



**MOUNT MAUNGANUI INTERMEDIATE SCHOOL  
CHARTER  
2015**

**ID NO 1837**



# Mount Maunganui Intermediate School

## *Te Kura Takawaenga o Mauao*

### Vision

Developing Confident, Connected,  
Actively Involved Life Long Learners

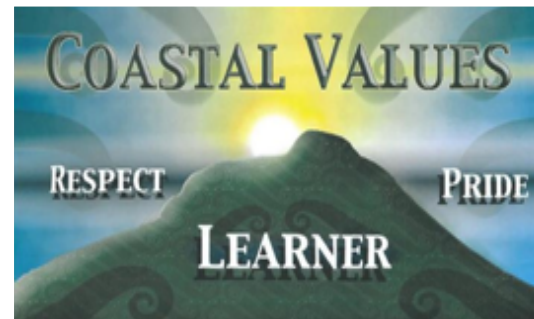
*Whakawhanake ake te matauranga  
mutunga kore!*

*Okea ururoatia!*

### Mission Statement

We provide quality education that inspires  
students to succeed

*Ko ta matou he whangai i te tino kounga o te  
matauranga kei nga tihi o te taumata,  
kia taea ai nga taura te eke ki te ara angitu*



### Draft Learning Tool Kit

#### Self Awareness – Ko Ahau Tenei

*Identity, emerging adolescence, pubertal  
change, sense of belonging*

#### Social Awareness – Whakawhanaungatanga

*Relationships, Friendship, Tolerance*

#### Intellectual Awareness – Taha Hinengaro

*Literate, Numerate, Learner, Thinker*

#### Physical Awareness - Taha Tinana

**THROUGH: Instruction, Integrated Curriculum,  
e learning, challenge, inquiry, relevance,  
choice**

### Key competencies

#### Capabilities for living and lifelong learning

The New Zealand Curriculum identifies five key  
competencies:

[thinking](#)

[using language, symbols, and texts](#)

[managing self](#)

[relating to others](#)

[participating and contributing](#)

People use these competencies to live, learn,  
work, and contribute as active members of  
their communities. They are not separate or  
stand-alone. They are the key to learning in  
every learning area.

### Coastal Values

Respect – *Whakaute*

Pride – *Whakahii*

Learner – *Akonga*

# Kia Maia

**Be brave, bold, confident and  
capable**



# Mount Maunganui Intermediate School

*Te Kura Takawaenga o Mauao*

At Mount Maunganui Intermediate school we are committed to providing a quality educational experience specific to the needs of emerging adolescents.

- **We are an inclusive school. Mount Maunganui Intermediate welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement.**

At Mount Maunganui Intermediate School we are committed to developing policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture and provide opportunities for learning te reo me ona tikanga.

- **We are also committed to continual improvement and being the best community school that we can be. We aim to continue to set high expectations for students, staff and our community.**

## Strategic Goal 1:

The National Standards are used effectively to support improvement in student outcomes. Students set their own learning goals and know what to do to achieve them. Teachers' practise is responsive to student needs, including cultural needs.

