

Taupo Intermediate School Charter

Introductory Section

Our Vision: To make a positive difference.

Our Mission: To provide a stimulating environment where all students strive for personal excellence.

Our Graduates: Are confident, connected, actively involved, life long learners.

Confident	Connected	Actively Involved	Life-long Learners
Positive in their own identity Self motivated Resourceful Resilient Courageous Able to take on responsibility	Relates well to others Good communicators (verbal, written and digital) Sense of belonging Culturally aware Principled Team players	Participates Effective community contributor Physically active Diverse interests Supports and encourages others	Independent learners Innovative Perseveres Literate and numerate Critical and creative thinker Able to take on challenges
Values: At Taupo Intermediate we encourage and model the values, principles and intent of the New Zealand Curriculum, with special emphasis on: <ul style="list-style-type: none">• Respect for self, others and the environment• Excellence in all we do• Integrity in all our actions• Fairness in the way we treat each other• Innovation, inquiry and curiosity in our learning• Effective use of digital communication	Our Culture: Our school has a role of approximately 600 students, with 35% Maori and over 18 nationalities represented. This is a student-centered school. Our students, and their journey through the emerging teenage years, are at the heart of all matters at school. We care. Caring is at all levels of the school – board, management and staff. We care about our kids and the communities in which they grow and develop. The school provides a diverse range of opportunities and challenges, shaped each year by changing student interests and prospects available in the community. We nurture and develop the strengths and talents of students and help them discover new interests! Teachers are selected for their diverse interests and ability to connect with emerging teenagers – there are high expectations for continued professional development and a willingness to strive towards every student reaching their full potential. We aim to nurture students to be part of creating an Aotearoa NZ in which Maori and Pakeha recognize each other as full Treaty partners, and where all cultures are valued. Our people, policies and practices are developed to reflect New Zealand's cultural diversity and the unique position of Maori culture. This charter has been developed in consultation with our school community, staff, students and Tuwharetoa, aligning to the priorities identified by the Taupo Community of Learning.		

Strategic Aims

All students are successfully able to access the NZ Curriculum and experience broad and diverse opportunities to allow them to reach their full potential.

Maori students are engaged in their learning and achieve educational success with pride in their unique identity, language and culture as Maori.

Students are safe, happy, engaged, and connected with the school and their learning journey.

This Charter should be read and considered in conjunction with a number of key documents:

The Prospectus
The 2018 Annual Plan
The 2017 Annual Report
5 and 10 year Property Plan

Community Consultation Plan
The Strategic Policy Framework
2018 Budget
Triennial Workplan 2018-2020

Middle Year Philosophy
Kawanata with Tuwharetoa
Taupo Community of Learning
Strategic Plan

The Strategic Section

What does it look like?

2018

2019

2020

<p>Strategic aim 1: All students are successfully able to access the NZ Curriculum and experience broad and diverse opportunities to allow them to reach their full potential.</p>	<p>School prospectus delivered – high level of student engagement, well-being and opportunities for excellence.</p> <p>To lift student achievement by the end of 2018 in:</p> <p>Reading</p> <ul style="list-style-type: none"> to 80% of all students, including Maori, male and Maori male, working At or Above NS. <p>Writing</p> <ul style="list-style-type: none"> to over 80% of all students, including Maori, male and Maori male, working At or Above NS. 	<p>Full school prospectus delivered – high level of student engagement and opportunities for excellence.</p> <p>The Board will revise the student achievement targets in line with the new system developed to replace National Standards.</p> <p>The Board will continue to report against National Standards until such time as directed to use an alternative system.</p> <p>Inequities between student achievement outcomes for priority learners and all students are getting smaller.</p> <p>Rongohia te hau and Hau Ora concepts embedded.</p> <p>Strategies implemented for at risk students, with improved outcomes re safety, success and engagement.</p> <p>Strategic Plan aligned to graduate vision and all people – staff, board, community and students - share the strategic direction.</p> <p>Leadership structure embedded and focused on improving outcomes for all students.</p> <p>New staff appraisal system introduced.</p>	<p>Full school prospectus delivered – high level of student engagement and opportunities for excellence.</p> <p>The Board will revise the student achievement targets in line with the new system developed to replace National Standards.</p> <p>The Board will continue to report against National Standards until such time as directed to use an alternative system.</p> <p>Priority learners achievement outcomes are comparable to all students.</p> <p>School regarded as culturally responsive.</p> <p>At risk students identified and actively monitored to improve outcomes.</p> <p>Shared vision embedded.</p> <p>Leadership structure and succession plan developed.</p> <p>New staff appraisal system embedded and making a positive impact on student achievement outcomes.</p>
<p>Strategic aim 2: Maori students are engaged in their learning and achieve educational success with pride in their unique identity, language and culture as Maori.</p>	<p>Maths</p> <ul style="list-style-type: none"> to 75% of all students working At or Above NS. to 65% of Maori students working At or Above NS. <p>Inequities for priority learners and all students are getting smaller.</p> <p>School deepens cultural responsiveness and understanding of individual student needs to drive safety, success and engagement for all students.</p>		
<p>Strategic aim 3: Students are safe, happy, engaged, and connected with the school and their learning journey.</p>	<p>Shared vision developed to encapsulate what a Taupo Intermediate graduate is growing towards.</p> <p>Cohesive and effective leadership team developed.</p> <p>Staff appraisal system reviewed.</p>		

