

SCHOOL CHARTER

STRATEGIC and ANNUAL PLAN

HIGHLANDS INTERMEDIATE
TE KURA TAKAWAENGA O PUKEKURA

2018 - 2020

SPECTEMUR AGENDO - BY OUR DEEDS WE ARE KNOWN - INA TE MAHI, HE TINO RANGATIRA

In our safe and caring community we promote the values of:

RESPECT	MANAAKITANGA
RESPONSIBILITY	KAITIAKITANGA
LEADERSHIP	RANGATIRATANGA

These values together with;

WHAKAMANANA - Empowering all learners to reach their potential by providing high-quality teaching and leadership

MANAAKITANGA - Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity

PONO - Showing integrity by acting in ways that are fair, honest, ethical and just.

WHANAUNGATANGA - Engaging in positive and collaborative relationships with our learners, their families and whanau, our colleagues and the wider community

STRIVE FOR EXCELLENCE IN EVERYTHING WE DO

SCHOOL CONTEXT

Highlands Intermediate School is situated in the north-eastern end of New Plymouth city in an attractive park-like environment, with well-maintained grounds and buildings. All facilities are modern, attractive and well resourced. Ongoing review and redevelopment of facilities ensures a pleasant and positive learning environment for students.

In 2007 the Ministry of Education implemented an Enrolment Scheme. There are seven main contributing schools, with approximately 10 percent of students coming from 'out of zone' schools.

There is considerable emphasis given to student transition to Highlands and having them involved in a range of school wide activities.

Highlands Intermediate is a Decile seven with a cross section of students from all socioeconomic levels, the current roll is 699 students made up of:

- 19% Maori
- 64% New Zealand European
- 17% Other

The school has a good mix of staff in terms of experience, age, and gender. The staff have a strong spirit of loyalty and cooperation. They support each other in professional and personal terms.

With the goals of the school clearly identified, on-going provision is made for staff to be involved in regular professional development. The staff is organised in four teaching teams and a specialist subjects team. These teams are under the umbrella of a management team consisting of a Principal and two Deputy Principals. Support staff are employed to support teaching and learning and accelerating children's learning progress and there is access to programmes for the gifted and talented.

The Specialist Teaching Programme is comprised of Visual Arts, Performing Arts (music, dance, drama), Materials and Electronic Technology, Food and Biotechnology, Digital Technology, and Science. These programmes provide all students with a range of 'design and make' learning experiences to equip them with technological skills for the future.

The school promotes, and has established a very strong cultural and musical emphasis. Private music tuition is available and conducted beyond the school day. Our students also enjoy considerable success and personal achievement through a strong organisation of sport and physical education. We send a number of children to compete successfully at the AIMS games and during the year children experience a range of EOTC activities.

The wider curriculum is delivered through a weekly programme of instruction and we offer a wide range of extracurricular activities including but not limited to; Debating, speech making, Art, Dance, Drama, Inter-school and weekend sport, Kapahaka, Science and Maths Fairs.

An incentive scheme 'Merit Badges & Honours' is aimed at student participation with excellence as a strong feature of the school. This is supported with a behavioural management programme designed to encourage students to make good choices. We encourage students to take responsibility for their learning and behaviour as part of the PB4L programme.

The school maintains close contact with outside agencies and monitors and supports 'at risk' students through the necessary agencies. The school also has a shared RTLB teacher for behavioural and learning support. 'At risk' meetings, involving our behavioural team and support agencies, are held each week to consider the kinds of support best suited to the needs of particular students.

Recognition of New Zealand's Cultural Diversity and the Providing of Learning Opportunities in Tikanga Maori and Te Reo Maori.

1. Tikanga Maori/Kapahaka is also provided on a weekly basis for students wishing to participate.
2. All classes are expected to integrate aspects of Te Reo Maori and Tikanga Maori in the day-to-day classroom programme.
3. Ongoing professional development for teachers is provided to progressively improve the level of instruction provided.
4. Parents requesting instruction in Te Reo Maori will be advised that we consider the request in line with resourcing available.
5. The school operates a Cultural Responsibility /Maori Achievement Akoranga Group - The role of this group is to strengthen opportunities for Maori Learners and monitor Maori Achievement throughout the school - to ensure Maori are achieving success as Maori.

