

Charter 2017

Diligence Integrity Service Respect

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**OUR GOALS**

1. To raise the achievement of all students with a particular focus on mathematics and literacy.
2. To develop programmes, policies and procedures which reflect New Zealand’s cultural diversity and the unique position of the Māori culture.
3. To provide students with a broad range of learning opportunities through an age-appropriate curriculum supported by a variety of co-curricula activities.
4. To foster effective partnerships with whanau and community.
5. To develop an ICT environment which enhances opportunities for inquiry and the development of 21st century learning skills.
6. To establish the principles of MANA consistently across the school.

**OUR MOTTO**

Diligence Integrity Service

**OUR VALUES**

Diligence Achieve your personal best

Integrity Be honest and trustworthy

Service Help and be actively involved

Respect Be caring and considerate

**OUR WHAKATOKE**

Whaea tou ano kaha hei painga mai

Follow your own strength for your own goodness.

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| **2014-2016 DEVON INTERMEDIATE CHARTER GOALS** | | | |
|  | **2015** | **2016** | **2017** |
| 1. To raise the achievement of all students with a particular focus on mathematics and literacy.  * Prime learning time will be a key component of our school timetable * Target groups will be identified in each class for focused teaching * Group teaching will form the basis of programmes * All staff will participate in targeted professional development based on the Teaching as Inquiry model * Where possible, learning programmes will be based on authentic contexts | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** |
| 1. To develop programmes, policies and procedures which reflect New Zealand’s cultural diversity and the unique position of the maori culture.  * The principles of Ka Hikitia will be embedded within the school culture * Building teacher capability will be a priority * Guidelines for Tikanga and Te Reo Maori will be developed and implemented with a focus on increasing staff and student skill in te reo and their understanding of tikanga Maori * Student involvement in kapa haka and pasifika groups will be actively encouraged * A biannual marae overnight stay will be a component of the school LEOTC programme * An annual Maori Dimension Development Action Plan will be implemented | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓** |
| 1. To provide students with a broad range of learning opportunities through an age-appropriate curriculum supported by a variety of co-curricula activities.  * Programmes will focus on “thinking to learn” and “learning to think”, be authentic and inquiry based. * Learning activities will be exciting, interactive and academically rigorous * Where possible, Technology programmes will be integrated into Academy planning. * Topics will be based on the development of big ideas around future focused issues such as sustainability, citizenship, enterprise, and globalisation. * A school process of developing cross curricular units will be developed using the Devon Intermediate Inquiry model * Staff strengths and interests will be utilised to provide students with opportunities to be involved in a wide range of cultural, sporting and arts co-curricula activities * There will be meaningful opportunities for Student Voice in the whole learning process. * Students will be able to explain what they are learning, why and what their next steps are. | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** |
| 1. To foster effective partnerships with whanau and community.  * There will be a school focus on students being involved in community projects and service opportunities * Relationships with contributing and secondary schools will be strengthened to enable a seamless transition of achievement information * Parents and caregivers will be well informed and involved in supporting their children’s progress and achievement through formal Student Learning Conferences and informal meetings where required * Opportunities for active and positive parent, caregiver, whanau involvement in our school will be provided * Regular opportunities to showcase student learning will be a feature of our school | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓**  **✓**  **✓** |
| 1. To develop an ICT environment which enhances opportunities for inquiry and the development of 21st century learning skills.  * A 3 year ICT strategic plan will be developed which will include a vision, a plan of action and strategies to achieve goals. Key areas of Administration, Communication and Curriculum will be outlined. * ICT programmes will encourage thinking and creativity and be exciting, rewarding and purposeful * All staff will participate in targeted professional development * The School Management System will be revised to ensure it meets teacher and school needs | **✓** | **✓**  **✓**  **✓** | **✓**  **✓**  **✓** |
| 1. To establish the principles of MANA consistently across the school  * MANA will be a key component of all teaching and learning programmes * All MANA decisions will be evidence based * MANA will be a key component of staff professional development programme | **✓** | **✓** | **✓** |

**2017 Annual Operational Plan**

**Strategic Goal 1: To raise the achievement of all students with a particular focus on writing.**

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| **Strategies** | **Specific Actions** | **Expected Outcomes** | **Responsibility** | **Timeframe** | **Monitoring** |
| Our prime focus will be writing, while reading and mathematics programmes will also be part of our “core business” | Prime Learning Time focus will be on Literacy and Mathematics.  Ensure all staff understand and implement School Wide Procedures and Expectations for writing.  Specific acts of teaching will occur daily to ensure literacy and numeracy skills are taught well. | Student learning will be maximised.  Students will be extended and supported depending on ability.  Expectations for professional learning, teaching and assessment will be clear. | All staff  All teachers.  Team Leaders.  Curriculum team | Ongoing  Early Term 1 | Each term by all staff |
| Student achievement data collected, analysed and used as a basis for further teaching steps. | Literacy and mathematics information will be collected and analysed to inform next teaching and learning steps.  Literacy and mathematics data will be collected using a range of assessment tools, collated and analysed, against National Standards as per the assessment schedule and used to inform teaching practice.  Current data indicates Year 8 NS Writing results have 37% achieving at “Below” level. We aim to have only 17% achieving at the Below stage by the end of the year this by focusing on  improvement in basic writing skills.  Detailed teaching programmes will be developed using agreed School formats.  School wide focus on accelerating the achievement of Priority Learners; Māori and Pasifika, Students with Special Needs and those from low socio-economic whanau.  SLT will collect data regarding target groups and monitor their progress.  Referrals will be made, as needed, to Special Needs Team for Literacy and Mathematics support.  Students in need of extension will be identified and referred to SENCO. | Student next steps, class, cohort and school wide trends will be clearly identified.  BOT will receive current student achievement information against National Standards.  Teaching will be based on evidence.  Professional Development focusing on writing programmes led by Dr Allison Davis  Student achievement levels will be raised  All teachers will be using the same planning formats.  Student achievement levels will be raised.  Support programmes will be in place promptly.  Support and extension programmes will be in place promptly | All teachers  Principal/ Alana ( Writing)  All teachers.  Jenny and leadership team  All teachers.  Whole staff  Classroom Teachers  SENCO  Class Teachers | As timetabled  Ongoing  Early Term 1  Early Term 1 |  |
| A targeted professional development programme to be implemented focused on writing. | SLT will conduct in class observations of the teaching and learning programmes and provide feed-forward to all staff and feedback to teachers and identify team trends.  Professional readings, discussion, reflection and mentoring will be a feature of the programme.  Meetings, workshops and observations will be timetabled.  Staff practice in the teaching of writing will improve and become imbedded. | A professional learning community based on teaching as Inquiry, within staff will be established.  Leadership capability will be enhanced.  More effective leadership and consistency will be developed. | Classroom teachers  Jenny, Team Leaders  Jenny,  All staff.  Jenny, Team Leaders  Consultants | Ongoing |  |