The Annual Plan

Engagement

Strategic Aim 1: All students are successfully able to access the NZ Curriculum and experience broad and diverse opportunities to allow them to reach their full potential.

Strategic Aim 2: Maori students are engaged in their learning and achieve educational success with pride in their unique identity, language and culture as Maori.

Strategic Aim 3: Students are safe, happy, engaged and connected with the school and their learning journey.

Annual Aim: To deliver a school prospectus that drives a high level of student engagement, well-being and opportunities for excellence.

Targets:

- To increase the number of students experiencing excellence.
- To increase student participation in school opportunities.
- Maintain or improve attendance rates and reduce stand-downs.
- To increase student engagement, as benchmarked against 2017 NZCER Annual Survey results.

Baseline Data: *Our 2017 Annual Report* - participation in Kapa Haka, awards programme, cultural opportunities, academic challenges, sports and outdoor education opportunities, data on pastoral care + 2017 student survey results.

Kapa Haka group very strong and involves Boys Only Class, now leading school wide training so that all classes can actively participate in Powhiri.

191 medals awarded to students for the Principals Academic Award, Donovan Bixley Award and Bevan Docherty Award in 2017 – one student achieved gold medals in all three awards.

Cultural opportunities in 2017 have included – TIS Band, Taupo Intermediate School Has Talent, Dancing, 2nd Languages and Noumea – New Caledonia Cultural Exchange, plus Abel Tasman camp.

Academic challenges – 82 students participated in ICAS tests in Science, Writing, English, Mathematics and Computers – achieving 25 Merits, 67 Credits and 17 Distinctions. Convened Mathmatters competition, literacy quiz and participated interschool competitions in science, literacy and Technology.

Sports and Education Outside the Classroom – participation in AIMS games, BMX, golf, canoe slalom, cross country, yachting, squash, gymnastics, swimming, multisport, 6 a side hockey and netball. School teams in netball, touch rugby, rugby, netball, hockey and basketball. Interclass sports competitions at lunchtime for a wide range of sports. All students offered the opportunity to visit the ski fields and participate in a school camp.

Pastoral Care: 90.65% attendance rate.

15 students were stood down for a maximum of 5 days each – no suspensions or exclusions.

12 students placed on “in-school” suspensions (isolated and supervised by senior management).

Our 2017 online survey of students (NZCER Me and My School) showed that the majority of students were happy and engaged, and the results will be used to benchmark improvements in student engagement.

We acknowledge that intermediate students “change” every two years and that the prospectus will need to evolve as student interests change over time.