	2015	2016	2017
Effective Teaching	<ul style="list-style-type: none"> <li>•Build and develop consistent teacher practise, leading to sustainability within and across the school</li> <li>•Implement systems to further develop pedagogical content knowledge in writing.</li> <li>•Research based documents Effective Literacy Practice, Ka Hikitia and BES</li> <li>•Implement systems and processes for classroom observations writing and mathematics</li> <li>•Explore and develop use of student voice data</li> <li>•PLD – Writing</li> <li>•Accelerated Literacy Learning</li> <li>•Maths Specialist Teacher</li> <li>•SENCO – Tier Two interventions Literacy and ESOL</li> <li>•Tutor Reading Inquiry and review</li> <li>•Teacher Variance inquiry and targeted PLD</li> <li>•Co-construct curriculum documentation in Literacy</li> <li>•Collaborative Planning - writing</li> </ul>	<ul style="list-style-type: none"> <li>•Examination of Teacher Variance 'Targeted PLD</li> <li>•Reading?</li> <li>•Exploration of Literacy/ Numeracy Specialisation?</li> </ul>	
Assessment Practises	<ul style="list-style-type: none"> <li>•Use of assessment data to inform teachers planning based upon identified student needs.</li> <li>•Leaders support classroom teachers to make more detailed analysis of data and OTJ's.</li> <li>•Continue disaggregation of data to identify how strengths and needs of priority learners are being met.</li> <li>•Clear processes and procedures to monitor progress/ achievement of target students.</li> <li>•Exploration with staff how to give effective feedback/feed forward.</li> <li>•Inquiry into teacher variance</li> </ul>	<ul style="list-style-type: none"> <li>•Data will direct next steps</li> <li>•Moderation in Reading</li> <li>•PACT Tool</li> </ul>	PACT TOOL

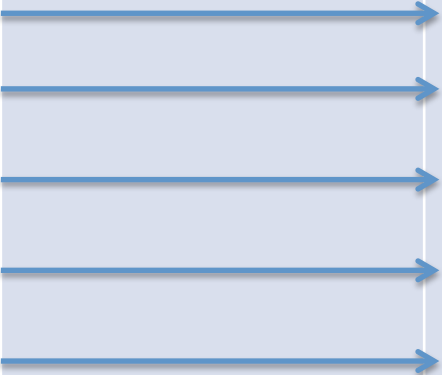
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	2015	2016	2017
Professional Learning Community	<ul style="list-style-type: none"> <li>•Mentoring and scaffolding team leaders to support development of teachers in relation to accelerating students achievement in writing and mathematics.</li> <li>•Deputy Principals Open to Learning Training</li> <li>•OTL training for team leaders UCEAL</li> <li>•SLT explore how to best build reflective practice – google docs, mahara</li> <li>•Build on teacher inquiry</li> <li>•Implement Collaborative Problem Solving Methodology</li> <li>•BOT Training NZSTA Build capacity for succession planning</li> <li>•Principal continue to work with UACEL/Vivian Robinson on OTL</li> <li>•Mentors symposium – Continue Mentoring FTP's</li> </ul>	<ul style="list-style-type: none"> <li>•Work with staff to design process shows evidence of reflective practice. Mahara, Google docs</li> <li>•DP's OTL Facilitator Training</li> </ul>	
Appraisal	<ul style="list-style-type: none"> <li>•Refine appraisal systems, checklists, and goal setting with student achievement data</li> <li>•Senior leadership team, team leaders, curriculum leaders to develop in class observation, coaching and mentoring including observation feedback/ feed forward.</li> </ul>	<ul style="list-style-type: none"> <li>•Development of teacher portfolios</li> </ul>	<ul style="list-style-type: none"> <li>•Differentiated appraisal/ professional learning</li> </ul>
Culturally Responsive Pedagogy – Developing Cultural and Linguistics Responsiveness and Inclusiveness	<ul style="list-style-type: none"> <li>•Refer goal 2</li> </ul>		

## Strategic Goal 2

Maori and Pasifika students are engaged in their learning and are achieving educational success, with pride in their unique identity and culture ( Maori and Pasifika). Whanau and Pasifika families are supporting their childrens learning.

	2015	2016	2017
Culturally Responsive Pedagogy – Developing Cultural and Linguistics Responsiveness and Inclusiveness	<ul style="list-style-type: none"> <li>•Complete language, culture and Identity survey with staff.</li> <li>•Complete cultural walk throughs of the school.</li> <li>•Continue to work with local iwi to develop MMI curriculum and to implement Ngai te Rangi Cultural Education Framework for Schools.</li> <li>•Analyse writing experiences that we get students to write about.</li> <li>•School wide implementation of culturally responsive writing and inquiry</li> <li>•Collaborative planning in teams exploring language, culture and identity within the integrated curriculum.</li> <li>•Ensure staff explore Ka Hikitia and Pasifika Education Plan.</li> <li>•Building and connecting our staff knowledge, understanding and relationship of our place (mana whenua).</li> <li>•Continue to build relationship with our kaumatua and Ngai te Rangi iwi.</li> </ul>	<ul style="list-style-type: none"> <li>•Data driven – analysis of data in relation to ethnicity and achievement.</li> <li>•Building teacher knowledge of language, culture and identity.</li> <li>•MMI Curriculum</li> </ul> 	

