

WHANGANUI INTERMEDIATE SCHOOL



STRATEGIC PLAN

OUR SCHOOL:

Whanganui Intermediate School has a long history and many proud traditions. The school was established in 1933 and was only the third intermediate school to be established in New Zealand.

As a decile 4 school, we draw our students from every socio-economic spectrum. Geographically, we are in the centre of Whanganui, surrounded by businesses. Our students travel from outlying suburbs, mostly from the eastern side of the city, to reach the school. However, increasingly, enrolments are coming from non-traditional contributing schools such as outlying rural schools and schools across on the other side of the city. Parents of today have the mobility to send their children to schools of choice rather than being restricted to historical choices.

With a roll of around 590 students, Whanganui Intermediate is the largest primary school in the city and is larger than most of the secondary schools. We are proud to offer a broad curriculum to ensure our young people have the very best of educational opportunities.

VISION:

Inspiring and enabling every learner to have a successful, creative, confident future.

Values

Manaakitanga

Respect

Responsibility

Resilience

Whanaungatanga

MISSION:

OUR MISSION is for every pupil at our school to:

- *Embrace cultural identity to achieve success in all learning areas, especially literacy and numeracy*
- *Have access to a variety of learning programmes and diverse opportunities that are new, exciting and relevant, and will prepare them for life*
- *Take ownership of their learning and be proud of their achievements.*

Through this we will develop life-long learners who are confident, connected and actively involved global citizens.

Compliance:

The Whanganui Intermediate School Board of Trustees undertakes to take all reasonable steps to achieve the purposes, aims and objectives in this charter which has been approved by the Board and takes full account of the National Education Guidelines, National Achievement Guidelines, compliance requirements of the Treaty of Waitangi and all statutory obligations.

School Logo:

Our school logo is made up of the following elements:

W = Whanganui
I = Intermediate
S = School

Ad Summa Nitentes = Strive for the heights /
Aim for the highest



Recognising New Zealand's Cultural Diversity:

Whanganui Intermediate School recognises the importance of New Zealand's bicultural heritage. We believe in the principles of Ka Hikitia - Maori achieving as Maori. We use Tataiako Cultural Competencies in our practice. We provide learning opportunities in Te Reo and Tikanga through our Iwi school inquiry which:

- acknowledge dual roles and shared responsibilities for the educational success as Nga Iwi
- learn and adapt practices to support relational pedagogies
- work with whanau, hapu and iwi to identify and offer place-based curriculum contexts, and
- engage with Iwi education plans

This 2018 **Charter** has been approved by the Whanganui Intermediate School Board of Trustees.

This 2018 **Annual Plan** and been reviewed and endorsed by the Whanganui Intermediate School Board of Trustees.

Signed: Kerralie Adam

Board Chairperson

Signed: *Charles Oliver*

Principal

Date: 22 February 2018

STRATEGIC PLAN 2018-2020

STRATEGIC GOALS	ANNUAL AIMS	2018 ACTIONS
Strategic Goal 1: (Curriculum) <i>To develop and implement a Whanganui Intermediate School curriculum that is relevant, innovative, exciting and enables all students to accelerate their learning in literacy and numeracy.</i>	1a) Continue an ongoing review cycle of the curriculum structure in relation to the specialist subject areas.	<ul style="list-style-type: none"> To develop an arts curriculum that allows students opportunities to explore and participate in both visual and performing arts. To develop a technology curriculum that gives our students an opportunity to try new experiences and learn new skills.
	1b) Use accurate assessment data and research to inform the teaching of literacy and numeracy	<ul style="list-style-type: none"> Provide professional development on analysing data and using that to inform teaching. Work with outside facilitators to build teacher knowledge, skills and confidence. Measure achievement against the NZC curriculum levels
	1c) Continue to develop the Inquiry Focus determined by each teacher after reviewing student data to determine teaching and learning needs within the classroom.	<ul style="list-style-type: none"> To create opportunities for teachers to work collaboratively to raise student achievement. Assist teachers to better adapt learning programmes to meet individual needs.
School Evaluation Indicators Domain 2, 3, 4, 5, 6	1d) To begin to implement the new digital curriculum from 2018	<ul style="list-style-type: none"> Students will have a greater exposure to a broader digital experience that will develop the knowledge and skills they need as digital citizens. To provide students with opportunities to further develop their key competencies

Reading	Writing	Mathematics
Goal: To increase the number of students achieving at or above the NZC Curriculum Level. <ul style="list-style-type: none"> Aim is to have 85% of students reading At or Above their curriculum level by the end of the year. Boys and Maori students will have made more than one year's progress by the end of the year. 	Goal: To increase the number of students achieving at or above the NZC Curriculum Level. <ul style="list-style-type: none"> Aim is to have 80% of students writing At or Above their curriculum level by the end of the year. Boys and Maori students who are currently Below their curriculum level will be reduced by the end of the year. 	Goal: To increase the number of students achieving at or above the NZC Curriculum Level. <ul style="list-style-type: none"> Aim is to have 70% of students At or Above their curriculum level by the end of the year. Focus on Year 7 students in the below and well below level. Reduce the overall number of students in the below and well below level.

