partnership between whanau (families) and school where learning is nurtured.

NELP 2, 3

2a) To strengthen communication between home and school so that all students are supported by home and school in their learning.

2b) To develop communication between home and school so that Māori students are supported by home and school in their learning.

2c) Teachers engage in professional readings and learning conversations with their colleagues which lead to personal

2c) Teachers to develop effective interactive communication processes for their class (s)

2c) Teachers use inquiry to identify and meet their professional learning needs.

3c) Teachers use formative practice to meet the needs and interests of their students.

All parents are actively encouraged and engaged in two-way interactive communication with school. Māori parents in particular have a greater involvement with their child's learning.

### Strategic Goal 3:

The school will recruit and enable staff with the ability to meet school expectations.

NELP 6

1. All staff demonstrate positive relations with all students and colleagues.
2. All staff have high expectations for student achievement school wide.
3. Teachers have the skills to develop effective 21<sup>st</sup> century learning in their class.
4. Teacher competency is at a high level of attainment and demonstrated daily.
5. Each teacher is able to demonstrate high levels of student achievement in their class.
6. All students are valued as individuals and actively involved in their learning.
7. All staff understand and support school and Kāhui Ako priorities for student

3d) Teachers shall develop communication between home and school to support student learning and well-being.

3e) Teachers will take an active part in the individualised professional learning process with self-improvement being a priority.

3f) Staff welfare will be monitored and reported at each Monthly board meeting.

4a) Students make progress, achieve and experience success against individual goals co-constructed with the teacher.

4b) Each student experiences learning in practical life skills including self-sufficiency with key competencies integrated at all levels of school life.

5a) Each student has a strong voice in his or her learning.

5b) Regular feedback and feed-forward is given to each student orally and in writing (student workbooks) Each student is provided with regular, evidence based purposeful and direct instruction.

5c) Every student is made to feel valued. Culturally responsive pedagogy is evident in every class room.

#### Strategic Goal 4:

The school will ensure all students will develop the skills and competencies to live in a global community.

NELP 7

#### Strategic Goal 5:

The school will ensure all students are given opportunities to develop to their full potential.

NELP 4, 5

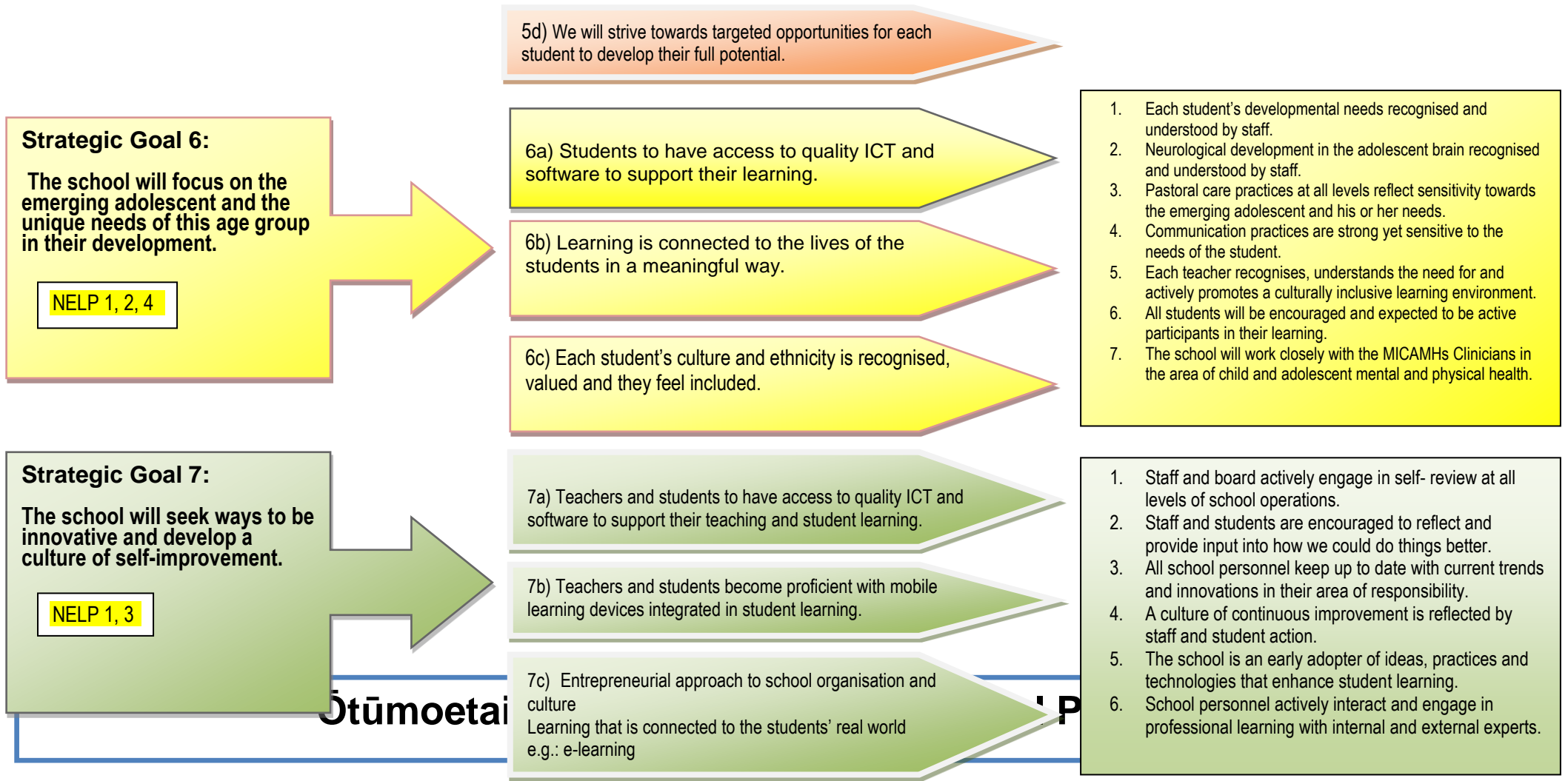
1. Students demonstrate high levels of ICT use in their learning.
2. Clear focus school wide and for individual students, evident on core skills in reading, writing and mathematics.
3. Each student experiences learning in practical life skills including self-sufficiency.
4. Key competencies integrated at all levels of school life.
5. School Health curriculum includes cyber safety and this is taught regularly under our *Keeping Safe* programme.
6. Students are creative and critical thinkers.
7. Students show they are independent and able to manage themselves.
8. Students show they care for and have empathy towards others.
9. **Students feel included through school wide recognition and acknowledgement of their individual culture. ( Kāhui Ako Achm't Challenge)**

( Kāhui Ako achievement challenge)

Each student experiences positive relationships with his / her teacher (s)

The school has a fully inclusive environment.

**Culturally responsive pedagogy is evident in every class room. ( Kāhui Ako achievement challenge)**



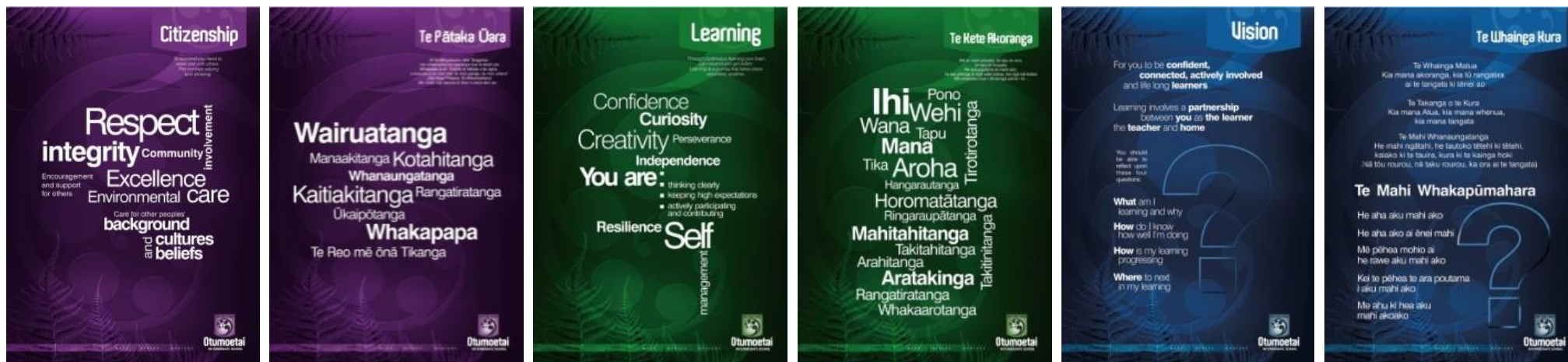
**Curriculum: Raising Student Achievement**

