

SCHOOL CHARTER

STRATEGIC and ANNUAL PLAN

HIGHLANDS INTERMEDIATE TE KURA TAKAWAENGA O PUKEKURA

2023 - 2025

RAWE - STRIVE FOR EXCELLENCE IN EVERYTHING WE DO - BE GREAT

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

RESPECT	MANAAKITANGA	PEOPLE
RESPONSIBILITY	KAITIAKITANGA	PLACE
LEADERSHIP	RANGATIRATANGA	SELF

These values together with:

WHAKAMANA - 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

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

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 a mixture of modern and traditional learning spaces which are 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 within the zone. 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 students made up of:

- 17% Maori
- 72% New Zealand European
- 11% 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 targeted professional development. The staff is organised in four teaching iwi and a Matanga or specialist subjects iwi. These groups are under the umbrella of a leadership group consisting of a Principal and four Deputy Principals. Support staff are employed to support teaching and learning and accelerate children's learning progress and there is access to programmes for the gifted and talented.

The Matanga Programme comprises Visual Arts, Performing Arts (music, dance, drama), Materials and Electronic Technology, Food and Biotechnology 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. The 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 centred round the 'Term Inquiries' 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 and Kapa Haka

An incentive scheme 'Merit Badges & Spectemur Agendo' 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 Māori and Te Reo Māori.

1. Te Ao Māori is provided on a weekly basis for students.
2. All classes are expected to integrate aspects of Te Reo Māori and Tikanga Māori 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 Māori will be advised that we consider the request in line with resourcing available.
5. Te Ara Poutama - The role of this group is to strengthen opportunities for Māori Learners and monitor Māori Achievement throughout the school - to ensure Māori are achieving success as Māori.

NATIONAL EDUCATION LEARNING PRIORITIES (NELPS)

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion.

The NELPS outline 5 key objectives to achieve change across our system, which embody wellbeing, equity and inclusion:

<u>Learners at the Centre</u>	<u>Barrier Free Access</u>	<u>Quality Teaching and Leadership</u>	<u>Future of learning and work</u>	<u>World class inclusive public Education</u>
Learners with their whānau are at the centre of Education	Great education, opportunities and outcomes are within reach for every learner	Quality teaching and leadership make the difference for learners and their whānau	Learning is relevant to the lives of New Zealanders today and throughout their lives	New Zealand education is trusted and sustainable
<ul style="list-style-type: none"> - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. 	<ul style="list-style-type: none"> - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs. - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy. 	<ul style="list-style-type: none"> - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce. 	<ul style="list-style-type: none"> - Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work. 	<ul style="list-style-type: none"> - Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

At our kura, we exemplify and value these five objectives, with a focus on the first three, and they are implicit throughout our Vision, Values, and Annual Plan. The Vision of the NELPS Whakamua te pae tata kia tina - Take hold of your potential till it becomes a reality, mirrors our own school vision of RAWE - Strive for excellence - Be Great.

Both visions encourage and awahi (support) akonga (learners) to do the best they can and strive to reach their goals.

The NELPS also align with our Highlands Intermediate Strategic Goals and demonstrate how we are giving effect to the five key objectives.

At Highlands Intermediate Te Kura Takawaenga O Pukekura our five current Strategic goals are:

- Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO
- The Teachers at Highlands Intermediate have and are building their professional capability and collective capacity - TANGATA WHENUATANGA
- Highlands Intermediate promotes powerful connections and relationships with parents and whanau - WHANAUNGATANGA
- Effective Leadership is a characteristic across the school and is focussed on student outcomes that are equitable and where excellence is expected - WANANGA
- Stewardship - the Board of Trustees support student learning and achievement - MANAAKITANGA

These Highlands Intermediate Strategic Goals are also aligned to:

Education and Training Act 2020:

In line with the Tomorrow School's recommendations, clause 127 of the Education and Training Act refocuses Boards on a wider range of objectives, with educational achievement sitting alongside three other, equally as important, primary objectives. These are for schools to ensure that:

1. Every student is able to attain their highest possible standard in educational achievement;
2. The school is a physically and emotionally safe place for all students and staff, and gives effect to relevant student rights and takes all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school;
3. The school is inclusive and caters for students with differing needs;
4. The school gives effect to Te Tiriti o Waitangi by:
 - a. Working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
 - b. Taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori and
 - c. Achieving equitable outcomes for Māori students.

