



**Greenmeadows
Intermediate School**

Piki ki te rangi - Reach for the sky



Charter, Strategic & Annual Plan 2020 - 2023



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..... Principals Endorsement
..... Board of Trustees Endorsement
..... Submission Date to Ministry of Education

Our School, Our Values

Greenmeadows Intermediate School is a culturally diverse school serving the community of Manurewa East. We draw mainly from four main feeder schools; Manurewa Central, Hillpark Primary, Everglade and Manurewa East. In addition, we also enrol a significant number of students who live outside our immediate area. Greenmeadows Intermediate does not have an enrolment zone. Greenmeadows Intermediate School is a member of the Alfriston Kahui Ako; the majority of our feeder schools are also part of this Community of Learning, as is Alfriston College, one of the main high schools we contribute to.

Our involvement in this Kāhui Ako enables us to work collaboratively with schools in our community to support a more seamless learning pathway for our learners.

The intermediate years of schooling are a very special time in a child's life. It is the beginning of many new experiences. The NZ Curriculum recognises the "middle years" (Year 7 - 10) as a distinctly different learning experience to traditional primary and secondary schooling pathways. During this time, this age group is maturing physically and developing emotionally; Greenmeadows Intermediate provides a school environment that is geared to meet their unique learning, physical, emotional and social needs.

At Greenmeadows Intermediate, we "do the right thing because it is the right thing to do"

Tolerance
Perseverance
Respect
Cooperation

are our four core school values that underpin the positive school culture of which we are very proud

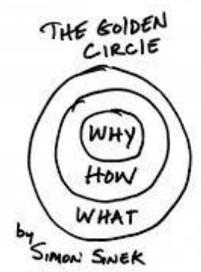
Aspirations for Learning



The content of an intermediate school curriculum should look and feel different to what students have experienced at primary school. The competencies and qualities we aim to foster are detailed in our "Aspirations for Learning" and opportunities are provided to lead students on a learning pathway that will equip them both for the next stage in their learning journey, and for life.

Our Vision - and what we to do achieve that

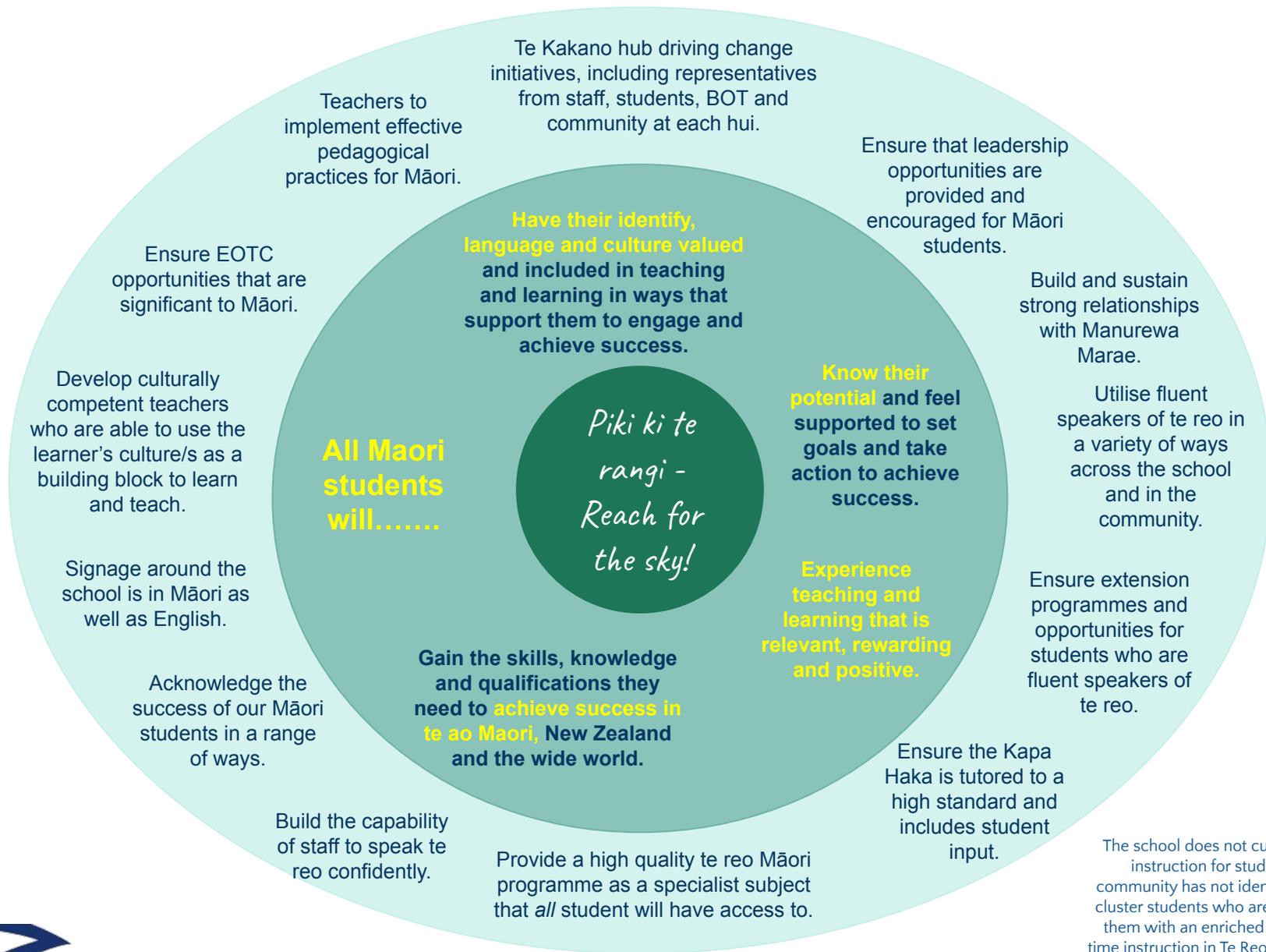
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Seeking to provide a learning community that empowers all to recognize and optimize their educational and personal potential.

