



**MOUNT MAUNGANUI INTERMEDIATE SCHOOL
CHARTER
2016**

ID NO 1837



Mount Maunganui Intermediate School

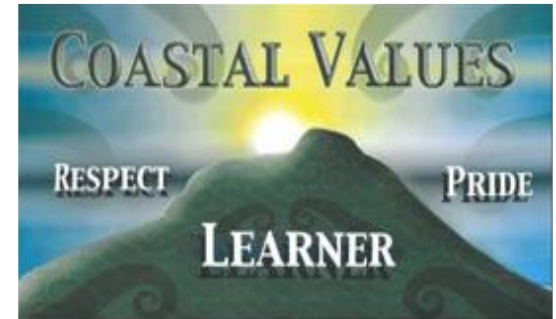
Te Kura Takawaenga o Mauao

Vision

Developing Confident, Connected,
Actively Involved Lifelong 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 taurira 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: Instructional teaching, 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 – *Akongā*

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 tiikanga.

- **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.**



Baseline Data

Student Learning	<p>National Standards Data Percentages At/Above over Time</p> <table border="1" data-bbox="681 386 1688 836"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>R - all</td> <td>72</td> <td>68.1</td> <td>79.3</td> <td>80.2</td> </tr> <tr> <td>R - Maori</td> <td>60.2</td> <td>55.1</td> <td>64</td> <td>64</td> </tr> <tr> <td>R - Pasifika</td> <td>33.3</td> <td>50</td> <td>82.3</td> <td>73.4</td> </tr> <tr> <td>W - all</td> <td>57.9</td> <td>55</td> <td>65</td> <td>69</td> </tr> <tr> <td>W - Maori</td> <td>45.5</td> <td>45.6</td> <td>44.9</td> <td>53.7</td> </tr> <tr> <td>W - Pasifika</td> <td>33</td> <td>33</td> <td>64.7</td> <td>66.7</td> </tr> <tr> <td>M - all</td> <td>54.2</td> <td>52.1</td> <td>63.5</td> <td>65</td> </tr> <tr> <td>M - Maori</td> <td>44.8</td> <td>35.7</td> <td>40.9</td> <td>47.6</td> </tr> <tr> <td>M - Pasifika</td> <td>27.8</td> <td>16.7</td> <td>70.6</td> <td>73.3</td> </tr> </tbody> </table>		2012	2013	2014	2015	R - all	72	68.1	79.3	80.2	R - Maori	60.2	55.1	64	64	R - Pasifika	33.3	50	82.3	73.4	W - all	57.9	55	65	69	W - Maori	45.5	45.6	44.9	53.7	W - Pasifika	33	33	64.7	66.7	M - all	54.2	52.1	63.5	65	M - Maori	44.8	35.7	40.9	47.6	M - Pasifika	27.8	16.7	70.6	73.3
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Student Engagement	<p>In 2015 92-93 % Attendance Rate 3.3 % (20/590) Lateness Concerns 0.17% (10/590) Truancy referrals 13 Stand downs, 4 suspensions and 3 exclusions Continued roll growth - Enrolment Scheme implemented 2016</p>																																																		
School Organisation and Structures	<p>Health and Safety, Personnel, Finance, Property, Special Needs, PB4L SLT, Team Leaders, Houses, Curriculum Leaders - Curriculum Teams</p>																																																		
Review of Charter and Consultation	<p>Formal BOT consultation every three years. Regular consultation with community and students voice re selected focus areas.</p>																																																		

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

	2016	2017	2018
<p>Professional Learning Community To build consistency, systems and processes - team leaders, school leadership</p>	<p>Mentoring and scaffolding team leaders to support development of teachers in relation to accelerating students achievement in writing and mathematics and the development of consistent delivery of instructional teaching in reading, writing and maths Continue to mentor and Coach OTL Conversations with team leaders/SLT DP's Advanced OTL Leadership OTL leadership Training next tier Restorative Essentials whole Staff BOT Training NZSTA Build capacity for succession planning Principal Continue to work with UACEL/Vivian Robinson on OTL Mentors symposium – Continue Mentoring FTP's Investigate PACT TOOL Expression of Interest Mt Maunganui Community of Learning</p>	<p>Growing Great Leaders? Team leaders School wide Open to Learning Leadership Training Implementation of PACT Tool</p>	
<p>Appraisal systems and processes - team leaders, school leadership</p>	<p>Refine appraisal systems, checklists, and goal setting with student achievement data Develop consistency amongst team leaders in relation to checklists and expectations for reviewing planning, assessment, teaching and learning. Senior leadership team, team leaders, curriculum leaders to develop in class observation, coaching and mentoring including observation feedback/feed forward. •Principal Appraisal •SLT Appraisal</p>	<p>Development of teacher portfolios External Appraisal Principal and SLT</p>	<p>Differentiated appraisal / professional learning</p>

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 children's learning.