STRATEGIC GOAL	2023 - ACTIONS	WHAT WE HOPE TO ACHIEVE	2024 - ACTIONS	2025 - ACTIONS
<p>1. Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn AKO</p> <p>INDICATORS OF SUCCESS</p> <p>a. Students learn, achieve and progress in relation to Te Mataiaho / Matairea</p> <p>b. Caring, collaborative, and inclusive learning environments</p> <p>c. Effective, and equitable opportunities to learn</p> <p>d. Effective, culturally responsive pedagogy</p> <p>e. Assessment for learning and learning to learn</p>	<p>PB4L - implementing actions and programme Tier 1, Tier 2 and Tier 3</p> <p>Kahui Ako</p> <ul style="list-style-type: none"> - Attendance and engagement - Transition - Emotional Wellbeing <p>Success for Māori as Māori</p> <ul style="list-style-type: none"> - Māori Achievement Collaborative - Te Ara Poutama. - Providing learning opportunities in Te Ao Māori, for students and staff, strengthen engagement for all learners, specifically Māori learners. <p>Classroom environments as part of the learning process</p>	<ul style="list-style-type: none"> - Targeted PB4L interventions are successfully implemented whilst strengthening classroom practices. Visible in ongoing planning documentation - Data is tracked and shared including Term by term comparisons - Data shows ongoing results of 90% plus at Tier 1 - PB4L data reported at Board hui - Kahui Ako plans for achievement challenges are completed and shared with school Staff and Board - See 2023 Charter Target Māori Engagement for detail - Highlands classrooms are rich in quality learning through display, feedback given to staff as part of PGC 	<p>PB4L - implementing actions and programme Tier 2 and Tier 3</p> <p>Kahui Ako</p> <p>Attendance and engagement</p> <p>Transition</p> <p>Emotional Wellbeing</p> <p>Success for Māori as Māori</p> <p>Outcome/recommendations from 2023 CHARTER TARGET</p> <p>Classroom environment expectations fully embedded</p>	<p>PB4L - implementing actions and programme Tier 3</p> <p>Kahui Ako</p> <p>Attendance and engagement</p> <p>Transition</p> <p>Emotional Wellbeing</p> <p>Success for Māori as Māori</p> <p>Review of progress</p>

	<p>Staff becoming familiar with new Progressions in Te Mataiaho (Curric refresh) and the Understand, Know, Do components of the Social Sciences, English and Maths Curriculum</p> <p>Maths PLD</p> <ul style="list-style-type: none"> - Use of deeper assessment to drive mathematics programmes <p>Writing assessment process embedded</p> <ul style="list-style-type: none"> - Use of writing progressions as per Highlands model and Curriculum refresh - Ongoing collection of boys writing using the progressions <p>Healthy Active Learning - Partnership with Sport Taranaki</p>	<ul style="list-style-type: none"> - Understand - Know - Do, will be visible in as part of school wider planning processes. - Progressions are a part of new curriculum documents and will be used as part of writing assessment - CHARTER TARGET maths will reflect engagement with the Maths curriculum - See Maths CHARTER TARGET in this document - 18% movement of children to at or above in maths data - Progressions used for planning and articulating next steps, and data collection - Staff and learners will refer to these steps/goals at learning conferences - Summative data based on progressions - Staff can speak anecdotally about engagement of all children in healthy active learning 	<p>Staff becoming familiar with new Progressions in Te Mataiaho (Curric refresh)</p> <p>Maths PLD</p> <p>Investigate appropriate Reading progressions / measures - via Curriculum refresh 'A deep dive into Reading and how it links to Inquiry and flexible grouping'</p> <p>Healthy Active Learning Partnership with Sport Taranaki</p>	<p>Staff becoming familiar with new Progressions in Te Mataiaho (Curric refresh)</p> <p>Maths systems embedded</p> <p>Reading outcomes put in place</p> <p>Healthy Active Learning - Partnership with Sport Taranaki</p>
--	--	--	---	--

GOAL	2023- ACTIONS	WHAT WE HOPE TO ACHIEVE	2024 - ACTIONS	2025 - ACTIONS
<p>2. The Teachers at Highlands Intermediate have and are building their professional capability and collective capacity</p> <p>TANGATA WHENUATANGA</p> <p>INDICATORS OF SUCCESS</p> <p>a. Quality recruitment</p> <p>b. Systematic, collaborative inquiry process and challenging professional learning</p> <p>c. Processes and practices enable and sustain collaborative learning and decision making</p> <p>d. Leaders of learning and distributed leadership of supports continuity and learning</p>	<p>Teacher Professional Growth Cycle (PGC)</p> <p>Professional Development (PD) to support</p> <ul style="list-style-type: none"> - CHARTER TARGET - Annual planning <p>Across team sharing - Use of release for PD and school visits</p>	<ul style="list-style-type: none"> - <u>All</u> staff at Highlands actively engaged in the PGC model - Staff will complete PD in <ul style="list-style-type: none"> - Mathematics - PB4L - Writing <p>This PD will be reflected in PGC documentation with reflective comments and plans</p> <ul style="list-style-type: none"> - Teaching staff will complete observations on other teachers <ul style="list-style-type: none"> - Two at Highlands - Two in year 6 classes of contributing schools - This will be reflected in their PGC documentation - 	<p>PGC format - reviewed</p> <p>Professional Development (PD) to support</p> <ul style="list-style-type: none"> - Charter Target - And annual planning <p>Across team sharing - Use of release for PD and school visits</p>	<p>PGC</p> <p>Professional Development (PD) to support</p> <ul style="list-style-type: none"> - Charter Target - And annual planning <p>Across team sharing - Use of release for PD and school visits</p>

