





MURRAYS BAY INTERMEDIATE CHARTER

Strategic and Annual Plan
2018 -2020

Principal's endorsement:	 Melinda Bennett	Board of Trustees' endorsement:	
Submission date to Ministry of Education:	23 March 2018		

Murrays Bay Intermediate School 2017 - 2019

Introductory Section - Strategic Intentions

Mission Statement	<p>Learn to Live To offer a secure, caring, learning environment where the unique potential of each pupil is developed and where the appropriate life skills are provided through competent teaching and effective community support.</p>
Vision	<p>This school believes in empowering people. We believe in the holistic learning of an individual that will lead to the well rounded development of future citizens who will be able to participate in their community and society in the years that lie ahead. We aim to create globally competent, globally confident and culturally intelligent citizens who will be able to work and live anywhere in the world.</p>
Values	<p>Manaaki - protect and care Pono - honesty and sincerity Ako - life long learning Awhi -assist and support</p>
Māori Dimensions and Cultural Diversity	<p>We as a school value te reo Maori as a taonga – we share the belief emanating from the Treaty of Waitangi that our Maori people and all people should have a say in decision making. Maori people retain the right to self determination. Maori people, as our bicultural partners, are guaranteed quality ‘rights’, privileges, opportunities and outcomes. We passionately wish for this to happen so that Maori people are empowered and valued as tangata te whenua of our land. Ka hikitia means to step up; to lift up, to lengthen one’s stride – to empower. We embrace this as a whakatauki for all people sharing the journey with is at this school. It is engagement and achievement that for all people and this in reference to Maori (te Ao) is understanding our world from a Maori and pakeha perspective.</p> <p>Murrays Bay Intermediate School Cultural Diversity NZ European 48%, Maori 5.1%, Pacific island 2%, Asian 34.5%, Other European 10.4%.</p> <ul style="list-style-type: none"> • All cultures within the school are valued, accepted and celebrated through active encouragement of an inclusive school culture and values. • Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural background. <p>The Unique Position of Maori Culture</p> <ul style="list-style-type: none"> • All staff members are expected to develop an awareness of Tikianga Maori (Maori culture and protocol) and Te Reo Maori (Maori language): and incorporate these into classroom programmes. • Murrays Bay Intermediate School will foster cultural understanding consistent with the Treaty of Waitangi.

What reasonable steps will the school take to incorporate Tikianga Maori (Maori protocol and culture) into the school's curriculum?

- Daily programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number.
- All students participate in regular Maori language and culture lessons (2 sessions per 6 day cycle).
- Professional development and support of staff, on the understandings they need to develop with their students.

What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents ask for it?

All such requests will be given full and careful consideration by the Board of Trustees with the regard to:

- Personnel with the requisite skills and qualifications
- Overall school financial position
- Availability of accommodation within the school programme

What steps will be taken to discover the views and concerns of the school's Maori community?

- Encourage parents of Maori students to become a Board of Trustees member
- Maori community consulted in various ways including : Report evenings, Parent workshops, Hui consultation evenings, Newsletters, School events involving students, Informal dealings with families, Individual interviews where relevant
- Maintaining open door practice encouraging families to approach the school
- Kapa Haka Group with outside help and school staff, this will continue to perform to the school and guests on a regular basis across 2018.
- Akonga Maori - strategic planning group

School Context or Baseline Data

Student Achievement

As assessed against the National Standards for Reading, Writing and Mathematics

Reading			
	2015	2016	2017
Above	56%	51%	38%
At	32%	31%	44%
Below	9%	15%	18%
Well below	3%	3%	0%