	2016	2017	2018
Culturally Responsive Pedagogy – Developing Cultural and Linguistics Responsiveness and Inclusiveness	<p>Complete language, culture and Identity survey with staff.</p> <p>Complete cultural walk throughs of the school.</p> <p>Continue to work with local iwi to develop MMI curriculum and to implement Ngai te Rangī Cultural Education Framework for Schools.</p> <p>Analyse writing experiences that we get students to write about.</p> <p>Continue school wide implementation of culturally responsive writing and inquiry</p> <p>Collaborative planning in teams exploring language, culture and identity within the integrated curriculum.</p> <p>Ensure staff explore Ka Hikitia and Pasifika Education Plan.</p> <p>Building and connecting our staff knowledge, understanding and relationship of our place (mana whenua).</p> <p>Continue to build relationship with our kaumatua and Ngai te Rangī iwi.</p> <p>Leadership - Raising Maori Achievement</p> <p>Implementation of PACT Tool</p>	<p>Data driven – analysis of data in relation to ethnicity and achievement.</p> <p>Building teacher knowledge of language, culture and identity.</p> <p>MMI Curriculum</p> <p>PACT Tool</p>	

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.

	2016	2017	2018
Culturally Responsive Pedagogy – Developing Cultural and Linguistics Responsiveness and Inclusiveness	<p>Continue to build relationships with whanau, hapu and iwi, and Marae</p> <p>Strategic appointment of staff</p> <p>Ngai te Rangi Hikoi and Harbour Trip</p> <p>Consultation with whanau – What can we do better for our Maori students?</p> <p>Re-establishment of Whanau Hui</p> <p>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</p> <p>Continue to build bicultural perspectives and contexts into our learning</p>	<p>Ngai te Rangi Bus Tour - mana whenua</p> <p>Development of school wide te reo programme?</p> <p>Inquiry impact of digital technologies on Maori Achievement?</p>	
MMI Curriculum To develop systems, processes and consistency	<p>Development of language, identity and culture in integrated learning.</p> <p>Consultation, curriculum design annually</p> <p>Technology/Arts – development in quality teaching, learning, planning and assessment.</p> <p>E learning framework and strategic plan - single platform inquiry, inquiry into 1:2 devices.</p> <ul style="list-style-type: none"> •Class pages •Google docs planning and assessment •Google docs to evidence student learning •EOTC documentation updated •PACT Tool 	<p>Revisioning</p> <p>Review Graduate profile/learning tool kit</p> <p>School Vision</p> <p>Blended e learning and digital literacies</p> <p>Cheryl Doig</p>	<p>PACT</p> <p>Blended e learning and digital literacies</p>

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)*

	2016	2017	2018
School programmes and organisation To build systems, processes and consistency.	<p>Positive Behaviour for Learning – Tier 2 Implementation of Tier 2 Behaviour Intervention and Maintenance of Universal PB4L</p> <p>ALIM</p> <p>Maths Specialist Teacher training</p> <p>SENCO</p> <p>International Students director to teach ESOL for Internationals and Migrants</p> <p>Review ALL</p> <ul style="list-style-type: none"> •Tutor Reading •PB4L •Restorative Essentials Training •Breakfast Club •Review/monitor Kiwi Can •GATE •Specialist programmes •Counselling and support provision •International Students Programme •ESOL •Use profit from International Students to lower class numbers with additional staffing. •PACT Tool 	<p>PB4L</p> <p>ALIM</p> <p>ALL</p> <p>Full time senco/Literacy intervention</p> <p>ESOL/International Students – Full time Teacher – Self funding</p> <p>Wellness centre</p> <p>Circle Time Training</p>	
Personnel	<ul style="list-style-type: none"> •Consultation with whanau re Reo Rua Programme •Counselling provision •Staff trained in NVCI as required •Next tier Open To Learning Training •Teaching staff to reflect school's diversity 	<p>Whole Staff OTL?</p> <p>Literacy/Numeracy specialisation?</p>	

Strategic Goal 5

To continue improving school environment to enable quality of curriculum delivery and well being of students and staff.