Actions to achieve target	Led by	Resourcing Timeframes	Indicators of progress, incl. monitoring and review
School Wide Culture and Practices			
2018 School Prospectus formed – 2017 prospectus reviewed against student transition data, current opportunities and community feedback from contributing schools.	Senior Leadership Team	Nil Nov 2017	Community consultation and Student visits held – Oct 2017 Staffing requirements and leadership team for 2018 confirmed. Staff PD plan developed. New opportunities investigated - exchange to China, alternative leadership opportunities
Clear expectations established to deliver against school prospectus.	Board and Senior Leadership Team	\$5K music \$31K for replacement of school van Jan-Mar 2018	Staff planning day held. Staff appraisal system reviewed and clarified. Principal performance agreement agreed. 2018 Operations Plan developed.
Review results from Me and My School survey and Annual Report and identify opportunities for greater student engagement and well-being.	Senior Leadership Team	Nil Term 1	Teachers have a plan for increasing student engagement and well-being in their class.
Form a committee to understand and review Hauora – student wellbeing.	Principal and Board Chair	Nil Apr – Jun 2018	Board committee formed with clear terms of reference. Recommendations developed to improve student well being and direct further work. Committee recommendations received in Jun 2018. Board is informed on school wide culture and practices, and plans for next steps.
Revisit our school vision statement and ensure we have clear, positive definitions around student safety, bullying prevention that all staff, students and whanau can understand, including cyberbullying issues.	Principal and Teachers	May 2018 Bullying Prevention and Response 2015	Bullying Prevention Week celebrated 14-18 May 2018. All staff, students and whanau are aware of our school's expectations regarding bullying and what to do when it occurs. We have a shared understanding and can describe what bullying might look like. We have shared the contents and used the resource Bullying Prevention and Response – 2015. This provides the guidelines for us to use within our school -to support effective prevention and management of bullying behaviour.
Repeat Me and My School survey and compare trends and patterns in data with last year. Share results with staff, students and whanau.	Senior Leadership Team	Nil Term 3	Data shows a positive trend. We recognize that students and whanau change every two years and may impact results.

Teaching and Learning			
Develop teaching/lesson plans to discover and document key information about each student – who they are, where they are from, their whanau, interests, hobbies and networks.	Classroom teachers	Nil Term 1	Teachers know their students on an individual basis and have the information needed to develop teaching/lesson plans that are relevant. Students know their teacher cares and relationships are formed.
Students at risk of not being engaged are identified and supported by Pastoral Care Team.	Pastoral Care Team: - Principal - DP's - Team Leaders	REAL Counselling Service Term 1	At risk students receive additional support to participate and engage at school.
Develop teaching/lesson plans in teaching social skills into everyday school life.	Pastoral Care Team	Term 1 & 2	A year long teaching schedule is complete and teachers are able to use lesson plans to explicitly and implicitly teach social skills.
Revise and refine our bullying procedures on what to do when bullying occurs.	Pastoral Care Team	Term 3	We have a streamlined approach to working with those that initiate bullying behaviours, those that are targets of bullying behavior and those that witness bullying behavior.
Community Partnerships			
Work with whanau and Rock On (Police and Community Support Group) to manage truant referrals and utilize REAL counselling services as required.	Pastoral Care Team	Nil Terms 1-4	At risk students are supported participate and engage at school. Whanau are confident that issues will be dealt with appropriately when they occur.
Shared vision developed to encapsulate what a Taupo Intermediate Graduate is growing towards.			All stakeholders can articulate what a TIS Graduate should grow towards. TIS learning pathway in Taupo COL defined.

Cultural Responsiveness

Strategic Aim 2: Maori students are engaged in their learning and achieve educational success with pride in their unique identity, language and culture as Maori.

Strategic Aim 3: Students are safe, happy, engaged and connected with the school and their learning journey.

Annual Aim: To deepen cultural responsiveness and our understanding of individual student needs to drive safety, success and engagement for all students.

Targets:

- To improve our cultural responsiveness as measured by students, whanau and teachers.
- To embed Rongohia te hau in teaching and learning opportunities, and our school culture.
- To develop a framework to measure and understand individual student wellbeing - hauora.

Baseline Data: Our annual school survey – students, whanau and staff, plus observations of cultural responsiveness of teaching staff through COL Rongohia te Hau project in 2017. The findings showed that:

78% of students said that in my school Maori students are achieving across the board

77% of students said that in my school I have the opportunities to do all the things I want to do.

76% of students said teachers talk with me about my results so I can do better.

75% of students said that teachers in my school know me and I know them.

74% of students said teachers know how to make learning fun.

Whanau want more opportunities to connect and contribute their knowledge and experiences at school and to develop closer relationships with the teachers and school.