GOAL	2023 - ACTIONS	WHAT WE HOPE TO ACHIEVE	2024 - ACTIONS	2025 - ACTIONS
<p>3. Highlands Intermediate promotes powerful connections and relationships with parents and whanau</p> <p>WHANAUNGATANGA</p> <p>INDICATORS OF SUCCESS</p> <p>a. Actively engaging in respectful working relationships</p> <p>b. School and community engaged in reciprocal learning-centred relationships</p> <p>c. Communications support above</p>	<p>Engagement with Whanau at Highlands Intermediate</p> <ul style="list-style-type: none"> - Review of Learning hui process - Restructure of Learning hui timeframe - New reporting to parents model trialled and reviewed <p>Consultation with Māori</p> <ul style="list-style-type: none"> - Information collected and collated T2/3 	<p>Develop then review the preschool hui</p> <ul style="list-style-type: none"> - Share review information with whanau - Contact is made with all whanau at all learning hui (meeting)and aspirations gathered - New two year reporting document developed with staff, trialled in 2023 and first review at the end of 2023 <p>Term 2/3 share with whanau the aspirational information and the data as part of the Māori engagement CHARTER TARGET</p> <ul style="list-style-type: none"> - Add this feedback to the engagement document - Part of planning T4 and 2024 <p>This is a two CHARTER TARGET to track a cohort through</p>	<p>Whanau Day/s concept and engagement with Whanau at Highlands Intermediate</p> <p>Consultation with Māori</p> <ul style="list-style-type: none"> - Information collected and collated T3/4 - Part of planning T4 and 2025 	<p>Whanau Day/s concept and engagement with Whanau at Highlands Intermediate</p> <p>Consultation with Māori</p> <ul style="list-style-type: none"> - Information collected and collated T3/4 - Part of planning T4 and 2026

GOAL	2023 - ACTIONS	WHAT WE HOPE TO ACHIEVE	2024 - ACTIONS	2025 - 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>INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> collaboratively develops and pursues the school's vision, goals, and targets ensures there is an environment conducive to learning and wellbeing ensures effective planning, coordination and evaluation of the school's curriculum, and teaching professional development evaluation and inquiry for sustained improvement builds relational trust 	<p>Akoranga Strategic Planning and Review - Linking Akoranga with Charter Strategic Goals and annual plan</p> <p>Support for developing 'Leadership;' and career pathways for staff Highlands Aspiring Leaders programme</p>	<p>Each Akoranga group will develop a strategic plan, goals and actions.</p> <ul style="list-style-type: none"> They will review these goals annually <p>Reviewed from 2021 and developed again for 2023</p> <ul style="list-style-type: none"> To enable approx. 6/7 staff to be involved in a leadership programme to continue to grow leaders within the school To set up opportunities for staff on release to come to and be part of the Leadership hui 	<p>Akoranga Strategic Planning and Review -</p> <p>Highlands Aspiring Leaders programme</p> <p>Support for developing 'Leadership;' and career pathways for staff</p>	<p>Highlands Aspiring Leaders programme</p> <p>Support for developing 'Leadership;' and career pathways for staff</p>

RAWA - STRIVE FOR EXCELLENCE IN EVERYTHING WE DO - BE GREAT

GOAL	2023 - ACTIONS	WHAT WE HOPE TO ACHIEVE	2024 - ACTIONS	2025 - ACTIONS
<p>5. Stewardship - the Board of Trustees support student learning and achievement MANAAKITANGA</p> <p>INDICATORS OF SUCCESS</p> <p>a. The BoT actively represents and serves the school community</p> <p>b. The BoT monitors progress against plans and targets</p> <p>c. The BoT is active in self review</p>	<p>Ongoing review of policy and procedural information</p> <p>Collection of strategic information from community as part of new Board</p> <p>Complete updated property plan - Condition and assessment</p> <p>Through Governance and Management, develop connections both personal and commercial with our community including strengthening our relationships internationally</p>	<p>Policy information is reviewed by Board, staff, community as appropriate.</p> <ul style="list-style-type: none"> - Schooldoc information shared via Board reporting and in Panui as needed - Board develop a process for collecting data from the community - 2024 strategic planning document developed <p>In 2023</p> <ul style="list-style-type: none"> - The new 5YA Property Plan completed - The first property projects to start in June/July 	<p>Ongoing review of policy and procedural information</p> <p>Implementing information collected Strategic Plans Reporting on Strategic Goals</p> <p>Implement new 5 year property plan</p> <p>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</p> <p>Implementing information collected Strategic Plans Reporting on Strategic Goals</p> <p>Property plan - ongoing</p> <p>Through Governance and Management develop connections both personal and commercial with our community including strengthening our relationships internationally</p>

