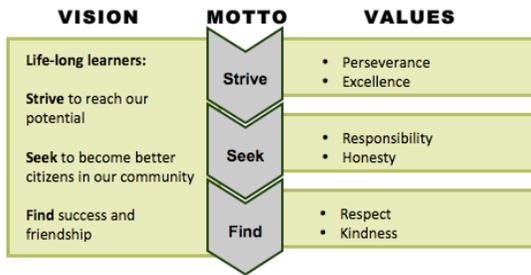




School Charter Strategic Plan 2017-2019

Mount Roskill Intermediate School
School ID 1383

Principal's endorsement: K. Walsham
Board of Trustees' endorsement: R. Deverall
Submission Date to Ministry of Education:



Mount Roskill Intermediate School 2017-19 Introductory Section – Strategic Intentions

Mission Statement

To provide a safe learning environment where students, from diverse backgrounds and with a wide range of abilities, feel valued and take responsibility for their learning and behaviour, to become lifelong learners and successful citizens.

Vision

Our vision is to grow life-long learners who; (School Motto – Strive, Seek, Find)

Strive to reach their potential by setting and reflecting on personal learning goals, Persevere - learn to never give up! Give new things a go, make the most of opportunities, value learning

Seek to become better citizens in our community by being thoughtful, respecting others and the environment, valuing others' differences, taking responsibility for actions, celebrating diversity and difference

Find success and friendship, feel safe, have a sense of belonging, learn from each other, make progress in learning, feel valued.

Every child should feel happy, safe and valued

Ko te Pae Tawhiti, Whaia kia Tatu, Ko te Pae Tata, Whakamaua kia Tina

Reach for distant goals so they seem close for you to grasp, but hold fast to those that are close to you, so you can attain them

Values

Our School Values are; CaRe 2, these underpin our school-wide approach to fostering positive behaviour for Learning

Care – Manaaki

Respect – Kōtua

Responsibility – Tūtika

Principles

Learning to Learn:

- Learning, both for students and teachers, is at the heart of what we do. It is supported by relationships that focus on the learning and the learner.

The curriculum, extra-curricular opportunities and extension programmes reflect our **High Expectations:**

- All students are empowered to learn and achieve. Safe, respectful environments for learning provide a solid foundation for learning.

Authentic Learning Contexts:

- Learning opportunities are integrated and cumulative with a learning focus on a future world and future issues

Valuing Diversity:

- We are richer for our differences. Difference is an opportunity. We can learn something from everyone. Inclusion and respect is at the heart of our school.

Partnerships:

- Powerful educational connections and productive partnerships with family, people outside the school and the campus are formed. This adds to the success of our learners.

Maori dimensions and Cultural Diversity

Valuing and celebrating differences is an important part of who we are as a school. We can learn something from everyone!

Cultural Diversity

- Maori tikanga and te-reo is taught, valued and celebrated in classrooms
- Maori learn as Maori (Ka Hikitea)
- A sense of belonging is created for all students
- Students' language and cultures are affirmed and respected

Inclusion

- Tennyson Centre students take a full and active role in our school.
- Students will benefit from mainstreaming opportunities
- Curriculum opportunities are based around the Key Competencies
- Differentiation according to needs

Special Education – Inclusive Unit (Tennyson Centre)

At Mount Roskill Intermediate:

- Students and staff are happy and motivated;
- Every student is given an opportunity to learn;
- Positive behaviour is acknowledged;
- All ethnicities and abilities are respected and valued;
- There is a strong partnership between the learner, the school and the family;
- There is close liaison between the other schools on the Mount Roskill campus.