	2016	2017	2018
Implement the priorities of the 5 year property plan and the 10 year property agreement	<p>10 Prefabs and temporary toilet on site</p> <p>MOE Build 10 classrooms - second toilet block – Application to MOE more classrooms (3 under entitlement)</p> <p>Playground Demolition/removal of Room 20-23 and 20/21 MOE Rationalisation</p> <p>Garage repair</p> <p>School signage</p> <p>Refurbish Room 22/23/19</p> <p>Learning Hub - refurbishment of RTLB rooms</p>	<p>Refurbish Room 19 and refurbishment of specialist classrooms – (2017 – next 5YA?)</p> <p>Continue responsive maintenance and upgrades moving towards and attractive, safe and sustainable school environment.</p> <p>Refer 10YPP</p>	<p>Zone Review and Consultation</p>
Community and School Facilities	<p>Additional Playground</p> <p>Hall heating (grant application)</p> <p>Hall AV</p> <p>Mural projects</p> <p>Outdoor seating</p> <p>Hall seating</p> <p>Beach Volleyball Court</p>	<p>Irrigation (grant application)</p>	<p>Auditorium (will be required if roll continues to grow)</p> <p>Administration Area</p> <p>Library/information centre</p>
Safe physical and emotional environment	<p>Restorative Practices</p> <p>PB4L, OTL, NVCI, Dialogue Covenant</p> <p>Kiwi Can Review</p> <p>Counselling provision</p> <p>Breakfast Club, Sports</p> <p>Coordinator, SENCO</p> <p>International Students - department</p> <p>Lower Class Numbers</p>	<p>PB4L</p> <p>Restorative Practice</p> <p>Open to Learning conversations (all staff)</p>	



Annual Section 2016

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: Our baseline data (end of year Overall Teacher Judgements) identified concerns with the percentage of boys at/above National Standards. 42.8% of our boys were below and well below National Standards and this is significantly lower than National Averages the achievement of our girls. We wish to increase the proportion of boys making accelerated progress (one year or more).

Target/s: The group of Year 7 boys (year 8 2016) below the writing 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 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	2016
2. Accelerated Learning in Literacy – School wide Development - Target group Boys	Principal/Literacy Leader	\$3,000	2016
3. Collaborative planning of instructional writing in teams and strategic resourcing	Team Leaders , teams	\$1,000	Each Term
4. Classroom observations and feedback	SLT/Lit Leaders	0.2 Release Literacy Leaders	Term 2-3
5. Inquiry into teacher variance and individual/targeted PLD	SLT/Lit Leaders		Term 2-4
6. Investigate and begin planned implementation of PACT Tool	SLT/Team Leaders/Literacy Leader		Term 3-4 into 2017



Annual Section 2016

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,

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

Baseline Data: Our baseline data (end of year Overall Teacher Judgements) identified concerns for the achievement of Maori in Mathematics. Analysis of school wide mathematics data from 2015 shows 52.4% of our Maori students are well below or below in Mathematics.

Target/s: The group of Year 7 Maori (Year 8 2016) achieving below the mathematics 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 year's progress in mathematics.

Actions to achieve targets	Led by	Budget	Timeframe
1. Maths Specialist Teacher, training and BOT subsidising salary - focus on Maori Target Groups	MST	20,000	2016
2. Consolidating systems, processes and consistency for planning, teaching and assessment in Mathematics.	Classroom Teachers, SLT, Mathematics Leader		Term 1/2
3. Continue to moderate GloSS, e asTTle, classroom work to develop consistency in OTJ's. Introduction of PACT Tool.	Teachers SLT Mathematics Leaders		2016
4. Inquiry into teacher variance with individual and targeted PLD	Classroom Teachers, SLT, Mathematics Leader		2016
5. Develop formative assessment, portfolio samples and feedback in Mathematics	Teachers, Deputy Principal, Maths Leader		2016
6. Apply for ALIM intervention based upon 2015 data.	Principal MOE		2016



Annual Section 2016

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 13 in 2015. Suspension statistics have reduced from 9 in 2012 in 4 in 2015. In 2015 there were 3 exclusions. The roll has grown significantly. In 2015 Stand downs (0.02% of school population), 4 suspensions (0.06%) and 3 exclusions(0.05%).

Target/s: To minimise 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	2016
2. Positive Behaviour for Learning – Tier One Catch Ups – two new team members	2 Teachers	Teacher Release	2016
3. PB4L Conference - PB4L Team Access to overseas experts	PB4L Team, Mount Cluster	\$5,000	Term 3
4. PB4L rewards and incentives	PB4L team	\$500	
5. NVCI training as required	MOE Special Education	\$1,000	Term 2-3
6. Whole staff training in Restorative Essentials	MOE PLD Contract	\$500	July
7. Planned induction of new staff and students – Coastal Values	All staff and students		February
8. Focus on supporting each child who may have behavioural or social issues. Every possible step taken to avoid exclusions.	SLT and BOT		