



REMUERA
INTERMEDIATE
SCHOOL
RELIABILITY INTEGRITY SERVICE

CHARTER and STRATEGIC PLAN

2016-20



Context

Remuera Intermediate School is a large central Auckland co-educational state school catering for students at Years 7 and 8. Currently the school has 900 students, including 30 International Students. In 2006 the Board of Trustees decided to 'grow' the roll to accommodate an even number of Year 7 and Year 8 classes – 14 of each. This has meant that the school has been able to offer places to out-of-zone students through the ballot system. The school is situated in an attractive, well maintained property with large grassed playing fields and a number of mature trees. There is a diverse cultural mix of students, with approximately 42% NZ European, 35% Asian, 9% Maori, 9% Pasifika and 5% European and other ethnicities.

The school is well resourced in terms of buildings, specialist equipment and teaching resources. A large, well-stocked Teachers' Resource Room provides a large number of teaching resources and a teachers' workspace, and is managed by a Resource Manager. There are specialist rooms for learning support, technologies, art, music and media.

The Board of Trustees currently employs 44 full-time teachers and 7 part-time teachers, along with 7 teacher aides and 8 support staff. Teaching staff include classroom teachers, Language teachers in ESOL, French and Japanese, Learning Support teachers, teachers of Music, Visual Arts, Drama, Technologies and Media. A Property Manager is responsible for the care and development of the school's grounds, buildings and equipment, and he is assisted by a caretaker and groundsman. The school employs its own cleaners.

The school was established in 1954 and has a strong history of student success in academic, sporting and cultural activities. Parents are educationally focussed and have high expectations of their children and the school. The school has received very positive ERO Reviews for a number of years, with the last two Reports having a 4-5 year return time.

The Board of Trustees acknowledges its responsibility to provide excellent facilities for its students, and as such has facilitated major developments to the buildings and grounds in the past nine years.

Mission Statement

Remuera Intermediate School will provide a rigorous and enriching education in an environment that supports the unique social, emotional and academic needs of emerging adolescents. The aim of this education is to develop resilient, compassionate and responsible members of a global community.

Our Vision

We will:

- Set and maintain high standards
- Ensure all students achieve personal success
- Ensure relationships underpin everything we do
- Meet the needs of early adolescents
- Ensure teachers and students are both learners and teachers
- Recognise and value diversity
- Employ our effective practice model for teaching
- Foster leadership
- Create a culture of innovation, inquiry and creativity

At Remuera Intermediate

We value:

- Respect
- Reliability
- Integrity
- Service
- Courage
- Excellence
- Diversity
- Innovation
- Sustainability
- Leadership

Charter Undertakings

- The legal responsibility of the Board of Trustees is determined by Section 75 of the Education Act 1989:
 - S.75 Board to control management of schools – except to the extent that any enactment or the general law of New Zealand provides otherwise, a school’s Board has complete discretion to control the management of the school as it sees fit
 - S.76 Principals
 1. A school’s Principal is the Board’s Chief Executive in relation to the school’s control and management
 2. Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Principal
 - a) shall comply with the Board’s general policy directions, and
 - b) subject to paragraph (a) of this subsection, has complete discretion to manage as the Principal thinks fit the school’s day to day administration
 - s.65 A Board may from time to time, in accordance with the State Sector Act 1988 appoint, suspend or dismiss staff
- Each school is required to have a Charter.
The Charter comprises of three sections:
 1. **The Mission Statement and The Vision and Values** – this is a statement about the school’s vision, values and it values and sets out what is unique and special about the school.
 2. **The Strategic Plan** – this outlines the school’s direction, priorities and goals for the next five years, based on the school’s stated vision.
 3. **The Annual Plan** – this shows how the Strategic Plan will be actioned, and sets strategic goals and actions for the year, including student achievement targets.
- The school will determine its priorities based on national priorities and those identified as pertaining specifically to Remuera Intermediate and its community. In meeting both the national and local priorities the school relates its targets to those of the National Administration Guidelines.
- The Government’s strategy for Maori and Pasifika achievement will remain a focus for the school. We want these students to enjoy educational success as who they are – without shedding their cultural identity at the school gate.

- International Mindedness will be an important aspect of the culture of the school. We understand International Mindedness to include a growing inclination towards:
 - An understanding and celebration of the value of diversity
 - Empathy for those who are different, while retaining pride in one's own identity
 - Open-minded inquiry accompanied by critical thinking about what is discovered in the inquiry
 - Adaptability and the capacity to deal with change
 - An understanding of the need for balancing interdependence and independence
 - An understanding that individuals can improve the state of the world, and an acceptance of the responsibility to take action.

- Being an inclusive school is important to all at R.I. Remuera Intermediate School welcomes all learners into the school. We are committed to providing an inclusive environment where all students, including those with special learning and behavioural needs, can be fully involved in all school activities, and can experience success as learners.

Procedural Information

Remuera Intermediate School will lodge with the Ministry of Education a copy of its annually updated charter and a copy of its Annual Report in March of each year.

Remuera Intermediate School consults with its community, including its Maori and Pacifica community, regularly as part of its three year cycle of self-review. Regular opportunities for community consultation take place through open invitations to BOT meetings and regular events hosted at the school. Consultation is undertaken with regard to all aspects of school life.

Targets for student achievement will be identified by the teaching team and curriculum leaders with the assistance of the senior management team and then will be presented to the Board of Trustees for discussion. Targets for the forthcoming year will be presented to the school community prior to being submitted to the Ministry of Education. Comment and feedback will be sought where appropriate.

In addition to the above, the school's Maori community is consulted to develop ways in which the school aims to reflect New Zealand's cultural diversity and the unique position of Maori as expressed in the school charter.

A copy of the school's charter is available to parents at the school office and on the website.

Strategic Plan 2017-20

Draft Developed 2016

Strategic Section One

The following section outlines the strategic objectives and associated tasks that relate to the specific direction of Remuera Intermediate as identified by the Board, staff and the wider community. This provides the context for all decision making going forward with regard to all other NAGS as outlined in Section Two.