**NELP: 1,2,3,4,5,6,7 See appendix**

- **Our focus** will be on what our students need to thrive in the future, moving from a 19<sup>th</sup> century education to a personalised student led 21<sup>st</sup> century learner approach that develops the gifts and talents of all our students.
- Develop each teacher's skill and knowledge by involvement in a differentiated personal inquiry approach, based on identified need. Each focus below will apply to only those teachers with an identified need.
- Continue to develop teacher ability to effectively manage a learning environment, gather diagnostic data against succinct learning intentions and success criteria. This will be the foundation for future planning and track student progress.
- Continue to develop teacher skill when in-depth teaching in questioning, deliberate acts of teaching and deepening the level of student thinking.
- Continue to develop teacher and student knowledge around identification and articulation of clear learning intentions and success criteria and the learning caused for students.
- Continue to develop teacher skill and knowledge around the delivery of an integrated curriculum moving into a model of inquiry

**Each class room in the school has the following posters on display and these are used as reference points on a daily basis to focus students and teachers on key aspects of our school vision and key goals.**





## Ōtūmoetai Intermediate School Annual Plan 2023 page 2

### Self Review: Raising Student Achievement

#### ANNUAL SCHOOL SELF REVIEW PLAN

##### Key Goals Related To Vision

- To develop key competencies as attributes evident in all our students.
- To have all students with the capabilities achieve at or above the appropriate curriculum level in reading writing and mathematics.
- To develop student metacognition / voice.
- To value and enhance the diverse characteristics of our students.
- To develop the emerging adolescent.
- For the curriculum to connect more to the lives of our students in order to be more meaningful e.g. the use of social media.
- To move towards an integrated / inquiry approach.

##### 1. Strategic Reviews

2.

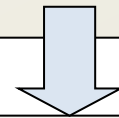
**Students Strengths and Learning needs**

1. Whole school trends – school wide snapshot of data - Feb/Nov. analysed and discussed. Midyear snapshots as necessary. Cohorts considered: ESOL. Māori, NZ European.
2. Formative assessment from school wide data plus teacher own judgment.
3. Analysis of above and actions identified reading, writing maths reports.
4. Team discussions around specific learning for students and interpretation of data information. Programmes to meet identified needs developed, led by teaching team leaders.
5. Student Meta cognition reviewed both oral and using templates on a regular basis.
6. Learning conversations around specific students and their needs a part of each team meeting.
7. Incorporate feed-back from students, whanau, Iwi, Kāhui Ako



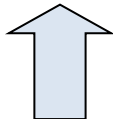
**Teacher Professional Strengths and Learning needs (Teacher Inquiry)**

1. Teacher strengths and needs identified.
2. Feedback given individually on review of progress after each observation by DP.
3. Mentoring coaching pairs reflection.
4. Reflection by teachers around “What do effective teachers do that others do not” Discussion in coaching pairs and at team meetings.
5. Professional growth Cycle discussion / attestation meetings with Assistant Principal, Deputy Principal.
6. Senior management appraisal and attestation.
7. Individual teacher identification of what they are going to research to meet and enhance their self-identified learning needs.
8. As a result of staff discussion, a focus will be on the transfer of what the data is telling us into the planning and success criteria for student learning.



**Teacher Engagement in Professional learning**

1. Whole school and Kāhui Ako PLD to enhance identified needs in terms of curriculum knowledge and skills.
2. Teacher strengths used to support others.
3. Staff meetings to moderate and discuss student learning.
4. Discussion and collaboration between teachers.
5. Professional learning conversations at team meetings around reflection and review of actions and



### Outcomes of Actions

1. Diagnostic data gathered.
2. Action plans reviewed and updated.
3. Snapshots of progress taken at appropriate times and when scheduled.
4. Outcomes reflected on and reviewed at team meetings.
5. Reporting to parents - Term 1 social and initial academic data, midyear report reading, writing and mathematics, end of year summative and where to next encompassing all aspects.
6. End of year summative assessment school wide trends.
7. Meeting with parents organised e.g. reading / mathematics meetings to assist readers having difficulty and to establish a home school relationship.

### Students Engagement in new learning

1. 80% or greater student engagement at any given time in the learning.
2. Student reflection on their own learning.
3. Students able to articulate their needs and the success criteria to meet these.
3. Feedback / forward reflected and acted upon by students.
4. Peer assessment / review occurring against identified success criteria.
5. Parental reading / mathematics evenings to support student engagement in the learning.
6. Behaviour support (deputy principal, student support teacher, kaiwhakahaere, and school liaison RTLB.) constantly reflecting and reviewing on student behaviour and making changes to actions as appropriate.
7. Review meetings held weekly with the above plus Principal.

## 3. Emergent Reviews

Initiated by any personnel who have an interest, are stakeholders or community based groups. They may arise from “bright ideas”, a concern or based on an identified need. The purpose will always be enhanced learning outcomes for our students. They may take a variety of forms e.g. oral, written surveys or an inquiry approach.

**NB: The school leadership team have identified a need to focus on student hauora and wellbeing as a result of the Covid-19 pandemic.**

**The strategic plan identifies the following priorities: Collaboration and relationship building, building student sense of belonging and self-efficacy, collective teacher efficacy and inclusive practices.**

Some that regularly occur are:

- Education Outside the Classroom reviews annually at the end of the cycle.
- Sports - Immediately after the event is held.
- Behaviour in the playground as these is identified either by staff, students or teams.
- The Arts – Annually and also after the events. May be all staff, or groups interested to participate or at team meetings with Principal in attendance.
- Learning areas such as technology will be through group dialogue / discussion involving teachers involved e.g. laptop classes or technology specialist area technology teachers.

### **Personnel: Raising Student Achievement**

- New BOT members participate in professional development around their new roles.
- Comply with legislative responsibilities as a good employer.
- Ensure all provisions of personnel policy are met.
- Recruit and enable staff with the ability to meet school expectations.
- Implement and support an effective staff development programme that includes personal professional growth that will enhance the quality of teaching and learning.

### **Finance and Property**

- Audit 2022 accounts.
- Monitor 2023 budget.
- Monthly treasurer reports at BOT meetings.
- Prepare 2023 budget in line with 2023 school operational plan.
- Fund approved priorities of 2023-refer to 2023 budget.
- Education services used as finance service.
- Board property subcommittee to prepare strategic plan for school property.
- Implement 10YProperty Plan and 5Y Property Plan.
- Conservation Area Development Project continued.
- Programmed Maintenance contract continued.

### **Health and Safety:**

- Ensure Health and Safety Plan complies in full with legislation to guarantee the safety of students and employees.
- Active participation by all staff in health and safety discussions and procedures.
- Health Community Consultation conducted in May 2020 and sexuality education further addressed later in the year.
- Hazards identified and removed.
- Pupil attendance monitored-daily.
- Emergency procedures practised each term.
- Include cyber safety, sun safety, water safety & road safety in term unit plans.
- Electricity contracts to be secured to ensure safety-testing & tagging, annual electrical inspection & 6 monthly check.
- Maintain security camera network.
- Staff aware of and familiar with: guidelines for ethical and professional behaviour, privacy officer, disclosures officer.
- Inclusive practices school wide and Speak Up policy in place and operating.
- Learning Support Coordinators and MICAMH's clinicians integrated further

### Policies and Procedures

- School to comply with all general legislation requirements.
- Regular review of school policies and

## Ōtūmoetai Intermediate School and Cultural Diversity

school website.

### New Zealand Cultural Diversity and the Position of the Māori Culture

23% Māori    61% NZ European    2% Pacific Island    14% other

- All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds.

- All staff members are expected to develop an awareness of Tikanga Māori (Maori culture and protocol) and Te Reo Māori (Maori language): and incorporate these into classroom programmes. They are expected to meet the cultural competencies outlined in Tataiako.
- Ōtūmoetai Intermediate School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

**What reasonable steps will the school take to incorporate Tikanga Māori (Maori protocol and culture) into the school's curriculum?**

- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number.
- Each integrated unit will include components as appropriate to the topic and the class level.
- Professional development and support of staff, on the understandings they need to develop with their students. Workshops throughout the year using local resource personnel and Tataiako as the basis for development.
- Use of Pohiri to welcome year 7's at start of year and visitors /international students throughout the year.
- Students individually place their Iwi affiliations on a map of New Zealand. Followed up with whakapapa sessions with Kaumatua and other resource people in community.
- The further development of Te Ara Poutama assisted by senior students from Otumoetai College and Te Wharekura o Mauao.
- The introduction of new award ribbons to recognise Te Reo and Tikanga acquisition by students.
- The employment of a kaiarahi I te reo full time to assist with the development of Te Ao Māori school wide.