We believe:

- Every person (child and adult) is an individual and learns in different ways and at different rates
- Every person needs and deserves to be treated, and treat others, with respect and dignity
- Every person is responsible for the development of their own learning, actions and successful relationships
- Every person has a right to learn in a caring and orderly environment. We need to work together to build a physically, emotionally and socially safe atmosphere
- Every person's learning can be accelerated with positive self-esteem

Base line Data and School Context

Students Learning

At Mount Roskill Intermediate school we offer a rich curriculum in a variety of contexts. Programmes promote creativity and opportunities for applied understanding. Our students consistently make accelerated progress, against National Standards, across year levels, genders and ethnicities in Reading, Writing and Mathematics. Accelerating progress is a major focus for our school. We are well resourced and current in our approaches to facilitate this. As a multicultural school we recognise that every child brings a unique perspective to learning that we can all benefit from. We cater for a large number of English Language Learners who are involved in emergent language programmes. We have an inclusive approach to our Tennyson Centre (Special Education Unit) where students' focus on a curriculum based on the NZC Key Competencies.

Student Engagement

We believe that at the heart of all learning are relationships. A student who feels safe, happy and valued will learn. Our school wide Positive Behaviour For Learning (PB4L) supports this and encourages students to take responsibility for their own learning and behaviour.

Regular collected Student Voice identifies that our students feel valued, supported in their learning, safe and know what they working on with their learning. Our Kaiārahi assists with the whanau approach to help engage and support our Maori students across the campus. This is a similar approach to our Pasifika Liaison whose role is to also foster students' leadership.

Although we have a proportion of our roll that is transient, we do not have any significant issues with attendance

School Organisation and Structures

We are a culturally diverse school where the majority of our students come from homes where a language other than English is spoken. The School caters for students with Special Needs, ESOL Support programmes, Reading Support programmes and Special Abilities programmes as well as providing enhancement in Specialist areas and Sports Academies. Valuing and respecting differences is an important part of our school culture.

We work closely with our other campus schools, Mt Roskill Primary and Mt Roskill Grammar. Our initiative is the MERGE Project (Maximising the Engagement of the Roskill Group's Education). Our focus is on working together to raise achievement across all three schools through aligning pedagogy, assessment, language, reporting, working with families and supporting transition. This supports our Community of Learning, made up of the three Roskill Campus school as well as Three Kings Primary, Dominion Road Primary and Hillsborough Primary school.

The School Leadership Team is made up of the Principal, Three Deputy Principals, Learning Leaders, Professional Learning Group leaders, as well as the Special Education Centre Director and Pastoral Support leader.

The Learning Leaders support learning across the year levels, supported by across school Professional Learning Group Leaders. These leaders work closely with the Pastoral Support Leader to support learning and behaviour

The teaching staff includes 5 specialist teachers who teach Performing Arts, Food Technology, Hard Materials Technology, Science and Language Support (ESOL).

Students attend from a wide geographical area. We work closely with our main contributing schools to support transition and learning from Year 6 to Year 7.

Cultural opportunities include chess, choir, orchestra, school bands, Cultural Group including Samoan, Tongan and Indian subgroups, Kapa Haka and Maori, Korean, Mandarin and Japanese enhancement programmes, along with an annual Production.

The School is a GAPE school and has a comprehensive range of digital technology to enhance learning, and caters for students who come to us from digital classrooms.

Special Education

Within our Tennyson Centre (Special Education Unit), along with teaching staff we have a Physiotherapist, Occupational Therapist, and a Speech-Language Therapist, Special Education Assistant as well as Teacher Aides, who cater for the individual needs of students. There is an emphasis upon building self-confidence and independent work habits to allow students the opportunity to be partially or fully mainstreamed. The Unit has the flexibility to cater for a wide range of disabilities and special needs. Individual programmes allow all students to benefit academically, physically, socially and emotionally.

Review of Charter and Consultation

The Board will document and maintain an ongoing programme of reporting, self-review and community consultation over a three-year period. Self-review forms the basis for deciding priorities for school development and improvement. This involves consultation with parents through parent workshops, regular Hui, Fono and working groups. The wider Staff, school Leadership team and students all contribute to ongoing review and Charter.