Remuera Intermediate School Strategic Objectives 2017 – 20

<p>Understand what it means to work with young adolescents in a global community</p>	<ul style="list-style-type: none"> ● Develop an awareness of what engages and inspires young adolescents ● Cultivate a positive and safe school culture where all are mindful of other perspectives ● Explore ways to build resilience and address anxiety among young people ● Identify ways to foster cultural awareness and appreciation ● Incorporate values into the ethos of the school ● Review languages programme as it relates to local and global communities
<p>Develop a rigorous, enriching and balanced curriculum underpinned by constructivist pedagogy in a collaborative learning environment</p>	<ul style="list-style-type: none"> ● Develop shared understanding of constructivist pedagogy ● Develop systems to monitor and communicate student achievement ● Identify the essential elements of an integrated curriculum ● Develop planning and assessment systems to support integrated and explicit teaching and learning ● Review reporting practices to reflect our curriculum ● Further develop the co-curricular programme to provide a breadth of experience
<p>Foster and promote an environment of professional growth and development</p>	<ul style="list-style-type: none"> ● Develop a teacher led appraisal system focusing on professional growth and development ● Build professional networks with PLD providers, tertiary institutions, national and international educational networks ● Promote opportunities for teachers to share new learning and to promote the school through national and international presence
<p>Enhance engagement at all levels of the school community</p>	<ul style="list-style-type: none"> ● Create an annual communication plan ● Review in house documentation and outgoing communication to ensure branding is consistent ● Expand online presence to promote and communicate the RI experience ● Strengthen relationships with local schools to provide greater exposure for students and families joining RI ● Identify opportunities to understand and address public perceptions of RI
<p>Develop a complete IT solution to enhance teaching and learning and streamline administration</p>	<ul style="list-style-type: none"> ● Develop and maintain robust, secure and efficient infrastructure ● Provide timely ongoing training and support with administrative tasks ● Develop support networks to enhance teaching and learning through the use of IT ● Develop systems, programmes and tools to enable tech safe, savvy and smart students
<p>Enhance the learning environment to support a diverse programme and to improve overall safety</p>	<ul style="list-style-type: none"> ● Develop property plan to incorporate long term goals around facilities ● Develop robust HSE systems and practices that ensure experiences are challenging and safe ● Further develop a schoolwide culture of health and wellbeing

Strategic Plan 2017-20

Objectives	Year	2017	2018	2019	2020
Understand what it means to work with young adolescents in a global community		<ul style="list-style-type: none"> Develop an awareness of what engages and inspires young adolescents Cultivate a positive and safe school culture where all are mindful of other perspectives 			
			<ul style="list-style-type: none"> Explore ways to build resilience and address anxiety among young people 		
			<ul style="list-style-type: none"> Identify ways to foster cultural awareness and appreciation 		
				<ul style="list-style-type: none"> Review languages programme as it relates to local and global communities 	
					<ul style="list-style-type: none"> Incorporate values into the ethos of the school
Develop a rigorous and enriching integrated curriculum underpinned by constructivist pedagogy in a collaborative learning environment		<ul style="list-style-type: none"> Develop shared understanding of constructivist pedagogy Identify the essential elements of an integrated curriculum 			
			<ul style="list-style-type: none"> Develop planning and assessment systems to support integrated and explicit teaching and learning Further develop the co-curricular programme to provide a breadth of experience 		
				<ul style="list-style-type: none"> Develop systems to monitor and communicate student achievement 	
					<ul style="list-style-type: none"> Review reporting practices to reflect our curriculum

Foster and promote an environment of professional growth and development	<ul style="list-style-type: none"> Develop a teacher led appraisal system focusing on professional growth and development Build professional networks with PLD providers, tertiary institutions, national and international educational networks 			
		<ul style="list-style-type: none"> Promote opportunities for teachers to share new learning and to promote the school through national and international presence 		
Enhance engagement at all levels of the school community	<ul style="list-style-type: none"> Review in house documentation and outgoing communication to ensure branding is consistent Strengthen relationships with local schools to provide greater exposure for students and families joining RI 			
		<ul style="list-style-type: none"> Expand online presence to promote and communicate the RI experience 		
		<ul style="list-style-type: none"> Create an annual communication plan 		
			<ul style="list-style-type: none"> Identify opportunities to understand and address public perceptions of RI 	
Develop a complete IT solution to enhance teaching and learning and streamline administration	<ul style="list-style-type: none"> Develop and maintain robust, secure and efficient infrastructure Provide timely ongoing training and support with administrative tasks Develop support networks to enhance teaching and learning through the use of IT Develop systems, programmes and tools to enable tech safe, savvy and smart students 			
Enhance the learning environment to support a diverse programme and to improve safety	<ul style="list-style-type: none"> Develop robust HSE systems and practices that ensure experiences are challenging and safe 	<ul style="list-style-type: none"> Develop property plan to incorporate long term goals around facilities 		
		<ul style="list-style-type: none"> Further develop a schoolwide culture of health and wellbeing 		

Strategic Section Two

This section addresses the National Administration Guidelines (NAG). All operational functions and requirements are covered in this section. Although not derived directly from the vision the following plan supports the vision by providing an environment that enables the school to achieve it. Through careful planning and monitoring it is possible for the school to create an ideal learning and teaching environment that caters directly to the needs of the children. This is after all why schools exist.

This section addresses each NAG individually. Stated are the strategic goals for each NAG followed by the annual plan illustrating how the school aims to achieve each goal.

NAG 1 - Curriculum

Curriculum Review Cycle

	2017	2018	2019	2020
Languages	Monitor	Evaluate	Revise	Implement
Health & PE	Evaluate	Revise	Implement	Monitor
Science	Monitor	Evaluate	Revise	Implement
Social Studies	Monitor	Evaluate	Revise	Implement
Math	Monitor	Monitor	Evaluate	Revise
Technology	Revise	Implement	Monitor	Evaluate
Arts	Revise	Implement	Monitor	Monitor
English	Implement	Monitor	Monitor	Evaluate

