

LEADERSHIP – How does Kaitao Intermediate School provide leadership for equity and excellence?

Domain: 2	EXPECTED OUTCOMES / OUTCOMES/MUST DO'S	TASKS TO ACHIEVE THE OUTCOME / REASONS FOR THE VARIANCE	HOW WILL IT BE MONITORED / HOW IT WAS MONITORED: WHO/WHEN	EVALUATION / ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?	
<p>Leadership promotes and participates in teacher learning and development</p> <p><i>Organisational structures, processes and practices strengthen and sustain focused professional learning and collaborative activity to improve teaching and learning.</i></p> <p><i>Team meetings maximise the time spent on using evidence of student learning for collective inquiry into the effectiveness of teaching practice.</i></p> <p><i>Leadership builds the capacity of teachers to be leaders who promote and support the improvement of teaching and learning.</i></p>	Maths	An effective maths leadership team will have provided high quality professional development which supports teacher pedagogy and raises student achievement.	<input type="checkbox"/> Develop a new leadership team. <input type="checkbox"/> Leadership team mentoring and monitoring <input type="checkbox"/> Plan 2020 PL development for all staff <input type="checkbox"/> Develop long term plan for 2020 <input type="checkbox"/> Introduce PACT assessment <input type="checkbox"/> Complete kia eke panuku observations for maths.	<p>Principal, DP</p> <p>Liaison with Shirley Collins (Evaluation Associates)</p> <p>Cath Runga/WSL</p> <p>Maths leaders</p>	<ul style="list-style-type: none">
	PB4L/Restorative Practice	All staff will have consistently used PB4L practices (including restorative practices and beliefs) and processes effectively to develop and maintain positive relationships.	<ul style="list-style-type: none"> ● Reinvigorate the PB4L team ● Provide PL for all staff in PB4L and restorative practice ● Update expectations for areas of the school and provide visual reinforcement for students through murals etc. Budget and plan for Mark Spikerbaus to complete murals 	<p>AP Principal/All staff</p> <p>PB4L team/Speedy Signs/Mark Spikerbaus/All staff</p>	<p>NEXT STEPS:</p> <ul style="list-style-type: none">
	Literacy	An effective literacy leadership team will have ensured that the Gaye Byers writing approach has been maintained as an effective methodology in the teaching of writing.	<input type="checkbox"/> Develop a new leadership team. <input type="checkbox"/> Leadership team mentoring and monitoring <input type="checkbox"/> Plan 2020 PL development for all staff <input type="checkbox"/> Develop long term plan for 2020 <input type="checkbox"/> Introduce PACT assessment		
	STEAM/Integrated Curriculum/Localised Curriculum/Enviro/Digital Curriculum	Teaching and learning will have been exciting, included the whole curriculum and have engaged adolescent students.	<ul style="list-style-type: none"> ● Team leaders will be supported to develop the localised curriculum within their team to promote big ideas and themes which access the whole curriculum ● Team leaders will support their team members to share the expertise within their team at whole staff PL 	<p>Principal/DP</p> <p>Team Leaders</p>	

RESPONSIVE CURRICULUM – How will we ensure we have a responsive curriculum, effective teaching and opportunities to learn?