STRATEGIC GOALS				
GOAL	INDICATORS	2018 - ACTIONS	2019 - ACTIONS	2020 - ACTIONS

RAWA - STRIVE FOR EXCELLENCE IN EVERYTHING WE DO

<p>1. Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn AKO</p>	<p>a. Students learn, achieve and progress in relation to the NZC b. Caring, collaborative, and inclusive learning environments c. Effective, and equitable opportunities to learn d. Effective, culturally responsive pedagogy e. Assessment for learning and learning to learn</p>	<p>PB4L - implementing actions and programme Tier 1 Success for Maori as Maori - Maori Achievement Collaborative Assessment for Learning Literacy - easTTLE writing - Highlands Writing Progressions - Integration of Literacy Implement PR1ME Mathematics Strengthen Highlands curriculum in relation to NZC - and review process of Term Themes - Embed review process - Integration of theme across the curriculum TECH Review Strengthening aspects of the Health Curriculum at Highlands Intermediate - Student 'Well Being'</p>	<p>PB4L - implementing actions and programme Tier 2 Success for Maori as Maori - Maori Achievement Collaborative Writing assessment process and tools embedded Begin review of reading programmes - developing 'Literacy' in conjunction with writing and term themes Embed PR1ME Mathematics Review the Highlands 2 year, 8 term Curriculum - Co construction of learning - Deeper learning - Doing less and doing it better Implementing Review outcomes TECH Wellbeing Programme completed and linked to school themes, Literacy , and where applicable maths programmes</p>	<p>PB4L - implementing actions and programme Tier 3 Success for Maori as Maori - Maori Achievement Collaborative Complete Reading Review and connection with writing 'Literacy' implement outcomes Revisit maths data - PR1ME ILE TECH 'snapshot' Wellbeing Programme completed and linked to school themes, Literacy , and where applicable maths programmes</p>
STRATEGIC GOALS				
GOAL	INDICATORS	2018 - ACTIONS	2019 - ACTIONS	2020

<p>2. The Teachers at Highlands Intermediate have and are building their professional capability and collective capacity TANGATA WHENUATANGA</p>	<p>a. Quality recruitment b. Systematic, collaborative inquiry process and challenging professional learning c. Processes and practices enable and sustain collaborative learning and decision making d. Leaders of learning and distributed leadership of supports continuity and learning</p>	<p>Implementation of Professional Responsibility and Standards Professional Development (PD) to support - Charter Target - School direction (As per Charter Strategic Plan) - GOOGLE Team Leader PD - Leading 'Teacher as Inquiry' Strengthening process and the target/focus of the Inquiry Across team sharing - investigate models for PLGs across the teams to increase teacher capability Support for developing 'Leadership;' and career pathways for staff</p>	<p>Implementation of Professional Responsibility and Standards Professional Development (PD) to support - Charter Target - School direction (As per Charter Strategic Plan) - GOOGLE Team Leader PD - Leading 'Teacher as Inquiry' Across team sharing - Implement PLGs across the teams to increase teacher capability Support for developing 'Leadership;' and career pathways for staff</p>	<p>Embedding of Professional Responsibility and Standards Professional Development (PD) to support - Charter Target - School direction (As per Charter Strategic Plan) Embedded 'Teacher as Inquiry' Strengthening the target/focus of the Inquiry Support for developing 'Leadership;' and career pathways for staff</p>
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STRATEGIC GOALS

GOAL	INDICATORS	2018 - ACTIONS	2019 - ACTIONS	2020 - ACTIONS
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<p>3. Highlands Intermediate promotes powerful connections and relationships with parents and whanau WHANAUNGATANGA</p>	<p>a. Actively engaging in respectful working relationships b. School and community engaged in reciprocal learning-centered relationships c. Communications support above</p>	<p>Development of 'Whanau Day' concept and engagement with Whanau at Highlands Intermediate</p> <p>Consultation with Maori</p> <ul style="list-style-type: none"> - Information collected and collated T2/3 - - Part of planning T4 and 2018 <p>Snapshot of Learning Conference process</p> <ul style="list-style-type: none"> - Survey T1 - Analysis T1 - Recommendations T2 - Survey T3 <p>Investigating and implementing communication with whanau</p> <ul style="list-style-type: none"> - Social media - SchoolApp - Use of email 	<p>Whanau Day/s concept and engagement with Whanau at Highlands Intermediate</p> <p>Consultation with Maori</p> <ul style="list-style-type: none"> - Information collected and collated T2/3 - Part of planning T4 and 2019 <p>Snapshot of Learning Conference process</p> <ul style="list-style-type: none"> - Survey T1 - Analysis T1 - Recommendations T2 - Survey T3 <p>Investigating and implementing communication with whanau <i>Ongoing</i></p>	<p>Whanau Day/s concept and engagement with Whanau at Highlands Intermediate</p> <p>Consultation with Maori</p> <ul style="list-style-type: none"> - Information collected and collated T2/3 - Part of planning T4 and 2020 <p>Snapshot of Learning Conference process</p> <p>Investigating and implementing communication with whanau <i>Ongoing</i></p>
STRATEGIC GOALS				
GOAL	INDICATORS	2018 - ACTIONS	2019 - ACTIONS	2020 - ACTIONS