Curriculum Review Process

Stage	Key Questions	Major Actions
<p>Evaluation Checking that the written curriculum provides appropriate direction</p>	<ul style="list-style-type: none"> ● Are students achieving the desired learning outcomes? ● Does the curriculum accurately reflect the school's mission and vision? ● How does our school curriculum align with the IB documentation? ● Is the curriculum based on current research and understanding about teaching learning as well as our student needs? ● To what degree is the existing curriculum resourced and implemented? 	<ul style="list-style-type: none"> ● Analyze the effectiveness of the curriculum (student achievement; teacher feedback...) ● Identify key issues and needs across grades ● Compare to other curricula (including IB) and current research ● Establish short and long term goals, including recommendations for curriculum revision
<p>Revision Using the findings of the evaluation process to systematically refine or revise the written curriculum</p>	<ul style="list-style-type: none"> ● What features will be included in the curriculum? ● How might it be organized or restructured? ● How might these changes impact teaching and learning? ● How will it align across programmes? ● What impact might these changes have on resourcing and professional development? 	<ul style="list-style-type: none"> ● Curriculum development team (teachers and leadership) meet throughout the year to review evaluation data and conclusions and revise the curriculum. <ul style="list-style-type: none"> ○ Shared vision for the subject area ○ Overview ○ Scope and sequence ○ Core instructional strategies ● Plan to support implementation the following year
<p>Implementation Starting to use the new curriculum</p>	<ul style="list-style-type: none"> ● What's working well? ● What are the challenges? ● What additional support and/or resources might be needed? ● How are these changes being communicated to the school community? 	<ul style="list-style-type: none"> ● Incorporate curriculum changes into units ● Staff development ● Feedback from teachers ● Parent sessions
<p>Monitoring Checking that the written curriculum is being implemented</p>	<ul style="list-style-type: none"> ● How is the written curriculum being implemented? ● How is student learning being impacted? ● What evidence do we see of agreed upon teaching methodologies? ● How are new staff being supported? 	<ul style="list-style-type: none"> ● Gather feedback from teachers ● Gather feedback from parents ● Moderate student work ● Collect data ● Minor changes made as necessary ● Offer PD related to approaches to teaching as needed

NAG 2-2a: Documentation And Self-Review

STRATEGIC GOALS
<i>2.1 To develop and monitor annually the school's strategic and operational plans in all areas of school operations within the schools operational funding.</i>
<i>2.2 To establish an ongoing programme of self review/policy review as per annual calendar and annual plan</i>
<i>2.3 To report to the BOT on the achievement of students, and of Maori and Pacifica students</i>
<i>2.4 To communicate and consult effectively and appropriately with the community through a variety of means</i>
<i>2.5 To undertake BOT training and development as required.</i>
<i>2a.1 To report to parents on the achievement of individual students through a variety of reporting formats</i>
<i>2a.2 To report National Standards data to Secretary for Education by 1 March</i>

NAG 2: Documentation & Self-Review Annual Plan 2017

Action Required	Who	Budget	When	Expected Outcome	Variance
2.1.1 To complete, amend and adjust the annual plan	<i>Principal BOT</i>		<i>Term 4</i>	<i>Review completed in line with MOE requirements</i>	
2.2.1 To establish self review cycle as per strategic and annual plan.	<i>Principal Snr Mgmt</i>		<i>Ongoing</i>	<i>Review cycle is implemented and school will have direction for further planning</i>	
2.4.1 Continue with annual reporting cycle to BOT	<i>Principal & curriculum leaders</i>		<i>Ongoing</i>	<i>Board will be informed on student achievement Refer target action plan</i>	
2.5.1 Communicate with the community through a variety of means	<i>BOT Principal Staff</i>		<i>Ongoing</i>	<i>The community will be consulted on student achievement and school celebration</i>	
2.6.1 To plan and provide BOT training as required	<i>BOT</i>		<i>As required</i>	<i>Competent BOT members who are able to make informed decision on school governance</i>	
2a.1.1 Reporting cycle completed on annual basis	<i>Snr Mgmt All staff</i>		<i>Ongoing</i>	<i>Parents will be informed on student achievement</i>	
2a.2.1 Complete and share National Standard data	<i>Curriculum Leaders Principal</i>		<i>Term 1 March 1</i>	<i>All data submitted by 1 March</i>	

NAG 3: Personnel

Strategic Goals	
3.1	<i>Develop and further refine procedural frameworks which promote high levels of staff performance (appraisal) External consultant for leadership appraisal</i>
3.2	<i>Staff the school to reflect the priorities stated in the school's curriculum</i>
3.3	<i>Ensure a professional development plan as identified in NAG 1 which will equip staff to deliver quality teaching and learning This will be a combination of (a) whole-staff focus (b) individual as identified through the appraisal process</i>
3.4	<i>Establish systems to ensure the BOT fulfils its role as a 'good employer' and to continue policy & procedure development</i>

NAG 3: Personnel Annual Plan 2017

Action Required	Who	Budget	When	Expected Outcome	Variance
3.1.1 Continue with appraisal systems	SMT	\$3000	Ongoing	Appraisal completed as per PMS	
3.1.2 External consultant completes Principal's appraisal	External		Ongoing	Appraisal completed and BOT notified	
3.2.1 BOT to release Senior Staff to monitor & support classroom programmes	Senior Teachers	\$6000	Ongoing	Classroom programmes will be enhanced which will improve student learning	
3.3.1 Implement Professional Development plan as identified in NAG 1 of the strategic plan.	Principal SMT		Ongoing	Staff development will provide teacher with the knowledge and skills to implement high quality learning programmes	

NAG 4: Finance & Property

Strategic Goals	
4.1	<i>Allocate funds to reflect and support the school's strategic and operational plans through the annual budget review.</i>
4.2	<i>Implement an efficient programme for maintenance for school buildings and facilities through the 5 year property plan</i>
4.3	<i>Develop school facilities to reflect priorities as stated in the schools charter and strategic plan</i>

NAG 4: Finance & Property Plan For 2017

Action Required	Who	Budget	When	Expected Outcome	Variance
4.1.1 <i>To review and prepare Annual Budget</i>	<i>Treasurer Principal Finance Consultant</i>		<i>Draft - Nov Revised - Feb</i>	<i>Workable budget established within operation grant limit and locally raised funds</i>	
4.2.1 <i>Manage 5 year property plan</i>	<i>Property Committee</i>		<i>Ongoing</i>	<i>Implementation of 5ypp</i>	
4.3.1 <i>To carry out identified projects in 4.3</i>	<i>Property Committee</i>		<i>September</i>	<i>Complete new classroom block</i>	

NAG 5: Health & Safety

Strategic Goals	
5.1	<i>To provide a safe physical environment for students and staff through regular policy updating and five year property plan</i>
5.2	<i>Develop or review, as appropriate Health and Safety legislation, policy and procedures and ensure identified staff have current fist aid qualifications</i>
5.3	<i>Consult community regarding Health and PE curriculum</i>

NAG 5: Health & Safety Action Plan For 2017

Action Required	Who	Budget	When	Expected Outcome	Variance
5.1.1 <i>Review existing policies as required</i>	<i>Policy committee</i>		<i>Ongoing</i>	<i>Policies up to date – a safer learning environment established</i>	
5.2.1 <i>To train identified staff in First Aid</i>	<i>St Johns</i>		<i>Ongoing</i>	<i>Identified staff will be trained and gain a recognised qualification</i>	
5.2.2 <i>Accident register incident requiring medical attention will be reported to BOT</i>	<i>Adele</i>		<i>Ongoing</i>	<i>BOT will be informed and aware of accidents within the school</i>	