Domain 4:		EXPECTED OUTCOMES By ensuring:	TASKS TO ACHIEVE THE OUTCOME: WHO/WHEN	HOW WILL IT BE MONITORED: WHO/WHEN	ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
<p>Students learn, achieve and progress in the breadth and depth of the <i>New Zealand and/or Te Marautanga o Aotearoa</i>.</p> <p><i>Students, teachers and parents and whanau set challenging and appropriate expectations for learning.</i></p> <p><i>Students, teachers and parents and whanau participate in curriculum design and decision making</i></p> <p><i>Students, teachers and parents and whanau participate in curriculum design and decision making.</i></p> <p><i>Curriculum design and enactment is responsive to the aspirations of students, parents and whanau, drawing on and adding to their funds of knowledge</i></p>	<p>Maths</p>	<p>All students will have shifted 1-2 stages from where they were at the end of Year 6.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will analyse individual and whole class data every term to monitor progress and ensure that every student has reached the target of 1-2 stages over the two year period (see class description). <input type="checkbox"/> Leaders of maths will provide a table which shows the expected progress in stages term by term. <input type="checkbox"/> Teachers will, where possible, make links to the localised curriculum themes. <input type="checkbox"/> Accelerate mathematics provided <input type="checkbox"/> Target student inquiries catering for students just below expected levels <input type="checkbox"/> 20 at risk students provided targeted interventions 	<p>Classroom teachers</p> <p>Leaders of maths</p> <p>Classroom teachers</p> <p>Peter Boot Classroom teacher</p> <p>WERA</p>	<ul style="list-style-type: none"> •
	<p>PB4L/Restorative Practice</p>	<p>The whole school community, including students, staff and parents will be clear in their understanding of the expectations of a PB4L school.</p>	<ul style="list-style-type: none"> • Teachers develop class expectations alongside students early in the school year and revisit these frequently. • Classroom expectations are to be displayed in all classrooms. • Leaders and teachers will integrate PB4L and school values in curriculum learning 	<p>Teachers and students</p> <p>Classroom teachers</p> <p>Principal, DP, AP, Team Leaders, Classroom teachers</p>	<p>NEXT STEPS</p> <ul style="list-style-type: none"> •
	<p>Literacy</p>	<p>All students will have shifted 2 levels from where they began in February of their Year 7 year.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will analyse individual and whole class data every term to monitor progress and ensure that every student has reached the target of 2 levels over the two year period (see class description). <input type="checkbox"/> Leaders of literacy will provide a table which shows the expected progress in stages term by term. <input type="checkbox"/> Teachers will, where possible, make literacy links to the localised curriculum themes. 		
	<p>STEAM/Integrated Curriculum/Localised Curriculum/Enviro/Digital Curriculum</p>	<p>Teaching and learning will have been exciting, included the whole curriculum and have engaged adolescent students.</p>	<ul style="list-style-type: none"> • Teachers will provide a long term plan for 2020 in term 1, which includes big ideas and themes that include an integrated curriculum approach. • Maths and literacy leaders will provide support to classroom teachers in assisting them to identify the curriculum links. 		

			<ul style="list-style-type: none"> Teachers will become familiar with the expectations of the digital curriculum through provided PL 		
<p>Effective, culturally responsive pedagogy supports and promotes student learning</p> <p><i>Teaching practices are consistent with culturally responsive and relational pedagogies</i></p> <p><i>Teachers promote achievement of learning outcomes by deliberately aligning task design, teaching activities and resources, and home support.</i></p>		<p>Kaitao Intermediate School has been involved with Te Maru o Ngongotaha Kahui Ako and be observed using the Kia eke Panuku observation tool.</p> <p>Kaitao Intermediate School examines pedagogical methods that are culturally responsive and promote student learning.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Across School Teacher and Within School Teacher to be involved in kahui ako <input type="checkbox"/> Kia eke Panuku observations <input type="checkbox"/> Whole school PL within the Kahui Ako 	<ul style="list-style-type: none"> <input type="checkbox"/> Across School Teacher and Within School Teacher <input type="checkbox"/> Team leaders/Leaders of Maths and Literacy <input type="checkbox"/> Cath Runga/Nyree King 	<ul style="list-style-type: none">

Assessment for learning develops student' assessment and learning -to-learn capabilities

Assessment activities are inclusive, authentic and fit-for-purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps.

Teachers, parents and whanau actively participate in, and contribute to, students' learning journeys through ongoing, reciprocal communication.

Teachers will have moderated collaboratively in writing and maths (using PACT) to make accurate OTJ's across the curriculum.

PACT will be used to develop understandings of achievement outcomes and next steps for learning

Domain 3:	EXPECTED OUTCOMES By ensuring:		TASKS TO ACHIEVE THE OUTCOME: WHO/WHEN	HOW WILL IT BE MONITORED: WHO/WHEN	ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
<p>Communication supports and strengthens reciprocal, learning-centred relationships</p> <p><i>A range of appropriate and effective communication strategies is used to communicate with and engage parents, whanau and community</i></p> <p><i>Parents, whanau and teachers work together with students to identify their strengths and learning needs, set goals, and plan responsive learning strategies and activities</i></p> <p><i>The school proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing</i></p>	<p>Maths</p>	<p>Parents, caregivers, whanau and community have attended workshops and events which highlight maths, reading, writing and integrated curriculum themes.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Newsletter is sent regularly <input type="checkbox"/> Facebook page is kept up to date <input type="checkbox"/> School App is used and replicates Facebook page <input type="checkbox"/> Regular consultation with whanau <input type="checkbox"/> Meet the teacher evening <input type="checkbox"/> Settling in report sent at 6 weeks <input type="checkbox"/> Student Led conferences <input type="checkbox"/> School leaders will model “role play” target student inquiry meetings. <input type="checkbox"/> Target student inquiries and parent meetings <input type="checkbox"/> Curriculum workshops and events held 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal and DP 	
	<p>PB4L/Restorative Practice</p> <p>Literacy</p> <p>STEAM/Integrated/ Curriculum/Localised Curriculum/Enviro/Digital Curriculum</p>	<p>as above</p> <p>Local experts (parents) will have been used in classrooms for learning, promoting and enhancing integrated curriculum themes.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Classroom teachers 	