<p>4. Effective Leadership is a characteristic across the school and is focussed on student outcomes that are equitable and where excellence is expected WANANGA</p>	<p>Leadership:</p> <ul style="list-style-type: none"> a. collaboratively develops and pursues the school's vision, goals, and targets b. ensures there is an environment conducive to learning and wellbeing c. ensures effective planning, coordination and evaluation of the school's curriculum, and teaching d. professional Development e. evaluation and inquiry for sustained improvement f. builds relational trust 	<p>To develop a stronger focus on 'Leading Learning' and developing innovative learning practice at Highlands Intermediate from our school leaders</p> <p>Akoranga Teams</p> <ul style="list-style-type: none"> - Share Strategic Plans - Strategic Plans are actioned and monitored - Akoranga Leaders supported with Strategic Planning and monitoring processes <p>Regular Team and Akoranga meetings - timetabled</p> <p>Support for developing 'Leadership;' and career pathways</p> <p>Review of SMS</p> <ul style="list-style-type: none"> - Sharing assessment information - As a reporting tool to parents 	<p>Leadership of Learning Implementing - 'Leading Learning' and developing innovative learning practice at Highlands Intermediate from our school leaders</p> <ul style="list-style-type: none"> - Restructure of Senior leaders? - Restructure of teams? <p>Akoranga Strategic Planning and Review - putting in place recommendations</p> <p>Work with Leaders to continue to strengthen and develop Akoranga Strategic Plans</p> <p>Support for developing 'Leadership;' and career pathways for staff</p>	<p>Leadership of Learning Implementing - 'Leading Learning' and developing innovative learning practice at Highlands Intermediate from our school leaders</p> <ul style="list-style-type: none"> - Restructure of Senior leaders - Restructure of teams <p>Akoranga Strategic Planning and Review - putting in place recommendations</p> <p>Work with Leaders to continue to strengthen and develop Akoranga Strategic Plans</p> <p>Support for developing 'Leadership;' and career pathways for staff</p>
STRATEGIC GOALS				
GOAL	INDICATORS	2018 - ACTIONS	2019 - ACTIONS	2020 - ACTIONS

<p>5. Stewardship - the Board of Trustees support student learning and achievement MANAAKITANGA</p>	<p>a. The BoT actively represents and serves the school community b. The BoT monitors progress against plans and targets c. The BoT is active in self review</p>	<p>Develop Policy and Procedure Self Review programme Collection of strategic information from community Reporting on Strategic Goals Review budgeting structures Consultation and update of 10 year property plan Audit/Review Develop Health and Safety in relation to new Act Through Governance and Management develop connections both personal and commercial with our community including strengthening our relationships internationally</p>	<p>Implement new review structure Implementing information collected Strategic Plans Reporting on Strategic Goals Budgeting structures put into place Complete updated property plan - Implement new 5 year property plan Ongoing awareness and assurance of all matters relating to Health and Safety Through Governance and Management develop connections both personal and commercial with our community including strengthening our relationships internationally</p>	<p>Ongoing review of policy and procedural information Collection of strategic information from community Reporting on Strategic Goals Budget structures as per audit Complete updated property plan - Implement new 5 year property plan Audit/Review Health and Safety Plan in relation to new Act Through Governance and Management develop connections both personal and commercial with our community including strengthening our relationships internationally</p>
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SCHOOL ORGANISATION AND STRUCTURES				
	2014	2015	2016	2017
PROPERTY - As per the Highlands Intermediate Property Plan Completed	<ol style="list-style-type: none"> 1. Sawdust extraction - hard Materials room 2. Partial re roof work 	<ol style="list-style-type: none"> 1. Begin full Re Roof project 2. Upgrade Room 24 3. Reline swimming pool 4. H & S Hard Materials room - floor 5. Van & van shed 	<ol style="list-style-type: none"> 1. Roof project completed 2. Pool Pump Shed upgrade 3. Begin A Block - Earthquake strengthening 4. Begin A Block - BIP 5. Begin A Block - Breakout spaces 6. DP offices & resource room upgrade 7. Main office tidy 8. Studio development 	<ol style="list-style-type: none"> 1. Condition and assessment completed 2. New property plan actioned 3. Earthquake strengthening and BIP work completed 4. Breakout spaces developed in Block A 5. Pool - pump shed completed 6. Boiler replaced 7. Concept for 'Village' initiated
REVIEW OF CHARTER AND CONSULTATION				
	2018	2019	2020	2021
	Consultation re Health Begin Charter Review	BoT Election	Consultation re Health Begin Charter Review	Community Consultation Survey - Strategic
AKORANGA STRATEGIC PLANS - Available				