NAG 6: Legislation Goals

Strategic Goals	
6.1	<i>Develop systems to comply with all current legislation through policy and procedure</i>
6.2	<i>Board will take note of any legislation requirement and ensure that management have the opportunity to enhance their legal literacy</i>
6.3	<i>Ensure all legislative requirements are met regarding the care and protection of International Students</i>

NAG 6: Legislation Action Plan For 2017

Action Required	Who	Budget	When	Expected Outcome	Variance
6.1.1 <i>Maintain legislation file</i>	<i>Principal</i>		<i>Ongoing</i>	<i>All legislative documentation will be centralised</i>	
6.2.1 <i>Attend relevant PD to understand current requirements</i>	<i>Principal</i>		<i>Ongoing</i>	<i>Legalwise seminars Child protection training</i>	

Strategic Section Three

The following section outlines the analysis of variance regarding our curriculum goals for the previous year and provides achievement targets for the current year.

2016 Annual English Plan

Baseline Data	Target	Action Plan	Expected Outcomes
<p>Remuera Intermediate has a wide variety of learners needing support and extension.</p>	<p>To refresh teacher understanding of best practice with specific reference to Pasifika students literacy and boys literacy.</p>	<p>Include PD on effective literacy teaching specific to boys and Pasifika students.</p> <p>Continue to build a collection of resources that teachers can delve into and use to extend their knowledge and support teaching practice.</p> <p>Encourage teachers to evaluate the impact of their teaching and make any necessary changes.</p>	<p>Priority learners will be identified and monitored.</p> <p>Next steps will be explicitly taught and formatively assessed.</p> <p>TAI will be evident in both planning and practice.</p> <p>The TAI process will become an automated and valued planning and teaching process for Literacy.</p>
<p>The New Zealand National Standards requires schools to identify and report on the National Standards.</p> <p>RI National Standards break down reveal an over representation of boys and Pasifika students in the below expected Sstandard category.</p>	<p>To reduce the number of students achieving below the expected standard in Reading and Writing by 30-40% with specific focus on Maori and Pasifika students and boys.</p>	<p>Analyse the learning needs of students using a range of sources to develop clear teaching priorities within Reading and Writing.</p> <p>Clarify what a specific and purposeful next step is and how we know it has been achieved.</p> <p>Promote teaching strategies that ensure all learners are catered for; with particular focus on boys and Pasifika students.</p>	<p>Next steps will be specific and purposeful.</p> <p>Next steps will be explicitly taught and formatively assessed.</p> <p>There will be a reduction in the number of students below the expected standard and an increase in those meeting and above.</p>

Analysis of Targets

Target One

- To refresh teacher understanding of best practice with specific reference to Pasifika students literacy and boys literacy.

Target Two

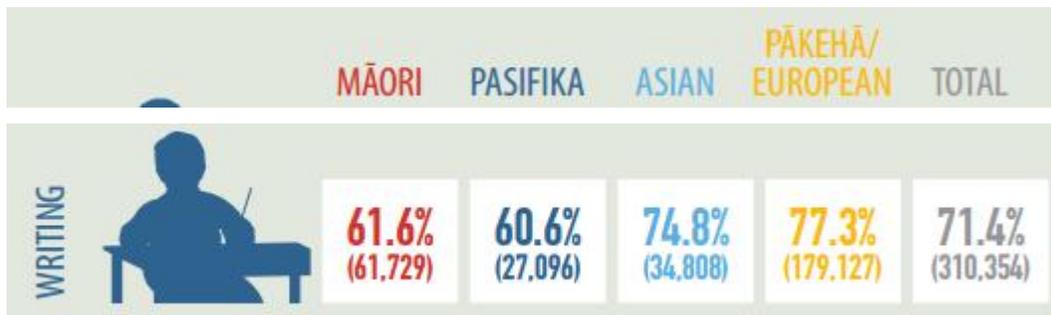
- To reduce the number of students achieving below the expected standard in Reading and Writing by 30-40% with specific focus on Maori and Pasifika students and boys.

In order to achieve these targets the English team approached it from two different angles. The first angle was to provide a series of staff meetings and PLC's that focussed on effective teaching practice in relation to engaging and accelerating the progress of our priority learners. A full explanation of each meeting and PLC can be found on page five under the heading *Professional Development*.

The second approach was to continue with our three literacy support classes but ensure all our priority learners were catered for within these. The selection criteria for the support classes was based on data from the previous year which showed that boys, and Maori and Pasifika students, were overrepresented in the Below Expected Standard (BES) category for Reading and Writing. We prioritised these students when putting the groups together and tracked each student's progress across the year.

The group consisted of 53 students who all started the year as BES for Writing. By the end of 2016, 25 of these students remained below the expected standard (with three of the 25 well below) and 23 progressed to meeting the expected standard (MES).

National norms



(Ref: Ministry of Education National Standards Summary 2015)

Achievement Target 2017

The data shows that our Asian students are sitting below the national norm for Reading and Writing. When we analyse the data for our Asian students by gender, we can see where the issue lies.

Asian Students	% Achieving at or above the National Standard for Reading	% Achieving at or above the National Standard for Writing
Female	80%	80%
Male	64%	58% (Norm = 74.8%)

While our data for our Pasifika students as a cohort is above the norm when you break it down by gender we see the boys in this group are also below the national norm.

Pasifika Students	% Achieving at or above the National Standard for Reading	% Achieving at or above the National Standard for Writing
Female	74%	78.5%
Male	60%	54.5% (Norm = 60.6%)

This data is consistent with the achievement gap that is evident between boys and girls at RI. This is most significant in Writing but also apparent in Reading.

Our target for 2017 is therefore, to reduce the gap between boys achievement and girls achievement in Writing with specific focus on our Asian and Pasifika boys.

School-wide Target in Mathematics - 2016

To reduce the number of students achieving Below Expected Standards (i.e. 'Below Expected Standard' (BES) and 'Well Below Expected Standard' (WBES)) by raising the **average rate of progress** in Number/Algebra.

