

Introduction

School Mission Statement

Te Puke Intermediate School is a specialist Middle School which strives to foster and encourage our students through middle school, recognising the aspirations and beliefs of our multi-cultural community.

Te Puke Intermediate is committed to becoming a fully inclusive school by 2014 by enhancing the presence, participation, learning and achievement of all learners from across cultures, including students with special education needs.

School Vision

“To create confident, connected, active, life long learners.”



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Be Yourself

**Be Active
Be Excellent
Be Respectful**

School Description

Te Puke Intermediate School serves a mixture of urban and rural families. The school traditionally has 4 teaching syndicates of 4 classes with approximately 22 teaching positions including 3 management and 6 middle management positions with 4 specialist teachers. There are 4 full time support staff and 4 teacher aides to assist with students with learning and behavioural needs.

The school is a U5, decile 4 school although it is unlikely that it has many “decile 4 students” attending. The high numbers of decile 1 and 2 families are off set by a proportion of decile 9 and 10 families. Our contributing schools range from decile 1 – 5 and these schools include Maketu Primary, Paengaroa Primary, Fairhaven School and Te Puke Primary School.

Te Puke Intermediate offers Technology lessons to the wider community for full primary schools with Te Ranga, Rangiuuru, Pukehina, Otamarakau and Kura Kaupapa Maori O Te Matai all utilising this opportunity each week.

In 2010 the school had a roll of 485 students, in 2011 following the opening of Papamoa College a 1 July roll of 384 and in 2012 a roll of 342. There was a particularly small cohort of Year 6 students in our contributing schools and this continues in 2013 added to the community impact of PSA in the kiwifruit industry we will start a roll of 326 students.

In 2012 the ethnic breakdown was :

European 46%



Maori	40%
Indian	7%
Pacifica	5%
Other	2%

Te Puke Intermediate School occupies a site of approximately 2.5 hectares of pleasing grounds including two challenge and adventure playground areas for the students. Maintenance is relatively easy due to our planned approach although the school is starting to show its age. In 2005 a Performing Arts Centre was added to the school and the existing hall upgraded to a Gymnasium, in 2007/2008 the entire school was repainted. The Ten Year Property Plan has a strategic approach to modernisation throughout the teaching spaces over the next 5-10 years with the first syndicate completed in 2010 and the second in 2011. This includes an upgrade of IT capabilities and multi-functional learning spaces. A new community Dental facility has been built and officially opened in 2010 to service the wider community of school pupils.

In 2012 the school signed on the next 5YA and this will encompass completing the modernisation of learning environments and the Multi media/ Art room. Awatea syndicate should be completed by Term 2 2013.

There are 2 buildings registered on the Leaky Building Register and the MOE is working with the school to have these addressed in 2013.

New initiatives for 2013 include school wide PLD in e-learning and the introduction of an 'All Boys' class together with the BOT investigating the concept of strength based syndicate structures ready for 2014.

Te Puke Intermediate is currently governed by a Board of Trustees of 4 elected parent representatives, 1 selected representative, 1 staff representative and the Principal. BOT elections take place in 2013 with all but 1 member re-standing for a place on the Board. Following the elections the Board will introduce mid-term elections to ensure continuity and sustainability for the BOT.



Maori Dimension

Our school policies and practice provide opportunities for all students to learn and respect the diverse ethnic nature and cultural heritage of New Zealand people with acknowledgement of the unique place of Maori. The school is focussed on the National Education Priorities and is committed to improving learning and achievement for Maori students together with developing the Maori dimension throughout the whole school by:

- Engaging in the MOE PLD of Transitioning to Te Marautanga O Aotearoa in order to strengthen the curriculum in the bilingual class and across the wider school.
- Implementing a strategic approach to Maori student achievement in consultation with the community based on local Iwi values, Ka Hikitia, Te Kotahitanga and the developing of our school Tikanga.
- Implementing an annual school Maori development plan involving the teaching of local history, protocol, Tikanga, Marae stay and Te Reo.
- Providing bilingual education through a Whanau Support Class operating at Level 2 – 50-80% in Te Reo Maori.
- Providing instruction to all students in Te Reo Maori in their home room with their classroom teacher.
- Providing Leadership opportunities and experiences for Maori students in a variety of contexts.
- Providing Kapahaka, Waiata, Mau Rakau and Taiaha tuition led by staff, BOT and community members.
- Providing artistic opportunities such as Carving, weaving and poi making.
- Employing quality, local, Maori teaching staff.

- Developing greater partnerships with our Maori parents via our BOT, Whanau support class and local Iwi.



Multicultural Dimension

Te Puke Intermediate values the culture of all children and families from other countries.

The school has a culturally responsive teaching team with the aim of creating a high level of cultural responsiveness and appreciation amongst the students for one another.

The school has a focus of inclusion, acceptance, appreciation and celebration of New Zealand's multicultural society which reflect the demographics of the Te Puke community.

During 2012 the staff and students were part of reviewing and developing a more culturally responsive learning environment, personal inquiries into teacher practice and responding to feedback from students and their families. All staff have a greater awareness of Tataiako and the cultural competencies required for teachers to engage and raise achievement for students.



In 2013 our school is part of a 'Learning and Change Network' along with 3 other local schools to look at our engagement of and connectedness with the cultural groups in our community. Te Puke Intermediate, Te Puke High School, Te Puke Primary and Fairhaven Schools have come together as a network to identify our common achievement problem for our target students – being Maori, Pacific Island, Special Needs and those from low socio-economic families. Once this is clearly defined the network has the aim of establishing stronger relationships with the many community groups in order that we each have a better understanding of their values and aspirations for their children and they feel more engaged, included and part of what we are offering to their children in education.



Inclusive Education

Te Puke Intermediate welcomes learners with special education needs and has high expectations for the outcomes for these learners. Systems, structures and procedures are in place to ensure that students with special education needs transition to our school successfully, engage and participate in the learning process, are welcomed and respected by their peers and can contribute to and enhance the school culture.

We do this through:

- Planning strategically to ensure that these learners are a priority in our school including employing appropriately qualified staff
- All staff being familiar with the 'Success for all' document and the goal of being a fully inclusive school by 2014

- Having high expectations for them as learners across the whole school curriculum
- Maintaining a register of SN students with photos and particular needs highlighted for all staff to read
- Briefing all staff on appropriate information prior to the year starting
- Releasing the SENCO to work as a specialist to assist staff to adapt the learning programmes to meet the needs of the students
- Ensuring staff working with special needs students have attended appropriate professional development
- Strong relationship with the contributing schools SENCO to ensure regular communication regarding students coming to us
- Attending IEP meetings during their Year 6 year to ensure a relationship is developed with whanau and that we are familiar with the learning/social needs of the student
- Arranging extra transition visits in Year 6 and provide information about the new teacher, visit the actual teaching space, meet relevant staff etc to help reduce anxiety for the student and their family
- Work closely with GSE/RTLB/school for the deaf etc, or any appropriate agency supporting the student and their family – i.e re: assistive technology
- Use community expertise to understand the best way to provide for these learners – i.e Sport BOP disability sport
- Providing teacher release time for the teacher to be able to talk with/meet with visiting specialists
- Contributing funds to the SEG grant to ensure that Teacher Aides can be employed to assist special needs students
- Allocate Teacher Aides to the classroom of the SN student (not the student) so as not to isolate the student
- Work collaboratively with whanau and the wider community to provide the best learning opportunities as possible
- Adapting the learning environment and the learning programme to best meet the needs and challenge their learning
- Foster their self esteem, self worth, identity, language and culture as we do for all learners
- Collect and analyse achievement data for SN students using this to inform next steps for learning
- Ensure that students, parents, whanau and teachers all experience success throughout this process



