

# Kamo Intermediate School



School Charter, Strategic and Annual Plan - 2018

## Introductory Section - Strategic Intentions

<b>Mission Statement</b>	To provide a <b>positive learning environment</b> where students are <b>confident, actively involved</b> and <b>inspired</b> to succeed.
<b>Vision</b>	Kamo Intermediate is a place where <b>everyone</b> has an <b>opportunity</b> to be the <b>best they can be</b> ; where <b>diversity</b> is celebrated and <b>positive relationships</b> are paramount.
<b>Values</b>	<p>We are an <b>inclusive</b> school. Kamo Intermediate School welcomes all learners in our community. We are committed to their engagement in all school activities and to their achievement. We believe in building strong, positive and meaningful relationships. To achieve this we value highly:</p> <p><b>Channel K:</b> Channel K is a way of life at the school. Everyone is encouraged to make 3 positive, uplifting comments each day. Channel K is a way to encourage the choice of being positive. It creates a positive atmosphere where everyone benefits.</p> <p><b>Respect:</b> In all contexts as a learning community we will demonstrate respect for each other, our differences and our environment. All our contributed actions will develop a global community that benefits all.</p> <p><b>Integrity:</b> At Kamo Intermediate we will act ethically by showing; honesty, responsibility and accountability in all our actions. We will make good choices and take responsibility for our choices and actions.</p> <p><b>Excellence:</b> At Kamo Intermediate we will strive for excellence in all that we do. All learners, both staff and students, will demonstrate high expectations of themselves and others and a strong belief that all can achieve. A powerful sense of self will be promoted.</p> <p><b>Diversity:</b> At Kamo Intermediate we will value difference. Diversity is illustrated in many forms, culture, beliefs, and life experiences. It will be recognised in actions and interactions appropriately. We value all individuals and what they have to offer.</p> <p><b>Creativity:</b> Kamo Intermediate staff and students will place a high value on developing the skills to reflect, think critically and create. These skills will be developed in all contexts of learning. Opportunities to develop creativity, individually and as a school, will be promoted and encouraged.</p> <p><b>Innovation and Flexibility:</b> Our teaching practice will reflect innovation and flexibility. Learners will be able to utilize their particular learning and thinking style to reach their potential. All aspects of learning will be seen as important. Risk-taking and challenge in learning situations will be viewed as positive.</p> <p><b>Whakawhanaungatanga:</b> Establishing relationships; relating well to each other</p> <p><b>Manaakitanga:</b> Hospitality; kindness; generosity; respect; caring for others</p>

	<p><b>Rangatiratanga:</b> Chieftainship; leadership</p> <p><b>Kaitiakitanga:</b> Guardianship; stewardship</p> <p><b>Wairuatanga:</b> Spirituality</p> <p><b>Nga mahi o te rehia:</b> Pursuit of pleasure; entertainment</p> <p><b>Matauranga:</b> Knowledge; wisdom; understanding</p>
<p><b>Cultural Diversity – Te Ao Maori:</b></p>	<p>The Board takes all reasonable steps to provide instruction in Tikanga Maori. When developing policies and practices for the school, every endeavour is made to reflect New Zealand’s cultural diversity and the unique position of Maori culture.</p> <p>Parents of the students identified as Maori are to be consulted as part of the schools reviews as to how the school can support their child’s achievement. Using achievement data, and in conjunction with the teaching staff, specific targets will be identified. These targets will be supported through the Culture Count professional development programme as part of our COL.</p> <p>The following measures are implemented and encouraged across the whole school:</p> <ul style="list-style-type: none"> <li>· Teaching staff are encouraged and fully supported with professional development to extend their current abilities in Te Reo and Tikanga Maori.</li> <li>· Components of Tikanga Maori and Te Reo Maori are integrated into all appropriate aspects of the school curriculum.</li> <li>· Staff are encouraged to use Te Reo in the classrooms as and when appropriate.</li> <li>· Kapa haka roopu as part of the school ethos.</li> <li>· The school employs a teacher with te reo as a strength to work within classrooms with teaching staff.</li> <li>· Staff member becomes the school cultural advisor - remuneration acknowledges importance of the role.</li> </ul> <p>When a parent of a full-time student request that their child(ren) be provided with instruction in Te Reo Maori, the Principal, on behalf of the Board, will take all reasonable steps and discuss whether the student can have access to Te Reo in the home or at another school. We hope to form a bilingual unit in 2019.</p>
<p><b>Principles</b></p> <p><b>(Based on COL survey Dec, 2017)</b></p>	<p><b>Authentic and meaningful learning:</b> Authentic and meaningful learning engages all the senses allowing students to create a meaningful, useful, shared outcome. They are real life tasks, or simulated tasks that provide the learner with opportunities to connect directly with the real world.</p> <p><b>Learner at the Centre:</b> The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners</p>