CURRENT KNOWLEDGE & BASELINE DATA	ACTION PLAN	EXPECTED OUTCOMES
<p>1. At the start of 2015 we had 194 students WBES and BES. At the end of the year we had 169 students, meaning we reduced this group by 12%. 22/49 (46%) students in the AMP group progressed from BES to MES. Y7 WBES x22, BES x69 Y8 WBES x16, BES x62</p> <p>2. Past experience has taught us that when we put our resources into our 'below expected standard' students success is evident. In order to experience success, accelerated progress is needed.</p> <p>3. Children achieving within these bands tend to require more regular, meaningful and 'hands-on' learning experiences than their peers.</p> <p>4. Ongoing professional development for teachers is an integral part of ensuring an effective mathematics programme that meets the needs of a diverse range of students.</p> <p>5. Parents play a crucial role in supporting students learning and when they are involved student results improve.</p> <p>6. Students achieving within these bands come from a broad range of ethnic groups and a diverse teaching and communication approach is needed.</p>	<p>At the end of 2015 – Year 7 teachers will use knowledge gained from 4 terms of interactions and recent OTJ analysis to;</p> <ul style="list-style-type: none"> ➤ Identify 2016 Year 8 students achieving within WBES and BES bands. ➤ Identify possible 'AMP' students (<i>Year 8 students in BES band but currently achieving <u>just below</u> the expected standard</i>) <p>At the start of 2016 - Curriculum Leaders will plan a multi-faceted support programme based on meeting the next learning steps of identified students</p> <ul style="list-style-type: none"> ➤ Year 8 students working WBES will continue with an additional learning support programme started in terms 3 and 4 of year 7 taught by Marguerita Muirhead for terms 1 and 2 of year 8. ➤ Year 7 students identified as achieving WBES at the end of term one will receive additional support from MM in terms 3 and 4 of year 7, continuing through to year 8. ➤ Curriculum Leaders will advise parents by letter and an information meeting will be held to outline the programme for Year 7 students achieving WBES. ➤ The list of possible AMP students will be shared with Year 8 teachers and a final decision will be made in consultation with Curriculum leaders. <p>The AMP Group will receive the following interventions:</p> <ul style="list-style-type: none"> ➤ An additional numeracy support programme taught by a learning support teacher. (TBC) ➤ Curriculum Leaders will advise parents by letter and an information meeting will be held to outline the programme. Email contact will be maintained throughout the year. ➤ A weekly optional extra Maths session will be offered to enhance learning, confidence and motivation ➤ Optional extra Maths homework books will be provided <p><i>Note: Limitations on resources (staffing) prevent all students in the target group receiving the additional 'AMP group' support.</i></p> <p>Classroom teachers will provide a differentiated programme to cater to their priority learners needs. These learners will be specifically mentioned in teachers planning and will receive ongoing formal and informal observations throughout the year.</p> <p>Curriculum Leaders will research & design professional development opportunities for classroom teachers which will focus on</p> <ul style="list-style-type: none"> ➤ Meeting the learning needs of these groups ➤ Valid assessment of National Standards <p>This will be in the form of external courses and in-school PD opportunities, professional readings and PLC's and team term evaluation discussions.</p>	<ol style="list-style-type: none"> 1. The number of students achieving below expected standards (i.e. BES and WBES) will be reduced by 20-40% 2. 50-60% of students in the AMP group (<i>achieving just BES</i>) will progress from BES to MES. *based on National Standards calls made in November formed from OTJs 3. Teachers' planning will show specific and targeted learning opportunities provided to differentiate their maths teaching to meet all learners' needs.

Target 1 - The number of students achieving below expected standards (i.e. BES and WBES) will be reduced by 20-40%

<i>This table is based on National Standards data collected from teachers by making an overall teacher judgement (OTJ). These judgements are made at the end of term 1 and the middle of term 4.</i>							
	Beg of Year WBES	Beg of Year BES	TOTAL WBES & BES	End Year WBES	End Year BES	TOTAL WBES & BES	Percentage change + or -
Year 7	17	74	91	19	60	79	-13%
Year 8	20	77	97	17	58	75	-23%
Overall	37	151	188	36	118	154	-18%

We have come incredibly close to achieving this target when we look at the overall results between both groups. When breaking down the students into year groups, we see that year 8 students have made significantly greater progress than their year 7 counterparts. This is likely attributed to the fact that year 8 students receive more intervention support than year 7 students, therefore it would be expected that they would make greater progress.

Consideration must be given to ways in which year 7 students who are at risk of not meeting the standard by the end of the year can be better supported. Ideally a third support teacher would be made available to target students who are achieving Below Expected Standards, or the structure of the programme currently supporting AMP students needs to change to better cover a wider range of students. This will be discussed in further detail in the 'Target group report' within this document.

Target 2 – 50-60% of students in the AMP group (achieving *just* BES) will progress from BES to MES.

11/34 of this group progressed from BES to MES, equating to 32% of the group. Therefore this target has most certainly not been met. Analysis of this group shows that more boys experienced success through this programme than girls. Children of both genders identifying within the NZ European/Pakeha/Other European category also appeared to experience greater success than their peers. Therefore we must look at our approach towards our female students and their families/whanau as well as students identifying as Maori, Pasifika, and Asian.

School-wide Target in Mathematics - 2017

To reduce the number of students achieving Below Expected Standards (i.e. 'Below Expected Standard' (BES) and 'Well Below Expected Standard' (WBES)) by raising the **average rate of progress** in Number/Algebra.