Mount Roskill Intermediate School Strategic Section 2017 – 2019

Strategic Goals

Students' Learning Working Together Processes

Our students will be actively engaged in their learning and have high levels of achievement and progress across the curriculum

Our school and community will work together to strengthen relationships and support student learning

Our school will have efficient systems to manage and implement effective property, financial and personnel management programmes

Students' Learning	2017	2018	2019
Improve outcomes for all students, particularly Maori, Pasifika and students who are identified as ESOL.	<ol style="list-style-type: none"> 1. Begin to implement effective mathematics practices, based on review and professional development contract 2. Monitor effective literacy Practices. 3. Begin Within School inquiry based on supporting ELL (English Language Learners) –Implementing effective programmes and strategies 4. Review the impact of Kaiārahi and Pasifika Liaison in academic mentoring, supporting engagement and fostering Tikanga and culture 5. Further develop a school model to awhi academic mentoring with Maori students (Whanaungatanga) 6. Continue to use the principles of Ka Hikitia and the Pasifika Plan to guide the teaching and learning and foster cultural responsiveness, (whanaungatanga) 7. Begin Within School inquiries based on supporting Maori and Pasifika writing and developing student agency – Implementing effective programmes, approaches and strategies 8. Sustaining LWDT Principles to enhance learning through the teaching as Inquiry model 9. Continue working with our Community of Learning (CoL) to support Priority Learners and raise achievement 	<ol style="list-style-type: none"> 1. Continue implementation of effective mathematics practices, based on review and professional development contract 2. Review effective literacy Practices. 3. Begin to implement learning from Within School Inquiry, related to ELL (English Language Learners) 4. Implement review recommendations to further support Kaiārahi and Pasifika Liaison in their role in mentoring, engagement and fostering of Tikanga and culture 5. Monitor the effectiveness of the school model to awhi academic mentoring with Maori students (Whanaungatanga) 6. Continue to use the principles of Ka Hikitia and the Pasifika Plan to guide the teaching and learning programs across the school and foster cultural responsiveness (whanaungatanga) 7. Begin to implement learning from Within School Inquiry based on supporting Maori and Pasifika writing and developing student agency 8. Monitor and sustain effective LWDT principles to enhance learning through the teacher Inquiry model 9. Continue working with our Community of Learning (CoL) to support Priority Learners and raise achievement 	<ol style="list-style-type: none"> 1. Monitor effective mathematics practices across the curriculum 2. Implement review recommendations to further support effective literacy learning and practice 3. Monitor the impact of programmes and strategies used to support ELL (English Language Learners) 4. Implement review recommendations to further support Kaiārahi and Pasifika Liaison in their role in mentoring, engagement and fostering of Tikanga and culture 5. Monitor the effectiveness of the school model to awhi academic mentoring with Maori students (Whanaungatanga) 6. Continue to use the principles of Ka Hikitia and the Pasifika Plan to guide the teaching and learning programs across the school and foster cultural responsiveness (whanaungatanga) 7. Monitor the impact of programmes and strategies used to support Maori and Pasifika writing and student agency 8. Monitor and sustain effective LWDT principles to enhance learning through the teacher Inquiry model 9. Continue working with our Community of Learning (CoL) to support Priority Learners and raise achievement
Students with special	<ol style="list-style-type: none"> 1. Monitor the effectiveness of our school wide Inquiry 	<ol style="list-style-type: none"> 1. Review the use and impact of the school wide Inquiry 	<ol style="list-style-type: none"> 1. Review the use and impact of the school wide Inquiry model