STRATEGIC PLAN 2018-2020

STRATEGIC GOALS	ANNUAL AIMS	2018 ACTIONS
<p>Strategic Goal 2: (Culture) <i>To develop an effective school culture that ensures a positive physical and emotional environment for all learners and embodies our school values.</i></p>	<p>2a) Continue the effective implementation of PB4L including the intentional teaching of our core values and social skills. Positive Behaviour for Learning is a major focus in our school.</p>	<ul style="list-style-type: none"> ● Re-establish Tier 1 universals ● Begin to introduce Tier 2 ● Introduce staff to more guidance and restorative practice
	<p>2b) Develop clear Health and Safety policies and processes to ensure wellbeing for all personnel</p>	<ul style="list-style-type: none"> ● Are current with legislation ● Developed through consultation ● Accessible to everyone ● Are regularly reviewed in the Self-Review Cycle
	<p>2c) Continue to maintain and upgrade our physical environment as per the 10Y property plan and cyclical maintenance schedule</p>	<ul style="list-style-type: none"> ● Replace hall louvres and window winding gear ● Upgrade Rooms 1-4 (Innovative Learning Environment) ● Roof and spouting replacements ● Drainage investigations
<p>School Evaluation Indicators Domain 1, 2, 3,4,5</p>	<p>2d) Ensure the BOT develops and implements a robust self-review process to support these systems and resource effectively .</p>	<ul style="list-style-type: none"> ● Self review schedule to be developed and included in BOT agenda ● Schedule to include Strategic review and Curriculum/Policy review ● BOT to attend PLD if applicable

STRATEGIC PLAN 2018-2020

STRATEGIC GOALS	ANNUAL AIMS	2018 ACTIONS
Strategic Goal 3: (Teaching & Learning) <i>To recruit, equip, support and retain the highest quality staff so that every student can equitably access the curriculum, participate, contribute and achieve to their fullest potential.</i>	3a) Review and maintain high quality policy and processes regarding appointment, appraisal and staff wellbeing.	<ul style="list-style-type: none"> Review policy by researching current theory, practice and new requirements Align with our school's particular requirements
	3b) Invest in targeted professional development based on data, research and the strategic plan.	<ul style="list-style-type: none"> Work with an outside facilitator to upskill teachers' knowledge Professional development for teachers on analysing data and using that to inform teaching
	3c) Develop effective pedagogy targeted at building collaborative practices across the school to enhance teaching and learning.	<ul style="list-style-type: none"> Provide professional development for teachers around working collaboratively to raise students' achievement Work with an outside facilitator in mathematics (Cognition) Build a safe atmosphere where teachers will be observed and will observe others, receive and give feedback, to enhance their teaching and learning
	3d) Review our support systems for those students with special behavioural or learning needs and implement best practice based on student need	<ul style="list-style-type: none"> Review transition processes both from contributing schools and moving onto secondary schools Review internal communication systems Set and reflect regularly on goals for teaching and learning
	3e) Review our system and processes regarding Gifted and Talented students	<ul style="list-style-type: none"> Create a combined definition of Gifted and Talented at WIS Review our transition processes both from contributing schools and moving onto secondary schools Review the curriculum in regard to teaching and learning for gifted and talented students Review the specialist extension programmes
School Evaluation Indicators Domain 1,2,3,4,5,6	3f) Ensure the needs of Priority Learners are foundational in curriculum planning and policy development and practice--in particular Maori, Pasifika, those with special learning needs and those from low-income families.	<ul style="list-style-type: none"> Monitor priority groups through TAI and collaborative meetings Work with outside agencies where applicable Continue to build relationships with Whanau through TLIF