Writing		
2015	2016	2017
30%	27%	19%
55%	44%	59%
12%	26%	22%
2%	2%	0%

Mathematics		
2015	2016	2017
52%	51%	42%
36%	31%	40%
11%	17%	18%
1%	1%	0%

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Strategic Goals		Core Strategies for Achieving Goals 2018 - 2020
Student Achievement	All our students are fully engaged and Learning to Live in order to achieve to their highest potential.	<ul style="list-style-type: none"> • Participation in the Mid Bays Kahui Ako - to lift achievement in Writing and Mathematics • Student agency well developed through the use of formative assessment / assessment capability. • Learning needs of priority and target students, identified and addressed
Staff	All our staff are fully engaged in targeted professional learning to ensure all students Learn to Live.	<ul style="list-style-type: none"> • Shared understanding and documentation of quality practice specifically in relation to: Mathematics, Reading and Writing • Strong professional practice in relation to analysis of assessment data and resulting actions. • Clear model for delivery of learning in ILE environments
Learning Environment	Our school is a safe, modern learning environment that supports students as they Learn to Live.	<ul style="list-style-type: none"> • Community Consultation in relation to Health programme. • Review of financial position - and prioritisation of capital expenditure • All facilities on the site, well maintained and functioning effectively
Connections	The relationships between the school and our community ensure that all students are Learning to Live.	<ul style="list-style-type: none"> • Community Consultation in relation to the Charter and review of strategic direction 2019-2021. • Review of communication and reporting to parents, including new and international parents. • Develop strategies and practices for recognising and celebrating the cultural diversity in our school community. • Strong ongoing relationships with sister schools and agents in Asia, to foster international student programme.

2018 Raising Achievement Plan - Summary

	Strategic Goal	Target	Short Report
Staff	All our staff are fully engaged in targeted professional learning to ensure all students Learn to Live.	Mathematics - That 80% of teachers agree with the statements: <ul style="list-style-type: none"> • I have a good understanding of the progression of learning in all aspects of Mathematics. • I have a good understanding of current research and best practice in terms of Mathematics teaching. • The delivery of my mathematics programme is reflective of current best practice. 	
		Science - 90% of teachers somewhat agree, agree, or strongly agree with the following statements: <ul style="list-style-type: none"> • I am confident in teaching Science. • I have a good understanding of the Science Capabilities. • I use the Science Capabilities in my teaching practice. • I am confident in using the Science Capabilities in my teaching practice. 	
		School Improvement Plan That the school has a clear 5 year improvement plan	

2018 Raising Achievement Plan

Strategic Goal:

All our staff are fully engaged in targeted professional learning to ensure all students 'Learn to Live'.

Annual Goal:

Development of maths pedagogy based on best practice informed by research.
Implementation of the Learning Progression Framework and PaCT as a formative, summative and reporting tool.

Annual Target #1: **Mathematics**

That 80% of teachers agree with the statements:

- I have a good understanding of the progression of learning in all aspects of Mathematics.
- I have a good understanding of current research and best practice in terms of Mathematics teaching.
- The delivery of my mathematics programme is reflective of current best practice.

Baseline Data:

	Strongly Disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	TOTAL DISAGREE	TOTAL AGREE
I have a good understanding of the progression of learning in all aspects of Mathematics		10.00%	25.00%	27.50%	30.00%	7.50%	35.00%	65.00%
I have a good understanding of current research and best practice in terms of Mathematics teaching.	7.50%	15.00%	20.00%	40.00%	17.50%	0.00%	42.50%	57.50%
The delivery of my mathematics programme is reflective of current effective practice.	5.26%	5.26%	28.95%	23.68%	34.21%	2.63%	39.47%	60.52%

95% of teachers report that they feel confident in their ability to teach Mathematics. 85% agree or strongly agree with the statement "I feel confident teaching Mathematics".

However, when we probe a little deeper in regards the things that we know are important in the teaching of Mathematics, teachers are less confident.

Only 37% agree or strongly agree that they have a good understanding of the progression of learning in mathematics.

Only 17% agree or strongly agree that they have a good understanding of best practice.

It has been a number of years since Mathematics was the focus of professional learning for staff.

Student Achievement

Student achievement in Mathematics is at a level that is to be expected for a decile 10 school. The number of students 'at' or 'above' the standard is consistently 82-83% across both year 7 and year 8, and both boys and girls.

However, there is a difference in achievement between girls and boys at the highest levels, with a higher percentage of boys reported as achieving 'above the standard'.