### Strategic Goal 3:

All students are able to access a dynamic and evolving school based curriculum, that reflects the New Zealand Curriculum and addresses the needs, interests and circumstances of our students and school community.

	2015	2016	2017
Culturally Responsive Pedagogy – Developing Cultural and Linguistics Responsiveness and Inclusiveness	<ul style="list-style-type: none"> <li>•Continue to build relationships with whanau, hapu and iwi, and Marae</li> <li>•Kaiarahi reo linking in with team integrated planning.</li> <li>•Ngai te Rangi Bus Tour - manawhenua</li> <li>•Consultation with whanau – What can we do better for our Maori Boys?</li> <li>•Re-establishment of Whanau Hui</li> <li>•Co-construction of vision for reo rua class, person specification for new kaiako, appoint permanent kaiako for reo rua class, development of tiikanga and guidelines for reo rua class</li> <li>•Continue to build bicultural perspectives and contexts into our learning</li> </ul>	<ul style="list-style-type: none"> <li>•Development of school wide te reo programme?</li> <li>•Inquiry impact of digital technologies on Maori Achievement?</li> </ul>	
MMI Curriculum	<ul style="list-style-type: none"> <li>•Development of language, identity and culture in integrated learning.</li> <li>•Consultation, curriculum design annually</li> <li>•Review Graduate profile/learning tool kit</li> <li>•School Vision</li> <li>•Learning Areas - Review and documentation.</li> <li>•Technology/Arts – development in quality teaching, learning, planning and assessment.</li> <li>•SOLO Taxonomy Development – Shared Language of Learning MMC?</li> <li>•E learning framework and strategic plan</li> <li>•Class pages</li> <li>•EOTC documentation updated</li> </ul>	<ul style="list-style-type: none"> <li>•Revisoning</li> <li>•Blended e learning and digital literacies</li> </ul>	<ul style="list-style-type: none"> <li>•Blended e learning and digital literacies</li> </ul>

**Strategic Goal 4: Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment. (MMI is becoming a school of choice for students and families with special learning needs)**

	<b>2015</b>	<b>2016</b>	<b>2017</b>
School programmes and organisation	<ul style="list-style-type: none"> <li>•Positive Behaviour for Learning – Tier 2 Implementation of Tier 2 Behaviour Intervention and Maintenance of Universal PB4L</li> <li>•ALIM</li> <li>•Maths Specialist Teacher training and BOT funding Contribution</li> <li>•SENCO employed ESOL and Literacy Tier Two interventions</li> <li>•Review</li> <li>•ALL</li> <li>•Tutor Reading Inquiry and Review</li> <li>•Toe by Toe</li> <li>•PB4L</li> <li>•Restorative Practices</li> <li>•Breakfast Club Established</li> <li>•Circle Time Training?</li> <li>•Review Kiwi Can</li> <li>•ESOL programmes (SENCO)</li> <li>•GATE</li> <li>•Specialist programmes</li> <li>•Counselling and support provision</li> </ul>	<ul style="list-style-type: none"> <li>•PB4L</li> <li>•ALIM</li> <li>•ALL</li> <li>•Full time SENCO/Literacy intervention</li> <li>•ESOL/International Students – Full time Teacher – Self funding</li> <li>•Wellness centre</li> </ul>	
Personnel	<ul style="list-style-type: none"> <li>•Consultation with whanau re Reo Rua Appointment</li> <li>•Counselling provision</li> <li>•Staff trained in NVCI as required</li> <li>•Team leaders/SLT Open To Learning</li> <li>•Assistant caretaker</li> <li>•Teaching staff to reflect schools diversity</li> </ul>	<ul style="list-style-type: none"> <li>•Whole Staff OTL?</li> <li>•Literacy/Numeracy specialisation?</li> </ul>	