	<p><b>Learner dispositions:</b> Learner dispositions are character qualities that are life skills, to support greater success in the face of obstacles and challenge. Examples are resilience, persistence, initiative, adaptability, curiosity, creativity.</p> <p><b>Learner agency:</b> Learner agency is about shifting the ownership of learning from teachers to students to enhance a student's mana; enabling students to be part of the learning design and to become powerful lifelong learners.</p>

## School Context:

<p>School Description:</p>	<p>Kamo Intermediate School is a decile 5 co-educational Intermediate School located in the Whangarei suburb of Kamo. Currently sitting on a roll of around 690, it draws from a broad range of socio-economic levels. The current cultural mix is approximately 55% NZ European, 40% Maori, 5% Other (a mix of 13 other ethnicities) .</p> <p>Kamo Intermediate provides a high standard of education and pastoral care to students. We pride ourselves on our ability to deliver top quality education to students from a wide variety of backgrounds, covering a full range of learning abilities and learning needs, and specialising in the specific needs of emerging adolescent students.</p> <p>We focus on providing an environment that is supportive of all areas of the school community, with particular emphasis being placed on having a positive attitude and communicating that attitude to others, be they students, staff or visitors.</p> <p>Students are offered an excellent range of specialist courses, and are encouraged to develop inquiring minds and lifelong learning habits. Students are encouraged to be individuals, and to celebrate and acknowledge diversity. The school believes in creating opportunities for students so that they have choices about developing and extending their talents and desires.</p>
<p>Organisational Structure</p>	<p>All classes at Kamo Intermediate are composite classes of Y7 &amp; Y8. Students generally stay with their teacher for their two years. We strongly believe this structure provides students with strong role modelling from Y8 students, the development of very strong, stable, and positive relationships with teachers.</p> <p>There are six syndicates of 3 or 4 classes and opportunities to work together in various areas of the curriculum is actively encouraged eg sports, reading weeks, syndicate rotations, celebrating success. We have a boys only class and one team is in a purpose built flexible learning space. Classroom teachers are supported by seven specialist teachers who provide students with a range of stimulating programmes covering the technology and arts curriculum areas. Kamo Intermediate also has an</p>

extensive learning centre ( E Team) which offers individualised learning support programmes for students with high to moderate learning needs.

Kamo Intermediate prides itself on employing a wide range of personality types and teaching styles to maximise our flexibility and ability to match students with teaching styles, strengths and skills that best suit students' individual needs and personalities. This year we have formed a boys only class and discussions will take place throughout the year on other types of class we will offer in 2019.

The school roll has seen significant growth during the past four years, having gained an extra 300 students during this time. The expected roll at 1 March 2018 is 697.