REVIEW OF CHARTER AND CONSULTATION			
2023 - ACTIONS	2024- ACTIONS	2025- ACTIONS	2026
Consultation of Health curriculum Pubertal Change Community Consultation - Strategic Board	Implement Strategic Actions	Consultation of Health curriculum BoT Election	Community Consultation - Strategic Board
REPORTING TO SCHOOL BOARD			
TERM 1	TERM 2	TERM 3	TERM
<ul style="list-style-type: none"> - End of year assessment data - Analysis of variance - CHARTER - CHARTER TARGETS - Annual goals - ongoing - PB4L data - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety - Ongoing property and finance 	<ul style="list-style-type: none"> - Term 1 data - Literacy and Numeracy - Priority Learners - Whakapiki identified - Annual goals - ongoing - PB4L data - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety - Ongoing property and finance 	<ul style="list-style-type: none"> - End of Term 2 data - Literacy and Numeracy - Whakapiki - ongoing - Annual goals - ongoing - PB4L data - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety - Ongoing property and finance 	<ul style="list-style-type: none"> - Budget - Whakapiki - ongoing - Policy and Procedure information as per SchoolDocs - Health and safety - Ongoing property and finance
REPORTING TO WHANAU			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> - Aspirational hui (meeting) with whanau before school starts - Week 8/9 Learning Conference Reporting on aspirations and sharing data and learning plans - Reporting document sent home electronically 	<ul style="list-style-type: none"> - Ongoing whanau communication as needed 	<ul style="list-style-type: none"> - Week 1/2 Learning Conference Reporting on aspirations. Sharing data, progress, and learning plans - Reporting document sent home electronically - Ongoing whanau communication as needed 	<ul style="list-style-type: none"> - Summative documentation of the year sent home - Last week of term - Ongoing whanau communication as needed

CHARTER TARGET 2023 - MATHEMATICS

STRATEGIC AIM: Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO	
ANNUAL OBJECTIVE: To introduce teachers to a wider range of mathematical tasks and pedagogy across all classes and Whanau To accelerate both our lower achieving and higher achieving students across the school	
TARGET: To further student engagement, enjoyment and achievement in mathematics through a wider range of mathematical tasks, pedagogy and intervention programs. In 2023 there will be an aspirational target of an 18 % shift of learners from below expected level of learning , to at and/or above as evidenced in the Term 1 data to Term 4	
<p>BASELINE DATA</p> <p>Three years ago we introduced PR1ME mathematics into Highlands Intermediate. The aim of this intervention was to provide a structured maths learning programme and to use it as a tool to strengthen teacher knowledge in mathematics.</p> <p>As a kura we are now wanting to evolve our maths programmes further. The aim being to look at how we can keep our structured basic facts, maintenance, and learning and also integrate maths into our wider curriculum.</p> <p>We have seen some great evidence and feedback from students, teachers and parents through the introduction to the MST(Maths Support Teacher) Program at Highlands in 2021. The programme targets many of our at risk and lower achieving students who exhibit a lack of motivation, engagement and participation in mathematics. The MST program moves away from much of the content of our current maths programme and engages students through collaborative group activities and rich problem solving tasks, opening up the participation and dialogue between students. Many teachers and parents noted a huge shift in their students’ attitude, engagement, participation and achievement in Maths at the conclusion of the MST programme. Much of the professional development of the MST programme has been delivered from Cognition Education who will be providing the professional development for the school. We want to build on our teachers' skills, knowledge and confidence around a wider variety of content, pedagogies and assessment practices so they can implement the type of responsive, engaging and effective maths programme the MST students have had the opportunity to experience schoolwide.</p> <p>Also how can we measure and foster a love of maths beyond getting the ‘right answer’?</p> <p>Nb. See Numeracy report to Highlands School Board as a supporting document</p>	
What	Indicators of progress/reporting
<p>All staff involved with PLD to:</p> <ul style="list-style-type: none"> - strengthen pedagogy in math - use the assessment tools for to drive formative assessment - Understanding what the assessment/data is saying - Clearly identifying gaps in learning for individual and groups of children 	<ul style="list-style-type: none"> - All staff will use the data (not PR1ME) and have clearly identified priority learners - This will be evident when shared at whanau hui and in assessment documentation - All staff will use the assessment tools to identify and plan learning based around the Year 7 and 8 curriculum