CHARTER TARGET 1. 2018 - WRITING

<p>STRATEGIC AIM: Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO</p>		
<p>ANNUAL OBJECTIVE: Writing target - CHARTER - Assessment for Learning Literacy</p> <ul style="list-style-type: none"> - easTTLE writing - Highlands Writing Progressions - Integration of Literacy 		
<p>TARGET: To use the Highlands Writing Progressions to raise student achievement at Highlands Intermediate, specifically targeting Maori boys</p>		
<p>BASELINE DATA: Our ongoing longitudinal data on writing at Highlands Intermediate shows that in previous years, even with a large amount of Professional Development in Writing, there had not been significant change in writing results at year end. During 2017 as part of our ongoing review of writing, we began a process of developing writing progressions. The aim of these progressions were for:</p> <ul style="list-style-type: none"> - Staff to assess students accurately - Students to be able to self assess - Students to be able to articulate where they were at in writing and clearly state their next step in learning 		
<p>What</p>	<p>Indicators of progress</p>	<p>Who</p>
<p>1. All teaching staff will have the following as part of their Performance goals for 2018 To use Highlands WRITING PROGRESSIONS as a tool to assess and plan next steps in children's writing</p> <ul style="list-style-type: none"> a. This goal is linked directly to the School Target in Writing b. This goal is linked directly to the schoolwide TAI c. Highlands students will be able to articulate where they are at in writing and clearly articulate next steps 	<p>1. As part of the Performance Management process, staff will meet with appraiser and provide evidence of progress of implementation of Highlands Writing Progressions. Staff will also have observations completed re implementation of Highlands Writing Progressions</p>	<p>Senior Leaders</p>

<p>d. Teachers will be able to identify and target groups of children for specific learning</p> <p>e. Literacy will be linked to Term Theme - (See Strategic Goal 6)</p> <p>2. Continue with using TAI as a tool to strengthen Teacher capability</p> <p>3. Use PLD money from 2017 to focus on writing and the use of writing progression</p> <p>4. Assess and track target group The target group will be Maori boys and easTTLE will be used to measure progress</p>	<p>2. Ongoing support and PD for leaders of TAI including</p> <ol style="list-style-type: none"> a. Reflective questioning and coaching b. Release for leaders to support staff to complete TAI <p>3. Use of PLD funding - facilitator to lead</p> <ol style="list-style-type: none"> a. In class visits supporting teachers b. Working alongside and challenging Writing akoranga c. Support implementation and ongoing review of Highlands Writing Progression across the school <p>4. easTTLE writing will be the tool used to measure</p> <ol style="list-style-type: none"> a. All children in Term 1 - For the teaching staff to set initial goals b. Week 10 Term 2, all Maori boys will complete a sample and that sample will be assessed and moderated by Writing Akoranga c. Week 6 Term 4, all Maori boys will complete a sample and that sample will be assessed and moderated by Writing Akoranga d. Data to be shared across school 	<p>Senior Leaders</p> <p>Writing Akoranga/PLD</p> <p>Writing Akoranga</p>
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CHARTER TARGET 2. 2018 - MATHEMATICS