Students' Learning

- Achievement 2017

(i) **Student Achievement:**  
 Effect sizes calculated for each class and whole school data presented. Based on statistical research, the expected effect size to show a year's progress is 0.4.  
 School averages below:

Reading asttle		Reading PAT		Writing asttle		Maths PAT	
Y7	Y8	Y7	Y8	Y7	Y8	Y7	Y8
0.48	0.28	0.47	0.42	0.59	0.56	0.32	0.37

Professional development focus in 2017 was writing which has resulted in well above average results for both Y7 and Y8.

Kamo Intermediate students were about the national average in both Reading and Mathematics using PAT assessments.

## Strategic Section:

Strategic Goals		Strategies for Achieving Goals
<p><b>ONE:</b> <b><i>Student Engagement:</i></b></p> <p><b><i>Relationships, with all stakeholders, forms the basis of core learning and development.</i></b></p>	<ul style="list-style-type: none"> <li>➤ Development of language, identity and culture through integrated learning</li> <li>➤ To develop positive and trusting relationships to promote learning, a sense of connection and belonging</li> <li>➤ Students learn within meaningful contexts to which they can relate to and have a voice.</li> <li>➤ To understand, recognise and value the strengths of each student and staff member.</li> <li>➤ Foster partnership between whanau and school with particular attention to Maori families</li> <li>➤ Ensure staff explore Ka Hikitia and understand its meaning and significance for Maori students</li> <li>➤ Explore different class types to enhance engagement</li> </ul>	<ul style="list-style-type: none"> <li>➤ Each student experiences positive relationships with his/her teacher(s)</li> <li>➤ Teachers / Student Learning Relationships analysed through student surveys.</li> <li>➤ Develop methods to promote “student voice” e.g student council, student inquiry, class representatives, cultural group, school wide surveys.</li> <li>➤ Development of Impact Coaches to provide feedback on classroom practice. (will depend on PLD)</li> <li>➤ Students culture is incorporated and enhanced through co-construction of learning experiences.</li> <li>➤ Maori cultural advisor appointed within the school to support the partnership between the school and whanau</li> <li>➤ To develop positive and open communication with family/whanau/caregivers to support the understanding of individual students and their learning.</li> <li>➤ Noho Marae and community consultation to address needs</li> <li>➤ Consultation with local iwi to bring a kaumatua on board</li> <li>➤ A qualified and experienced te reo teacher continues to work alongside all learners.</li> <li>➤ Programmes, extensions and opportunities reflect the bi-cultural nature of the school (eg Kapahaka, Art, Ki-O-Rahi)</li> <li>➤ Ka Hikitia principles explored and evident in planning and practices</li> <li>➤ Form a boys only class to ease gender imbalance and foster a different style of learning</li> <li>➤ Explore the possibility of bilingual, sports, academic type classes.</li> </ul>