<ul style="list-style-type: none"> - develop an understanding of the new math curriculum with a focus on the Understand - Know - Do aspects for year 7 and 8 learners <p>Continue with M.S.T and use aspects of the model as part of the classroom math programme For M.S.T kaiako (teachers) will identify priority learners from the data collected and collated M.S.T to target and accelerate progress of identified priority learners</p>	<ul style="list-style-type: none"> - Planning for math will reflect there will be evidence of the Understand - Know - Do as per the curriculum refresh - The target of 20% movement will be shown in the Term 1, Term 2/3 (formative data),and Term 4 (summative data) - Priority learners will be part of the M.S.T programme, their data will be tracked and reported. Data collection week 6 of Terms 1,2, and 3
<p>Who</p> <ul style="list-style-type: none"> - Cognition will provide the PLD support - we have hours of PLD support for 2023 - Each staff member will <ul style="list-style-type: none"> - commit to growing their math pedagogy - respond to learners math data - Identify priority learners - Contribute and engage collaboratively with staff and leaders to plan for needs - Whanau leaders will <ul style="list-style-type: none"> - include math as an area of discussion re best practice at whanau hui - engage in PLD and support the growth of the teaching staff - as part of the PLG process, meet with each staff member individually and go over their use of assessment in math - will review data and work with teaching staff in identifying priority learners - Identify gaps with staff and work with staff to plan effectively for needs across the whanau - The M..S.T will <ul style="list-style-type: none"> - provide leadership across the school and support staff - lead the Math Ako group (math leaders from each whanau) - be released three days a week to work with priority learners identified by staff and whanau leaders - report on progress of the priority learners identified 	

CHARTER TARGET 2023 - MAORI ENGAGEMENT

STRATEGIC AIM: Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO	
ANNUAL OBJECTIVE: Success for Māori as Māori - The school will be part of the Māori Achievement Collaborative and provide learning opportunities in Te Ao Māori, for students and staff, and strengthen engagement for all learners, specifically Māori learners. NELP - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning, reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs, and ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	
TARGET: To gather base line data in Term one of 2023 and then measure progress in Term 4 Including - Aspirational information, attendance, school leadership, receipt of badges and spectemur agendo, PB4L, Literacy and Numeracy, connection with school That Maori representation in areas of our school mentioned become more representative of the % of Maori students at our kura	
BASELINE DATA: Our Maori students make up % of our school population. We do not believe this percentage is represented positively in the following aspects of our kura; attendance, school leadership, receipt of badges/spectemur agendo, PB4L, and Literacy and Numeracy, In 2023 we collected the aspirational information of our learners ' What is it you want from your time at Highlands Intermediate. We will collate this information and identify trends. This will give us an indicator of what success looks like for these learners	
What	Indicators of progress/reporting
<p>Collect and collate</p> <ul style="list-style-type: none"> - Aspirational information - Attendance data from 2022 to use as a base, - Collect the historic information of our school student leaders - Collect the historic information in relation to badge work and Spectemur Agendo - Collect PB4L data from 2022 to use as a starting point - Collect Literacy and Numeracy data <p>Interview students about the above and the why including</p> <ul style="list-style-type: none"> - What is success for you at Highlands? Is it these things? - What are the most important things for you about school? - Connection with adults at school - What would make school better for you? <p>Interview them again at the end of the year</p>	<p>Information collected, and collated</p> <ul style="list-style-type: none"> - information is in a format that can be tracked three times a year - information is monitored and shared <p>Whanau hui is planned and takes place and the outcomes are shared and acted upon</p> <p>That our students experience success and are engaged in our school as measured in the data</p> <p>Changes are made that reflect the outcomes</p>

<p>Term 2/3 whanau hui to share information and get whanau feedback</p> <p>To be flexible and adapt. We see this evolving and what comes out of the data and the student and whanau voice may mean changes to process</p>	
<p>Who</p> <ul style="list-style-type: none"> - Each staff member will <ul style="list-style-type: none"> - identify and collect and collate data of students - respond to feedback and outcomes as they become available - engage in learning opportunities through readings, PD etc - contribute and engage collaboratively with staff and leaders to plan for needs - engage in all aspects of Te Reo, Tikanga, and Te Ao Maori at our kura - Whanau leaders will <ul style="list-style-type: none"> - be aware of learners and be tracking their progress - respond to feedback and outcomes as they become available - engage in learning opportunities through readings, PD etc - contribute and engage collaboratively with staff to plan for needs - engage in all aspects of Te Reo, Tikanga, and Te Ao Maori at our kura - as part of the PLG process, meet with each staff member individually and go over Te Ao Maori as per the Teachers professional standards and as built in to the Highlands PGC document - wil review data and work with teaching staff in identifying priority learners - Identify gaps with staff and work with staff to plan effectively for needs across the whanau - Principal, Te Ara Poutama rōpu, and whanau leaders will <ul style="list-style-type: none"> - be actively involved in the success of reaching this target - provide leadership and enthusiasm - complete documentation as needed 	

ANALYSIS of VARIANCE 2022

MATHEMATICS ANALYSIS OF VARIANCE 2022

STRATEGIC AIM:

Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO

ANNUAL OBJECTIVE:

To introduce teachers to a wider range of mathematical tasks and pedagogy across all classes and Whanau
To accelerate both our lower achieving and higher achieving students across the school

TARGET:

To further student engagement, enjoyment and achievement in mathematics through a wider range of mathematical tasks, pedagogy and intervention programs.