STRATEGIC AIM: Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO		
ANNUAL OBJECTIVE: Mathematics Target - CHARTER - Implementation of PR1ME Mathematics at Highlands Intermediate		
TARGET: To accelerate the progress of all students using PR1ME Mathematics as a new schoolwide Mathematics programme - all students will show more than 1 years growth/acceleration		
<p>BASELINE DATA: In 2016 we began a schoolwide investigation into mathematics and progress in mathematics at Highlands Intermediate. The school's ongoing Longitudinal Maths data suggested that though we were doing an 'ok' job with mathematics, there was room for improvement. An outcome of this investigation was to trial PR1ME mathematics. In Term 1/2 2017 PR1ME maths was presented in more depth to the Maths Akoranga team, and the Huatoki Teaching Team were set up to trial the programme in Terms 3/4 2017. Senior Leadership and Maths Leadership groups visited a school that had implemented PR1ME across the whole school to look at outcomes and barriers. In Term 4 student voice was collected from Huatoki team - students and staff and PR1ME was presented to the whole school via Team Leaders 16/10, from Huatoki team and PR1ME advocate with whole staff week 4, Term 4, Staff Meeting, and teachers were encouraged and many took the opportunity to observe PR1Me in action. In November of 2017, we tested children using the PAT test. Rooms 20, 22 and 23 and three other non PR1ME classes Rooms 4, 7 and 16 (Note the 3 non Pr1Me classes were still classes of members of the maths akoranga and string maths teachers). The data was collated and the evidence analysed. Report/Information related to the PAT data</p>		
What	Indicators of progress	Who
<p>1. All teaching staff will have the following as part of their Performance goals for 2018. By the end of 2018, to have implemented PR1ME Mathematics into the classroom as the Highlands Mathematics Learning Programme.</p> <p>2. Put together funding application (numeracy) and order resources.</p> <p>3. PD sessions to share our Maths Scheme, PR1ME rollout, planning, placement, and independent activities.</p>	<p>1. As part of the Performance Management process, staff will meet with appraiser and provide evidence of progress of implementation of PR1ME. Staff will also have observations completed re implementation of PR1ME.</p> <p>2. TSB application was completed in Term 4, 2017. Application was successful and resources have been ordered and distributed.</p> <p>3. Teacher Only Day - MW and DS to lead a roll out session on PR1ME as part of T.O.D. a. DS and MW to share resource and put together opportunities for staff to create and</p>	<p>Senior Leaders</p> <p>DS, MW, KH</p> <p>DS, MW, Maths</p>

<p>4. Maths Akoranga to observe and give feedback on teachers independently. In Term 1 and in Term 2</p> <p style="padding-left: 20px;">a. Information feedback to Senior Leadership team</p> <p>5. PAT information used to monitor progress across gender, ethnicity, year level and classes.</p>	<p>share resources.</p> <p>b. Maths team leaders in each team to introduce and go over placement tests with their teams (Year 7's to completes Tests 4, year 8's to complete test 5).</p> <p>c. Maths team leaders to help moderate placement tests in each team to ensure teachers are confident and consistent with groups and preparation for summative tests.</p> <p>Further support and PD through timetabled staff meetings to support staff with placement and programmes planning and implementation.</p> <p>d. PD session about how to use teacher guide, practice book and online course book in teams.</p> <p>e. Ongoing staff meetings and review of programme in teams.</p> <p>4. Maths Akoranga leaders will complete observations in Terms 1 and 2 to support staff with programme. Observation information will be linked to Performance Management.</p> <p>5. PAT data</p> <p>a. A maths PAT will be completed in Term 1, week 10 of Term 2, week 6 of Term 4.</p> <p>b. The information will be analysed</p> <p style="padding-left: 20px;">i. Gender</p> <p style="padding-left: 20px;">ii. Year level</p> <p style="padding-left: 20px;">iii. Ethnicity</p> <p style="padding-left: 20px;">iv. Class</p> <p>c. Data will be shared across school.</p> <p>d. Data will be used to measure progress of school in raising student achievement in Mathematics.</p>	<p>Akoranga, supported by Senior Leadership</p> <p>DS, MW, Maths Akoranga, supported by Senior Leadership</p> <p>DS, MW, Maths Akoranga, supported by Senior Leadership</p>
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ANALYSIS OF VARIANCE 1. 2017 CHARTER - WRITING

