WAINUIOMATA INTERMEDIATE SCHOOL

1646

CHARTER 2018-20

The Wainuiomata Intermediate School Board of Trustees undertakes to take all reasonable steps to achieve the purpose, aims and objectives in this charter and to take full account of the National Education Guidelines and all statutory obligations.
This charter has been approved by the Board following consultation with the community and staff.

WAINUIOMATA INTERMEDIATE SCHOOL
SCHOOL PROFILE

Wainuiomata Intermediate School is a year 7 – 8 full state school situated in Wainuiomata, 20 km East of Wellington. It has 5 contributing schools, is decile 3, has a population of approximately 50% Maori, 15% Pacifika and has 270 students.

Mission Statement
We will develop, within a safe and inclusive environment, our academic potential, social skills and personal talents through respect, responsibility, resilience and rigour.

Vision
Striving for Excellence

Values
We will develop our communities of learning and learner agency through:

Respect	Responsibility	Rigour	Resilience
▪ For ourselves & others ▪ For our environment	▪ For our behaviour ▪ For our learning & achievement	▪ Being strict about our learning and having high expectations ▪ Seeking to excel and doing our best	▪ Being able to bounce back from setbacks and difficulties ▪ Having a positive attitude and a drive to succeed

Critical Thinking	Communication	Collaboration	Creativity & innovation	Cultural Connectedness
• Connecting learning • Problem solving • Questioning & reflecting	• Sharing thoughts, ideas and solutions • Using digital technology • Speaking, listening, viewing, presenting	• Working together • Being actively involved • Positive attitude	• Being innovative • Designing and creating • Risk taking	▪ Knowing, understanding and accepting our own & others' culture & languages.

Principles

Our curriculum will be consistent with these principles:

- **High expectations** - Support and empower all students to learn and achieve personal excellence.
- **Treaty of Waitangi** - Acknowledge the principles of the Treaty of Waitangi and biculturalism.
- **Cultural diversity** – Reflect New Zealand's cultural diversity and value the culture, language and traditions of all students.
- **Inclusion** - Recognize and affirm all students' identities, languages, abilities, and talents and meet their learning needs.
- **Learning to learn** - Encourage all students to reflect on their own learning and to learn how to learn.
- **Community engagement** – Connect with and engage the support of families, whānau, and communities.
- **Coherence -** Offer a broad, connected curriculum which provides coherent transitions and pathways to further learning.
- **Future focus** -Encourage students to look to the future by exploring issues such as sustainability, citizenship, enterprise, and globalization.

Goals

- To provide a supportive environment where children feel secure, experience success and that encourages parental and community involvement.
- To provide quality learning experiences that encourage excellence particularly in Numeracy and Literacy.
- To provide quality academic, cultural and sporting programmes both in and out of the classroom.
- To foster knowledge and appreciation for our local and wider environment, history and culture with a focus on sustainability.

Maori Dimensions and Cultural Diversity

PLEASE ALSO REFER TO WIS MAORI, PASIFIKA AND INCLUSION PLANS

CULTURAL DIVERSITY
Wainuiomata Intermediate School acknowledges New Zealand's diversity and the unique position of Maori Culture (Education Standards Act 2001):

The Board of Trustees of Wainuiomata Intermediate School will reflect New Zealand's cultural diversity and the unique position of Maori culture when developing policies and practices.
The school will value and reflect New Zealand's dual cultural heritage and recognise the intent of the Treaty of Waitangi.
All reasonable steps will be taken to include Te Reo Maori as an authentic part of school life.
We will work towards the goal of; 'Maori students experiencing educational success as Maori' as described by Ka Hikatia (2013 – 2017).
The Board of Trustees will meet the request for instruction in and through Te Reo to the best of their ability dependent upon staffing capacity and financial resources.

Consultation with whanau, parents and caregivers will be undertaken each year. A Maori Education Plan will be developed and updated yearly, following this consultation, and new initiatives will be included in the Strategic and Annual Plans where relevant.