BASELINE DATA: 2021 data Maths

Term 4 2021: Percentage of Students At/ Above Expected Curriculum level	
All Students	63%
Māori	45%
NZ European/ Pakeha	66%
Pasifica	50%
Male	61%
Female	58%
Year 7	67%
Year 8	59%

Three years ago we introduced PR1ME mathematics into Highlands Intermediate. The aim of this intervention was to provide a structured maths learning programme and to use it as a tool to strengthen teacher knowledge regarding mathematics.

As a kura we are now wanting to evolve our maths programmes further. The aim being to look at how we can keep our structured basic facts, maintenance, and learning and also integrate maths into our wider curriculum.

We have seen some great evidence and feedback from students, teachers and parents through the introduction to the MST (Maths Support Teacher) Programme at Highlands in 2021. The programme targets many of our at-risk and lower achieving students who exhibit a lack of motivation, engagement and participation in mathematics. The MST programme moves away from much of the content of our current maths programme and engages students through collaborative group activities and rich problem solving tasks opening up the participation and dialogue between students. Many teachers and parents noted a huge shift in their students' attitude, engagement, participation and achievement in Maths at the conclusion of the MST programme. Much of the professional development of the MST programme has been delivered from Cognition Education who will be providing the professional development for the school. We want to build on our teachers' skills, knowledge and confidence around a wider variety of content, pedagogies and assessment practices so they can implement the type of responsive, engaging and effective maths programme the MST students have had the opportunity to experience schoolwide. Teachers placed further emphasis on identifying, tracking and monitoring the progress and achievement of 'at risk' or priority learners. Target cohorts identified included our Year 7s group-ensuring they began High School with mathematical confidence, and females- as we identified a trend of females not achieving at the same rates compared to males, and our Maori student cohort. Rates of achievement in maths are much lower than non-Maori. Teaching staff shared key strategies for learning. This continued approach to collaboration enabled a greater understanding of maths pedagogy.

Also how can we measure and foster a love of maths beyond getting the 'right answer'?

ACTION - What we did	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION - Where to next
<p>Collect data from a range of assessment items (Stage Basic Facts, PAT, Prime Summative tests)</p> <p>Teachers use a range of assessment data to form OTJ's (end of term 1). Stage Basic Facts "areas of focus" can be used for goals set by teacher/student and can be shared at learning</p>	<p>Administer PAT, Prime Summative tests beginning of Term 1 and Stage Basic Facts each term. Data to go on to PAT website and schoolwide Stage Basic Facts spreadsheet. Maths Akoranga team to review data and look for trends and major areas of misconceptions across school.</p> <p>Discuss and moderate a range of assessment items during whanau meetings to ensure consistency in OTJ's. Co-construct assessments/goals with students to allow ownership - students to share information.</p>	<p>Data collated from standardised testing, class learning and teacher discussions/ observations of students.</p> <p>Not all teachers using data as intended or unsure of how to use assessment resources or tools.</p> <p>Moderate success. Done at team level- some inconsistency, however there was some improved understanding of student achievement</p>	<p>Improve understanding and evaluation of assessment tools and the data they provide. This will provide Data from PATs- Scale scores, to measure achievement, track progress over a two year period. Identify emerging, developing learners (priority learners) from data.</p> <p>Identify, plan, assess and respond to learning needs for individuals and trends across the class, whanau, and school.</p> <p>Teacher inquiry into delivery and pedagogical understanding of maths teaching. This will provide greater consistent and inclusive maths programme and develop an understanding of the new maths curriculum with a focus on the Understand - Know - Do aspects for year 7 and 8 learners</p> <p>MST teacher- learning opportunities- shared development of plans/ resources and strategies. Expertise of PLD. Small group sessions intensive maths for those students identified as benefiting from this initiative.</p>