**What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents ask for it?**

- All such requests will be given full and careful consideration by the Board of Trustees with the regard to:
  - Place the student in a class with a Maori speaking teacher and or provide opportunities for regular workshops in Te Reo Māori immersion.
  - A Kaiarahi I te reo to deliver Te Reo regularly to all classes.
  - Refer students to Tauranga Intermediate bilingual unit or
  - Provide Te Reo through correspondence or other online providers.

**What steps will be taken to discover the views and concerns of the school's Maori community?**

- Encourage parents of Maori students to become a Board of Trustees member
- Maori community consulted in various ways
  - Report evenings
  - Parent workshops
  - Newsletters
  - School events involving students
  - Informal dealings with families
  - Maintaining open door practice encouraging families to approach the school
- Kapa Haka Group
  - The Kapa Haka group performing to the school, wider community and guests on a regular basis.
- **Community of Learning**
  - The school will work closely with Aramahou Ririnui, Kāhui Ako: Across school teacher in strengthening our culturally responsive pedagogy.
  - The school will work closely with Bobby Ketu, HOD Maori at Otumoetai College and his team.
  - The school will liaise closely with Iwi representatives and Whanau reference group to build on Māori initiatives to date and help develop a Te Ao Māori Local Curriculum.

# How we did in 2022

## Discussion:

### We view our learning journey over a two-year period.

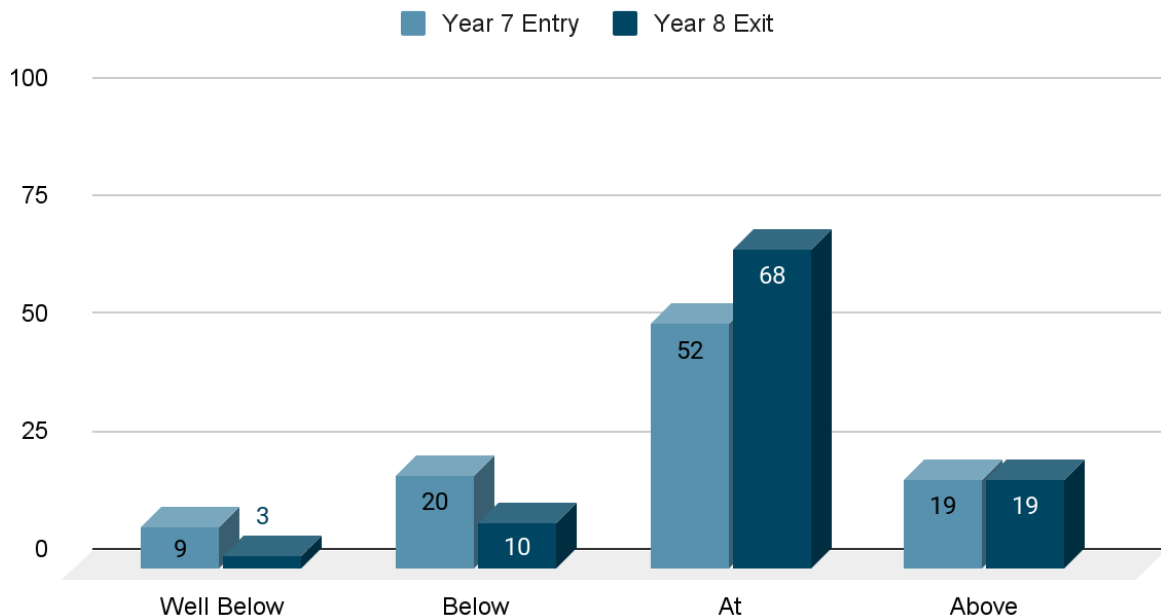
At Ōtūmoetai Intermediate, a major area of strength is the ability of our teachers to accelerate student learning and achievement levels over the short space of two years they attend our school. A significant number of year 7 students enter our school with their reading, writing and mathematics below or well below the expected curriculum level. The following graphs demonstrate the gains made by the 2022 year 8 students as a group from their entry to Intermediate in 2021 to exit for College at the end of 2022.

By the end of year 8, the school has met its aspirational target of 85% of students graduating at or above the expected curriculum level in Reading. The final result was 87%. We are particularly satisfied with this result coming after a number of disruptive years of learning with the presence of Covid-19. The students are to be commended for coping admirably over this time and continuing to make learning gains.

Our final results in Writing and Maths (78% and 80% respectively at or above the expected curriculum level) were also strong, although the 85% aspirational target was not achieved in both subjects. These are good results and again a testament to the resilience of Ōtūmoetai students and the strength of the teaching staff.

## Reading

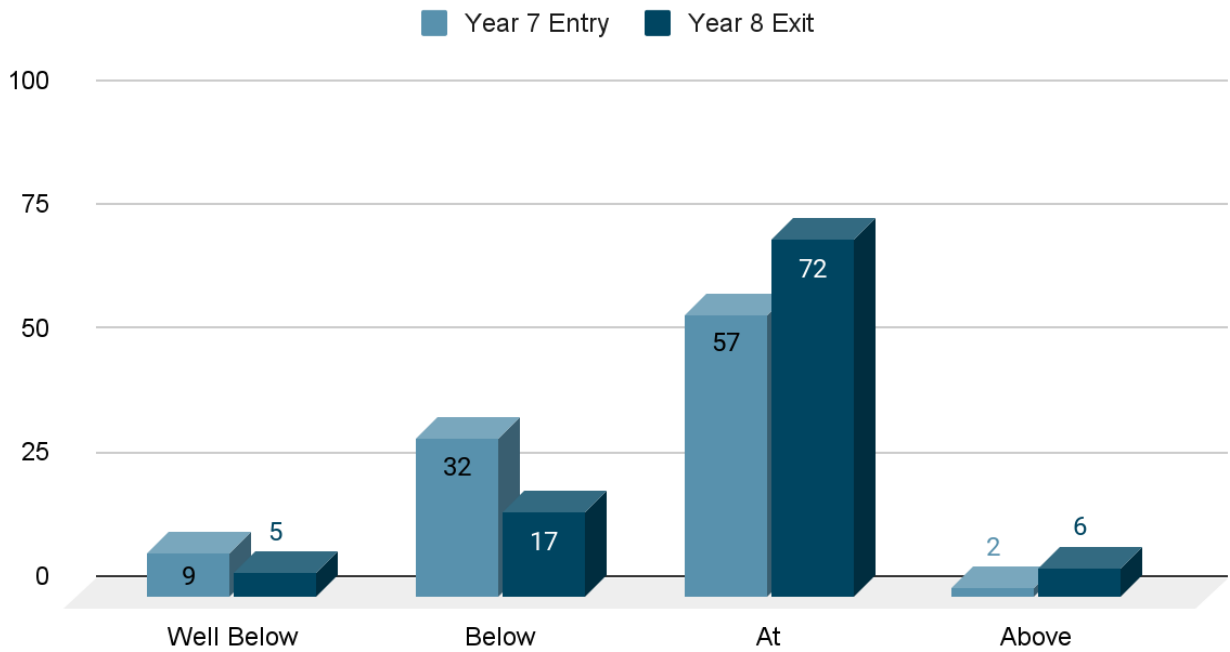
### Entry to Exit Reading percentage Year 7 2021 - Year 8 2022



As our Year 8 students graduate from school, the data shows **87%** of those students are at or above the expected curriculum level for Reading at the end of the year.