CURRENT KNOWLEDGE & BASELINE DATA	ACTION PLAN	EXPECTED OUTCOMES
<p>1. At the start of 2016 we had 188 students WBES and BES. At the end of the year we had 153 students, meaning we reduced this group by 18%.</p> <p>2. 64.7% of our Maori & Pasifika students are achieving at or above the standard, compared to 64.4% of Maori & Pasifika students nationwide. 84% of R.I. students are achieving at or above the standard.</p> <p>3. Past experience has taught us that when we put our resources into our 'below expected standard' students success is evident. In order to experience success, accelerated progress is needed.</p> <p>4. Children achieving within these bands tend to require more regular, meaningful and 'hands-on' learning experiences than their peers.</p> <p>5. Ongoing professional development for teachers is an integral part of ensuring an effective mathematics programme that meets the needs of a diverse range of students.</p> <p>6. Parents play a crucial role in supporting students learning and when they are involved student results improve.</p> <p>7. Students achieving within these bands come from a broad range of ethnic groups and a diverse teaching and communication approach is needed.</p>	<p>At the end of 2016 – Year 7 teachers will use knowledge gained from 4 terms of interactions and recent OTJ analysis to;</p> <ul style="list-style-type: none"> ➤ Identify 2017 Year 8 students achieving within WBES and BES bands. ➤ Identify possible AMP students (<i>Maori & Pasifika students currently not meeting the Year 7 standard or at risk of not meeting the year 8 standard.</i>) <p>At the start of 2017 - Curriculum Leaders will plan a multi-faceted support programme based on meeting the next learning steps of identified students</p> <ul style="list-style-type: none"> ➤ Year 8 students working WBES will continue with an additional learning support programme started in terms 3 and 4 of year 7 taught by Marguerita Muirhead for terms 1 and 2 of year 8. ➤ Year 7 students identified as achieving WBES at the end of term one will receive additional support from MM in terms 3 and 4 of year 7, continuing through to year 8. ➤ Curriculum Leaders will advise parents by letter and an information meeting will be held to outline the programme for Year 7 students achieving WBES. ➤ The list of possible AMP students will be shared with Year 8 teachers and a final decision will be made in consultation with Curriculum leaders. <p>The AMP Group will receive the following interventions:</p> <ul style="list-style-type: none"> ➤ An additional numeracy support programme taught by Christine Teesdale for 2 terms (Terms ½ for Y8, ¾ for Y7) ➤ Curriculum Leaders will advise parents by letter and an information meeting will be held to outline the programme. Email contact will be maintained throughout the year. ➤ Potential for a link with Pasifika Pride? <p>Classroom teachers will provide a differentiated programme to cater to their priority learners needs. These learners will be specifically mentioned in teachers planning and will receive ongoing formal and informal observations throughout the year.</p> <p>Curriculum Leaders will research & design professional development opportunities for classroom teachers which will focus on</p> <ul style="list-style-type: none"> ➤ Meeting the learning needs of these groups ➤ Valid assessment of National Standards <p>This will be in the form of external courses and in-school PD opportunities, professional readings and PLC's and team term evaluation discussions.</p> <p>NOTE: THE ACTION PLAN IS A WORK IN PROGRESS</p>	<p>1. The number of students achieving below expected standards (i.e. BES and WBES) will be reduced by 20-40%</p> <p>2. 70-80% of our Maori and Pasifika students will be achieving at or above the standard by the end of year 8. (ie after 2 years of schooling at R.I)</p> <p>3. Teachers' planning will show specific and targeted learning opportunities provided to differentiate their maths teaching to meet all learners' needs.</p>

Annual Education Plan (Science) 2016

Target 1: Relates to improving teaching and learning of Science in all classrooms.

Baseline Data

Although surveyed teacher confidence in assessing and reporting Science has improved over the last 12 months, there are still discrepancies between how individual teachers and teams award school grades in this subject. Based on teacher feedback, the four curriculum criteria used to assess science in 2014 and 2015 are not overly clear to implement. In light of this, it is necessary to simplify and clarify assessment in Science. Implementation of a new, simpler approach should not only make science assessment and reporting more consistent, but should also guide teachers to identify and assist students where needed to improve their performance in this subject area.

Target 1	Action Plan	Expected Outcomes
1. Simplify assessing and reporting in science, and reduce variability in marking of student work throughout the school.	1.1 Devise a new and simplified rubric-based approach to assessing Science. 1.2 Provide professional development to all classroom teachers on the implementation of the new rubric-based assessment approach. 1.3 Support teaching teams and individuals implement the new rubric-based assessment approach where needed. 1.4 Investigate the consistency of application of the new rubric-based assessment approach across the school.	Teachers report an increase in confidence in assessing and reporting in Science. Teachers become more consistent in the assessment of science throughout the school. Increased teacher awareness of strengths and weaknesses in Science within their classrooms.

Target 2: Relates to improving student achievement in Science.

Baseline Data

Maori and Pasifika are under-achieving when it comes to **Investigating in Science**. The data from Y7 2015 shows that about twice the number of Maori and Pasifika students are achieving at a school grade 4-5, than achieve a school grade 1-2. This trend is not reflected in the other identified ethnic groups (Asian/Other). Additional help and support needs to be offered to raise student achievement in this area.

Target 2	Action Plan	Expected Outcomes
2. To reduce the number of Maori and Pasifika students obtaining grade 4 and 5 in teacher OTJs.	<p>2.1 Select Maori and Pasifika students entering Y8 in 2016 who obtained school grades of 4-5 in consultation with teachers. (see target student list below)</p> <p>2.2 Plan and implement a Maori and Pasifika Friday enrichment programme in terms 1 and 2, 2016, focusing on investigating in science.</p> <p>2.3 Assess effectiveness T3 2016.</p>	Increased success of Maori and Pasifika students in Science in general and investigating in science in particular. A reduction in the number of students obtaining grade 4-5 is expected.

Targets, action plan and outcomes 2016

Target 1: Simplify assessing and reporting in science, and reduce variability in marking of student work throughout the school.

Action 1.1: Devise a new and simplified rubric-based approach to assessing Science.

STATUS: COMPLETED

Action 1.2: Provide professional development to all classroom teachers on the implementation of the new rubric-based assessment approach.

STATUS: COMPLETED

Action 1.3: Support teaching teams and individuals implement the new rubric-based assessment approach where needed.

STATUS: COMPLETED, HOWEVER MORE WORK NEEDED

Action 1.4: Investigate the consistency of application of the new rubric-based assessment approach across the school.

STATUS: NOT COMPLETED

Expected outcomes:

Teachers report an increase in confidence in assessing and reporting in Science.

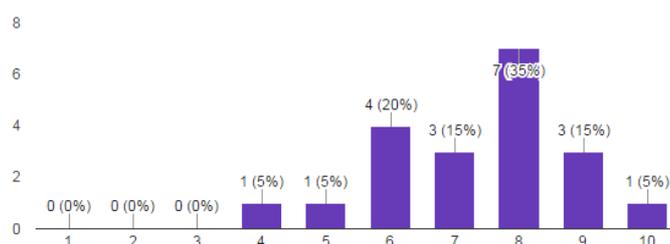
Teachers become more consistent in the assessment of science throughout the school.

Increased teacher awareness of strengths and weaknesses in Science within their classrooms.