learning needs are supported in their learning through inclusive practice	<p>model to support Targeted at Risk Learners</p> <ol style="list-style-type: none"> 2. Monitor the effectiveness of the Enrichment banding to foster and develop gifted learners 3. Continue to foster student agency focused on individual interests (Tennyson Centre -Special Education Unit) 4. Monitor the implementation of SMART goal setting for ORS students 5. Monitor the effectiveness of Inclusive Education applied to programmes across the school 	<p>model used to support Targeted at Risk Learners</p> <ol style="list-style-type: none"> 2. Review the Enrichment banding to foster and develop gifted learners 3. Monitor the effectiveness of student agency focused on individual interests (Tennyson Centre) 4. Review SMART goals and evaluations for ORS students 5. Monitor the effectiveness of Inclusive Education applied to programmes across the school 	<p>used to support Targeted at Risk Learners</p> <ol style="list-style-type: none"> 2. Review the Enrichment banding to foster and develop gifted learners 3. Review the effectiveness of student agency focused on individual interests (Tennyson Centre) 4. Implement review recommendations to further support SMART goals and evaluations for ORS students 5. Monitor the effectiveness of Inclusive Education applied to programmes across the school
Teachers are supported to improve best practice in effective teaching and assessment which will impact on student progress and achievement	<ol style="list-style-type: none"> 1. Review Formative practices with a focus on student agency 2. Student contribution to narrative assessments and portfolios (Tennyson Centre) 3. Continue to develop inquiry approach, using a mathematics focus, to enhance learning and raise achievement 4. Begin implementation of school wide PB4L restorative practices (MoE Contract) and implement and develop Tier 2 interventions 5. Further develop student leadership within the school PB4L approach 6. Use of Tataiako appraisal indicators and approach 7. Approaches to support more individualised Professional Learning for teaching staff are further developed 8. Continue to develop as a CoL 9. Coaching approach is implemented with Lead team 	<ol style="list-style-type: none"> 1. Refine formative practice with the focus on student agency 2. Review narrative assessments and portfolios (Tennyson Centre) 3. Monitor inquiry approach to enhance learning and raise achievement 4. Continue implementation of PB4L Restorative practice – school wide 5. Sustain student leadership within the school PB4L approach 6. Further develop the use of Tataiako appraisal indicators and approach 7. Monitor the effectiveness of individualised Professional Learning for teaching staff 8. Continue to develop as a CoL 9. Coaching approach is embedded with Lead team 	<ol style="list-style-type: none"> 1. Refine formative practice with the focus on student agency 2. Implement review recommendations to further support narrative assessments and portfolios (Tennyson Centre) 3. Begin to review the effectiveness of inquiry approach to enhance learning and raise achievement 4. Sustain school model of PB4L Restorative practice – school wide 5. Monitor student leadership within the school PB4L approach 6. Sustain the use of Tataiako appraisal indicators 7. Monitor the effectiveness of individualised Professional Learning for teaching staff 8. Monitor the effectiveness of our CoL 9. School wide peer coaching approach begins implementation

Working Together

	2017	2018	2019
Build relationships and community led involvements with a particular emphasis on learning	<ol style="list-style-type: none"> 1. Begin to develop use of Digital Technologies to enhance home learning and engage whānau/iwi and the wider community. 2. Review the effectiveness of planned actions to develop relationships and community led involvements with a particular emphasis on learning. 3. Begin implementation of triadic goal setting with Maori and Pasifika whanau and students 4. Further develop a model to awhi academic mentoring with Maori students, involving whanau (Whanaungatanga) 5. Continue to develop the Pasifika Parents group with a particular emphasis on achievement and learning. 	<ol style="list-style-type: none"> 1. Continue to develop use of Digital Technologies to enhance home learning and engage whānau/iwi and the wider community. 2. Implement Review recommendations around the development of relationships and community led involvements with learning emphasis. 3. Monitor the effectiveness of a model to awhi academic mentoring with Maori students, involving whanau (Whanaungatanga) 4. Monitor the impact and effectiveness the Pasifika Advisory group with a particular emphasis on achievement and learning. 	<ol style="list-style-type: none"> 1. Continue to develop use of Digital Technologies to enhance home learning and engage whānau/iwi and the wider community. 2. Implement Review recommendations around the development of relationships and community led involvements with learning emphasis. 3. Monitor the effectiveness of a model to awhi academic mentoring with Maori students, involving whanau (Whanaungatanga) 4. Monitor the impact and effectiveness the Pasifika Advisory group with a particular emphasis on achievement and learning.