STRATEGIC GOALS	ANNUAL AIMS	2018 ACTIONS
<p>Strategic Goal 4: (Community) <i>To intentionally seek to develop stronger relationships with whanau, families, iwi, other schools and stakeholders in our wider community in order to improve student outcomes.</i></p>	<p>4a) Review current practice and develop a consistent school-wide communication policy for teachers & whanau.</p>	<ul style="list-style-type: none"> • Review processes and policy around communication • Make use of a closed facebook page to celebrate learning and school activities with the community. • Review our reporting formats and timeframes • Use the Website as our “professional” face but ensure it is up-to-date and parent friendly
	<p>4b) Maintain an effective online ‘face of the school’ through updating the website and investigating good practice use of social media.</p>	<ul style="list-style-type: none"> • Investigate the use of the Kamar student portal • Develop a more streamlined and professional approach to our digital profile including print and digital media
	<p>4c) Provide effective professional development for staff, based on need, including ICT capability, cultural competency and collaboration.</p>	<ul style="list-style-type: none"> • Continue with the Teacher Lead Innovation Fund journey for across school consistency • Seek feedback on staff needs for professional development • Unpack the digital technology curriculum • Whole school professional development around collaboration
<p>School Evaluation Indicators Domain 1, 3, 4,5,6</p>	<p>4d) Actively participate in opportunities for educational collaboration within our community.</p>	<ul style="list-style-type: none"> • Work with our contributing and feeder schools to transition our students • Build on our Teacher Led Innovation Fund experiences for across school collaboration • Provide opportunities for our students to have new experiences in the community that will challenge and grow them

STRATEGIC PLAN 2018-2020

Strategic Goal	2018	2019	2020
<p>To develop and implement a Whanganui Intermediate School curriculum that is relevant, innovative, exciting and enables all students to accelerate their learning in literacy and numeracy.</p>	<p>Student progress and achievement measured against curriculum levels. Develop targets to meet learning needs. Participate in PD for mathematics that will make use of an outside facilitator as well as in school experts. Review success of interventions Review the curriculum in relation to the specialist subject areas. Review collaborative practice Maintain SENCO & Gifted/Talented register Begin to implement digital curriculum effectively.</p>	<p>Student progress and achievement measured against curriculum levels. Develop targets to meet learning needs. Participate in PD for mathematics that will make use of an outside facilitator as well as in school experts. Review success of interventions. Review Raising Achievement Plan. Review BYOD policy Review devices to support E-learning Review collaborative practice</p>	<p>Student progress and achievement measured against curriculum levels. Develop targets to meet ongoing learning needs. Review success of interventions. Review the Raising Achievement Plan. Review PLD needs</p>
<p>To develop an effective school culture that ensures a positive physical and emotional environment for all learners and embodies our school values.</p>	<p>Re-establish Tier 1 universals PB4L Begin to introduce Tier 2 PB4L Introduce staff to more guidance and restorative practices. Review health and safety policy practices Review BOT self review systems Replace hall louvers and window winding gear. Upgrade Rm 1-4 MLE Roof and spouting replacements Drainage investigations</p>	<p>Re-establish Tier 1 PB4L Maintain Tier 2 PB4L Upgrade Rm 6 - 8 MLE Remove trees outside Rm 5 - 9 Staff first aid certificates.</p>	<p>Review PB4L and revisit Tier 1 and 2 Outside learning street Rm 14 - 17</p>
<p>To recruit, equip, support and retain the highest quality staff so that every student can equitably access the curriculum, participate, contribute and achieve to their fullest potential.</p>	<p>Review recruiting policy Invest in targeted PD to upskill teachers pedagogical knowledge PD on analysing data and using that to inform teaching PD around collaborative practices to raise student achievement Review transition processes from both contributing and feeder schools Review internal communication systems Create a definition of gifted and talented at WIS Review the curriculum for gifted and talented students</p>	<p>Invest in targeted PD to upskill teachers pedagogical knowledge PD on analysing data and using that to inform teaching PD around collaborative practices to raise student achievement Review the curriculum for gifted and talented students.</p>	<p>Review teacher appraisal process Review assessment tools and timetable Review collaborative practise Review goal setting processes</p>

<p>To intentionally seek to develop stronger relationships with whanau, families, iwi, other schools and stakeholders in our wider community in order to improve student outcomes.</p>	<p>Review processes and policy around communication. Use social media and the website in an effective way. Review our reporting formats and timeframes. Investigate the use of the Kamar student portal. Continue with TLIF</p>	<p>Review Camp processes Collect whanau voice Transition into use of the Kamar student portal. Provide effective professional development based on need. Review TLIF process and further develop our curriculum around these. Review grant processes and managing applications.</p>	<p>Provide effective professional development based on need. Gather whanau and student voice. Review Iwi engagement and support with the school.</p>
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