Teachers said that changes to school organization and leadership could support teachers in better connecting with students, being more involved in decision making and ultimately becoming more culturally responsive and relational. During in class observations in late 2017 by the COL representatives, Board and in school COL cultural responsiveness team leader, most teachers were observed to be culturally responsive and relational in their teaching practices, but there were opportunities noted to strengthen this area through continued professional development, collaboration and inquiry.

Actions to achieve target	Led by	Resourcing Timeframes	Indicators of progress, incl. monitoring and review
School Wide Culture and Practices			
Review policy on Achievement of Maori Students	Board Chairperson	Nil Mar 2018	Policy review completed and shared understanding of Board obligations established. Reaffirm commitment for Rongohia te Hau project.
Form a committee to continue Rongohia te hau project with Community of Learning.	Principal and Board Chair	Nil 2018	Board committee formed with clear terms of reference. Board supports roll out of Rongohia te Hau project.
Repeat Rongohia te hau survey annually and compare trends and patterns in data with last year. Share results with staff, students and whanau.	Cultural Responsiveness Team	Nil Term 4	Data is showing a positive trend. We recognize that the students and whanau change every two years and this may impact results.
Teaching and Learning			

PD is ongoing in developing more culturally responsive pedagogy and relational teaching style.	Cultural Responsiveness Team	Terms 1 & 2 Teaching for Positive Behaviour 2017	Teachers are given support to develop new teaching strategies and plans based on principles of Rongohia te Hau and Teaching for Positive Behaviour. Teachers have a clear understanding of what “good practice” looks like and can draw on effective practices that enhance students’ behaviour, engagement, participation, and learning Mentoring programme implemented to support teachers who need support.
Develop teaching/lesson plans using principles of Rongohia te Hau and teachers observed by COL Cultural Responsiveness Team.	Classroom Teachers	Term 3 & 4	Teachers are able to put PD into practice and get feedback on effectiveness. Inquiry is used to embed and evaluate changes in practice.
Community Partnerships			
Raise awareness of our successes with our bullying prevention and response activity and initiatives. Displays to ensure our messages are clearly articulated.	Pastoral Care Team: - Principal - DP's - Team Leaders	Terms 1-4	Staff are in regular contact with whanau. Whanau are confident that issues will be dealt with appropriately when they do occur.
Continue to work with COL to better understand the broader community needs, engage with key stakeholders and strengthen cultural responsiveness pedagogy and relational approach to teaching.	Principal COL Representative for Cultural Responsiveness	Terms 1-4	School is working with community on issues important to the broader community and Tuwharetoa. Teachers are collaborating and sharing best practice.

Reading

Strategic Aim 1: All students are successfully able to access the NZ Curriculum and experience broad and diverse opportunities to allow them to reach their full potential.			
Annual Aim: To lift student achievement by the end of 2018 in READING to 80% of all students, including Maori, male and Maori male, working At or Above National Standards (NS). Inequities between student achievement outcomes for priority learners and all students get smaller.			
Targets: To move 84 students from Below to At. (Level 4b for Year 7 and Level 4p/4a for Year 8) To move 22 Maori male students from Below to At. To see at least 85% of Year 8 students working At or Above NS by the end of 2018.			
Baseline Data: From the 2017 Analysis of Variance and Annual Report, plus consultation with students. As there has been a focus on numeracy for the last 2 years, we need to strengthen our focus on our targeted students in literacy and move our students achieving Well Below to Below and Below to At. Having students who are 'At' NS at the end of 2016 and 'At' NS at the end of 2017 means that they have still progressed through the next years national standard and maintained the level of achievement. Our 2017 online survey of students (NZCER Me and My School) focused on READING and showed that most students enjoyed reading (70%). These results will be used to benchmark improvements.			
Actions to achieve target	Led by	Resourcing Timeframes	Indicators of progress, incl. monitoring and review
School Wide Culture and Practices			
Reading is encouraged and supported by a wide range of media and tools.	Literacy Team	Term 1 & 2	Literacy curriculum reviewed and updated. Digital literacy is safe and embedded in the curriculum. All students have access to school desktops or laptops to access a wide range of reading media.
Classroom teachers will hold learning conferences with each student and whanau at least twice a year to discuss the student's progress, learning needs and the next steps.	Team Leaders	Nil Term 2 & 4	Learning conferences held twice a year for 100% of students.
Classroom teachers will hold learning conferences with student whose learning is at risk and their whanau at least every term to discuss the student's progress, learning needs and the next steps.	Team Leaders	Nil Term 1-4	Learning conferences held four times a year for 100% of students whose learning is at risk.
Deliberately timetable reading during optimum learning times for all classes – READING becomes a key focus of everyday in every classroom.	Classroom Teachers	Nil All year	Reading becomes a key focus everyday in every classroom.
Teaching and Learning			