<p>conferences.</p> <p>Priority students identified by and MST and Extension Math groups are selected.</p> <p>Professional Development begins for all classroom teachers by Cognition Education to introduce range of tasks and pedagogy.</p>	<p>Student Disposition Data collected at beginning and end of intervention programmes to see shifts in students' confidence, enjoyment, engagement and participation. Teachers / Whanau voice gathered.</p> <p>Teachers are interviewed before and after an intervention programme by Cognition Education to assess Teachers knowledge, confidence and skills on a range of tasks and pedagogy.</p>	<p>and corresponding curriculum level.</p> <p>Priority learners identified from data, specific goals and learning initiatives/ support in place. Benefit a number of our At risk learners (number at MST) Extension programme- MST/ whanau leaders worked alongside more able learners.</p> <p>Teachers involved in PLD- teacher PD valuable, provided clarity and formed specific expectations.</p>	
---	---	--	--

SUPPORTING DATA

2022 End of year Data- Percentage of students achieving at or above expected curriculum levels:

All Students	73%
Māori	58%
NZ European/ Pakeha	74%
Pasifica	50%
Male	73%
Female	73%
Year 7	70%

Year 8	76%
--------	-----

Overall positive shift with mathematics achievement levels. 10% increase in meeting/ exceeding curriculum expectations from previous year. This improvement included our Year 8 cohort making pleasing progress, compared with their Year 7 data from the previous year. This 9% increase indicates the contribution MST made to overall maths achievement. Also saw a good increase of students making progress- 2 years below to 1 year below- accelerated progress for our priority learners. Although yet to achieve the expected curriculum level, this group made progress. Māori students showed a 13% increase overall during the Year period. A number of students within this cohort, particularly boys, made shifts from *Well Below* to *Below*, as well as those now achieving the expected curriculum level. We continue to work towards increased progress- and our Māori Akonga achieving at similar rates/ achievement levels as Non- Māori. We also had a 7% increase for those students *Above* the expected level from the previous year's results. Females had a 15% increase with this result being the best achievement rate for females for a number of years. This cohort results matched our male cohort. This indicates a shift in positive dispositions and a target of female priority learners within the MST programme. Must be noted, achievement rates are significantly higher than the previous 2 disrupted years, and similar to pre covid data.

WRITING ANALYSIS OF VARIANCE 2022

STRATEGIC AIM: Highlands Intermediate is a school with a responsive curriculum, effective teaching and quality opportunities to learn - AKO																	
ANNUAL OBJECTIVE: Implement the use of the Highlands Writing Progressions across all classes in the school.																	
TARGET: To accelerate the progress of students Writing by implementing and using the Highlands Writing Progressions as a tool to assess and recognise next steps.																	
<p>BASELINE DATA: 2021 End of Year data, Percentage of students achieving At or Above the expected curriculum level.</p> <table border="1"> <tr> <td>All Students</td> <td>52%</td> </tr> <tr> <td>Māori</td> <td>35%</td> </tr> <tr> <td>NZ European/ Pakeha</td> <td>56%</td> </tr> <tr> <td>Pasifica</td> <td>45%</td> </tr> <tr> <td>Male</td> <td>50%</td> </tr> <tr> <td>Female</td> <td>78%</td> </tr> <tr> <td>Year 7</td> <td>60%</td> </tr> <tr> <td>Year 8</td> <td>44%</td> </tr> </table> <p>Our ongoing longitudinal data for 'All Students' in Writing at Highlands Intermediate shows that in previous years, our students made progress in Writing but potentially not at the rate or to the level expected.</p> <p>Our longitudinal data is based on curriculum levels. In Term 1, a Year 7 student is considered At or Above if they are at Level 3 Achieved or higher. In order to remain At or Above at the end of the year (Term 4) they must be at Early Level 4 or higher. Year 8 students need to be Early Level 4 or higher at the beginning of the year to be considered At or Above. Our highest achievers in writing are our female and NZ European students. In 2020, teachers showed that they were able to use the Progressions to assess writing accurately. We need to move into giving more ownership to the students.</p> <p>As a kura, we ensure our curriculum levels are marked accurately. Often our Kaiako err on the side of caution and mark students lower as they have not seen their students write across a range of genres. However, the data is still reliable as the same Kaiako assess their students at the start and end of the year. In order to ensure we have comparative data we have moderated e-asTTle samples of our identified Maori boys.</p>		All Students	52%	Māori	35%	NZ European/ Pakeha	56%	Pasifica	45%	Male	50%	Female	78%	Year 7	60%	Year 8	44%
All Students	52%																
Māori	35%																
NZ European/ Pakeha	56%																
Pasifica	45%																
Male	50%																
Female	78%																
Year 7	60%																
Year 8	44%																