Processes	2017	2018	2019
Our school will have efficient systems to manage and implement effective property, financial and personnel management programmes	<ol style="list-style-type: none"> 1. Implement Review recommendations for School Health and Safety compliance in regards to legislation changes 2. Review procedures around EOTC planning and safety 3. Continue to implement 5YA and 10YPP to reflect the schools strategic direction of Innovative Learning Environments 4. The BOT continues to undertake professional learning linked to school Policy and identified areas of Teaching and learning 5. New school uniform fully implemented 	<ol style="list-style-type: none"> 1. Monitor School Health and Safety compliance in regards to legislation 2. Implement Review recommendations for procedures around EOTC planning and safety 3. Continue to implement 5YA and 10YPP to reflect the schools strategic direction of Innovative Learning Environments 4. The BOT continues to undertake professional learning linked to school Policy and identified areas of Teaching and learning 	<ol style="list-style-type: none"> 1. Monitor School Health and Safety compliance in regards to legislation 2. Sustain procedures around EOTC planning and safety 3. Begin new cycle of 5YA and 10YPP to reflect the schools strategic direction of Innovative Learning Environments 4. The BOT continues to undertake professional learning linked to school Policy and identified areas of Teaching and learning

Review Areas	2017	2018	2019	2020
1. Curriculum	<ul style="list-style-type: none"> • Mathematics • ESOL • Inquiry 	<ul style="list-style-type: none"> • Literacy • EOTC • Student Agency (Tennyson Centre) • Assessment/ Goal Setting ORS (Tennyson Centre) 	<ul style="list-style-type: none"> • Working with Families • Priority Learners 	<ul style="list-style-type: none"> • Formative Practice • Priority Learners • Literacy
2. Documentation Self Review	<ul style="list-style-type: none"> • International Students • Parent/Teacher meetings: Triadic 	<ul style="list-style-type: none"> • Health Consultation • Reporting to Parents 	<ul style="list-style-type: none"> • Self review processes • Parent/Teacher meetings: Triadic 	<ul style="list-style-type: none"> • Health Consultation
3. Personnel	<ul style="list-style-type: none"> • Complaints 	<ul style="list-style-type: none"> • Appointments • Registration procedures 	<ul style="list-style-type: none"> • Induction / Leaving procedures • School Leadership Model 	<ul style="list-style-type: none"> • Performance Management
4. Assets a) Finance b) Property	<ul style="list-style-type: none"> • Asset registers • Insurance • Contract services 	<ul style="list-style-type: none"> • Furniture • Budget Holders 	<ul style="list-style-type: none"> • Cyclical Maintenance • 5YA 	<ul style="list-style-type: none"> • Processes
5. Health and Safety	<ul style="list-style-type: none"> • Tuckshop operations • RAMs/SAP forms 	<ul style="list-style-type: none"> • International Students • School Routines and Events • PB4L 	<ul style="list-style-type: none"> • Visitors to the school • Evacuation and Lockdown procedures • Emergency Planning 	<ul style="list-style-type: none"> • Rewards and Merit System • Vulnerable Children Act
6. Legislative Compliance	<ul style="list-style-type: none"> • Attendance • Food Safety legislation 	<ul style="list-style-type: none"> • Key legislation compliance check 	<ul style="list-style-type: none"> • Digital Citizenship- Cyber safety • Website 	<ul style="list-style-type: none"> • Key legislation compliance check (Health and Safety)

Mount Roskill Intermediate School Annual Section 2017

Annual Plan 2017 - Students' Learning

Goal:

- Our students will be actively engaged in their learning and have high levels of achievement and progress across the curriculum

Strategic Aims 2017

- Improve outcomes for all students, particularly Maori, Pasifika and students who are identified as ESOL.
- Students with special learning needs are supported in their learning through inclusive practice.
- Teachers are supported to improve best practice in effective teaching and assessment, which will impact on student progress and achievement.