<p><b>TWO:</b> <b>Student Learning:</b></p> <p><i>Using the NZC as a foundation for planning, students are challenged with an engaging curriculum that promotes new learning.</i></p>	<p>Build teacher knowledge, understanding and capability in collaborative planning, integrated curriculum.</p> <ul style="list-style-type: none"> <li>➤ Consultation in curriculum design and timetabling</li> <li>➤ Implement systems to further develop pedagogical content knowledge in mathematics, science and digital technology and literacies.</li> <li>➤ E-learning increasingly used to implement the curriculum</li> <li>➤ Teachers and students become proficient with mobile learning devices integrated in student learning.</li> <li>➤ Building leadership capacity to facilitate collaborative pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>➤ In addition to the NZC, the school curriculum forms the basis for classroom planning and specialist programmes</li> <li>➤ Teachers work collaboratively to plan, deliver and assess programmes.</li> <li>➤ Students are supported in their learning so that they can progress in relation to the Kamo Intermediate Curriculum and fully participate in and contribute to the school and their community environment.</li> <li>➤ KAMO Rubric forms the focus for learning and assessment</li> <li>➤ Director of Curriculum role created to support and lead planning, delivery and assessment</li> <li>➤ Mathematics - continue MST (0.4 one teacher)</li> <li>➤ Specialist teacher for accelerant mathematicians (Maths Plus)</li> <li>➤ ETeam Learning Support Centre....individualised and small group targeted programmes for 80 students (SENCO)</li> <li>➤ Development of use of digital technologies in the classroom to accelerate and support learning</li> <li>➤ Revisit learning progressions</li> <li>➤ Digital support offered, in the form of a staff member, to increase understanding of google applications.</li> </ul>
<p><b>THREE:</b> <b>Student Learning:</b></p> <p><i>School assessment data is used effectively to support improvement in student outcomes. Students set their own learning goals and know what to do to achieve them. Accurate data is used to inform next teaching steps</i></p>	<ul style="list-style-type: none"> <li>➤ Data will help drive the focus for development</li> <li>➤ Review and monitor student achievement in relation to school expectations</li> <li>➤ Leaders support classroom teachers to make more detailed analysis of data</li> <li>➤ Clear processes and procedures to monitor progress &amp; achievement of all students with an emphasis on target students</li> <li>➤ Exploration with staff on how to give effective feedback and feed forward</li> <li>➤ SMS further developed to help collate data for analysis, dissemination and to show trends, patterns and to set specific achievement targets</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assessment practices around target students continued and monitored</li> <li>➤ Effect sizes used to inform school wide targets</li> <li>➤ Deliberate planning and acts of teaching for identified priority students developed through class description.</li> <li>➤ Ongoing reflection and review of priority students</li> <li>➤ Accountability of progress made through syndicate and senior leadership monitoring.</li> <li>➤ Director of Curriculum to support teaching and learning.</li> <li>➤ Teachers' appraisal goals will involve aspects of feedback and feed-forward to students. This is integral to Teaching as Inquiry.</li> <li>➤ Through teacher inquiry, teachers will be using data to inform next steps.</li> <li>➤ CAP (Curriculum and Achievement Plan) reviewed twice a year</li> </ul>
<p><b>FOUR:</b> <b>Student Learning and Engagement:</b></p>	<ul style="list-style-type: none"> <li>➤ Regular feed-back and feed-forward is given to each student orally and in writing (student workbooks)</li> </ul>	<ul style="list-style-type: none"> <li>➤ School wide rubric/s promote student voice and agency.</li> <li>➤ Review and analyse the participation (individuals, groups) in "talent" programmes.</li> <li>➤ Continuation of an after school Study Centre to cater for students who need support with study skills and academic motivation.</li> </ul>