Strengths and Features

Curriculum delivery

Precise analysis of achievement data to target students for personalised learning plans

PLD interventions – effective use of MST and ALL

The Arts programme – music, art, kapahaka, dance, carving, Mau Rakau, drama and choir

Technology programme – Workshop, ICT, Graphics, Foods, Drama, Music, Art and Fabric

All Boy's Class

Syndicate based Noho marae stays

Extension Mathematics/English

Literacy and Numeracy teaching paramount – Boys literacy groups

Dedicated, resourced Science Room

Learning Support programme

Successful Bilingual Class

Second language teaching by all teachers – emphasis on Te Reo Māori

Establishment of enrichment groups – (Art, Sport, Leadership, Problem Solving, Boys, Off site, PrEP, Music, House groups, Performing Arts, Technology, Media group and Culture Club)

Successful Inquiry Learning Model

Hauora lessons based in Homeroom environment

ICT focus in teaching and learning/Resources – E Portfolios

Dedicated Resourced Teacher Resource Room

Learning Studio with ICT learning component

Life Education programme

TPIS Way – School Values

Kiwi Can programme – Values based

PB4L – positive behaviour for learning

Extra Curricula activities

Sporting opportunities whether elite or participatory

SportEd Extension group

Cultural programme – Mau Rakau, Taiaha, Indian dance, Pacifica group

Options and activities available for all students – Academic, Sport, Leadership, Cultural, Arts, Social.

Education outside the classroom programmes

Social development opportunities – School discos, Social Dance, Mufti Days, Kia Kaha Fun Run

Overseas cultural experience annually

House Competition – Healthy competitive attitudes

Latimer Award – school wide achievement award

Community Action opportunities – SPCA cup cakes, Red Nose Day, 40 hour famine, tree planting

HMNZS Te Mana – buddy school



Personnel

Skills, knowledge, commitment and attitude of the teaching staff
Willingness to undertake personal inquiries into practice
Clear definition between School management and governance
Administrative staffing in the Office and Learning Resource Unit
Full time Librarian
Full time Science teacher
Full time Director of Sport
ESOL teacher
Released SENCO teacher
Bilingual teachers
Significant number of male teachers
SWIS on site
Strong staff cohesiveness
Professional development opportunities for teachers
Quality Support Staff who are passionate about making a difference for students
Qualified Canteen operator
Attendance officer and attendance procedures to track attendance and address absenteeism
Committed BOT and very passionate Chairperson leading the team
BOT willing to attend PLD and STA conference
BOT actively working to establish strong relationships with staff, whanau and the wider community



Middle School Culture

Flexibility of programming
Management of the behaviourally challenged
Leadership opportunities
Ability to cater for the whole child

Ability to use what is learned in Technology to enhance learning and teaching across all curriculum areas
Significant number of digital devices available to students as learning tools
House System which encourages a spirit of friendly competitiveness, competition and leadership throughout the school
The PrEP and Careers Focus which addresses NAG 1.6
The “TPIS Way” which assists transition and instillation of core values
Innovative transition programme for Year 6 students
Learning studios with flexible learning spaces catering for different needs
Boys Class – opportunities for blokes to be ‘good blokes’ together
Challenge and risk taking opportunities – climbing trees, adventure playground, unicycles
Transition of targeted students to High School
Restorative Practice approach
Positive behaviour for Learning
Hauora focuses – Positive Puberty, Kiwi Can (resilience, honesty, trust, integrity)

Facilities

Presentation of the school
The appearance of the school and attractiveness to pupils through the provision of confidence course, obstacle course, Astroturf courts, sporting and playing equipment, foodcourt, canteen, shade and seating
Technology hub for most local full primary schools
Learning Studios with digital technology
An ‘off site’ facility (Te Hapai Rangatahi) shared with Te Puke High School
Modern Food Technology room
Breakfast Club
Performing Arts Centre
Gymnasium
Learning support Room
Extra computers/laptops in every classroom
Dedicated, Resourced Science Room
Dedicated, well stocked Library/Learning Resource Centre
Digital projectors in every classroom
Two School Mini vans
Significant shade areas
Uniform and stationery shop onsite
School website and web based Learning Management system-Ultranet