ENVIRONMENT – How will enhancing the physical environment at Kaitao Intermediate School improve the hauora and well-being of students, staff and community

Domain:		EXPECTED OUTCOMES By ensuring:	TASKS TO ACHIEVE THE OUTCOME: WHO/WHEN	HOW WILL IT BE MONITORED: WHO/WHEN	ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
<p>4.a. Kaitao Intermediate School is recognised by our community as a positive, engaging place to be. It will be an aesthetically pleasing, safe and welcoming environment, which demonstrates how we value and respect our students, staff and community.</p>	<p>Maths</p> <p>PB4L/Restorative Practice</p> <p>Literacy</p> <p>STEAM/Integrated Curriculum/Localised Curriculum/Enviro/Digital Curriculum</p>	<p>The physical is conducive to effective learning and is a place students feel proud of and safe within</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The following actions will be undertaken as funding becomes available: <input type="checkbox"/> <u>Gardens</u> <input type="checkbox"/> Continue to improve enviro garden including: <ul style="list-style-type: none"> <input type="checkbox"/> compost <input type="checkbox"/> a worm farm <input type="checkbox"/> chickens <input type="checkbox"/> food growing areas <input type="checkbox"/> <u>Spaces</u> <ul style="list-style-type: none"> <input type="checkbox"/> Design and build variable small spaces for students and staff to sit and interact <input type="checkbox"/> <u>Classroom renovations (based on property scoping plans)</u> <ul style="list-style-type: none"> <input type="checkbox"/> Removal of surplus classrooms <input type="checkbox"/> Repairs to roofing <input type="checkbox"/> Electrical upgrades <input type="checkbox"/> Plumbing and drainage <input type="checkbox"/> Refits of internal wall coverings <input type="checkbox"/> <u>Scope and design a waharoa for front entrance</u> <input type="checkbox"/> Install Poutama along driveway to make the front entrance inviting. 	<ul style="list-style-type: none"> <input type="checkbox"/> Roll numbers and community feedback. <input type="checkbox"/> Positive community recognition <input type="checkbox"/> Council confirmation of school boundaries <input type="checkbox"/> Functional and attractive boundary fencing contributes to the safety of our students <input type="checkbox"/> Enhanced outdoor areas will provide additional learning opportunities and an attractive, enjoyable environment for our students. <input type="checkbox"/> Incidences of unsafe behaviour will reduce where areas are designed for passive activities only <input type="checkbox"/> Classrooms will be well-maintained and fit for purpose <input type="checkbox"/> Guests can gather, students can stay dry, improved safety around parking and pick up. <input type="checkbox"/> The entrance to our school will reflect the culture of our school and our community (feedback from our school community) 	<ul style="list-style-type: none"> ● Fencing of perimeter has been completed ● Internal fencing to keep registered runner safe has been installed. ● Separate visitor and staff parking areas ● Gardens were established with Western Heights Community Centre ● Waharoa built <p>NEXT STEPS</p> <ul style="list-style-type: none"> ●