Maori Achieving Success as Maori: 2020 - 2023

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The school does not currently provide bilingual or immersion instruction for students in Te Reo as consultation with the community has not identified this as a current priority. We do cluster students who are fluent in Te Reo together and provide them with an enriched programme. Requests to provide full time instruction in Te Reo will be given careful consideration by the Board of Trustees.

Strategic Goals 2020 - 2023

Ensure high levels of progress and achievement by fostering a community of agentic learners.

Sustain positive staff, whanau and community partnerships, working collaboratively to improve learning experiences and outcomes.

Sustaining a safe and inclusive school culture in which the customs and values foster success and wellbeing for all.

What might this look like in 2023 if all our goals are achieved?

- Delivery of our local curriculum is relevant and engaging for **all** students.
- Teacher practice reflects current theory and is aligned with future focussed curriculum pedagogy.
- Every student benefits from the advantages of digital technologies for learning.
- High levels of agency fosters positive engagement and enables all akonga to take charge of their own learning and improvement.
- Flexible learning environments are well utilised to support high levels of collaboration amongst akonga.

- Greenmeadows is fully engaged in all Kāhui Ako activities to the benefit of both our students and students across Manurewa in support of smooth learning pathways and transitions.
- Positive and meaningful partnerships are developed and sustained to effectively engage parents and whanau in their child's learning and in the life of the school.
- Staff value Greenmeadows as a place to work and collaborative practices and effective PLD support high levels of teacher/leader capability and agency.

- High levels of staff retention & recruitment are sustained in a climate of teacher shortage.
- A positive, safe and full inclusive school culture safeguards the physical and emotional wellbeing of both staff and students.
- Effective and consistent school-wide systems and practices support the safety and wellbeing of students and staff every day, by everybody.

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2020 ANNUAL PLAN - Agentic Learners

What needs to happen?

Priority Actions

Expected Results

Evidence of Success

- Formative Assessment Practices need to be an embedded part of every teachers practice. For this to occur consistently, all teachers need to have a common understanding of the NZ progressions of learning in Reading, Writing and Maths.
- Both students and teachers utilise the functions within the Linc-Ed digital platform effectively to show the journey of progress and achievement throughout the year.
- Standardise our systems for gathering student voice to inform our practice at both the classroom and school wide level.
- We need to ensure all students experience teaching and learning that is relevant to them (refer Success for Maori plan), particularly in relation to Akoranga.

- Professional Learning contract with Evaluation Associates to introduce the Learning Progressions Framework and PaCT. This contract includes:
 - Familiarising teachers with the framework and the progressions to support them in developing a big picture view of the progress students make within Reading, Writing and Maths.
 - Supporting them to use their increasing knowledge to assess student progress and achievement in Reading, Writing and Mathematics.
 - Making use of PaCT to align what they know about what students can do and the curriculum levels.
- Develop effective school reinforcement systems to ensure better (and consistent) use of Linc-Ed by teachers students and staff. This will include:
 - Regular parent information evenings
 - Simple and helpful guidelines for staff & parents in how to use Linc-Ed.
 - Training for new teachers
 - Development of student goals to support progressions.
- Systems for gathering student voice to include:
 - Include students on all four curriculum pods (Te Kakano, Hauora, Ako, Kaitiakitanga).
 - Design class based surveys
 - Better guidance for focus groups (eg what questions to ask)
 - One on one interviews
 - Video students (use swivel)
- Professional Learning contract with Bek Galloway, continuing the work begun through the Kāhui Ako in 2019 relating to learner agency and student inquiry. Bek will support teams throughout the year to plan and deliver effective Akoranga inquiries. **All** students need to be allowed greater freedom to drive their own meaningful and relevant inquiries (akoranga) in the classroom; we believe this will increase their agency TO inquire effectively.