Networks

Te Puke Principals Association – combined strategies and professional development initiatives

NZ AIMS – connections with other Intermediate and Middle Schools

Waikato/BOP Principals Association

WBOP Principals Executive – Principal liaison with others

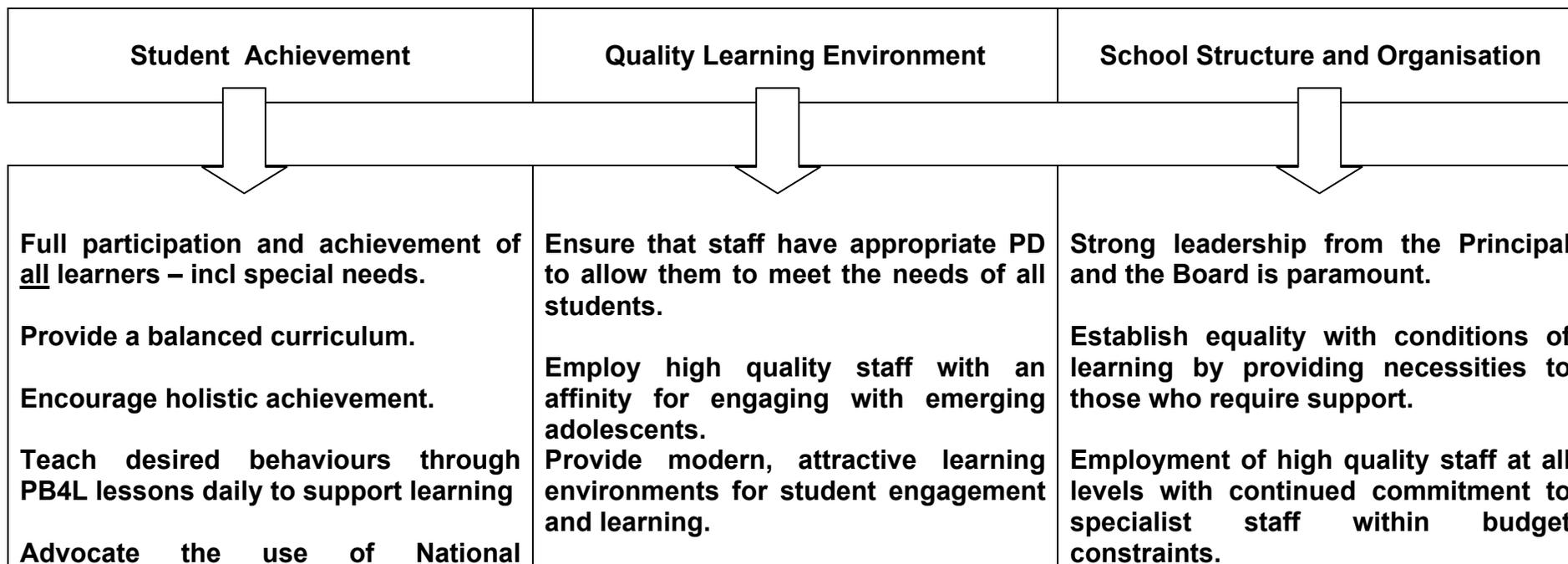
Learning and Change Network Te Puke



Strategic Section for 2013 2014 2015 2016 2017

It is our intention that we be seen as the leading school for Year 7 and 8 students in the Te Puke area. We will do this through :