**Strategic Goal 5: To continue improving school environment to enable quality of curriculum delivery and well being of students and staff.**

	<b>2015</b>	<b>2016</b>	<b>2017</b>
Implement the priorities of the 5 year property plan and the 10 year property agreement	<ul style="list-style-type: none"> <li>•10 Prefabs and temporary toilet on site (Term One)</li> <li>•MOE Build 10 classrooms - second toilet block –</li> <li>•Application to MOE more classrooms (3 under entitlement)</li> <li>•Playground Demolition/removal of Room 20-23 and 16/17 MOE Rationalisation</li> <li>•Garage repair</li> <li>•School signage</li> <li>•Refurbish Room 3/4</li> <li>•Zone Consultation</li> </ul>	<ul style="list-style-type: none"> <li>•Refurbish Room 15 and refurbishment of specialist classrooms – (2017 – next 5YA?)</li> <li>•Continue responsive maintenance and upgrades moving towards and attractive, safe and sustainable school environment.</li> <li>•Refer 10YPP</li> </ul>	
Community and School Facilities	<ul style="list-style-type: none"> <li>•Network 4 learning</li> <li>•SNUP Upgrade</li> <li>•Shade</li> <li>•Playground shift/demolition</li> <li>•Additional Playground</li> <li>•Hall heating (grant application)</li> <li>•Hall AV</li> <li>•Mural projects</li> <li>•Hall seating</li> </ul>	<ul style="list-style-type: none"> <li>•Irrigation (grant application)</li> </ul>	<ul style="list-style-type: none"> <li>•Auditorium (will be required if roll continues to grow)</li> <li>•Administration Area</li> <li>•Library/information centre</li> </ul>
Safe physical and emotional environment	<ul style="list-style-type: none"> <li>•PB4L, OTL Leadership Team, NVCi</li> <li>•Dialogue Covenant, Kiwi Can Review</li> <li>•Counselling provision</li> <li>•Breakfast Club, Sports Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>•PB4L</li> <li>•Restorative Practice</li> <li>•Open to Learning conversations (staff)</li> </ul>	



# Annual Section 2015

**Strategic Aim:** The National Standards are used effectively to support improvement in student outcomes. Students set their own learning Goals and know what to do to achieve them. Teachers practise is responsive to student needs, including cultural needs.

**Annual Aim:** To increase the number of students achieving at or above the National Standard for Writing.

**Baseline Data:** Analysis of school wide writing data from 2014 shows that 33.9% are achieving below and well below National standards. That is 93 students year 7 students. 59 (63%) of these students are male. In 2014 70% of the Year 8 Maori Boys target group Made accelerated progress (one year or more). We wish to increase the proportion of students making accelerated progress (one year or more).

**Target/s:** The group of Year 7 boys (year 8 2015) below the writing standard at the end of the year will have made more than one years progress and be at or above the standard at the end of the year.

**School wide expectation:** All of our students to make a minimum of one years progress in writing.

ACTIONS TO ACHIEVE TARGETS	LED BY	BUDGET	TIMEFRAME
1. Professional Learning and Development in Writing and culturally responsive pedagogy	Principal, DP, Lit Leader, teachers	\$ 3,000	2015
2. Accelerated Learning in Literacy – School wide Development	DP/Literacy Leader	\$3,000	2015
3. SENCO – Tier 2 intervention students well below and ESOL	Teachers , Students Whanau	\$30,000	2015
4. Collaborative planning of instructional writing in teams and strategic resourcing	Team Leaders , teams	\$1000	Each Term
5. Review existing writing practices, design and implement inquiry with staff to identify key characteristics of effective learning practices in writing and Co-construct documentation	Lit Leader/SLT/Teachers		Term 1-2
6. Classroom observations and feedback	SLT/Lit Leaders	Release	Terms 1-3
7. Inquiry into teacher variance and individual/targeted I PLD	SLT/Lit Leaders		Term 2-4



# Annual Section 2015

**Strategic Aim:** The National Standards are used effectively to support improvement in student outcomes. Students set their own learning goals and know what to do to achieve them. Teachers practise is responsive to student needs, including cultural needs.