- Students will be clear about what they are learning and how they are learning it.
- Digital technologies will support learning.
- Progressions of learning and transference of skills across the curriculum will be more evident and consistent.
- Learning will be cohesive and well aligned. Students will see the connections between learning in different areas.
- Students will drive the direction of their own learning in partnership with the teacher, rather than teachers making all the decisions about the learning that needs to take place.
- Students will be working collaboratively more often and good use made of flexible learning environments.
- Planning for akoranga will be relevant and deep learning will take place.
- Students will have a deep understanding of the Aspirations for Learning and how they are progressing towards their achievement.

- Student portfolio's on Linc-Ed show rich evidence of continued progress and achievement.
- Student voice & data
- Teacher voice & data
- Overall evaluation of student presentations
- Sharing of student work and experiences between teams
- Student surveys
- Teacher surveys
- Observations
- Evaluation of Teacher collaborative inquiries.

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Ensure high levels of progress and achievement by fostering a community of agentic learners.

2020 ANNUAL PLAN - Community

What needs to happen?

Priority Actions

Expected Results

Evidence of Success

- Develop systems and processes to support high levels of regular attendance of all students and reduced truancy. (part of our Kahui Ako work)
- Broaden our approach gathering community voice to inform our practice at both the classroom and school wide level; more than surveys.
- Make better connections with people across our community with expertise to support the work we do both for our students and our whanau.
- Consult with the community to ensure our localised curriculum meets the needs and aspirations of the community.
- Support the establishment of Learning Support Coordinators to support learners in our community with special needs. (part of our Kahui Ako work)

- Establish and consistently implement systems to support change.
 - More responsive and timely follow up on absences - by office AND teachers.
 - Consistent marking of the roll - including updating codes once reasons for absence are notified.
 - Certificates for 90+ attendance each term.
 - Attendance graphs on Linc-Ed for every student.
 - Positive messaging.
 - Have a target group of students who have chronic attendance.
 - Regular analysing of data - and shared with parents and teachers.
- Systems for gathering whanau voice (including specifically targeting marginalised groups) established. (part of our Kahui Ako work)
- Build and sustain strong relationships with Manurewa Marae.
- Identify experts in our parent body and community who can support us in sustaining culturally intelligent practices are embedded in our school.
- Seek whanau voice to support the review of our localised curriculum. (Te Kakano model to work across all four curriculum pods - ie pods include staff, students and whanau)
- Broaden the range of workshops offered to parents - eg offering Te Reo lessons/courses for staff/parents outside of school hours. Literacy workshops, not just mathematics.
- Find regular opportunities for our staff and students to learn about the history and people of Manurewa utilising external expertise. (part of our Kahui Ako work)
- Work collaboratively with The Gardens School to effectively utilise the strengths of the LSC teachers across both schools in support of Learners with Special Needs.

- A higher percentage of our students will be attending school regularly. (53.3% of students attended regularly in 2019).
- Attendance rates will improve as the year progresses rather than decrease each term which is the current pattern.
- A balance of “voices” will inform decisions made both within the classroom and wider school.
- Students and whanau will be able to see their contribution in some of the changes taking place.
- Marginalised groups will feel that their voices are heard and their needs met.
- A range of both internal and external expertise will support the work we do; initially in relation to learning languages and culturally intelligent practices.
- Learning Support Coordinators are working well across both schools.
- Consistency of practice for student and community consultation is evident.

- Every Day Matters attendance reports
- Survey results
- Consultation hui results
- Minutes of Pod meetings
- Evaluation reports to the Board of Trustees

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Sustain positive staff, whanau and community partnerships, working collaboratively to improve learning experiences and outcomes.

2020 ANNUAL PLAN - Wellbeing

What needs to happen?

- Ensure quality sports and PE lessons and programmes that incorporate high levels of skill development.
- School-wide practices for positively managing student behaviour consistent across all staff, supported by clear documentation.
- Review and Revise school-wide bullying policies and procedures
- Utilise student leaders to support physical, emotional and social wellbeing of students.