STRATEGIC AIM: All students at Highlands Intermediate are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement.			
ANNUAL OBJECTIVE: To increase the number of students at or above the National Standard for Writing.			
TARGET: To accelerate the progress of Year 8 boys who are below the National Standard.			
ACTION - What we did	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION - Where to next
<p>1. Continue with using TAI as a tool to strengthen Teacher capability.</p> <p>a. PD to support leaders in TAI process.</p> <p>b. PD to support leaders in leading reflective questioning and coaching.</p> <p>2. Sharing of Writing Akoranga strategic plan, and writing overview at teacher only day at the beginning of the year.</p> <p>Writing Strategic plan to be shared at Teacher Only day in January - each term there will be a 'touch base' with Akoranga leader re progress against the Strategic plan.</p> <p>3. Successfully apply for PLD money with a focus on writing to develop the use of the e-asTTle tool .</p> <p>Use of PLD funding/facilitator to lead .</p> <p>Develop e-asTTle Writing as a tool to</p>	<p>1. TAI process and support for TAI well embedded into school. Teachers were actively engaged in TAI process.</p> <p>Impact of TAI across the school was significant (See BoT Report Mtg ... Term ... 2017)</p> <p>2. Writing overview complete and shared with the staff and is active within the school. In addition Highlands Writing Progressions have been developed and will be implemented as part of the 2018 Writing Target.</p> <p>3. PLD money was used as part of the writing development programme (See link to report to BoT in 2018) Not all PLD money was used and some will carry over into 2018.</p>	<p>1. No variance to report</p> <p>2. No variance to report</p> <p>3. In the middle of 2017 the school was involved in a traumatic incident which put the remaining PLD on hold until 2018.</p>	<p>OVERALL SCHOOLWIDE PROGRESS Writing</p> <p>As can be seen from the schoolwide data (below) there was a positive shift from 24% of all children being At or Above the National Standard in Term 1, to 66% of all Highlands Students being At or Above in Term 4, 2017.</p> <p>As part of our review documentation we intend to target writing again in 2018. Through the review process of 2017, the school developed a set of 'Writing Progressions'. In 2018 the remaining PLD will be used to support the implementation of these progressions. From our review documentation and process it became clear that we needed to develop a teacher/self assessment tool that students and teachers could refer to and use to drive learning.</p>

<p>assess and develop writing .</p> <p>Writing Akoranga Leader, Facilitator, Principal to complete PLD application - application to MoE - acceptance of PPLD application and implementation of plan.</p> <p>4. Continue and further develop the Writing Across Schools Project.</p> <p>a. One Secondary School (NPBHS), three contributing schools</p> <p>As per strategic plan - information re the project will be documented - Linked to PLD.</p>	<p>4. This was active during the first half of the year, but became difficult to get ongoing and regular buy in from all the schools. The visits to other schools and the following discussion was incredibly valuable for staff involved.</p>	<p>4. It became problematic to coordinate and get ongoing buy in from all schools - the staff were keen, but the lack of representation from the principal's meant that there was no significant leadership from the other schools involved.</p>	<p>As part of the target for 2018 teachers/students will;</p> <ul style="list-style-type: none"> - Use the 'Highlands Writing Progressions' as a tool to first and foremost formatively assess children's writing. - Use easTTLe writing as a tool to get information in term one, and use easTTLe writing to test TAI kids during the year. - Embed the 'Writing Overview' documentation. - Connect the Strategic Goal 'Writing' to Teachers Performance Agreements, and teachers TAI. - Continue to raise the achievement in writing at Highlands Intermediate.
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2017 - ASSESSMENT INFORMATION

WRITING - % of Children At/Above							
	Term 1	Term 2	T1 - T2 Change	Term 3	T2 - T3 Change	Term 4	T3-T4 Change
All students	24%	29%	5%+	50%	21%+	66%	16%
Maori	15%	18%	3%+	41%	23%+	56%	15%
Pacific	33%	33%	NC	50%	17%+	50%	No Change
Male	18%	24%	6%+	43%	19%+	59%	16%

RAWA - STRIVE FOR EXCELLENCE IN EVERYTHING WE DO

Female	30%	35%	5%+	58%	23%+	74%	16%
Year 7	26%	29%	3%+	48%	19%+	62%	14%
Year 8	20%	29%	9%+	52%	23%+	69%	17%

ASSESSMENT DATA - MAORI BOYS - easTTLe data

As part of the assessment process, we gathered some specific assessment information relating to Maori boys. Over time this group will be used as an ongoing measure of progress in writing.