	Boys 'above standard'	Girls 'above standard'	Difference (number of students)
Year 7	49%	39%	28 students
Year 8	54%	48%	17 students

This difference was also reflected in the 'attitude' survey conducted in term 1, 2018. The survey data (shown below) shows that girls are less optimistic and less confident in reporting their maths ability.

"I am good at maths"	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
Boys	5.73%	7.01%	13.38%	22.93%	31.85%	19.11%
	26.12%			22.93%	50.96%	
Girls	7.83%	9.34%	16.87%	27.41%	27.71%	10.84%
	34.04%			27.41%	38.55%	

This is not an uncommon discovery; It is the topic of conversation within maths leadership circles currently. At younger ages this difference is not evident, it begins during the middle primary years. We believe that girls are equally capable of achieving highly in mathematics, given the right encouragement and environment in which to thrive.

Our Mathematics target for 2018 focuses on developing the practice of teachers. This focus is based on the assumption that improving teacher knowledge and professional practice will ultimately lead to improved student outcomes. Furthermore it is anticipated that a focus on research and effective practice will begin to address the underlying issues surrounding the disparity between girls and boys achievement.

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Terms 2-4	Engagement of an external mathematics facilitator to work alongside staff through a series of staff meetings that look at the following: <ul style="list-style-type: none"> How is mathematics currently delivered at MBIS? 	Melinda to engage external facilitator	

	<ul style="list-style-type: none"> • What is effective pedagogy in Mathematics? • What actions do we need to take to ensure we are delivering the most effective practice possible? 		
Terms 1-4	Attendance at Mathematics Leaders workshops	Melinda and Kelly Pawson (HOD Maths)	
Term 2-4	Professional development to introduce staff to the Learning Progressions Framework in Mathematics, and the introduction of the PaCT tool for assessment and reporting.	Melinda and Kelly Pawson	<p>Teachers are familiar with Learning Progressions within each aspect of the framework and are using these to inform planning and assessment.</p> <p>Teachers enter student progress in relation to Learning Progression Framework into PaCT tool. Reporting function of PaCT is used (as a trial) to report Mathematics progress and achievement to parents at EOY.</p>
Monitoring:			
Resourcing: 5 staff meetings - for professional development in relation to learning progressions framework and PaCT. Release for Kelly to attend maths leadership workshops. 9-14 staff meetings - Developing effective practice in Mathematics - Engagement of external facilitator to deliver this work. Purchase of Mathematics resources and equipment \$5,000.			

Strategic Goals:

All our staff are fully engaged in targeted professional learning to ensure all students 'Learn to Live'.

Annual Goal:

Advancing Science Pedagogy: Developing confidence and capacity in teaching Science, specifically using the capabilities for citizenship to effectively teach the Nature of Science.

Annual Target #3: Science

90% of teachers somewhat agree, agree, or strongly agree with the following statements:

- I am confident in teaching Science.
- I have a good understanding of the Science Capabilities.
- I use the Science Capabilities in my teaching practice.
- I am confident in using the Science Capabilities in my teaching practice.

Baseline Data: Staff survey - 4 key questions on confidence, use and understanding of the Science capabilities for citizenship.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	TOTAL DISAGREE	TOTAL AGREE
I am confident in teaching science	2.50%	7.50%	22.50%	27.50%	30%	10%	33%	68%
I have a good understanding of the Science Capabilities	0%	5.13%	15.38%	33.33%	35.90%	10.26%	21%	79%
I use the Science Capabilities in my teaching practice.	5%	2.50%	15%	17.50%	32.50%	27.50%	23%	78%
I am confident using the Science Capabilities in my teaching practice.	2.56%	10.26%	17.95%	25.64%	33.33%	10.26%	31%	69%