Priority Actions

- Establishment of a "Sport Academy" that focusses on building sporting leadership, coaching skills, health promotion as well as high levels of sporting achievement.
- Sports to be offered as part of the Year 8 specialist programme.
- Counties Manukau Sports contracted to provide professional development for staff through weekly modelling of high quality PE lessons.
- Whanau Hub sports well co-ordinated and planned.
- Staff work collaboratively to review school expectations and effective management of student behaviour.
- School-wide Behaviour management programme reviewed and revised as part of a collaborative process.
- School expectations reviewed and revised and signs made for all classes.
- Professional development provided for staff in behaviour management. (Bill Rogers and MoE revised Learning & behaviour guide resources)
- Collect and collate data re behaviour from Linc-Ed and analyse, sharing this with teachers and students to identify any problem areas or strengths of practice.
- Utilise MoE resources and bullyingfree.nz resources to review our current school practices to ensure consistency in response and a safe, free from bullying environment for all. (refer Kāhui Ako work)
- Introduce a peer mediation programme of our own design.
- Broader portfolios for our student leaders - student council, sports leaders, peer mediators, service leaders, cultural leaders

Expected Results

- A wide range of sporting activities are on offer for students - both for the elite sports students as well as those who are less skilled.
- Access to trials for sports teams is perceived as a fair and equitable process.
- All students have the opportunity to learn new games etc through sports programmes - it is not just for those who already know the game!
- Sports academy provides a vehicle for extending the skills of students with particular talent in sports along with their leadership and sportsmanship capabilities.
- Teachers manage behaviour in a consistent way across the school.
- Students are all clear about the school expectations for behaviour.
- Everyone responds to report incidences of bullying in the same way. Process is clear for all.
- Student mediators support a positive school culture.
- Varied opportunities for student leadership across the school

Evidence of Success

- Wellbeing @ School survey
- Student voice
- Teacher voice
- Community satisfaction survey.

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Sustaining a safe and inclusive school culture in which the customs and values foster success and wellbeing for all.

2020 Curriculum Targets - Writing

TARGET

- All Maori students who are writing below or well below the expected curriculum level in Writing at the start of 2020 will make at least two years progress by the end of the year.

Baseline Data

- At the end of 2019, **Maori students dominated the lowest achieving bands in writing.**
- In 2019 55/70 (79%) Y7 Maori ended the year writing below the expected curriculum level for Y7. 22/70 (31%) of those Y7 Maori students were achieving **well below** the expected level for Y7 and 16 of those are boys. The tail of achievement for Maori is very long.
- While we have yet to complete our assessments for the 2020 cohort, information provided on transition suggests that Maori will also be the lowest achieving cohort in Y7 this year.

Key Improvement Strategies

- Developing a deep understanding of the Literacy Learning Progressions Framework will be a focus for PLD in 2020 and we have contracted with Evaluation Associates to facilitate this work. It will include using PaCT (Progress and Consistency Tool) which will support teachers to become more accurate in their overall teacher judgement about student achievement in Writing (and Reading).
- The Kāhui Ako will have a strong PLD focus on effective teacher pedagogy that supports high levels of learner agency. This will have a natural flow into writing; we envisage the work that Bek Galloway is doing in relation to writing for different purposes when inquiring will also increase opportunities for learner agency.
- Authentic writing opportunities need to be collaboratively planned as part of every team's "business as usual" practice, particularly in relation to their Akoranga work.
- Opportunities for leaders and teachers to observe effective practice both within our school and in other schools needs to be planned.
- Better use of digital technology needs to be made to support progressive learning in Writing - this includes Linc-Ed (use of badging system) and online motivation prompts for writing. It's not just about google!
- In 2020, we are also changing how teachers work within teams; we will have Learning Hubs which will be small teams of teachers of the same year level (ie Year 7 OR Year 8). In this way, teachers will be able to plan, track and evaluate student progress within the context of the year level they teach. We will also have Whanau Hubs which are mixed Year 7 & 8 which will ensure the tuakana-teina approach that our school thrives on is sustained.
- We also have established this year a curriculum pod "Te Kakano". The focus of this group, made up of teachers, students and parents, is to drive initiatives that will help ensure our Maori students continue to achieve success as Maori. This team will have a strong role to play in the achievement of our 2020 curriculum targets. A key priority for Te Kakano will be to suggest strategies to improve the overall progress and achievement of our Maori students. Some questions that are worth exploring are: Are teachers setting high expectations for Māori students? What opportunities are being provided for our Māori students to engage in decisions about their learning? What opportunities are teachers providing for students to incorporate their culture into their learning?
- All teachers will be engaging in collaborative inquiries relating to the teacher practices most likely to engage our Maori students in Writing. These will be monitored through our professional learning groups.