## Writing

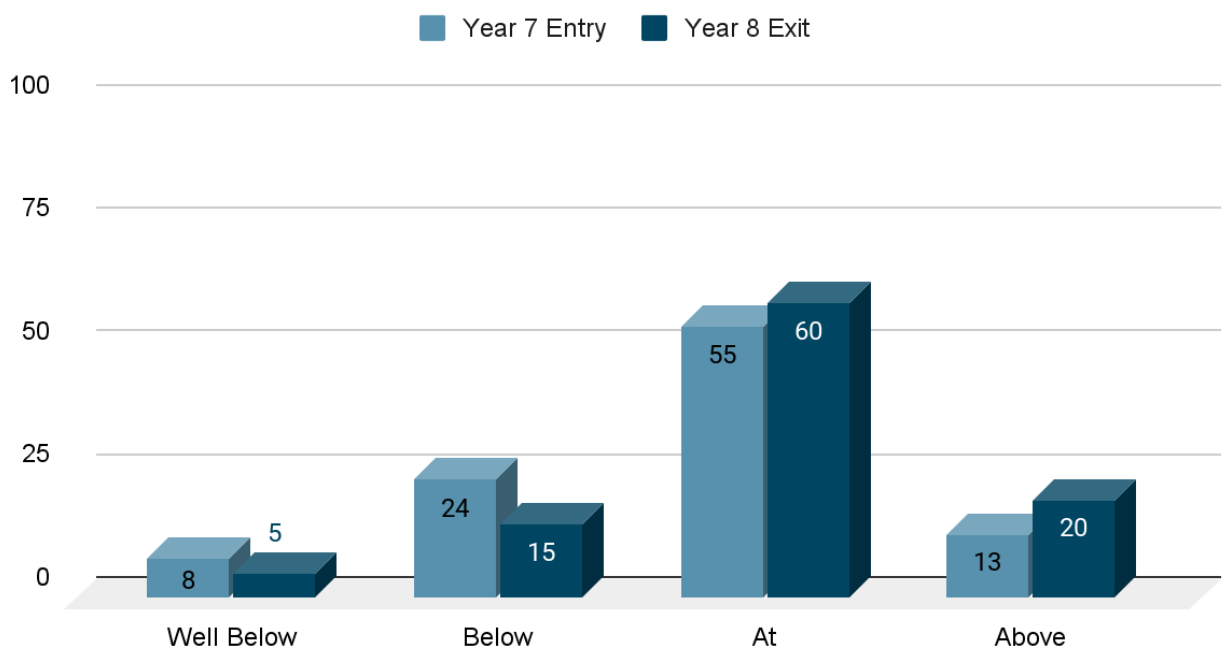
### Entry to Exit Writing percentage Year 7 2021 - Year 8 2022



As the year 8 students graduate from our school, school wide data shows **78%** are achieving at or above expectation in Writing which is slightly down on the previous year's result.

## Maths

### Entry to Exit Maths percentage Year 7 2021 - Year 8 2022





As the year 8 students graduate from our school, our school wide data shows **80%** are achieving at or above expectation in Mathematics.

### **Commentary: Summary of learning analysis**

The student data shows that it has been another good year of learning for the majority of our students at Ōtūmoetai Intermediate. This is despite a number of disrupted years for these students due to the Covid-19 pandemic. Both students and staff are to be commended for maintaining learning standards during these trying times from which we still see a high number of students being absent from school for periods of time. We are now hoping the pandemic is largely behind us and that 2023 will be a very settled year at school.

Teachers have continued to embed the 'Writer's Toolbox' programme into classroom practice. The school wide writing results achieved this year are slightly down on last year's results, however, the College is indicating a solid improvement in the standard of writing from the year 9 cohort and we are expecting this trend to continue. The Kāhui Ako Literacy Leaders and the Across School Teacher will maintain a focus on writing in the 2023 year. Our Within School Writing Teacher will be tasked with ensuring the writing gains being made by the school are maintained.

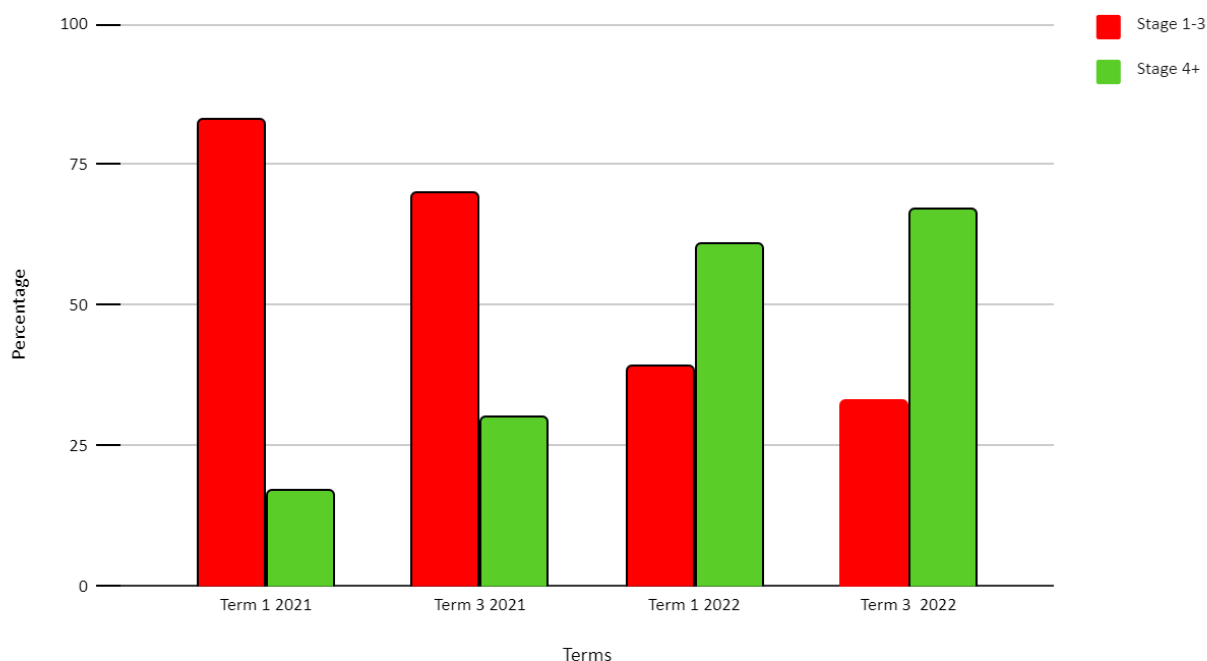
In 2021, the school embarked on a Structured Literacy PLD journey with the provider: "Learning Matters," to upskill our teachers on how to teach phonetic awareness, alphabetic principles and reading fluency. Providing these reading 'building blocks' for struggling readers, and in particular for our dyslexic students, should assist to plug the gaps that we were seeing with these students when they arrived in our school.

Structured Literacy programmes are now taking place on a daily basis across the school and the data shows there has been substantial improvement in students' spelling over the last two years.

## **School-Wide Spelling Results – Year 8's from 2021-2022**

<b>iDeal Stages</b>	<b>2021 – Term 1 Percentage of OIS Students at this Stage</b>	<b>2022 – Term 3 Percentage of OIS Students at this Stage</b>
<b>Stages 1-3</b>	83%	33%
<b>Stage 4+</b>	17%	67%

## iDeaL Spelling Results Tracking Year 7 Students from 2021 - 2022



iDeal Stages	2021 – Term 1 Percentage of OIS Students at this Stage	2022 – Term 3 Percentage of OIS Students at this Stage
Stage 1	2%	0.2%
Stage 2	22%	5.8%
Stage 3	59%	27%
Stage 4	17%	53%
Stage 4+	Did not get data	15%

In 2022, our two senior teachers appointed as reading WSTs provided PLD to classroom teachers on aspects of the reading curriculum, also providing resources that could be used to teach those aspects of reading. Along with observing in classrooms and supporting teachers, these teachers will continue PLD sessions in 2023. Our existing and highly effective multi lit teachers will continue to target small groups of struggling students and support them with their reading. Our Structured Literacy WSTs will ensure teachers are delivering an outstanding spelling programme and will also be training staff in the use of decodable texts.

Maths programmes continue to combine a mix of problem solving sessions, direct teaching and practice, backed up by the use of the Mangahigh online maths resource, to consolidate and extend maths knowledge and skills. In 2022, we added a new structure to our maths programmes to ensure coverage of the year 7 and 8 maths curriculum. This included pre and post assessments for each area of maths taught giving teachers the ability to 'heat map' and track the progress of student learning. We are currently assessing the effectiveness of our 2022 maths programme. Maths results were slightly down on the previous year although they were still strong. We have appointed an MST trained teacher as our Within School Maths teacher for 2023. This teacher will be tasked with ensuring problem solving maths (DMIC) is being used well in classrooms and will provide PLD to teachers on the most up to date pedagogy in this area.