Identify target students in each class and develop plans to accelerate achievement in Reading with students and whanau.	Classroom Teachers	Nil Term 1	Target students receive support to accelerate their learning. Student achievement is monitored. Students and whanau are engaged.
Use ability groups in classes and select appropriately matched resources.	Classroom Teachers	Nil Term 1	
Use print rich environments where word lists are co-constructed to promote a wider vocabulary base.	Classroom Teachers	Nil All year	Students are engaged in learning.
Community Partnerships			
Participate in professional development available across the Community of Learning: <ul style="list-style-type: none"> • Dedicate staff meetings time to teaching strategies for improved Reading pedagogy • Continue to support COL Literacy Team involvement to share best practice and collaborate 	COL In School Literacy Leader + Literacy Team	PD Budget \$30,000 Term 2	Reading PD is scheduled and part of the larger COL focus for improving reading outcomes in the community.

Strategic Aim 1: All students are successfully able to access the NZ Curriculum and experience broad and diverse opportunities to allow them to reach their full potential.			
Annual Aim: To lift student achievement by the end of 2018 in WRITING to over 80% of all students, including Maori, male and Maori male, working At or Above National Standards. Inequities between student achievement outcomes for priority learners and all students are getting smaller.			
Targets: <p>To move 131 students from Below to At. (Level 4b for Year 7 and Level 4p/4a for Year 8)</p> <p>To move 42 Maori Male students from Below to At.</p> <p>To see at least 85% of Year 8 students working At or Above NS by the end of 2018.</p>			
Baseline Data: <ul style="list-style-type: none"> Writing results are looking reasonably good. Most Year 7 & 8 students are working 'At' NS with a small number working 'Above' and 'Below.' Only a small low number of students working 'Well Below' NS. Of concern is the increase in Year 7 Maori males working 'Below' NS, which need to be addressed. The Year 8 Writing results showed much progress for Maori males and females, with a few number working 'Below' N.S. Although, it is of concern the higher number of males and females working 'Well Below' NS. As many Year 7 students are now working at Level 4 in the NZ Curriculum, it will take many 2 years to achieve the expected NS results. <p>The Boys Only class is showing progress with moving students from at, to, above in writing</p>			
Actions to achieve target	Led by	Resourcing Timeframes	Indicators of progress, incl. monitoring and review
School Wide Culture and Practices			
Writing is encouraged and supported by a wide range of media and tools.	Literacy Team	Term 1 & 2	Literacy curriculum reviewed and updated. Science, technology and individual areas of interest are used as to scaffold writing topics. Digital literacy is safe and embedded in the curriculum. All students have access to school desktops or laptops.
Classroom teachers will hold learning conferences with each student and whanau at least twice a year to discuss the student's progress, learning needs and the next steps.	Team Leaders	Nil Term 2 & 4	Learning conferences held twice a year for 100% of students.
Classroom teachers will hold learning conferences with student whose learning is at risk and their whanau at least every term to discuss the student's progress, learning needs and the next steps.	Team Leaders	Nil Term 1-4	Learning conferences held four times a year for 100% of students whose learning is at risk.

Teaching and Learning			
Identify target students in each class and develop plans to accelerate achievement in Writing with students and whanau.	Classroom Teachers	Nil Term 1	Target students receive support to accelerate their learning. Student achievement is monitored. Students and whanau are engaged.
Use ability groups in classes and select appropriately matched resources.	Classroom Teachers	Nil Term 1	
Use Write That Essay for all students.	Classroom Teachers	22 classrooms All year	Staff are trained to use Write That Essay resource. All students have access to Write That Essay resources.
Community Partnerships			
Participate in professional development available across the Community of Learning: <ul style="list-style-type: none"> • Dedicate staff meetings time to teaching strategies for improved Writing pedagogy • Continue to support COL Literacy Team involvement to share best practice and collaborate 	COL In School Literacy Leader + Literacy Team	\$25 x 590 students +22 teachers Term 2	Writing PD is scheduled and part of the larger COL focus for improving reading outcomes in the community.