- * employing high quality staff in all areas
- * providing a safe learning environment
- * upgrading property to a standard that says we value staff and students
- * providing modern resources
- * providing needs based programmes
- * quality assessment and reporting procedures
- * identifying failing students and doing something about it
- * providing extension and learning support programmes
- * providing a learning environment conducive to Middle school teaching and learning
- * providing a culturally responsive learning environment that says we value all cultures
- * providing a fully inclusive learning environment for all students
- * specifically addressing our responsibility towards Maori student achievement



<p>Standards as benchmarks for student achievement</p> <p>Enhance student achievement through</p> <ul style="list-style-type: none"> - Teacher effectiveness and growing capability - Assessment for Learning - Culturally responsive pedagogy - MST and ALL interventions - Quality PD and PL for staff <p>Raise the level of Te Reo Maori across the school with emphasis on the bilingual class.</p> <p>Maintain quality, well resourced Technology rooms.</p> <p>Provide enhanced teaching and learning conditions for those students underachieving – at the Below and Well Below achievement standard. Ensure those students achieving at and above the standard continue to raise their achievement at the same rate.</p> <p>Recognise that the Teacher is the</p>	<p>Continue to develop learning environment that fosters belonging and inclusiveness of all cultures but with specific emphasis on the Maori dimension of the school.</p> <p>Provide a fully inclusive learning environment ensuring ‘success for all.’</p> <p>Provide programmes, systems and support to ensure achievement for SN students.</p> <p>Ongoing commitment to increasing accessibility to IT and computers allowing students and staff to utilise these as tools for higher order learning with staff committing to e-learning PLD for 2013.</p> <p>Provide an ‘all boys’ class in 2013 to meet the needs of specific group of boys.</p> <p>Lead the Learning and Change Network for Te Puke Schools on community connectedness.</p> <p>Stay abreast of current theory and research in development of the emerging adolescent brain, teaching strategies and engagement of learners.</p>	<p>Use of outside expertise to raise staff knowledge of inclusive practice and specific learning and behaviour needs.</p> <p>Self Review processes within all aspects of planning/teaching, management and governance.</p> <p>BOT commitment to training and development of work plan annually.</p> <p>BOT commitment to attend National conference and follow up with BOT training.</p> <p>Induction process for new BOT members.</p> <p>Following election the BOT will transition to some mid-term members for succession planning.</p> <p>Charter and Annual goals reflect the needs of the students as well as the MOE requirements.</p> <p>Increased community and school partnership – higher profile of the BOT and its’ role through BOT newsletters and info making it more attractive and therefore sustainable.</p>
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<p>single biggest impact factor in a child's learning and ensure that this is at the forefront of all employment and resourcing decisions.</p> <p>Employ teachers who are skilled practitioners with emerging adolescent students.</p> <p>Continue to employ high quality local Maori teaching staff.</p>	<p>Provide staffing to lower student numbers in teaching groups to enhance learning opportunities.</p> <p>Continue modernisation programme with Awatea syndicate modernised in Term 1.</p> <p>Future potential for upgrade of the school gymnasium.</p> <p>Future potential for school Wharenuī on site.</p>	<p>Annual School wide fundraiser. – Kia Kaha Fun Run</p> <p>Explore business partnerships.</p>
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Annual Achievement Plan

Target Area : LITERACY – WRITING

Overall Target : By the end of Year 7, students will read, respond to and think critically about texts in order to meet the reading demands of the NZC as they work towards Level 4 By the end of Year 8, students will read, respond to and think critically about texts in order to meet the reading demands of the NZC at Level 4.

Students will locate, evaluate and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

Specific Target :

Year 8 students identified in June as being 'below' the standard make sufficient progress to 'meet' the standard by the end of the year.