<p><b>Students will have opportunities to participate in a range of programmes to cater for their talents and to support them to reach their full potential.</b></p>	<ul style="list-style-type: none"> <li>➤ Each student experiences learning in practical life skills including self- sufficiency with school competencies integrated at all levels of school life.</li> <li>➤ Each student is provided with regular, evidence based purposeful and direct instruction.</li> <li>➤ Opportunities will be offered in a wide range of fields, across many domains and skill sets</li> <li>➤ Students are creative and critical thinkers.</li> <li>➤ Community resources and personnel will be utilised to provide opportunities for all learners.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Extension activities offered through the specialist programme</li> <li>➤ Students increasingly take ownership of their learning (student agency)</li> <li>➤ All students will be encouraged and expected to be active participants in their learning.</li> <li>➤ The Bach specialised learning classroom (Room 10) .....individualised and very small group programmes for 15 learning challenged students ( ORRS and ICS students).....(SENCO)</li> </ul>
<p><b>FIVE:</b></p> <p><b>Health and Safety</b></p> <p><b>Provide best practice health, safety and wellbeing systems within the Kamo school community</b></p>	<ul style="list-style-type: none"> <li>➤ Ensure there are formal and informal safe practices.</li> <li>➤ Develop clear processes of identifying hazards and reducing the associated risks.</li> <li>➤ Support the overall wellness of staff and students.</li> <li>➤ Teachers will be aware of emergency procedures</li> <li>➤ Set up a process of monitoring and reporting</li> </ul>	<ul style="list-style-type: none"> <li>➤ HR Audit by NZSTA</li> <li>➤ Continue programmes that support student developing positive self image, self management and confidence (mindfulness; yoga; self-defense...)</li> <li>➤ Use electronic sign-in system to ensure visitors are aware of our procedures and to have an accurate picture of who is on site at all times</li> <li>➤ All staff aware of school policies and procedures</li> <li>➤ Health and Safety committee to meet monthly to review school procedures</li> </ul>
<p><b>SIX:</b></p> <p><b>Property</b></p>	<ul style="list-style-type: none"> <li>➤ To operate the school in a fiscally strategic, responsible and viable way.</li> <li>➤ Allocate funds to ensure student learning and engagement goals are met.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The school will allocate funds to reflect the school's priorities for the year.</li> <li>➤ SLT meet with Property Manager weekly</li> <li>➤ Board kept up to date with current property projects and issues</li> <li>➤ 5YA projects collaboratively prioritised with project manager.</li> </ul>
<p><b>SEVEN:</b></p> <p><b>Finance</b></p>	<ul style="list-style-type: none"> <li>➤ To have effective financial systems in place to ensure the curriculum can be delivered and all expenditure properly accounted for.</li> </ul>	<ul style="list-style-type: none"> <li>➤ School expenditure will be monitored and controlled to ensure that annual accounts are prepared and audited.</li> <li>➤ New Business Manager/ Principal's PA employed end of April</li> </ul>



ANNUAL SCHOOL IMPROVEMENT PLAN - SUMMARY

Domain	Strategic Goal/s	Target	Brief Report from 2017
Student Learning	<p><b><i>School assessment data is used effectively to support improvement in student outcomes.</i></b>  <b><i>Students set their own learning goals and know what to do to achieve them. Accurate data is used to inform next teaching steps</i></b></p> <p><b><i>Using the NZC as a foundation for planning, students are challenged with an engaging curriculum that promotes new learning.</i></b></p>	<p>Reading: The effect size for the Y8 students, using easTTle Reading, will be 0.4 or greater.</p> <p>Mathematics: Y8 students will have an effect size of 0.4 or greater for PAT mathematics.</p> <p>MST Target. By the end of 2018, priority students will be achieving at the expected level in number.</p> <p>Science: By the end of 2018, Y7 students will have an overall effect size of 0.4 in the PAT Science: Thinking with Evidence</p>	<p>The variance report shows the programmes put in place for 2017 were effective for students who took part in MST, ALL programmes.</p> <p>Strategic Literacy Programme (ETeam) for 2017 Reports that 89% of selected students made a gain in reading age, and 67% made accelerated progress ie more than 1 year in reading age in approximately 30 weeks of instruction These selected students have made little gains in reading age abilities over their 6 years at primary school</p>
Student Engagement	<p><b><i>Relationships, with all stakeholders, forms the basis of core learning and development.</i></b></p> <p><b><i>Students will have opportunities to participate in a range of programmes to cater for their talents and to support them to reach their full potential.</i></b></p>	<ul style="list-style-type: none"> <li>➤ Impact of Culture Counts Professional Development will make a positive difference to student engagement (student surveys and interviews)</li> <li>➤ Monitor attendance regularly and use MOE support if deemed necessary.</li> </ul>	<p>ETeam support and mentoring relationships with students across the school</p>
School Organisation and Structures	<p><b><i>Provide best practice health, safety and wellbeing systems within the Kamo school community</i></b></p>	<ul style="list-style-type: none"> <li>➤ Carry out an HR Audit and consequently regular checks to ensure we have a healthy and safe physical and emotional environment at KIS.</li> <li>➤ Ensure H and S procedures and clearly documented.</li> </ul>	