The school will also continue to do the following:

Maori Learners:
- Encourage and support staff to develop their cultural competencies as teachers of Maori
- Provide professional learning and development to improve teachers' ability in Te Reo
- Use *Ka Hikitia* and *Tataiako* as foundation documents for teacher professional learning
- Ensure the Wainuiomata Intermediate Te Reo Maori Curriculum is taught in all classrooms
- Ensure Tikanga Maori and Te Reo Maori are integrated in the school curriculum as appropriate
- Offer all students the opportunity to participate in Kapa Haka performances
- Offer a Te Reo Maori and Tikanga enrichment programme for learners who are in this class.

Wainuiomata Intermediate School will ensure, consistent with Principle 3 (Cultural Diversity), Principle 4 (Inclusion), Principle 6 (Community Engagement) and Principle 8 (Future Focus), that it will:

Pasifika Learners:
- Develop a school Pasifika Education Plan that focuses on the specific needs and achievement of Pasifika students
- Provide opportunities for Pasifika learners to succeed academically
- Provide opportunities for Pasifika learners to participate in Pasifika cultural programmes
- Include aspects of Pasifika culture and language in the school curriculum.

All Learners:
- Provide opportunities for students to learn the basics of other languages
- Provide opportunities for students to learn about other cultures and celebrate their own culture
- Be fully inclusive and provide opportunities for success for all learners
- Consult with, engage and inform the community of matters of importance relating to school and student achievement
- Provide opportunities for students to learn about careers in an integrated, holistic way through the curriculum
- Provide opportunities for students to learn through inquiry and digital technologies as 21st century learners
- All students will have the opportunity to learn te reo Māori me ōna tikanga.

BOARD POLICIES, AIMS, DIRECTION, RESOURCES, FINANCE & PROPERTY

Procedural Information
The planning year for the Board of Trustees will be from 1 January to 31 December.

The updated Charter and Annual Report will be lodged with the Ministry of Education by March 1. Prior to this, the board will consult with the staff and community to ensure that the Annual Plan and Charter accurately reflect the needs of the students at Wainuiomata Intermediate School.

Budget
The Board adopts an annual budget that reflects the learning and curriculum needs of the students. The annual budget is drafted after consultation with staff where appropriate.

Assets
The Board ensures that sufficient funds are kept in reserve, and maintains a current Asset Register. Assets are purchased each year as part of the annual depreciation budget.

Property
The Board ensures that its 10YPP is regularly updated and followed, along with the current 5YA.

Self-Review
The Board ensures that all legal and legislative requirements are met through regular self-review. It reviews its policies and procedures on a cyclical basis or as legislation changes.

Governance
The Board emphasizes strategic governance rather than administrative detail and has a clear understanding of Board, Management and staff roles. It maintains a focus on the future.

Management
The Board delegates all authority and accountability for the day-to-day operational organization of the school to the Principal.

Education Act 1989, Section 75 and 76
The legal responsibility of the Board of Trustees is determined by Section 75 of the Education Act 1989:
The school's board of trustees is the Crown entity responsible for the governance and management of the school As long as they stay within the laws of New Zealand, the board has complete discretion to govern the school.   Education Act 1989 schedule 6 sections 4-14

The school's board may make any bylaws it thinks necessary or desirable for the school. They must ensure the bylaws do not contravene the national law or the school's charter.   Education Act 1989 schedule 6 section 18

s. 76 Principals –
(1) A school's Principal is the Board's chief executive in relation to the school's control and management.
(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Principal: Shall comply with the Board's general policy directions; and Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

Review of Charter
The charter will be reviewed annually after community consultation.
A three year strategic plan will be developed by the incoming Board following triannual elections

WIS STRATEGIC GOALS 2017-2019

Wainuiomata Intermediate School recognizes the Government's National Education Priorities and has considered the National Education Goals and the National Administration Guidelines in setting its priorities and goals.

Reading, Writing and Mathematics are current curriculum priorities for Years 7 & 8. We have analysed our student achievement outcomes and identified effective teacher practices that will improve and accelerate these outcomes for all learners at our school, but especially for our most at-risk learners.

Our goals are reviewed at the end of each year, and our targets will be reviewed at the end of Term 1 when our start of year assessment data is available.