Entry Data	Desired Improvement	Action Required	Responsibility
November 2012 data February standardised testing June OTJ's	To meet the 'expected standard' for either Year 7 or 8 by the end of the year. All Year 8 students with an OTJ of 'below' the standard will make sufficient improvement to 'meet' the standard by the end of the year.	<ul style="list-style-type: none"> • Introduction and explanation at Teacher Only Day. • Homeroom teaching. • Accurate determination of levels. Using E-AsTTle, Exemplars followed by professional discussion and justification. • Assessment for Learning PD for all staff • Identification of specific students requiring IEP's to lift achievement level. • Planned, targeted group teaching of specific writing tools identified using E- AsTTle. • Regular observations by Senior Management • Professional discussions at syndicate meetings regarding progress, attitude, planning and assessment. • Staff professional development in moderation of assessment. • Outside expertise – Toni Pallerat - RTLit for staff PD • Attend all moderation PD offered. 	Senior Management Class teacher Senior management Class teacher Senior Management Syndicate team Whole staff Snr mgmt./Literacy leader

Annual Achievement Plan

Target Area : LITERACY – READING

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Students will locate, evaluate and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

Specific Target :

Year 8 students identified in June as being 'below' the standard make sufficient progress to 'meet' the standard by the end of the year.

Entry Data	Desired Improvement	Action Required	Responsibility
November 2012 data February standardised testing June OTJ's	To meet the 'expected standard' for either Year 7 or 8 by the end of the year. All Year 8 students with an OTJ of 'below' the standard will make sufficient improvement to 'meet' the standard by the end of the year.	<ul style="list-style-type: none"> • Introduction and explanation at Teacher Only Day. • Homeroom teaching. • Accurate determination of levels using STAR, running records, followed by professional discussion and justification. Use of e-AsTTle to determine next teaching steps. • Assessment for Learning PD for whole staff. • Syndicate meetings to discuss groupings, progress, work samples etc. • Group planning and teaching. • Targeted reading mileage with teacher aides/parent tutors. • Strategic use of the Learning Support Room. • Regular observations by Senior Management. • Literacy Leader/Team shared planning of school wide literacy focus. • MOE intervention ALL in Term 2. 	Curriculum committee Classroom teacher Whole staff/Snr management Class teacher Whole staff SENCO Toni Browne

Annual Achievement Plan

Target Area :

MATHEMATICS

Overall Target :

By the end of Year 7, students will be achieving at early Level 4 in the mathematics and statistics learning areas of the NZC.

By the end of Year 8, students will be achieving at Level 4 in the mathematics and statistics learning areas of the NZC.

Specific Target :

Year 8 students identified in June as being 'below' the standard make sufficient progress to 'meet' the standard by the end of the year.

Entry Data	Desired Improvement	Action Required	Responsibility
November 2012 data February standardised testing June OTJ's	To meet the 'expected standard' for either Year 7 or 8 by the end of the year. All Year 8 students with an OTJ of 'below' the standard will make sufficient improvement to 'meet' the standard by the end of the year	<ul style="list-style-type: none"> • Review of the current Maths curriculum taught • Homeroom teaching. • Accurate determination of levels using IKAN, GLOSS and rich tasks. • Accurate data kept and analysed to determine effect size and value added to learning. • Professional discussions at syndicate meetings around achievement. • Regular observations by Senior Management. • PAT sent away to NZCER for analysis – targeted clear next steps for every pupil. • New staff trained through pickups. • Learning Support Room used effectively to aid improvement • MST support through the MOE • MST facilitator to provide PLD for staff to gain consistency of expertise across all classes. 	Senior management Classroom teacher Syndicate teams and curriculum committee Senior management Lyn Crone SENCO Marion Dalgety

Annual Achievement Plan

Target Area :

MAORI STUDENT ACHIEVEMENT

Overall Target :

Maori students make up 40% of our school roll. Their academic achievement should be comparable to their non Maori peers.

Specific Target :

All Year 8 Maori students identified in June as being 'below' the National standard make sufficient progress to 'meet' standards by the end of the year.