2017	Term 1		Term 3		Term 4	
	Scale score	Curriculum level	Scale score	Curriculum level	Scale score	Curriculum level
All Boys (48)	1441	2P	1521	3B	1576	3A
Year 7 (24)	1418	2P	1462	2A	1558	3A
Year 8 (24)	1462	2A	1594	4B	1612	4B

ANALYSIS OF VARIANCE 2. 2017 CHARTER - READING

RAWE - STRIVE FOR EXCELLENCE IN EVERYTHING WE DO

STRATEGIC AIM: All students at Highlands Intermediate are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement.								
ANNUAL OBJECTIVE: To increase the number of students at or above the National Standard for Reading.								
TARGET: To accelerate the progress of the children who are in the classes of the Reading Akoranga team who are below the National Standard.								
BASELINE DATA: Our ongoing longitudinal data for 'All Students' in Reading at Highlands Intermediate show that in previous years we have not made significant change in the outcomes for the Highlands Intermediate students. That our Highlands students have been 'ok'. We are looking to raise the expectation of reading across the school.								
% of children at or above the National Standard in reading	2013		2014		2015		2016	
	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4	Term 1	Term 4
All students	61%	77%	65%	78%	58%	77%	58%	79%
Maori	55%	72%	53%	67%	48%	68%	48%	68%
Male	55%	71%	59%	73%	54%	75%	56%	74%
Female	67%	83%	70%	83%	64%	80%	60%	83%
ACTION - What we did	OUTCOMES			REASONS FOR THE VARIANCE			EVALUATION - Where to next	
1. By the end of Term 3 The reading Akoranga group will have trialled a range of reading assessment tools and made decisions about the development of a possible schoolwide implementation in 2018 - PROBE - e-asTTle Reading - other?	1. Reading Akoranga investigated tools - and focused on using the ARBS in 2017 as both a teaching and assessment tool.			1. Variance - we were unable to implement easTTLE in 2017. Due to technical and time constraints.			1. Investigate in more depth easTTLE Reading.	

<p>2. By Term 4 draft overview of Reading completed. Overview to be shared at Teacher Only Day 2018. Staff to have access to and expectation of use will begin with schoolwide implementation in 2018.</p> <p>3. At the end of 2017 a minimum of four sessions will be completed</p> <ul style="list-style-type: none"> - Guided Reading - Planning a quality reading session - Reciprocal reading - Resource Room - Shared reading - Running Record review <p>The Teacher Aides will have support in 'Literacy' to strengthen their capabilities in targeting student achievement.</p> <p>4. At the end of 2017 student data will be entered and the Reading Akoranga and Deputy Principals, will review reading data, ensure Maori, Pasifika,</p>	<p>2. Draft Reading Scheme including expectations and strategic direction was completed in 2017. The aim is now to align this with writing to have a more coordinated 'Literacy' approach. This will not be implemented schoolwide in 2018.</p> <p>3. Only three of the reading sessions were run for teaching staff, Teacher Aides had ongoing support in Literacy but not at the level of expectation.</p> <p>4. Student data below.</p>	<p>2. In 2017 we also reviewed both the mathematics and writing schemes as well. In 2018 both these new schemes were introduced and the two Charter targets for 2018 are going to be on maths and writing with a focus on implementing PR1ME mathematics and the Highlands Writing Progressions. Our aim is to ensure these are both embedded into our school before bringing in the reading as well.</p> <p>3. With writing as the major target and the review in mathematics, it was about ensuring depth of learning in those areas.</p> <p>4. No variance to report</p>	<p>2. The Highlands Intermediate CHARTER and Strategic Plan shows that in 2019 Reading will be a Target area.</p> <p>3. Will be built into 2019 Target.</p>
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RAWA - STRIVE FOR EXCELLENCE IN EVERYTHING WE DO

and Special Needs children are identified.			
<p>Of note - In the middle of 2017 the school was involved in a significant traumatic incident. This Traumatic Incident meant that for the second half of the year we reviewed our target and focused on what we could achieve as a school, while still managing the well being of our school and school community. This reading target was something that was reduced significantly due to the TI.</p>			

READING - % of Children At/Above							
	Term 1	Term 2	T1 - T2 Change	Term 3	T2 - T3 Change	Term 4	T3 - 4 Change
All students	35%	38%	3% +	68%	30%+	80%	+12%
Maori	20%	20%	NC	47%	27%+	69%	22%
Pacific	33%	38%	5% +	63%	25%+	76%	13%
Male	33%	37%	4% +	66%	29%+	78%	12%
Female	37%	42%	5% +	69%	27%+	83%	14%
Year 7	34%	39%	6% +	62%	23%+	74%	12%
Year 8	36%	39%	3% +	74%	35%+	85%	11%