The following are our strategic goals for the next three years:

Strategic Goal 1: Student Achievement
All learners are able to access The New Zealand Curriculum as evidenced by achievement in Reading, Writing and Mathematics.

Strategic Goal 2: Maori and Pasifika Achievement
Maori and Pasifika learners, supported by their Whanau and families, will experience academic progress and success, and are engaged in programmes which foster pride in their unique identity, language and culture.

Strategic Goal 3: Well-being, Inclusion, Identity and Engagement
All learners will experience progress and success in positive and inclusive learning environments where they are valued, included and have their particular needs met.

Strategic Goal 4: Professional Development and Leadership
On-going professional development, self-review, inquiry into teacher practice and collaboration within school and across the cluster will lead to more effective teacher practice and develop teachers' leadership capacity.

Strategic Goal 5: Resourcing to enable 21st Century Learning
Resources invested in e-learning, digital technologies, and innovative learning pedagogy and environments will improve engagement and support teaching and learning programmes in our school.

<u>WIS STRATEGIC PLAN</u>

Strategic Goal Area	School Goals	What and How?	Who?

Goal 1:
 	
Student Achievement
 	
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	All learners are able to access The New Zealand Curriculum as evidenced by achievement in Reading, Writing and Mathematics.	➢ *Learning based on integrated WIS Curriculum and Inquiry Learning*
		  - *Review curriculum plans to ensure topics are integrated with Reading, Writing and Mathematics and Technology programmes support Inquiry Learning*
		➢ *Develop and teach core competencies to enable independent learning*
		  - *The 4Rs, 5Cs and Key Competencies and school values are taught.*
		➢ *Learners set ISMART Goals and reflect on these regularly*
		  - *Goal setting in Terms 1 and 2 with learner, whanau/family, teacher*
		  - *Daily/weekly reflections are a part of teaching and learning*
		➢ *Improve teacher pedagogy through CLCs (Collaborative Learning Communities):*
		  - *In-school PLD in Writing and Restorative Practice.*
		  - *Teacher inquiry into practice*
		➢ *Use data effectively to identify learning needs and personalise learning*
		  - *School assessment calendar will enable school-wide data collection at set times*
		  - *Teacher access to e-asTTle website to enable in-depth analysis of data*
			➢ Curriculum Teams; SLT
			
			➢ Teachers; SLT
			
			➢ Students and teachers
			
			➢ SLT + external providers
			
			➢ Curriculum Leaders
			
			➢ Teachers; SLT

		- *Gaps identified & strategies and interventions put in place* - *Across school moderation* ➤ *Build positive learning partnerships with learner and whanau* ➤ *Guided group lessons in Reading, Writing and Mathematics, using learning intentions and success criteria.*	➤ Cluster Year Groups ➤ Teachers
Goal 2: **Maori and Pasifika Achievement** ·	*Maori and Pasifika learners, supported by their Whanau and families, experience academic progress and success, and are engaged in programmes which foster pride in their unique identity, language and culture.*	➤ *Attendance and Engagement* - *Positive relationships built with learners and whanau through learning conferences, hui and school events* - *School attendance tracking system to ensure regular attendance* - *Engaging and authentic learning programmes* ➤ *Learning support programmes* - *Students 2+ years behind in Literacy on reading boost programmes* - *ELL teacher and teacher aides to support literacy learning* - *Maori and Pasifika Education Plans* ➤ *Cultural programmes* - *Kapa Haka and Pasifika cultural groups* - *Te Reo Maori taught across the school* - *Maori enrichment programme in special class* - *Extension language taught in SWOP Programme* ➤ *Teacher Cultural Competencies enhanced:* - *Tataiako and Ka Hikitia principles underpin classroom practice* - *Te Kotahitanga principles underpin classroom observations and feedback* - *WIS Te Reo and tikanga taught throughout school* ➤ *Parent and student voice sought regularly through surveys and whanau hui/fono* ➤ *WAIPESI and HSP* - *Pasifika community organized homework and mentoring opportunities for Pasifika, Maori and all other learners* - *Reading Together & Maths Together*	➤ Teachers ➤ Office staff ➤ SLT; Support Staff; Specialist Teachers ➤ Teachers ➤ SLT; Senior Staff; Teachers ➤ SLT ➤ SLT ➤ Parents; SLT ➤ Lead parents & teachers
Goal 3: **Well-being, Inclusion, Identity and**	*All learners experience progress and success in positive and inclusive learning environments where they are valued, included and have their*	➤ *Positive class climate and respectful relationships between learners, teachers, whanau* - *Knowing your learners – Scanning: soft and hard data, abilities/strengths, needs, issues/concerns, backgrounds; conversations with whanau, observations etc* - *Inclusive classroom practices which value all learners especially SWSN and ELL*	➤ Teachers ➤ SLT; Teachers; students