Outcomes

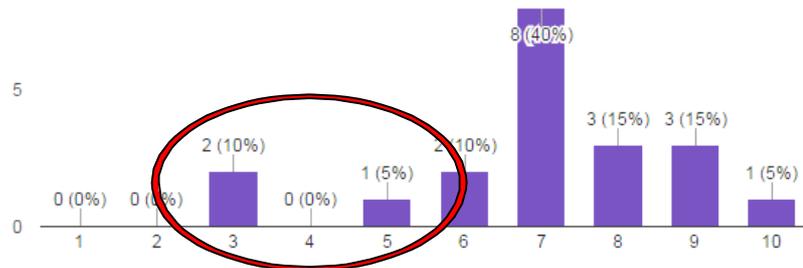
Teachers were surveyed in term 4 2016 to assess confidence and ease of assessing Science at RI, with reference to the new 2-category assessment approach implemented this year. It is pleasing to note that the majority of staff find the new 2-category system easier than the 4-category system used in 2015.

How easy have you found assessing and reporting in science this year with the new 2-category system (Participating in Science and Communicating in Science)?



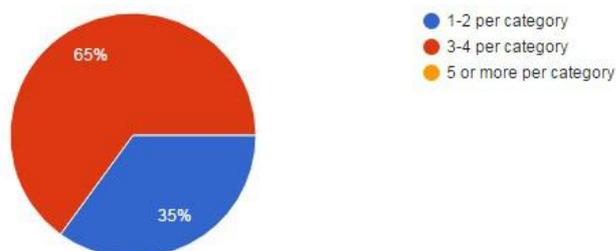
Teacher feedback both in term 4 and throughout the year has been on the whole very positive, and the overall confidence in teaching and assessing science is encouraging, however there are still some teachers in need of additional support with regards to assessing in science as indicated by the survey results below. It is postulated that these could either be new (beginning) teachers, teachers new to this school, or teachers who still do not feel completely comfortable with teaching science in general.

How confident have you felt assessing in science at RI in 2016?



Unfortunately the consistency of teacher assessment calls in science (moderation) was not looked into this year. It is also pertinent to note that over a third of teachers are using 1-2 student tasks to make their overall judgements for each of Communicating in Science and Participating in Science each term. Ideally this number should be as large as practicable, in balance with teacher workload.

About how many tasks did you use to make each of the 2 calls per term?



Target 2: To reduce the number of Maori and Pasifika students obtaining grade 4 and 5 in teacher OTJs.

Action 2.1: Select Maori and Pasifika students entering Y8 in 2016 who obtained school grades of 4-5 in consultation with teachers. (see target student list below)

STATUS: COMPLETED

Action 2.2: Plan and implement a Maori and Pasifika Friday enrichment programme in terms 1 and 2, 2016, focusing on investigating in science.

STATUS: COMPLETED

Action 2.3: Assess effectiveness T3 2016

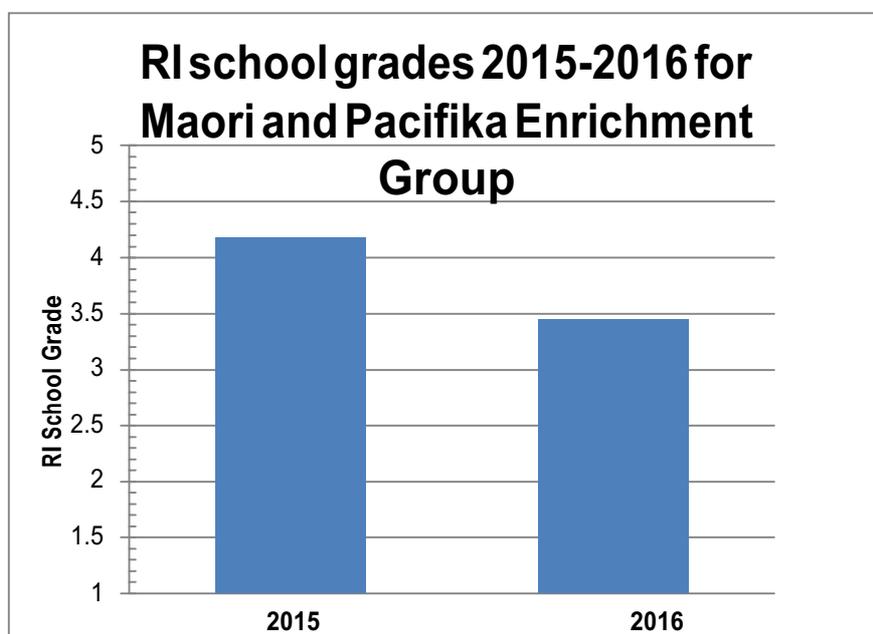
STATUS: COMPLETED

Expected outcomes:

Increased success of Maori and Pasifika students in Science in general and investigating in science in particular. A reduction in the number of students obtaining grade 4-5 is expected.

Outcomes

Academic performance was assessed at the end of 2016 for the Maori Pasifika Science Enrichment Group, and compared to their 2015 results. It was pleasing to see that their mean academic scores improved almost a whole school grade over the course of this year, however caution needs to be taken when interpreting this data as assessment and reporting criteria changed from 2015 to 2016.



Note: Lower score is better, 3 being meeting expectations.

It is clear from the above results that the Maori and Pasifika Science Enrichment Group is worthwhile, and should be continued with the next cohort of students.

Annual overview for Science 2016

Overview

Science has continued to grow as a curriculum area this year, reflected by both student engagement and teacher enthusiasm schoolwide. A planned shift in the allocation of science topics has meant that Physics was taught at both year levels this year, and from 2017 onwards it will join Biology as an exclusive year 7 topic. Year 8 students will cover planet earth and beyond and chemistry from 2017. This will more evenly spread the fair testing topics over the two years that students are at RI.

In term 4 a new Y7 trip was initiated. All year 7 classes spent a day at the zoo, where zoo educators ran 3 sessions for each class to illustrate and explain the adaptations of elephants, cheetah and baboons. Alaric Nicholls went on one of the days to assess the suitability of these education sessions led by zoo staff. Teachers reported a very close alignment with content covered in class, and it is suggested that this trip remain attached to this topic in future years. Funding came from the activity fee coffers.

The Science roadshow was again hosted by Remuera Intermediate in 2016. Students were met with a whole new suite of practical hands-on learning activities. Students from the Science Extension and Science Monitors groups were enlisted to help setup, tear down and demonstrate the interactive displays over the course of the two days. We were honoured to host local MP David Seymour this year in one of the sessions. Dates have been booked for the Science Roadshow to visit again in 2017 (23rd and 24th May).

The two science enrichment groups (Science Extension and Maori Pacifica Science Enrichment) were both deemed to be worthwhile and successful, and these will continue again in 2017.