Maori Education Plan - Kaitao Intermediate School - 2020

Focus area: Culture and Language	EXPECTED OUTCOMES By ensuring:	TASKS TO ACHIEVE THE OUTCOME: WHO/WHEN	HOW WILL IT BE MONITORED: WHO/WHEN	ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
	<p>Students are working towards level 4 te reo so that through te reo Maori we strengthen Aotearoa New Zealand's identity in the world; within Rotorua as a bi-cultural city and within the Western Heights community.</p> <p>All students can participate with understanding and confidence in situations where te reo and tikanga Māori predominate and to integrate language and cultural understandings into their lives;</p> <p>As a school we broaden entrepreneurial and employment options to include work in an ever-increasing range of social, legal, educational, business, and professional settings. Students understand how history and tikanga can take us into the future.</p>	<p>Further discussion and decisions made around use of the Marautanga and NZC schoolwide and for Rumaki.</p> <p>Powhiri / whakatau / kapahaka / Assemblies / celebrations / matariki / grand circle</p> <p>Integrated curriculum overview followed and implemented.</p> <p>Local curriculum- class / team / school EOTC taken advantage of to maximise learning opportunities.</p> <p>Careers plan developed and implemented as a formal, across school document.</p> <p>Incorporated with careers - future focussed thinking developed using STEAM philosophies</p> <p>Attend PPTA conference and symposium Rangihakahaka Whiria te ako</p>	<p>Senior Management Team</p> <p>Classroom teachers / Team Leaders</p> <p>Classroom teachers</p> <p>Classroom teachers / Team Leaders</p> <p>Team Leaders / Pastoral Care / SENCo</p> <p>DP / Team Leaders / IT Leader</p>	<p>Next Steps:</p>

Focus area: Curriculum and achievement	EXPECTED OUTCOMES By ensuring:	TASKS TO ACHIEVE THE OUTCOME: WHO/WHEN	HOW WILL IT BE MONITORED: WHO/WHEN	ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
	<p>Rumaki class is established and strengthened.</p> <p>Maori Medium pathways are strengthened across the Kahui Ako.</p> <p>Teachers plan and implement programmes of learning which accelerate the progress of each Maori learner identified as achieving below or well below expected achievement levels.</p> <p>Prior knowledge Maori learners bring to their learning is validated.</p> <p>A teacher appraisal system that specifically includes Maori learner achievement is a focus.</p> <p>Support and ongoing professional development is provided for staff to strengthen Kaitao Intermediate Schools ability to raise Maori learner achievement.</p>	<p>Work alongside Selwyn school to incorporate Gaye Byers.</p> <p>Complete Maori Medium Pathways scoping interview.</p> <p>Identify at risk learners Closer identification of students who identify as Te Arawa and Ngati Whakae iwi and hapu Target student inquiries - ensuring specific targets for Maori students</p> <p>Complete Kia eke Panuku observations Improve pedagogical understandings and teaching strategies through Kahui Ako PLD provided from findings of the Rongohia te Hau tool.</p> <p>Appraisal system fully implemented after introduction phase</p> <p>Utilise centrally funded PLD hours (Total 380)</p>	<p>Frances / Sivina Jacobs-Harawera/Kiharoa Milroy</p> <p>Frances / Phil</p> <p>SENCo / Classroom teachers / Assessment Leader / Whanau</p> <p>Classroom teachers</p> <p>Kahui Ako - Across Teachers</p> <p>Kahui Ako - Across and Within Teachers</p> <p>Principal / DP</p> <p>Sivina Jacobs- Harawera Team Leaders DP</p>	<p>Next Steps:</p>

Focus area: Classroom and school environment	EXPECTED OUTCOMES By ensuring:	TASKS TO ACHIEVE THE OUTCOME: WHO/WHEN	HOW WILL IT BE MONITORED: WHO/WHEN	ACTUAL OUTCOME/WHAT HAS CHANGED OR OCCURRED?
	<p>Teachers know about their students' history, tikanga and world view and this is reflected in the classroom and school environment</p> <p>Teachers know what aspirations whanau and iwi have for their young people and this is reflected in the classroom and school environment</p> <p>Whanau and iwi are involved in the teaching and learning culture of the school</p>	<p>Ngati whakaetanga integrated into curriculum</p> <p>Wall displays and signage reflect Ngati Whakauetanga</p> <p>Waharoa project completed</p> <p>Community consultation Health and wellbeing consultation (2 yearly) Meet the teacher evening Student led conferences Whakanuia</p> <p>Teachers coaching sports teams and interacting with parents / building relationships</p> <p>Complete Kia eke Panuku observations Improve pedagogical understandings and teaching strategies through Kahui Ako PLD provided from findings of the Kia eke Panuku tool.</p>	<p>Classroom teachers / Team Leaders</p> <p>Classroom teachers / Principal / BOT</p> <p>Principal / BOT</p> <p>All stakeholders</p> <p>Kahui Ako - Across Teachers</p> <p>Kahui Ako - Across and Within Teachers</p>	<p>Next Steps:</p>