Engagement
 	
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	particular needs met.	- *Breakfast in school; KidsCan – lunches, shoes, raincoats*
		➢ *Communication*
		  - *Regular and open communication through newsletters, website, texts, meetings, events eg Meet the Teacher, Whanau Information Evening, Open Evenings, Hui*
		  - *Student-led Learning Conferences and Goal-setting meetings x2*
		  - *Formal reporting to parents/whanau x2*
		  - *School website and blogs to keep parents informed.*
		➢ *Data gathering*
		  - *Year 6 data from contributing schools*
		  - *Student voice, Wellbeing survey, soft data through observation and conversations*
		  - *Assessments and anecdotal evidence of learning*
		  - *Needs identified & strategies put in place*
		➢ *Engagement and expectations*
		  - *PB4L RP – build positive relationships with clear and consistent expectations*
		  - *Goal-setting*
		  - *Authentic and relevant learning experiences*
		  - *Co-constructed LIs, SCs and Inquiry Learning*
		  - *Feedback and feed-forward*
		  - *Digital Technologies -Using tools that enable e-learning*
		  - *Opportunities to participate in a wide variety of activities: sports, music, band, drama, dance; Kapa haka, Pasifika*
		➢ *Students with Special Abilities (SWSA)*
		  - *Extension programmes in English, Mathematics, Language*
		➢ *Students with Special Needs (SWSN)*
		  - *Learning Plus Room*
		  - *ORS teacher and teacher aide*
		➢ *Support through external agencies – PHN, RTLit; RTLB, Special Ed, ICAFs etc*
			➢ SLT; Teachers
			
			➢ Teachers; SLT
			
			➢ Teachers
			
			➢ DPs
			
			➢ Specialist staff; teachers
			
			➢ External staff

Goal 4:
 	
Professional Development and Leadership
	On-going professional development, self-review, inquiry into teacher practice and collaboration within school and across the cluster will lead to more effective teacher practice and develop teachers' leadership capacity.	➢ *On-going and regular self-review*
		  - *Review curriculum, programme and practices based on NZC; SWOT analysis*
		  - *Teacher, parent, student voices*
		➢ *Teacher Inquiry into Practice and Appraisals*
		  - *Inquiry focus: Learning Culture*
		  - *Inquiry cycle focuses on data analysis, strategies, reflection, reporting*
		  - *Collegial Observations and feedback; Coaching & mentoring*
			➢ SLT; Teachers
			
			➢ SLT; Teachers
			
			➢ SLT; Teachers; MOE funded

.		➢ On-going professional development and learning –school PLD and external PLD
		   - *Restorative Practices*
		   - *NZC intent and implementation*
		   - *Key Competencies*
		   - *Supportive Learning Environment*
		➢ *Collaborative Learning Communities (CLC)*
		   - *Collaborative planning, assessment and moderation across school*
		   - *Improve teacher pedagogy*
		➢ *Distributed leadership*
		➢ *Provisionally Registered Teacher and Masters' Students' mentoring programme.*
		➢ *Communities of Learning –kahui ako, to be evaluated for worth.*
			providers
			
			➢ SCL;
			teachers;
			
			➢ SLT
			
			➢ Teachers

Goal 5:
 	