**2017 Annual Operational Plan**

**Strategic Goal 2: To develop programmes, policies and procedures which reflect New Zealand’s cultural diversity and the unique position of the Maori culture**

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| **Strategies** | **Specific Outcomes** | **Expected Outcomes** | **Responsibility** | **Timeframe** | **Review** |
| The principles of Ka Hikitea will be embedded within the school culture and teaching practices. | Daily Karakia, beginning and ending of the day.  Maori students and staff will be valued with respect to pronunciation of Maori, their cultural heritage and identity.  Teaching strategies will reflect Ka Hikitea principles including co construction and emphasis on positive relationships | Commence staff meetings with Karakia and waiata.  Karakia, waiata and Tikanga become a part of classroom and school culture.  Staff and students names will be pronounced correctly.  All staff will have high expectations of all students, especially Maori.  Classroom teaching will be based on respectful relationships. | SLT  All staff | Term 1  Ongoing  Term 1 |  |
| Building teacher capacity and student involvement will be a priority | Staff will be offered PD courses in He Papa Tikanga and others from the Wananga o Aotearoa  School waiata displayed in all classroom.  As school signage is renewed, it will contain both Reo and English  Staff to gain a greater understanding of the guiding principles of the Ka Hikitea document  Student involvement in Kapahaka and Pasifika groups will be encouraged  Whanau involvement and support is actively sought.  A community liaison officer is employed to forge positive relationships with whanau and the community | Improve staff confidence in Tikanga Maori  All staff have these displayed in the classroom. Using these as another Te Reo focused lesson.  Staff will be able to identify strengths and areas to develop in their classes.  Dual signage will become BAU  Tatarakihi Festival, Puanga  Opportunities to perform  Training and support for more students to lead the karanga and mihi.  Whanau hui once a term minimum  Polynesian Festival Term 4 | Sacha, Debra, Clive, Shane, Jenny, Glen |  |  |
| Guidelines for Tikanga and Te Reo Maori will be developed and implemented with a focus on increasing staff and students skill in te reo and their understanding of Tikanga Maori | Monday assemblies to have a stronger Maori focus  Understanding of powhiri protocol with a focus on whole school participation.  Establish correct tikanga for school powhiri  Extend whaikorero knowledge among male staff  To find a local elder who would be prepared to act as our school Kaumatua.  Establish a closer relationship with our Ngati te Whiti hapu.  Provide students with interactions high profile Maori role models from the area, ex-students if possible. | Maori Waiata to be included  National Anthem/ haka  Guidance from local experts/kaumatua in our area, community to ensure we have these correct.  Extending our own abilities through PD and learnings.  A kaumatua attached to Devon Intermediate  With Kaumatua, whanau and iwi support  Maori representation on the Board | Jenny, Debra, Sacha, whole staff  Jenny  Jenny  BOT | Term 1  Term 1 ongoing  Term 1  Term 1 |  |

**2017 Annual Operational Plan**

**Strategic Goal 3: To develop an ICT environment that enhances the opportunities for inquiry and the development of 21st century learning skills.**

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| **Strategies** | **Specific Outcomes** | **Expected Outcomes** | **Responsibility** | **Timeframe** | **Review** |
| To develop a 3-5 year ICT purchasing development and funding plan | An audit of current ICT capability and requirements will occur.  A strategic ICT plan will be developed in consultation with Datacom  Funding applications will be lodged with philanthropic trusts for the purchase of computers and other ICT requirements.  Staff will be consulted with regards to classroom requirements. | ICT improvements and purchases will be structured and based on a strategic plan. | Jenny/ Board | January-July |  |
| An assessment of classroom programmes will occur and a purchasing plan will be developed | Purchasing plan developed of programmes to enhance teaching and learning |  |  |  |  |

**2017 Annual Operational Plan**

**Strategic Goal 4: To embed the principles of MANA consistently across the school**

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| **Strategies** | **Specific Outcomes** | **Expected Outcomes** | **Responsibility** | **Time Frame** | **Review** |
| Ensuring the integrity of the Tier One MANA programme | The MANA programme is consistently applied across the whole school  MANA is integrated into all programmes which are used within the school |  |  |  |  |
| MANA Tier 2 is developing as an ongoing strategic goal for 2017 | Development of a functioning Tier 2 team |  |  | Term 2 |  |