Entry Data	Desired Improvement	Action Required	Responsibility
November 2012 data February standardised testing June OTJ's	Maori student achievement is comparable to their non Maori peers. All Year 8 students with an OTJ of 'below' the standard will make sufficient improvement to 'meet' the standard by the end of the year Data for maori students is proportional to their % of the school roll.	<ul style="list-style-type: none"> • Strategic emphasis on raising Maori student achievement. • Transition to TMoA as curriculum document for the bilingual class • Raise the level of Te Reo Maori across the school but with the goal of Level 1 for the bilingual class. • Continued analysis of Attendance and Achievement data. • Continue Iwi consultation on Strategic Plan for Maori Student Achievement. • Working party of staff to continue development and implementation of 'Action Plans'. • Culturally responsive PD for all staff. Formulate specific practices as a result that enhances success for Maori students as Maori. • Regular observations by Senior Management in each classroom. • Classroom teachers analyse their own data to identify target groups of students requiring specific teaching and use this info to inform their planning and delivery. • Attend Noho Marae to develop knowledge and confidence around Tikanga, enabling staff to take classes/syndicates on Marae overnight stay. • Hold academic sharing evenings where family/whanau are invited to be part of celebrating academic success. 	BOT/Snr Management Team Snr Management and BOT Interested staff Senior Mngmnt/whole staff Senior Management Classroom teachers Action Group led by Amber Tapsell Classroom teachers All staff

Annual Achievement Plan

Target Area : ATTENDANCE

Overall Target :

Average school absenteeism below 5% weekly

Specific Target :

To reduce the 'lates' by 50% on last year's data.

Entry Data	Desired Improvement	Action Required	Responsibility
<p>In 2012 the average whole school absentee rate averages around the 5% mark but individual classes average closer to 93/94%.</p> <p>The number of 'lates' was significantly reduced in 2012 but remains too high</p>	<p>Reduce class absenteeism rates from 6% to below 5% consistently.</p> <p>Reduce the number of 'lates' by 50%</p>	<ul style="list-style-type: none"> • Schoolwide focus on Attendance. Use a positive reward system – the Attendance Cup awarded weekly at Assembly. Charts and graphs on display in Central Spaces, discussed at Syndicate Assemblies. Syndicate detention system used for 'lates' as deterrent. • Utilise PB4L to encourage attendance at school on time. • Use SMS to alert families bout absence. • DP to keep weekly data and percentage absent with <ul style="list-style-type: none"> ➢ Explained absence ➢ Explained unsatisfactory absence ➢ Unexplained absence • Remain proactive in the Te Puke Schools' Truancy "TAG" Team to target attendance in all schools in Te Puke. 	<p>Senior management</p> <p>Syndicate leader/class teacher</p> <p>Principal / BOT</p> <p>Office Manager – Jan Wood</p> <p>Deputy Principal – Operation</p> <p>Senior Management & SWIS</p>

Annual Plan Overview

This plan is an overview of the key actions for 2013 under each of the NAGs, aligned with the Strategic Plan and the Annual Achievement targets.

Student Achievement – NAG 1

Whole staff development in accelerating learning – in Maths and Literacy.
Individual planning based on assessment with tracking of data and impact size of teaching for all students incl those with Special needs.

Whole staff commitment to engaging the cultural community and continuing to develop a pedagogy reflective of valuing and understanding our multi-cultural school community.

Transition to Te Marautanga o Aotearoa and development of curriculum following consultation.

Positive behaviour for learning taught across the school and reinforced daily.

Take advantage of MOE initiatives – ALL, MST and e-learning to engage students and raise achievement.

Observations of classroom practice, personal inquiries and attendance at Middle Years conference to ensure we review and modify practice.

Finance – NAG 4

Effectively manage a reduced budget. Attract extra funding through fundraising and grant applications.

Property – NAG 4

Begin implementing new 5YA agreement with Awatea syndicate
Fix leaky staffroom/library by Aug
Gym ceiling tiles secured
Through artwork create a learning environment reflective of who we are and where we come from.