**Major focus for growth in 2023 will be:**

- Continue to embed the Structured Literacy programme into classrooms. Testing in classes will start early and from there, teachers will be expected to identify where to start their programmes and be consistent in their approach across teams and across the school. Our Within School Structured Literacy teachers in charge of this aspect of literacy will maintain oversight.
- Guided by our Within School reading teachers, ensure that all classroom reading programmes are robust and that they are extending the learning of students. These teachers will provide regular PLD sessions for teachers across the year.
- Maths is a focus area for the Kāhui Ako. We have the benefit of having the maths Across School Teacher for the Kāhui Ako as a teacher in our school. We also have a highly trained MST teacher appointed as Within School Teacher. We will use the skills of both these teachers to identify areas in which maths programmes can improve in the school and provide teachers with support in those areas.
- The scope and sequence approach to teaching maths at year 7 and year 8 will be assessed and refined where necessary after feedback from teachers. We were fortunate to receive this programme from Mount Intermediate and we are grateful for their assistance.
- We will continue to consolidate the writing skill base of our teachers using the expertise of our writing WST who will support teachers and model excellence in the teaching of writing for them. We have refined the school writing rubric assessment system to ensure it is in line with rubrics being used across the Kāhui Ako in order to bring about consistency to the way writing is assessed through years 0 – 10.
- We are currently working on the 'how' of introducing the new New Zealand Histories curriculum into classroom programmes. It is likely this will be integrated slowly across the course of the year.
- Improve the use of Te reo in the classroom. Teachers are being assisted in the use of Te reo in the classroom by attending Monday afternoon Te reo sessions run by Miss Neale. These sessions have been well attended and will continue into 2023. A good number of teachers have participated in the Te Ahu o te Reo Māori programme and others are intending to undertake this course in 2023.

It will be another busy and highly focused year of continuous improvement for all learners in the school - both teachers and students. Staff will once again be called upon to meet the challenges that our new Year 7 cohort brings with them.

### **Gifted and Talented students**

As in recent years, the two year journey for students at Ōtūmoetai Intermediate has resulted in an acceleration of learning for many of those students. This has occurred for students of all academic abilities including those for whom accessing the school curriculum is difficult and also for those students who demonstrate high ability. The Mangahigh resource has been well utilised in classrooms and has proved an effective tool to extend our gifted maths students into level 5 of the curriculum and beyond. The Rutherford and Mansfield academic academies run on Fridays provide an opportunity for high academic achievers to be further extended.

### **Students with Learning Support Needs**

For students entering our school who were functioning at level 2 or below, learning has been tracked very carefully by our Learning Support Coordinator. All of these students are identified for intervention and support across the course of a year. This intervention or support is in the shape

of being part of a booster programme in literacy, maths or both, and/or in class support from a teacher aide or a part time teacher for at least part of the day.

In 2020, the school started a Learning Support class in year 7. The fundamental concept for this class was to group students with dyslexic traits and students whose confidence in learning had been eroded over their primary school years, in one class to better target their learning needs. This class has operated for three years and has been a huge success at lifting confidence and engagement of students. In 2022, a year 8 Learning Support class was added to ensure many of the same students are provided with ongoing support over two years. These classes will continue in 2023.

### **Reading:**

For an extended group of low readers, the multilit programme was an outstanding success in 2022 producing excellent learning gains. We continued with an extended programme providing an opportunity for students to partake in read aloud/book discussion sessions with our multilit teachers. This has once again shown success and will be continued in 2023.

In addition to the above, the entire classroom teaching staff and teacher aides have been trained in delivering a structured literacy programme and have had a solid year of incorporating this into classroom programmes in 2022 with excellent results. Teachers are now well equipped to accelerate struggling readers within their reading programmes. We retain the skills of two within school teachers to monitor teacher programmes and support the SL programme in 2023.

In 2022, the school continued with both a year 7 and year 8 Learning Support class in which a large group of dyslexic students and students with a range similar learning difficulties had been grouped for learning. The new Learning Support Coordinator worked closely with the teachers in these classes to provide appropriate training and resources to best serve the learning needs of those students. A major focus with the students was to build self-efficacy as without this, these students often do not make the progress we would expect.

The Learning Support classes were a good success in 2023 as in previous years with many parents reporting that their child had made excellent gains not only with their learning, but in their confidence as a learner and their renewed enjoyment of school as a result. The staff involved in this success are to be commended again. For the first time, we have a roll over of staff in these rooms so there is continuity and therefore consistency from 2022 to 2023. Because of this, we would like to look at providing some PLD to these teachers in 2023 and 2024 to upskill them around teaching students with a range of learning difficulties.

### **Writing:**

As a school, our writing results continue to be strong after the excellent PLD from Writer's Toolbox facilitators over a number of years to address this curriculum area. There was a slight dip in the overall leaver's results in 2022. This may well be accounted for by a shift at the end of last year from providing year end OTJs result (e.g. At, below, Above), to identifying precise curriculum levels for each student. This shift required intensive moderation of writing in teams at the end of 2022. Feedback from the college AST is that college teachers are positive about the continued improvement in writing at year 9 level. The Kāhui Ako has now finished its PLD with Writer's Toolbox facilitators and the school WST for writing will continue to ensure writing programmes are supported in the school

### **Mathematics:**

The delivery of mathematics using a learning community (DMIC) has assisted the learning for many students. This approach has generally increased the engagement of students through mathematical discussion of problems. Students are encouraged to question each other and to seek clarification if they do not understand what is being discussed. This has had a positive impact on lifting their status in the classroom where they are beginning to see themselves as contributors to class discussions and are therefore perceived by other students as capable learners.

The school is moving to a balanced approach to teaching maths in 2023 using DMIC as one tool and incorporating explicit teaching sessions to ensure the curriculum is covered in a sequential way and the building blocks of maths are set before students move on. There will also be a focus on moving away from fixed ability grouping to a more flexible approach to learning whereby groups are fluid and participation is dictated by what is being taught and the learning gaps of the particular student.

OIS is in the fortunate position to have a within school maths teacher in 2023 who is MST trained. This resource will allow us to assist teachers with classroom practice and resources to support maths programmes.

### **Opportunities provided to all students**

The teachers at Ōtūmoetai Intermediate are committed to the health and well-being of their students in every aspect of their development and strive to ensure they emerge from our school as well functioning contributors to society. They are to be commended for their efforts.

There is a robust and challenging sports programme in the school that provides all of our students with opportunities in 27 different sports. At an elite level, the school was able to once again participate in the 2022 AIMS GAMES National Sporting Championship after 3 years of Covid cancellations. It was another hugely successful tournament for the school with some fantastic results achieved. Our sports academy, which runs every Friday, provides an additional layer of training and education around sports, general health, and leadership for a selected group of high achieving students. The school fields a large number of teams in the local sports

competitions and in particular in volleyball, netball, hockey and basketball.

Participation rates in physical activity are high throughout the school with a robust physical education programme and a wide variety of inter class and other lunchtime games offered all year round. In 2023, we will be focusing on our class Health/PE programmes to ensure they are well thought through and organised and that they cater for a range of student needs. The focus will be on participation and also a skills based approach to teaching but also including important aspects of health and wellbeing.

All students experience specialist teaching in ICT, visual arts, music, drama and dance, hard materials, electronics, soft materials and food technology during their two years at our school. A science technology class was added in 2022 and was a great success.

Additional opportunities are provided in digital media, robotics, 3D printing, languages, literacy, and mathematics - including access to competitions in a number of these.

We encourage all students to experience as wide a variety of options as possible during their two years at Intermediate and to develop their key competencies. There is an ongoing emphasis on developing student self-efficacy, the key competencies, and the values that lead to increased student achievement across the curriculum as a whole.

## **Glossary**

NELP: The statement of National Education and Learning Priorities

DMIC: Developing Mathematical Inquiry Community Programme developed by Dr Roberta Hunter, Massey University.

WTE: Write That Essay Programme developed by Dr Ian Hunter, University of Auckland.

Kāhui Ako: Ōtūmoetai Community of Schools / Learners

These are:

- Ōtūmoetai College
- Te Whare Kura o Mauao
- Ōtūmoetai Intermediate School
- Ōtūmoetai Primary School
- Pillans Point School
- Matua School
- Bellows School

# SCHOOL TRANSFORMATION PLAN

February 2023 to December 2023

## Assumptions Underpinning What We Do

- Students of this age need teaching and classroom interactions that provide them with meaning and address their developmental issues.
- Classrooms that are teacher focused, content driven and autocratic have no place at our school.
- All students can achieve high standards.
- Effective systems need to be in place for high expectations to be met.
- Regular feedback and feed forward are critical to all classroom interactions.
- There is a need to move from high confidence in the teaching of a subject or age group to high confidence in enabling the learning of young people.
- Intelligence can change and grow. It is multi-faceted and has to be measured using a range of techniques.
- The family and community are significant variables in learning.
- Learning has to be measured through demonstration of understanding.
- Every individual learns at a different rate: learning is non-sequential.
- Cognitive and emotional development are equally, if not more important than subject knowledge.
- Profound learning requires intrinsic motivation and collaborative approaches.
- Mentoring is the dominant learning strategy (for students and teachers).
- Teacher's coordinate and support learning: information and assessment are managed through ICT and cloud based applications.
- Assessment and reporting are based on portfolios of achievement (for students and teachers).
- Teachers need to master managing their class learning environment and have a comprehensive understanding of effective student learning before they are able to foster student inquiry learning in their class.
- Information and Communications Technology will continue to have a significant role in how people communicate, access and manipulate information.
- Social Media is taking a predominant role in how people communicate.