Strategic Aim 1: All students are successfully able to access the NZ Curriculum and experience broad and diverse opportunities to allow them to reach their full potential.			
Annual Aim: To lift student achievement by the end of 2018 in MATHS to over: <ul style="list-style-type: none"> 75% of all students working At or Above National Standards. 65% of Maori students working At or Above National Standards. Inequities between student achievement outcomes for priority learners and all students are getting smaller.			
Targets: <p>To move 135 students from Below to At. (Level 4b for Year 7 and Level 4p/4a for Year 8)</p> <p>To move 34 Maori Male students from Below to At.</p> <p>To see at least 85% of year 8 students working At students to Above NS by the end of 2018.</p>			
Baseline Data: <p>69% of students are operating At or Above the National Standard in Maths. This a 2% shift upwards from 2016.</p> <p>56% of the total number of Maori students are At or Above with 50% of Maori boys operating at these levels.</p> <p>When compared to 2016 data, 66% of students their NS level, requiring students to progress through the next year's requirements for math. This leaves 33% of students who have made further shifts, either forward or backwards, in their math knowledge: -</p> <ul style="list-style-type: none"> 94 students (15%) shifted 1 or more levels eg: from Below to At, with 2 students showing 'acceleration' by moving 2 levels over 2017. 111 students (18%) did not move. 71 of these students were Year 7 and could be explained by differences in to moderation from contributing schools. <p>The 2017 data shows that targeted teaching has made definite shifts in achievement for 29% of students and, therefore, should be continued. The information demonstrates that more target students made progress than decreased in their Maths level, whereas within the whole school, more students decreased in levels than made gains. Further development should be continued to help teachers provide meaningful teaching experiences which build and consolidate learning for these students but it is also obviously important to be transferring these successful teaching techniques into working with all the students in the class.</p> <p>Moderation of Gloss testing should also be carried out more to ensure we are all on the same page with this assessment. Working in teams to form the final OTJ is also important to discuss any students teachers are unsure about.</p>			
Actions to achieve target	Led by	Resourcing Timeframes	Indicators of progress, incl. monitoring and review
School Wide Culture and Practices			
Math is encouraged and supported by a wide range of media and tools.	Math Team	Term 1 & 2	Math curriculum reviewed and updated. Science, technology and individual areas of interest are used as to scaffold math topics. Digital literacy is safe and embedded in the curriculum. All students have access to school desktops or laptops.
Classroom teachers will hold learning conferences with each student and whanau at least twice a year to discuss the student's progress, learning needs and the next steps.	Team Leaders	Nil Term 2 & 4	Learning conferences held twice a year for 100% of students.

Classroom teachers will hold learning conferences with student whose learning is at risk and their whanau at least every term to discuss the student’s progress, learning needs and the next steps.	Team Leaders	Nil Term 1-4	Learning conferences held four times a year for 100% of students whose learning is at risk.
Deliberately timetable Math during optimum learning times for all classes – Math becomes a key focus of everyday in every classroom.	Classroom Teachers	Nil All year	Math becomes a key focus everyday in every classroom.
Teaching and Learning			
Identify target students in each class and develop plans to accelerate achievement in Math with students and whanau.	Classroom Teachers	Nil Term 1	Target students receive support to accelerate their learning. Student achievement is monitored. Students and whanau are engaged.
Use ability groups in classes and select appropriately matched resources.	Classroom Teachers	Nil Term 1	
Community Partnerships			
Participate in professional development available across the Community of Learning: <ul style="list-style-type: none">Dedicate staff meetings time to teaching strategies for improved Math pedagogyContinue to support COL Math Team involvement to share best practice and collaborate	COL In School Math Leader + Math Team	MOE funding for Waikato Maths facilitators Term 2	Math PD is scheduled and part of the larger COL focus for improving math outcomes in the community.