The lack of a fume hood in the science laboratory has necessitated the purchase of dilute acids over the concentrated solutions previously purchased, and this has meant additional running costs for the lab. In consultation with the Principal, the Science budget will be increased to \$4500 from 2017.

Alaric Nicholls attended the SciCon science educators conference this year, thanks to funding from the Remuera Intermediate board of trustees. This was an extremely worthwhile conference. Remuera Intermediate is a financial member of NZASE (New Zealand Association of Science Educators) for 2016.

Alaric Nicholls
Curriculum Leader (Science)

Target 2: Relates to improving student achievement in Science.

Baseline Data

Improvement in the academic performance of the students involved in the Maori and Pacifica Science Enrichment group was very encouraging. It is now important to maintain the reduced disparity between Maori and Pacifica students and the remainder of the cohort. It is also important to re-confirm the success of this program following changes in the assessment of Science in 2016.

Target 2	Action Plan	Expected Outcomes
2. Maintain a reduced disparity between Maori and Pacifica students and the general cohort in Science.	2.1 Select a group of Maori and Pacifica students entering Y8 in 2017 who most need to improve their academic performance in Science. This selection to be undertaken in consultation with their 2016 Y7 teachers. 2.2 Plan and implement a Friday enrichment program in terms 1 and 2, 2017 to best meet the needs of the group. 2.3 Assess effectiveness.	An improvement in the academic performance of this group, and greater engagement in Science.

2016 National Standards Reporting (Due 1 March 2017)

Note the ethnicity figures below:

- are reported at Level 1 (Stats NZ Classifications)

- exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name					Excluded >= 1 March	Excluded: No OTJ		
1461	Remuera Intermediate	NAG2A(c) Reporting					0	6		
Mathematics										
		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	No
All Students		34	3.7	118	12.7	367	39.5	410	44.1	929
Maori		7	8.9%	16	20.3%	36	45.6%	20	25.3%	79
Pasifika		7	8.3%	22	26.2%	39	46.4%	16	19.0%	84
Asian		7	1.9%	35	9.7%	123	34.3%	194	54.0%	359
NZ European/Pakeha/Other European		12	3.1%	42	11.0%	157	41.1%	171	44.8%	382
Male		19	3.9%	60	12.2%	186	38.0%	225	45.9%	490
Female		15	3.4%	58	13.2%	181	41.2%	185	42.1%	439
After 1 year at school		0	-	0	-	0	-	0	-	0
After 2 years at school		0	-	0	-	0	-	0	-	0
After 3 years at school		0	-	0	-	0	-	0	-	0
End of year 4		0	-	0	-	0	-	0	-	0
End of year 5		0	-	0	-	0	-	0	-	0
End of year 6		0	-	0	-	0	-	0	-	0
End of year 7		18	3.9%	61	13.3%	191	41.6%	189	41.2%	459
End of year 8		16	3.4%	57	12.1%	176	37.4%	221	47.0%	470

2016 National Standards Reporting (Due 1 March 2017)

Note the ethnicity figures below:

- are reported at Level 1 (Stats NZ Classifications)

- exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name		Excluded >= 1 March	Excluded: No OTJ					
1461	Remuera Intermediate	NAG2A(c) Reporting		0	5					
Reading										
		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	No
All Students		40	4.3	137	14.7	449	48.3	304	32.7	930
Maori		3	3.8%	11	13.9%	48	60.8%	17	21.5%	79
Pasifika		2	2.4%	21	25.0%	50	59.5%	11	13.1%	84
Asian		29	8.1%	70	19.4%	162	45.0%	99	27.5%	360
NZ European/Pakeha/Other European		5	1.3%	31	8.1%	176	46.1%	170	44.5%	382
Male		30	6.1%	86	17.6%	244	49.8%	130	26.5%	490
Female		10	2.3%	51	11.6%	205	46.6%	174	39.5%	440
After 1 year at school		0	-	0	-	0	-	0	-	0
After 2 years at school		0	-	0	-	0	-	0	-	0
After 3 years at school		0	-	0	-	0	-	0	-	0
End of year 4		0	-	0	-	0	-	0	-	0
End of year 5		0	-	0	-	0	-	0	-	0
End of year 6		0	-	0	-	0	-	0	-	0
End of year 7		24	5.2%	63	13.7%	228	49.7%	144	31.4%	459
End of year 8		16	3.4%	74	15.7%	221	46.9%	160	34.0%	471

2016 National Standards Reporting (Due 1 March 2017)

Note the ethnicity figures below:

- are reported at Level 1 (Stats NZ Classifications)

- exclude students in ethnic groups MELAA or Other

School Number	Name	Report Name		Excluded >= 1 March	Excluded: No OTJ					
1461	Remuera Intermediate	NAG2A(c) Reporting		0	5					
Writing										
		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	No
All Students		56	6.0	191	20.5	441	47.4	242	26.0	930
Maori		8	10.1%	18	22.8%	41	51.9%	12	15.2%	79
Pasifika		4	4.8%	20	23.8%	47	56.0%	13	15.5%	84
Asian		32	8.9%	80	22.2%	160	44.4%	88	24.4%	360
NZ European/Pakeha/Other European		10	2.6%	68	17.8%	181	47.4%	123	32.2%	382
Male		48	9.8%	129	26.3%	226	46.1%	87	17.8%	490
Female		8	1.8%	62	14.1%	215	48.9%	155	35.2%	440
After 1 year at school		0	-	0	-	0	-	0	-	0
After 2 years at school		0	-	0	-	0	-	0	-	0
After 3 years at school		0	-	0	-	0	-	0	-	0
End of year 4		0	-	0	-	0	-	0	-	0
End of year 5		0	-	0	-	0	-	0	-	0
End of year 6		0	-	0	-	0	-	0	-	0
End of year 7		35	7.6%	98	21.4%	210	45.8%	116	25.3%	459
End of year 8		21	4.5%	93	19.7%	231	49.0%	126	26.8%	471

2016 National Standards reporting - Student Lists

Maths - Excluded - No OTJ

Name	Reason
CAO, Jessica	
DING, Ashley	
KHARAL, Dipendra	
MASTERS, OLIVIA	
PARK, Diana	
WONG, Ethan	

Reading - Excluded - No OTJ

Name	Reason
DING, Ashley	
KHARAL, Dipendra	
MASTERS, OLIVIA	
PARK, Diana	
WONG, Ethan	

Writing - Excluded - No OTJ

Name	Reason
DING, Ashley	
KHARAL, Dipendra	
MASTERS, OLIVIA	
PARK, Diana	
WONG, Ethan	