Personnel – NAG 3

As soon as appropriate make the SENCO and Acting ST position permanent to ensure job security through CA.
Continue to source funding assistance to enable sustainability of Director of Sport position.

Budget to contribute to the MOE funding for ALL and MST interventions thus allowing us to employ teachers to teach small groups of students and develop staff ability to accelerate academic achievement for those not reaching NS in Literacy and Maths.
The outcomes of this teaching will be reported on to the BOT.

Provide professional development opportunities to ensure success for all – individual PD and school wide.
Observations and critical feedback, conferences and readings to ensure we reach our potential as facilitators of learning.

Key Performance Areas / Targets for 2013

MATHEMATICS – Nov 2012 data indicates that 42 Yr 7 students (26%) are 'Below' the standard. We want these 42 now Yr 8 students to all have 'Met' the standard for Year 8's by this time next year.

ATTENDANCE – In 2013 we want to halve the number of 'lates' from 2012 through use of positive PB4L reinforcement and developing greater connectedness with their whanau and communities.

Health and Safety – NAG 5

Implementation of PB4L
Teaching of the lessons and the continued development of school systems to match the philosophy of PB4L.

Self Review – Reporting NAG 2

Conduct parent info evenings on National standards and then re-survey how confident parents feel.

Partnerships with the community – NAG 6

Academic and Technology sharing evenings – held in Terms 1-3.

BOT emphasis on communicating with school community – in school newsletter and separate newsletter every term. BOT elections.

National Standards information evenings. Grandparents Day. Whenaungatanga Day. Kia Kaha Fun Run Day.

Learning and Change Network with TPHS, TPPS and FH to address the connectedness of our schools with Maori, Pacific Island and Indian groups in our community.

- Schoolwide programmes evaluated throughout the year after completion – i.e PrEP, Career, EOTC,
- Curriculum teams annually review curriculum and teaching strategies – report to Curriculum Leader (Term 4)
- Syndicate teams review current year curriculum and teaching strategies, review annual goals, strategic plan and school systems to make recommendations at planning day with Middle and Senior Management (Term 4)
- Senior Management team reflect on curriculum, effectiveness of schoolwide approaches and programmes, annual plan, strategic plan and plan for raising student achievement (Term 1-4)
- All staff – teaching and support are given the opportunity to reflect and complete a ‘wishlist’ for school improvement, resources, programmes, leadership roles and Professional development for the following year (Term 4)
- Staff - Middle and Senior Management Team Annual review and planning day – offsite (Term 4)
- The Board of Trustees consults with its staff and has an annual review and development day (Term 4)
- The Annual Plan designates achievement targets and development for the current year based on achievement/attendance data and targeted areas for improvement
- A planned approach to ‘review’ of school performance in one focus area each year together with a planned approach to school wide ‘development’ with the staff annually – e.g 2010 Staff Climate
- Online ‘Me and My School Survey’ completed by the students and staff with target areas identified for improvement schoolwide – 2009 results prompted Kiwi Can initiative.
- PB4L – 3 year cycle of review and embedding the programme.
- Bot Policy Review
- BOT annual self review.
- BOT training and development through STA.

SELF REVIEW

The following reviews have taken place and improvement targets developed:

- 2008 Reporting to parents - End of Year Reports
- 2009 Me and my school survey by the students
- 2010 Staff Climate Survey
- 2010 Maori Student Achievement
- 2011 Technology delivery and engagement
- 2012 Whanau understanding of National Standards and terminology

This strategic plan must be read in conjunction with the following plans:-

PLAN FOR RAISING MAORI STUDENT ACHIEVEMENT
ANALYSIS OF ACHIEVEMENT DATA
TEN YEAR PROPERTY PLAN
PERFORMANCE MANAGEMENT PLAN AND TIMETABLE
ANNUAL BUDGET