**Annual Aim:** To increase the number of students achieving at or above the National Standard for Mathematics.

**Baseline Data:** Analysis of school wide mathematics data from 2014 shows that 39.2% are achieving below and well below National standards. For the year 7 cohort that is 81 students. 41 of which are Maori, with Maori girls slightly over represented. This cohort will be year 8 in 2015.

**Target/s:** The group of Year 7 Maori (Year 8 2015) achieving below the mathematics standard at the end of the year will have made more than one Year's progress and be at or above the standard at the end of the year.

**School wide expectation:** All of our students to make a minimum of one year's progress in mathematics.

ACTIONS TO ACHIEVE TARGETS	LED BY	BUDGET	TIMEFRAME
1. Maths Specialist Teacher, training and BOT subsidising salary	MST	20,000	2015
2. Instructional focus on Numeracy and wider strand work	Classroom Teachers, SLT, Mathematics Leader		Term 1
3. Continue to moderate GloSS, e asTTle, classroom work to develop consistency in OTJ's	Teachers, Students Whanau		Term 1 week 5, mid year
4. Inquiry into teacher variance with individual and targeted PLD	Classroom Teachers, SLT, Mathematics Leader	Release	2015
5. Develop formative assessment, portfolio samples and feedback in Mathematics	Teachers, Deputy Principal, Maths Leader		2015
6. Host MOE Mathematics Symposium	Maths leader, Team Leaders Teachers		2014
7. Professional learning – mathematics standards, strategy stages 7/8 – early and at	DP, Maths Leader		Term 2-4



# Annual Section 2015

**Strategic Aim:** Students with special learning needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment. To continue improving school environment to enable quality of curriculum delivery and well being of students and staff.

**Annual Aim: (PB4L Statement of Intent)** We are committed to the success of PB4L and strengthening relationships within our wider school community. Our expectation is to provide a calm learning environment for all students to reach their potential. We will teach behaviour positively and consistently. We will be transparent with our processes and our responses will be proactive and preventative.

**Baseline Data:** Stand down rates have reduced from 20 in 2010, to 8 in 2013, to 6 in 2014. Suspension statistics have reduced from 9 in 2012, to 6 in 2013, to 3 in 2014. Historically Maori boys have been disproportionately represented in our stand down and suspension statistics. In 2013/2014 this was NOT the case.

**Target/s:** To reduce stand down statistics and suspension rate whilst maintaining high expectations for behaviour and student safety.

ACTIONS TO ACHIEVE TARGETS	LED BY	BUDGET	TIMEFRAME
1. Implement Positive Behaviour for Learning Tier 2 Interventions	Principal, DP's Coach , teachers	Teacher Release	2015
2. Positive Behaviour for Learning – Tier One Catch Ups – two new team members	2 Teachers	Teacher Release	2015
3. PB4L community launch and development – Bayfair	PB4L Team, Mount Cluster	\$200	Term 2-3
4. PB4L rewards and incentives	PB4L team	\$500	
5. NVCI training as required	MOE Special Education	\$1000	Term 2-3
6. Continue to facilitate professional learning – PB4L, Restorative, Circle Time	SLT/Team Leaders/ coaches		2015
7. Planned induction of new staff and students – Coastal Values	All staff and students		
8. Focus on supporting each child who may have behavioural or social issues. Every possible step taken to avoid exclusions.	SLT and BOT		