<p>We will continue to e-asttle our Maori Boys as our school-wide sample to monitor progress. This will be moderated / marked by the same teachers/ako to ensure consistency. We recognise the need to have a standardised testing to ensure our longitudinal data is true and correct.</p>			
ACTION - What we did	OUTCOMES	REASONS FOR THE VARIANCE	EVALUATION - Where to next
<p>Collect Maori Boys e-asttle samples and moderate them</p> <ul style="list-style-type: none"> - Writing Akoranga team to moderate samples - review discrepancies. <p>Writing sample assessment undertaken by all students and marked by teachers to assist in forming OTJs (End of Term 1).</p> <p>Goals set in collaboration between teacher and student and shared with parents at learning conferences.</p> <p>SF (leader of writing) to write Board Report. SF to present to the board</p> <p>Writing ako to support teachers to enable them to use the Progressions effectively in classes to support learning.</p>	<p>Using progressions - discuss and moderate pieces of writing in Whanau meetings to ensure consistency. Leading to improved teacher understanding of achievement.</p> <p>Co-construct assessments/goals with students to allow ownership - students to share information. These next learning steps were discussed and used to inform teaching.</p> <p>Model lessons / give suggestions / support and guidance / observations. Moderate pieces of writing using exemplars to ensure they line up with Curriculum Levels.</p> <p>Maori Boys to complete e-asttle and have moderated data entered onto the website for longitudinal data.</p> <p>On the walls - examples. Visible in books. Used to track learning- incorporate writing into the inquiry- creating richer, authentic writing opportunities.</p>	<p>We have created an Ako group; Writing. This Ako group has an ongoing strategic plan and has made significant progress in changing attitudes to writing. This gives writing a specific focus of teaching and learning / moderating. This Ako group has a representative from each whanau who presents back at whanau meetings.</p> <p>We have explicit writing progressions which are displayed - this means learners can follow the progressions and know next steps. This has been teacher driven, and continues to be a focus within class. Further support regarding implementation to continue.</p> <p>As a school we collected ongoing data on Maori boys writing. (Maori boy writers - Have been identified as the lowest performing group across all curriculum areas and cohorts). In addition, research states what is good for Maori learners is good for all learners, but what is good for pakeha learners is not good for all learners.</p>	<p>The NZC Curriculum Refresh - Understanding principles, the progressions at each level; we are “noticing the data and responding” - support for staff to understand and are supported to implement into their teaching.</p> <p>Mātauranga Māori weaved into curriculum which will mean a more “progressed-focussed framework” - this will allow teachers to offer rich writing experiences. Continue using our inquiry approach to our writing. Highlands progressions are reported on and shared at whanau hui. Teachers and students will report on progressions specifically and identify next steps. Aspects of this will be evident in the written reporting document.</p> <p>Continue Māori boys data collection.</p> <p>Include this data as part of the information for the 2023 Charter Target along with the level information gathering student voice around writing and how to engage boys and especially Māori boys with writing.</p> <p>Marking and moderation of writing. This currently happens within the Writing Ako. In 2023 teachers will use progressions to gather information, then pass this data to the Writing Ako to moderate. The Writing Ako will moderate against the aSTTL (The aSTTL writing is an assessment tool designed to assess students' progress in writing from Years 1–10. It assesses students' ability to independently write continuous text across a variety of purposes - describe, explain, recount, narrate, persuade) writing tool to ensure accuracy of levelling and use of the progressions.</p> <p>Investigate the research on the new literacy standards at Secondary School NCEA to ensure our learners can be transitioned to these NCEA assessments in later years.</p>

<p>Teachers to assess writing of classroom students (End of Term 2)</p> <p>Progressions alive in the classroom.</p> <p>Kaiawhina/ Literacy specialists to support literacy learners.</p>		<p>Another reason for variance could be down to the fact that in COVID times our data shows that writing was not a priority in the household and devices were used for teaching and learning. Therefore writing decreased.</p> <p>Many of our priority learners- especially <i>Well Below</i> learners were part of initiatives and intensive programmes with our literacy expert or supportive teaching programmes with Kaiawhina.</p>	
--	--	---	--

SUPPORTING DATA: 2022 End of Year data, percentage of students at or above the expected curriculum levels.

All Students	66%
Māori	47%
NZ European/ Pakeha	68%
Pasifica	67%

Male	56%
Female	77%
Year 7	66%
Year 8	65%

Writing results showed good progress, after covid affected years. This had an impact on data over the previous year (s).

Overall there was a 14% increase in students achieving at or above the expected NZ curriculum level. This was a positive outcome, indicating improved teaching and learning.

Our Māori students made similar progress to the overall school, and although 47% of this cohort achieved at/ above expected curriculum level, this is a significant improvement on previous years data.

Our Māori boys cohort- target group, continued to be a priority focused group. Using E Asttle to moderate and identify specific writing needs allowed specific teaching to take place. Although many of this cohort were yet to achieve expected curriculum levels, progress from Well Below was made and many of this cohort also showed great improvement with their functional written skills. Large jump with the Pasifica cohort an impressive 22% improvement.

Males and females cohorts both improved, with females achieving at far greater rates than males. We were pleased with the progress our 2022 Year 8 cohort made, however , still feel improvement can be made with our Year 8 learners.