## Action Towards Vision & Goals

Our school curriculum is defined by what occurs inside each classroom and for our school to move forward we need to undergo a transformation in what we do.

This involves a fundamental shift in understanding resulting in a new way of thinking, feeling and behaving in response to significant information and experience which is altering our existing perceptions and understandings.

Two important foci need to occur in our school:

1. **Our curriculum has to connect to the lives of our students in order to be meaningful.**
2. **Our students need to have a voice in the decisions about what they will learn and how they will learn it. ( heutagogy )**

## TO ACHIEVE THIS WE WILL:

Increasingly integrate our curriculum to best meet the needs of young adolescents. This begins with real life problems introduced as themes once a term across the whole school. Students will discuss their concerns about the world and be involved in the development of themes for their class/themselves.

To assist this transition, we have appointed an Integrated Curriculum Leader whose task it is to, over time, work with year 7 and year 8 teachers to look for opportunities to refine existing programmes to better integrate the curriculum.

Increasingly develop student inquiry learning where students are actively engaged in their learning and given increasing opportunities for collaboration.

3. Recognise that students today are part of a world that is active, mobile and ever-changing and our role is to ensure each student develops to their full potential. This will require an entrepreneurial approach to how we do things.
4. Recognise that teachers, who are developing new curricula in their classrooms and seeking connections to provide their students with relevant learning experiences, cannot make this transformation overnight. Transforming classroom learning can only be achieved by teachers working together to develop ways to allow for student voice, to integrate the curriculum and yet maintain a focus.
5. Focus on enabling teachers to develop the pedagogical skills to be effective. This requires teachers to use a teacher inquiry and knowledge-building cycle to promote valued student outcomes (pp 34-35 NZ Curriculum).
6. Seek ways to increase family and community involvement in student learning and to develop effective reporting to parents against national standards.
7. Seek ways to continue and enhance provision of a broad range of sporting, academic and cultural opportunities for all students.
8. We will proactively accommodate our young adolescent students' myriad of physical, emotional and social needs in every classroom.
9. We will actively seek ways for student collaboration and co-operation to become a bigger feature of their learning.
10. We will display the school vision and goals in prominent places in each classroom and throughout the school.
11. We will continue implementation of a personalised teacher professional development programme where mentoring and coaching are the predominant methods of learning.
12. We will review and develop strong systems and processes for quality assurance based on evidence gathered and personal portfolios of achievement for students and teachers.
13. We will ensure all teachers are aware of school expectations and develop the skills to carry out effective pedagogy / heutagogy based on those expectations.
14. Curriculum teams will collaboratively refine the school curriculum in all 8 learning areas with an integrated framework and incorporating the values and key competencies.
15. All teachers and students will have access to and incorporate ICT in the day-to-day interactions with parents and wider community as well as accessing and manipulating information as a key part of their learning.

# VARIANCE REPORT ON TARGETS FOR STUDENT ACHIEVEMENT 2022





# Analysis of variance

Otumoetai Intermediate School. MOE Number: 1878

<b>Focus:</b>	<b>Reading</b>		
<b>Strategic aim:</b>	For all students to be fully engaged in their learning and at least 85% achieving at or above curriculum expectation in reading.		
<b>Annual aim for 2022:</b>	For 85% or more of our students including Māori and Pasifika to be achieving at or above expected curriculum level and to lift and accelerate the learning of students who entered the school below the expected curriculum level.		
<b>Baseline data Feb, 2022:</b>	The year 7 cohort saw 84% of the students enter our school at or above expected curriculum level. This was particularly high in comparison to previous years. The year 8 cohort saw 79% of the students commencing year 8 at or above expected curriculum level.		
<b>Targets 2022:</b>	85% of the Year 7 cohort are reading, responding to, and thinking critically about texts in order to meet the reading demands of the New Zealand Curriculum towards the end of level 3 and working in early level 4 or above. 85% of the Year 8 cohort are reading, responding to, and thinking critically about texts in order to meet the reading demands of the New Zealand Curriculum at mid level 4 and above.		
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Unrelenting focus by all staff, students and parents on high levels of achievement.</p> <p>Entrepreneurial approach to school organisation and culture Learning that is connected to the students' real world ( 21st century ). e.g.: e-learning</p> <p>All students develop challenging goals to ensure progress.</p> <p>All students are given frequent verbal and written feedback and feed forward on their learning and achievement.</p> <p>Parents receive personalised communication regularly.</p> <p>High expectations by the teacher of all students.</p> <p>Effective learning in every classroom.</p> <p>Regular, direct, purposeful instruction in all</p>	<p><b>At year end:</b></p> <p><b>Year 7:</b> a total of 83% of students were at or above expected curriculum level. This might indicate the start of year data was too high.</p> <p><b>Year 8:</b> a total of 87% of students were at expected curriculum level.</p> <p><b>Maori Students:</b></p> <p><b>Year 7 Māori students:</b> 72% were at expected curriculum level.</p> <p><b>Year 8 Māori students:</b> 73% were at or above expected curriculum level.</p>	<p><b>Overall:</b></p> <p>Students made good gains over their two year journey at OIS even though the 2021 and 2022 years were affected by Covid-19 disruptions. The start of year 7 reading results were particularly high at 84% students at or above their expected curriculum level. This would be where we expect them to be at the end of year 7 in the past. We will monitor this at the start of 2023 to see whether this is a trend or whether there were some inaccuracies around our assessment at the start of 2022.</p> <p>A continuing challenge continues to be accelerating the progress of our priority learners. Reading results for Maori students are still a concern, particularly at the year 7 level</p>	<p><b>Overall:</b></p> <p>We created a Learning Support Class at both year 7 and year 8 for 2022 following the success of trials of this class at year 7. Both classes operated successfully and for the first time in 2023 we will have continuity of teaching staff in these rooms in 2023.</p> <p>We will continue to drive the upskilling of teachers in Structured Literacy to ensure gaps in student learning from the primary schools are identified and addressed. Two Within School teachers will continue to oversee Structured Literacy in the school.</p> <p>Two more Within School Reading teachers will work to ensure reading programmes are robust and provide PLD to staff about how to best develop reading programmes.</p>

curriculum areas.

Priority given to literacy skills within an integrated programme.

All students are valued as individuals and actively involved in their learning and decision making.

All students have their culture and ethnicity recognised and valued.

Differentiated Professional Learning for teachers

Teachers actively engaged in

independent teacher inquiry and knowledge building.

Teacher continue to upskill in the Structured

Literacy approach to teaching reading - focus on phonics, alphabetic principles and fluency

The implementation of multi lit, a programme that struggling readers attend for a daily 30 minute

period 1 – 1 with a trained adult for 30 sessions.

Dedicated booster math classes ran in 2022 with MST trained teacher for students below expectation

in reading.

A Learning Support Class in year 7 and year 8.

These classes were highly successful in 2022 and cater for low readers and readers with dyslexia.

We also have an unrelenting focus on the enhancement of teacher's pedagogical knowledge

in the delivery of reading programmes that accelerates the learning of Maori / Pasifika

students.

Teacher judgment for the year 8 Māori students overall, shows on entry in 2021 as year 7's 45% (41 students) were sitting below expected curriculum level. In November 2022, on exit from the school as year 8's. This number has decreased to 27% (26) students.

where there was little recorded shift of students from working below the expected curriculum level into at expected curriculum level. There were learning gains within levels but these are not reflected here.

A big challenge in accelerating these students is changing their belief in themselves as learners. We do see better progress at year 8 which may suggest that Maori students in particular take time to settle into their school learning and accelerate when they develop a sense of belonging.

For all struggling students, we need to look at ways we can do better. For 6 years, many have failed in a school system that serves them badly.

When the delivery changes to a collaborative / group style of learning, such as in the writing and in mathematics, we appear to have some success. The deficit that needs to be addressed to move these students to a level where they can access the curriculum equitably is too big to achieve in two years. These students have the capacity to be excellent learners.