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
Staff Meeting Science PD T1 wk9	Focus: Windschitl's Ambitious Science Teaching: Discourse Moves. Science Investigations - structured investigations, scientific method, fair testing 14 Big Ideas in Science - Wynn Harlan	Teaching Staff Alex and Gareth	Teachers now use effective questioning and classroom discourse. Teachers understand how to link classroom programmes with the "Big Ideas." Knowledge and skills are applied in classrooms, making a positive impact on teacher knowledge, thus increasing confidence in teaching Science both generally and in relation to the capabilities. Connections are made between PSI and capabilities, increasing confidence and competence.
T2 wk5	Personalising Science Investigations North Harbour Science Fair Science Formative assessment		
T2 wk9 T3 wk5	Planning for term 3 Mini schools designing their own 'learning		

T4 wk2	experiences' using specific capabilities with a given context.		
Term2,3,4	Seek external PD opportunities	Alex and Gareth	Teachers apply new knowledge and skills when teaching Science. Positive movement of teachers confidence when surveyed.
Mini School Meetings T2 W9 T3 W1 T3 W5 T3 wk9	Mini schools planning science units using the capabilities to teach the Nature of Science Formative assessment Professional readings	Teaching Staff	Science learning experiences/units are developed collaboratively by minischools and then used in terms 3 and 4. Teachers are using science assessment data to inform their teaching. Readings are being discussed at mini school meetings; teacher confidence and understanding improves.
All year	Science coaching goals - one per term	Teaching staff	Teachers implement coaching action plans to achieve their goals
All year	Further development of science capability activity boxes that can be booked and used by classroom teachers.	Alex and Gareth	Increased number of activity boxes available and higher frequency of use.
T2,3,4	Extra support for teachers who have low confidence in teaching science. One to one conversations with these teachers.	Alex and Gareth	Improved survey results, whereby fewer teachers state that they disagree with the above survey questions.
T2, 3, 4	Structured observations of classroom teaching of Science.	Alex and Gareth	Feedback informs teachers' practice in terms of next steps and current strengths. This will increase teacher confidence in their competence and understanding of both Science in general and the Science capabilities.

Monitoring:

- Teachers complete the same four survey questions at the end of each term and the results are analysed.
- Administer separate, more detailed customised staff survey at the end of year that will provide more specific data relating to teachers' confidence, understanding and competence.

Resourcing:

Science release time for Alex and Gareth (Current allocation: Alex released 0.2 for 2018; Gareth released 0.2 for Terms 1 and 2.)
Funding for external PD as required
Funding for experiments from general Science budget (Current allocation: \$2000)

Strategic Goal:

All our staff are fully engaged in targeted professional learning to ensure all students Learn to Live.

Annual Goal:

School Improvement Plan - A year of preparation for action

Collaborative inquiry into 6 key themes:

- Dispositions for lifelong learning and global citizenship
- Celebrating cultural diversity
- Positive relationships
- Student-centred
- Authentic learning
- Agency and voice
- Student and staff hauora

Annual Target #2: School Improvement Plan

That the school has a clear 5 year improvement plan

Baseline Data:

Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
January	Staff work collaboratively on TOD to develop Kaupapa Statement about the 'way we do things' here at MBIS	Melinda	Draft and final versions of statements critiqued and edited based on feedback from staff
Terms 1-3	6 x Collaborative Inquiry teams (led by Kahui Ako - In-school leaders). Each self selected team investigates an identified 'theme'. Over the course of the year the team considers research, investigates practice within and outside the school, trials ideas and formulates 2 recommendations that will advance the schools practice in this area. Each team will meet a minimum of 6 times - during staff meetings.	All teaching staff	
Term 4	Teams will report back to the staff, and share recommendations early in term 4. These 12	All teaching staff	

	recommendations will inform the development of a 5 year (2019-2023) improvement plan.		
Monitoring:			
Resourcing:			

Other 2018 Key Improvement Strategies to Achieve Strategic Vision	
Property	Short Report
Prioritisation of property projects for expenditure of Working Capital	
Finance	Short Report
Review of working capital reserves	
Implementation of Kindo - for parent payments	
Personnel	Short Report
Review of personnel positions- Teaching, Admin, Support staff	Appointment of additional Assistant Principal Review of distribution of management units Appointment of assistant caretaker Review and restructure of administration team.
Community Engagement	Short Report