What will this result in?

- Every Maori student benefits from the advantages of digital technologies for learning.
- Students are enthusiastically engaged in authentic writing experiences and books show progressive growth.
- Teachers will be able to articulate better (with evidence) the strategies that are working to improve the writing of Maori students in their classes.
- Higher proportions of Maori students writing at expected curriculum levels by the end of the year.
- Teachers will have a deep understanding of the progressions of learning in Writing.

2020 Curriculum Targets - Mathematics

TARGET

- All Maori & Pasifika students who are achieving below or well below expected curriculum level at the start of 2020 will make at least two years progress by the end of the year.

Baseline Data

- At the end of 2019, **Maori & Pasifika students dominated the lowest achieving bands in Mathematics in Y7.**
- In 2019 **60% of Y7 Pasifika and 56% of Year 7 Maori students** ended the year achieving below or well below the expected curriculum level for Y7.
- 28/65 Y7 Pasifika students and 42/100 Y7 Maori students were achieving at levels below that expected for Year 5 at the end of the year, despite significant progress having been made.
- There is an even spread of both boys and girls in this cohort.
- We have yet to analyse 2020 data for our Y7's in Maths - however patterns from the last two years suggest a similar picture will be evident in the 2020 Y7 cohort.

Key Improvement Strategies

- We need to continue having **external support** for our teachers to support consistency of practice in the problem solving approach across the school. Fiona Fox (Fox Consulting) has been contracted to provide this support. Her work will be targeted to the teachers who require the most support.
- We will no longer have a Board funded Professional Practice teacher in 2020; Team Leaders will step up to ensure we gain further traction towards the goal of having consistent practice across the school by having oversight of the practice within their own teams.
- The Ako Curriculum pod will also provide support for teachers in their teams. PLG's will be led by senior leaders. Each team will be engaging in a collaborative inquiry relating to the practices most likely to raise the achievement of **Māori** in Maths.
- We have contracted with Evaluation Associates to provide professional develop for teachers in the use of the **Learning Progressions Framework and the Progress and Consistency Tool** which supports teachers to make quality overall teacher judgements. While this work focuses on Literacy to begin with, the teachers will already be familiar with how to use the framework and tool and Fiona Fox can support the mathematics progression content.
- The Board of Trustees will pay for a **Mathletics subscription** for each child; we will do a better job of promoting this to be used consistently by students both at home and at school. Teachers will differentiate the learning for students within the Mathletics platform.
- Home & School Partnership programmes specifically targeting parents of underachieving students in ways they can support students with maths learning at home.
- Spring into Maths Intervention programme to be implemented for Well Below students.
- Better tracking of progress needs to take place - our work with the Learning Progressions will support this.

What will this result in?

- Greater consistency of teacher practice in the delivery of the maths curriculum across the school.
- Leader capacity to foster quality of practice within teams is enhanced.
- Learner agency in Maths is strengthened - students working in true partnership with teachers in relation to their learning programme.
- We have better information as a school on impact of interventions and strategies that work.

Budget allocation to support annual plan

Ensure high levels of progress and achievement by fostering a community of agentic learners.

- Evaluation Associates; Learning Progressions & PACT. Tailored response to schools needs.
 - \$19,000
 - Term 1 & Term 2
- Bek Galloway Consulting; external facilitator to support teacher practice in student inquiry (Akoranga).
 - \$14,000
 - 8 days per year
 - Fiona Fox Consulting; external facilitator to support teacher practice in Mathematics.
 - 8 days per year
 - \$9,000
- NZAIMS STEAM Conference; \$6000
- Vocabulary PLD \$2500
- Teacher Aides to support target students \$180,000
- Board funded Leader of Learning Support \$60,000

Sustain positive staff, whanau and community partnerships, working collaboratively to improve learning experiences and outcomes.

- In school Leadership PLD for both Middle and Senior Leaders provided by Mark Osborne (Leading Learning).
 - \$8000
- NZAIMS Leaders Conference - Middle Leaders
 - \$5000
- NZPF Conference - Senior Leaders
 - \$11,000

Sustaining a safe and inclusive school culture in which the customs and values foster success and wellbeing for all.

- Counties Manukau Sports
 - \$2500
- EOTC Sports Curriculum
 - \$10,000
 -
- PE & Health Budget
 - \$5,000