## Annual Improvement Plan - Learning

Strategic Goal - <i>School assessment data is used effectively to support improvement in student outcomes.</i>			
<p><b>Annual Goal:</b> To accelerate the progress of all students who are performing below expectations in reading, mathematics and science</p>	<b>Annual Targets:</b>		
	<p>Reading: By the end of 2018 the effect size for the Y8 students, using easTTle Reading, will be 0.4 or greater.</p> <p>Strategic Literacy Target. By the end of 2018 70% of selected priority learners (currently achieving twell-below expected ) will be achieving at 1 - 3.5 years above their starting levels.</p>	<p>Mathematics: By the end of 2018, Y8 students will have an effect size of 0.4 or greater for PAT mathematics.</p> <p>MST Target. By the end of 2018, priority students will be achieving at the expected level in number.</p>	<p>Science: By the end of 2018, Y7 students will have an overall effect size of 0.4 in the PAT Science: Thinking with Evidence</p>
<b>Key Improvement Strategies:</b>			
<b>When:</b>	<b>What:</b>	<b>Who:</b>	<b>Indicators of Progress:</b>
Feb 18:	Review 2017 assessment data with staff at Teacher Only Days	Principal and DP Whole teaching staff	Targets set for specific groups Teachers take ownership of class effect sizes
Feb 18: (this will be ongoing at Middle Leader meetings)	In-depth discussion between SLT and Middle Leadership Team about identifying priority learners, tracking progress, ensuring quality pedagogy in place for each team. Additional time given to Middle Leaders to observe and work alongside their team members.	Principal, DP and Syndicate Leaders	
March	Analysis of PAT, asTTle data to inform next steps in planning.	SLT, MLT, TIC Mathematics, Science and Literacy and, Teachers	Programmes in place to cater for priority learners / target groups
Ongoing	Target groups / priority learners discussed at each syndicate meeting. Where are they at now, what do we need to make progress, how will we do it, regular checkpoints of	Syndicate Leaders with their teachers and learners SLT with MLT	Minutes of meetings analysed, student achievement evident

	achievement, what next discussed. Review existing programmes and provide responsive support to meet the learning needs of targeted students		
Ongoing	Work with parents and whanau around ways of supporting learning. e.g <ul style="list-style-type: none"> <li>● Parent/Teacher/Student conferences</li> <li>● Open evenings</li> <li>● Noho at school</li> <li>● Website</li> </ul>	All staff	Improved whanau support and home/school partnership Student engagement increases Regular and planned family discussions for all very high needs students working in The Bach ( specialised teaching classroom)
Once a term	Complete a mathematical problem and assess it using the Kamo rubric	All teachers	Overall improvement on rubric
	Assess a writing sample using structure and organisation	All teachers	Overall improvement on asTTle rubric scores
Ongoing	Regular professional development to support pedagogy. This will be through: <ul style="list-style-type: none"> <li>● Staff meetings</li> <li>● Syndicate meetings</li> <li>● Appraisal</li> <li>● Teacher Inquiry</li> </ul>	SLT to coordinate	Teachers feel confident in their pedagogy. Teacher competency increases
Term 4	Summative testing completed and data analysed	SLT, MLT and teachers	Targets have been met
Term 4	Survey related to student engagement and relationships repeated	SLT	Evidence that engagement levels have increased Survey results show progress
<b>Monitoring:</b> <ul style="list-style-type: none"> <li>● Moderate assessment procedures to ensure school-wide consistency</li> <li>● Regular evaluation of teaching practices and tailoring professional learning to cater for needs.</li> <li>● Ongoing analysis of assessment data to inform progress and planning</li> </ul>			
<b>Resourcing:</b> <ul style="list-style-type: none"> <li>● Release time for teachers and Syndicate Leaders</li> <li>● Culture Counts PLD through COL</li> <li>● Release time for ALL teachers (9 staff) and MST teacher to attend university block courses</li> </ul>			