Actions to achieve Aims	Led by	Budget	Timeframe
PLG meetings are used to support teacher inquiry with their work of priority targeted students	DP, LL, PLGLs		On-going throughout year
Development of mathematics pedagogy and practice using a problems solving/ inquiry based approach. (PLD Contract) to raise mathematics achievement for all learners	DP, LL, Sue Pine (Core) /Sean Heanaghan (Cognition)	\$4,000	On-going throughout year
Student agency is developed through professional learning, teaching as inquiry model and intentional collaboration with students and Peer Coaching	DP, LLs, PLGLs		On-going throughout year
Whanaungatanga is encouraged through planned school wide events and a responsive curriculum	Principal, DP, LL, Teachers, Kaiarahi and Pasifika Liaison		On-going throughout year
Mathletics and Reading Together, Reading Support and ESOL programmes continue	DP, LLs	\$49,000	On-going
Sustainability and sharing of best practice through professional learning model and differentiated professional learning for teachers, including induction, mentoring and coaching	DP, LLs		On-going throughout T1-3
Continued development of academic mentoring to awhi Maori and Pasifika students. (Whanaungatanga)	DPs, LLs, Kaiarahi & Pasifika liaison, PS	\$14,500	On-going throughout year
Support all staff to further develop their understanding of cultural responsiveness	Principal, DP		On-going throughout year
Develop leadership capability through the GROWTH Coaching (The Education Group)	Kerry Mitchell (Ed Gp), Principal, DP		On-going throughout year
PB4L practice supports teaching and learning – introduction to Restorative Practice (MOF Contract)	DP, Marianne, PB4L Team	\$1,500	On-going throughout year
Work together as a Community of Learning (CoL) to raise achievement. Within school Inquiries focus on Maori and Pasifika Writing, ELLS vocabulary acquisition and developing Student agency with Maori and Pasifika learners	Principal, DPs, CoL Ldrs, WST		On-going throughout year

Annual Plan 2017 – Working Together

Goal:

- Our school and community will work together to strengthen relationships and support student learning.

Strategic Aims 2017

Build relationships and community led involvement with a particular emphasis on learning.

Actions to achieve Aims	Led by	Budget	Timeframe
Planned opportunities and events to engage families mapped out and built on over the year, including welcome Powhiri	Principal, DP, LL, PS PLGLs	\$500	Ongoing Term 1-4
Implement trial of 'Triadic' Learning conversations – Talanoa Ako - with whanau. Review model and impact on learning	Principal, DP, LL, PS PLGLs		
Continue to develop our school Pasifika Parents Group with a focus on achievement and learning	Principal, DP,		Ongoing Term 1-4
Working with campus to strengthen ties with community, use of Pasifika Liaison and further development of Pasifika and Leadership mentoring	Principal, DP, Pasifika Liaison		Ongoing Term 1-4
Facilitate parent led Fono, with a focus on learning, 3-4X, 4X Hui a year plus hosting of Pasifika & Maori community events such as Matariki, Maori Graduation, Fia fia night	D.Ps, Kaiarahi and Pasifika Liaison	\$500	Ongoing Term 1-4
Continued working with Community cultural groups	Principal, Refugee Coordinator		Ongoing Term 1-
Further develop differentiation of Parent Workshops and Reading Together Programme to foster parent involvement in learning	D.P, LLs	\$500	Ongoing from Terms 1-3
Continued growth of KapaHaka, Maori Enhancement and Pasifika Culture groups. Mentoring of Maori students and Tikanga with Kaiarahi	D.P, PS, Kaiarahi, Pasifika Liaison	0.3 FTE	Ongoing from Terms 1-4
Targeted inclusion of Te Reo into classroom programmes. Employment of Kaiarahi to support classroom teachers' teaching of Te Reo and Tikanga	D.P, LLs, Kaiarahi	0.3 FTE	Ongoing from Terms 1-4

Use of Whanau Room to support the development of Maori Academic Mentoring model, involving families and Digital Technology tools to enhance learning	Principal, D.P, Kaiarahi		Ongoing from Terms 1-4
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Annual Plan 2017 - Processes

Goal:

- Our school will have efficient systems to manage and implement effective property, financial and personnel management programmes

Actions to achieve Aims	Led by	Budget	Timeframe
School priorities relating to 5YA/ 10YPP are undertaken, beginning with creating Innovative Learning Environments with flexible learning spaces and LWDT	Principal, BOT, DP		T1-4
Strategic Planning is informed by analysis of data and school review	Principal, DP		Ongoing T1-4
There is a clear link between the identified needs of students and strategic school planning	Principal,		Ongoing 2016
Processes for Monitoring of Legislative Requirements and compliance are revisited and documented	Principal, BOT		Ongoing 2016
Ongoing training and induction for new Board of Trustees members is undertaken	BOT Chair, Principal, NZSTA		T2 onwards