As a school, we have also recognised the need to upskill teachers around the teaching of Phonetic awareness. Every classroom in the school has a Structured Literacy programme running. Results from our first full year doing this are excellent and the hope is we will see a bump in reading ability over the years to come as students become more confident having been provided the reading building blocks they were missing.

It is early days, however, a good number of teachers have noticed some excellent gains in 2022 made by students who struggled with their reading, as a result of being explicitly taught fundamental reading skills. The feedback has been encouraging and Structured Literacy is now a consistent programme in classes.

Maori and Pasifika students will continue to be a particular target group for 2023 and these strategies continued:

- Professional learning on Tataiako (teacher cultural competencies) continued.
- Ongoing reflection on ensuring that contexts and vehicles used for leading learning are engaging and relevant for our Māori students.
- Identification of these students when gathering data and tracking progress.
- Pohiri to be part of all welcomes to our school.
- Te Reo and Tikanga is taught in classes by Matua Takiri.
- Every child has a mihi.
- All Māori students have their whakapapa identified on a map of New Zealand and understand where their iwi is located. All students have their cultural roots (whakapapa) identified on a world map.
- Tikanga Māori is acknowledged and valued school wide.

Key competencies will be evident and embedded in all of the curriculum areas.

**Our 2023 plan to enhance the Maori dimension in our school is in five parts and remains consistent with previous years:**

1) Our kapa haka students will receive tuition from Matua Takiri Reweti assisted by senior Otumoetai College students as part of their NCEA studies. Our intention is for our kapa haka group to participate in the regional kapa haka competitions. It is important for our school to have a face at these competitions.

We were able to host Te Rā Rehia our Kāhui Ako Kapa Haka Festival in 2022 and this was a great showcase of talent in our Kāhui Ako and well received by the community.

2) Matua Takiri will work with staff on strengthening our culturally responsive pedagogy. Janita Neal has run Te reo lessons for staff on Monday afternoons and these have been well attended and enjoyed and appreciated by staff.

The reappointment of 4 Within School Reading Teachers for 2023 will allow a focus to be maintained on driving better reading outcomes in the school.

We now have a supported learning class at year 7 and 8 and these students receive extra help with their learning, their teachers being assisted by teacher aides and intervention staff. A focus here is to build up the confidence of these students to enable them to better engage with their learning.

3) We have included student awards (ribbons) in Te Reo, Tikanga, bilingual: sports, academic and other awards with Maori values such as manakitanga.

4) We are looking at enhancing our Maori students' self efficacy, resilience and engagement in their learning through our poutama group. We also run a manakura leadership class as part of the Friday academy programmes.

5) As a school we will identify and closely monitor Maori students and their progress against the Learning Progressions in the New Zealand Curriculum.

### Planning for next year:

Our school curriculum is defined by what occurs inside each classroom and for our school to move forward we need to undergo a transformation in what we do. This involves a fundamental shift in understanding resulting in a new way of thinking, feeling and behaving in response to significant information and experience which is altering our existing perceptions and understandings.

Two important foci need to occur in our school:

1. **Our curriculum has to connect to the lives of our students in order to be meaningful.**
2. **Our students need to have a voice in the decisions about what they will learn and how they will learn it. (heutagogy)**

#### TO ACHIEVE THIS WE WILL:

1. Increasingly integrate our curriculum to best meet the needs of young adolescents. This begins with real life problems introduced as themes once a term across the whole school (eg. Sustainability or Human Rights). Students will discuss their concerns about the world and be involved in the development of themes for their class/themselves.
2. Increasingly develop student inquiry learning where students are actively engaged in their learning and given increasing opportunities for collaboration.
3. Recognise that students today are part of a world that is active, mobile and ever-changing and our role is to ensure each student develops to their full potential. This will require an entrepreneurial approach to how we do things.
4. Recognise that teachers, who are developing new curricula in their classrooms and seeking connections to provide their students with relevant learning experiences, cannot make this transformation overnight.
5. Transforming classroom learning can only be achieved by teachers working together to develop ways to allow for student voice, to integrate the curriculum and yet maintain a focus.
6. Focus on enabling teachers to develop the pedagogical skills to be effective. This requires teachers to use a teacher inquiry and knowledge-building cycle to promote valued student outcomes (pp 34-35 NZ Curriculum).
7. Seek ways to increase family and community involvement in student learning and to develop effective reporting to parents against national standards.
8. Seek ways to continue and enhance provision of a broad range of sporting, academic and cultural opportunities for all students.
9. We will proactively accommodate our young adolescent students' myriad of physical, emotional and social needs in every classroom.
10. We will actively seek ways for student collaboration and co-operation to become a bigger feature of their learning.
11. We will display the school vision and goals in prominent places in each classroom and throughout the school.
12. We will continue implementation of a personalised teacher professional development programme where mentoring and coaching are the predominant methods of learning.
13. We will review and develop strong systems and processes for quality assurance based on evidence gathered and personal portfolios of achievement for students and teachers.
14. We will ensure all teachers are aware of school expectations and develop the skills to carry out effective pedagogy / heutagogy based on those expectations.
15. Teaching teams will collaboratively refine the school curriculum in all 8 learning areas with an integrated framework and incorporating the values and key competencies.
16. All teachers and students will have access to and incorporate ICT in the day-to-day interactions with parents and wider community as well as accessing and manipulating information as a key part of their learning.

<b>Focus:</b>	<b>Writing</b>		
<b>Strategic aim:</b>	For all students to be fully engaged in their learning and at least 85% achieving at or above curriculum expectation in writing.		
<b>Annual aim for 2022:</b>	For 85% or more of our students including Māori and Pasifika to be achieving at or above expected curriculum level and to lift and accelerate the learning of students who entered the school below the expected curriculum level.		
<b>Baseline data February 2022:</b>	The year 7 cohort saw 65% of the students enter our school at or above expected curriculum level. The year 8 cohort saw 72% of the students commencing year 8 at or above expected curriculum level.		
<b>Targets 2022:</b>	85% of the Year 7 cohort are writing at or above the expected New Zealand Curriculum level at the end of the year which is the end of level 3 and working in early level 4 or above. 85% of the Year 8 cohort are writing at or above the expected New Zealand Curriculum at the end of the year which is mid level 4 and above.		
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
Unrelenting focus by all staff, students and parents on high levels of achievement Entrepreneurial approach to school organisation and culture Learning that is connected to the students' real world ( 21st century ) e.g.: e-learning All students develop challenging goals to ensure	<b>At year end:</b>  <b>Year 7:</b> a total of 75% students were at or above expected curriculum level. <b>Year 8:</b> a total of 78% students were at expected curriculum level.  <b>Priority Learners:</b>	There is evidence that school writing results are improving. Much of this can be attributed to the uptake of the Writer's Toolbox throughout the kāhui ako. Gains are particularly evident in Maori students. There has been a 37% shift over the 2 years of students once below expectation, to at or above expectation.	This curriculum area continues to require a strong focus for those staff new on our school site or who have not been involved in the professional learning opportunities previous staff have experienced. We must ensure that we are consistent with delivery and continue to embed the learning teachers have received. Investing in the online Writer's Toolbox resource for teachers should also assist with upskilling newer teachers. Having had PLD in writing for an

progress  
 All students being given frequent verbal and written feedback and feed forward on their learning and achievement  
 Parents receive personalised communication regularly  
 High expectations by the teacher of all students  
 Effective learning in every classroom  
 Regular, direct, purposeful instruction in all curriculum areas  
 Priority given to writing skills within an integrated programme  
 All students valued as individuals and actively involved in their learning and decision making  
 All students have their culture and ethnicity recognised and valued  
 Differentiated Professional Learning for teachers  
 Teachers actively engaged in knowledge building  
 Dedicated booster classes to supplement classroom learning for students below expectation in reading/writing  
 We also have an unrelenting focus on the enhancement of teacher's pedagogical knowledge in the delivery of writing programmes that accelerates the learning of students.

**Year 7 Māori students:** 57% were at expected curriculum level.

**Year 8 Māori students:** 68% were at or above expected curriculum level.

Teacher judgment for the year 8 Māori students overall, shows on entry in 2021 as year 7's 55% (51 students) were sitting at WB/B. In November 2022, on exit from the school as year 8's, this had decreased to 32% (31) students.