Resourcing to enable 21st Century Learning
	Resources invested in e-learning, digital technologies, modern learning pedagogies and environments will improve engagement and support teaching and learning programmes in our school.	➢ *Enabling e-learning*
		   - *Access to digital devices for all learners: School Chrome books and BYOD*
		   - *Internet and Cyber Safety policies and procedures*
		   - *Learning with digital devices – maximizing opportunities and engagement*
		   - *Inquiry into pedagogy and effectiveness*
		➢ *Innovative Learning Environment*
		   - *First ILE completed, enabling collaborative teaching and learning. Review and compare success before embarking on next space.*
		   - *Upgraded school hall upgrade providing a venue for school and community events and celebrations*
		➢ *Developing pedagogy for 21 Century learners – teachers and students*
		   - *Collaborative practices across school - Communities of Learning.*
		   - *Effective practice in all classrooms*
		   - *Shared planning & responsibility for the achievement of all learners*
			➢ Principal; SLT; BOT; Teachers
			
			➢ Principal; BOT
			
			➢ Principal, SLT; Teachers

Overall expected outcome:
Stronger communities of learning within school and improved student agency.

2017 Achievement Targets and Planned Actions

STRATEGIC AIM: *All learners are able to access The New Zealand Curriculum as evidenced by achievement in Reading, Writing and Mathematics at their expected level.*

ANNUAL OBJECTIVE: *To increase the number of students achieving at or above their expected level in Reading, Writing and Mathematics so that 80% of our students are at or above the relevant curriculum level.*

BASELINE DATA: Our 2017 end of year data shows that using National Standards data:
Mathematics: 74.1% were at or above.
Reading 80.4% were at or above.
Writing 72.2% were at or above.

TARGETS: Based on the 2017 end of year data, we have set the following targets
Reading: 80% of all students will be at expected curriculum level by the end of the year.
Writing: 80% of all students will be at expected curriculum level by the end of the year.
Mathematics: 80% of all students will be at expected curriculum level by the end of the year.
Attendance: 95% attendance across the school.
Wellbeing: 90% of students enjoy and feel valued at our school.

PLANNED ACTIONS:

What:	Who:	When:	Indicators of progress:
Develop communities of learning, collaboration and student agency review the 4Rs and 5Cs as per our values in our Charter.	Curriculum Leader (CL) & teachers	All year	Improved teacher practice in all classrooms and students taking greater responsibility for their learning.
Scan & analyse soft and hard data to identify . students and their learning needs to allow teacher actions to raise achievement	SLT, teachers, CL & Principal	Terms 1, 2 & 4	Teachers know students: numbers, names and needs. Learning programmes meet identified needs.
Track student progress & Learning progression to identify gaps & monitor progress	Teachers, SLT	On-going	Students are on track to meet individual learning goals. School targets are met.
Develop a connected community curriculum that honours our children and their families	Students, teachers, SLT & CL	Termly	A connected curriculum is developed with student voice. An authentic, coherent curriculum enables inquiry.
Deliberate acts of teaching – key strategies in RWM, specific vocabulary, spelling, writing, inquiry, skills & knowledge taught	Teachers	On-going	Students know how to solve problems and gain specific skills and knowledge to succeed.
Programmes meet the needs of all groups of learners: Reading support, Extension classes, music, culture, leadership, sports etc	Teachers and external coaches	Terms 1-4	Students are able to realize their potential and have opportunities to succeed in many areas
Weekly CLC & PLD to build teacher knowledge and capacity, followed by classroom observations and feedback	Team Leader & Principal	Weekly/ Once a term	Improved teacher capability, greater collaboration, support and accountability.

Principles of *Effective Teacher Practice*, *Te Kotahitanga* and Ka Hikitia are an integral part of teaching and learning	Curriculum Leader and teachers	On-going	Cultural responsiveness and connected with Maori learners will improve their success as Maori and improve teaching for all learners
Reading Together and Maths Together and other learning support programmes	*Reading and Maths Together* Teams	Term 2	Parents support their child with reading/maths at home. Positive relationship between home and school.
Review innovative learning space for effectiveness	BOT, Principal	Term 1	Have hard data that shows pedagogy, digital devices and other furniture and equipment allow for greater collaboration, engagement and attendance leading to better outcomes.
Portfolio of professional practice	Teachers, SLT, Principal	On-going	Focused improvement cycle, ongoing reflection and SR will improve teacher practice and student achievement and meet Education Council requirements