The Intermediate is beginning to notice a strengthening of aspects of writing coming through at year 7, particularly with the improvement in students writing grammatically correct sentences. The structured approach to the teaching of writing, combined with opportunities for writers to collaborate in writing groups, has had an effect on outcomes. It is hoped this positive trend continues with a strengthening of knowledge of teaching skills as teachers continue to refine their practice.

The writing rubric developed from the year 0-10 framework has been refined over the 2022 year and is simple for teachers to use and assess against.

extended period of time it is important to ensure the gains from this work are maintained.

Teachers are noticing an improvement in writing coming from the contributing schools. The college is also saying that the year 9 cohorts are better at writing than in prior years which is positive reinforcement of the direction we have taken writing. The recent writing corequisite trial at the college showed that writing in the school was substantially better than the national average which was extremely pleasing. Students have a better understanding of what a sentence is and how to show an understanding of the processes and criteria that makes a fluent and effective writer.

In 2022, we continued to use a refined assessment rubric that has been developed from the year 0-10 writing framework developed by the Literacy Leaders (driven by the ASTs) of the kāhui ako. This rubric worked well and is now leveled against the curriculum..

The Kahui ako has finished its PLD with the Writer's Toolbox.

**Planning for next year:**

**Please refer to the reading section above as most of the planned strategies are the same for writing. In addition, the school will continue to refine the writing rubric based on the year 0 - 10 Writing Platform developed by the Kāhui Ako ASTs and Literacy Leaders. We will continue to strengthen all aspects of teacher knowledge about the Write That Essay programme and ensure new teachers receive PID in this area using the AST and WST in school.**

<b>Focus:</b>	<b>Mathematics</b>
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<p><b>Strategic aim:</b></p> <p><b>Annual aim for 2022:</b></p> <p><b>Baseline data Feb 2022:</b></p> <p><b>Targets 2022:</b></p>	<p>For all students to be fully engaged in their learning and at least 85% achieving at or above curriculum expectation in maths.</p> <p>For 85% or more of our students including Māori and Pasifika to be achieving at or above expected curriculum level and to lift and accelerate the learning of students who entered the school below the expected curriculum level.</p> <p>The year 7 cohort saw 74% of the students enter our school at or above expected curriculum level. The year 8 cohort saw 75% of the students commencing year 8 at or above expected curriculum level.</p> <p>85% of the Year 7 cohort are working at or above the expected New Zealand Curriculum level in maths at the end of the year which is the end of level 3 and working in early level 4 or above. 85% of the Year 8 cohort are working at or above the expected New Zealand Curriculum in maths at the end of the year which is mid level 4 and above.</p>		
<p><b>Actions (what did we do?)</b></p>	<p><b>Outcomes (what happened?)</b></p>	<p><b>Reasons for the variance (why did it happen?)</b></p>	<p><b>Evaluation (where to next?)</b></p>
<p>Unrelenting focus by all staff, students and parents on high levels of achievement</p> <p>Entrepreneurial approach to school organisation and culture</p> <p>Learning that is connected to the students' real world ( 21st century ) e.g.: e-learning</p> <p>All students develop challenging goals to ensure progress</p> <p>All students being given frequent verbal and written feedback and feed forward on their learning and achievement</p> <p>Parents receive personalised communication regularly</p> <p>High expectations by the teacher of all students</p> <p>Effective learning in every classroom</p> <p>Regular, direct, purposeful instruction in all curriculum areas</p> <p>Priority given to numeracy skills within an integrated programme</p> <p>All students valued as individuals and actively involved in their learning and decision making</p> <p>All students have their culture and ethnicity recognised and valued</p>	<p><b>At year end:</b></p> <p><b>Year 7:</b> a total of 76% students were at or above expected curriculum level. <b>Year 8:</b> a total of 80% students were at expected curriculum level.</p> <p><b>Priority Learners:</b></p> <p><b>Year 7 Māori students:</b> 59% were at expected curriculum level.</p> <p><b>Year 8 Māori students:</b> 66% were at or above expected curriculum level.</p> <p>Teacher judgment for the year 8 Māori students overall, shows on entry in 2021 as year 7's 48% (44 students) were sitting at WB/B. In November 2022, on exit from the school as year 8's, this had decreased to 34% (33) students.</p>	<p>Results in 2022 have dipped slightly for maths from 2021 results. It is pleasing that given 3 years of Covid-19 disruptions, strong maths results have managed to be maintained.</p> <p>Generally, the results are similar to previous years showing maths learning is reasonably strong in the school. Acceleration of learning seems to occur at a greater level in the year 8 year than at year 7. This is not an issue when the learning journey of a student is viewed over two years. However, in 2023, year 7 teachers will be tasked with looking at the robustness of their programmes and whether changes need to be made to improve outcomes. This will be a focus..</p> <p>DMIC remains a big part of the way maths has been taught, however, there was an emphasis in 2022 on ensuring more direct acts of teaching were incorporated into programmes when students showed gaps in knowledge. The use of Mangahigh as a supplement to classroom teaching has continued to be well received by teachers and students alike. This will continue in 2023.</p>	<p>The results for 2022 are similar to those of previous year but are slightly down on 2021.</p> <p>What is clear is that maths teaching in the school will need to be monitored to ensure the strong maths learning continues in classes and in light of the curriculum refresh.</p> <p>While many students show a great deal of enthusiasm for mathematics with the DMIC approach, there are students at the high ability level and students at the low ability level who are less than enthusiastic about participating in the DMIC lessons. There needs to be a more balanced approach to teaching maths developed across the next few years.</p> <p>Observation of these lessons has shown students involvement and discussion in and around the learning of mathematics is generally good. Many students articulate that maths is enjoyable and look forward to this part of the day. The teachers involved in</p>

Differentiated Professional Learning for teachers  
Teachers actively engaged in independent teacher inquiry and knowledge building  
Dedicated booster classes will supplement classroom learning for students below expectation in mathematics  
We also have an unrelenting focus on the enhancement of teacher's pedagogical knowledge in the delivery of maths programmes that accelerates the learning of Maori / Pasifika students. DMIC remains the cornerstone of classroom maths programmes.

The use of booster classes to lift and accelerate student learning also increased their self-efficacy and saw long term gains made for the target students.

In 2022, the school benefited from an MST maths teacher being appointed to continue the booster programme. It is intended that in 2023, the MST teacher, who is now our WST for maths, will drive the intervention programme but also deliver PLD to teachers around DMIC. The school is also fortunate to have an AST dedicated to maths across the Kahui ako who will work with our WST and management to monitor and develop maths programmes in the school.

In 2022 - we introduced a new scope and sequence approach to maths teaching in the school. It is hoped that this will provide structure to year 7 and 8 programmes and also provide teachers with support around assessment and reporting on maths progress. Feedback on this programme is that it provides good coverage of mathematical concepts required to be taught.

Experts on staff will assist the AST and WST to provide PLD to teachers across the year. This will involve direction around the best approach and techniques to teaching particular aspects. We have excellent practitioners on staff and can also utilize college teachers in this space.

We will not lose sight of the benefits of the DMIC approach to maths teaching. This has empowered students in classrooms to take greater control of the learning and has increased their self- efficacy and willingness to be engaged in a non- threatening manner.

this have learnt a great deal about setting up a mathematical learning community with the students. However, many students articulate they also like to be explicitly taught and to practise maths.

It is very important to re-engage some students in learning maths as many students arrive at the intermediate believing they are 'dumb' at maths. Starting the year with activities, fun mathematical challenges and lots of group work is a way to change that feeling that maths is a grind, and we are looking at ways this can be achieved.

We look forward to developing the OIS maths programmes across 2023 and focusing on maths as a priority subject.

#### Planning for next year:

Most of the above for reading and writing but including continuing school wide implementation of Communities of Mathematical Inquiry as one form of mathematics delivery. However, developing a more balanced approach to teaching maths that includes explicit acts of teaching where appropriate. Using scope and sequence to cover the maths curriculum and new tracking and assessment tools. Upskilling teachers using inhouse experts. Further upskilling teachers around the use of Mangahigh.



**Declaration:**

This 2022 Charter was ratified by the Otumoetai Intermediate School Board of trustees at their meeting held:

*February 2022*

**Declaration:**

This 2023 Charter was ratified by the Otumoetai Intermediate School Board of trustees at their meeting held:

*23 February 2023*



## About the NELP and TES

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) set out the Government's priorities for education that will ensure the success and wellbeing of all learners. They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, and ensuring that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

The NELP and TES priorities will help create education environments that are learner centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. Therefore, they encourage all places of learning to focus on;

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying

- strengthening the quality of teaching our learners receive to giving our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating te reo Māori and tikanga Māori into everyday activities.