



Pasadena Intermediate School Charter

2017, 2018 & 2019

"Nurture the whole person and personal excellence is achieved"

"Poipoia te tangata kia eke kairangi"

Section A

Introduction

Introductory Section

School Description

We are a high performing decile 8 Intermediate school situated in central Pt Chevalier that serves the Pt Chevalier, Grey Lynn, Westmere, Waterview, Gladstone, Bayfield, Freeman's Bay, Newton Central, Richmond Road, and Mt Albert districts.

We place a high priority on ensuring students have the necessary skills and strategies to be an effective 21st Century learner. This includes giving students opportunities to contribute to what they learn, where they learn and how they learn within a safe and supportive environment.

Through our Specialist programmes we broaden students' practical experience in music, dance, drama, technology and visual arts. These classes allow students to transfer knowledge between subjects through an integrated approach. Students are encouraged to take part in the wide range of opportunities that are on offer culturally, academically and socially.

Pasadena Intermediate provides an innovative and holistic education where personal excellence is achieved.

We will do this through the implementation of three strategic aims over a three year period (2017-2019).

Current School Profile:

250

8 composite classes of Year 7 and 8 students

3 Specialist Teachers

Ethnicities: NZ Pakeha 62%, Māori 13 %, Samoan 6%, Cook Island 2%, Tongan 2%, Niuean 2%, Indian 2%, Chinese 3%, Other 8%

Vision and Values



VISION

NURTURE THE WHOLE PERSON AND PERSONAL EXCELLENCE IS ACHIEVED.

Personal excellence is the goal of all Pasadena Learners.

In order to assist them in their journey, Pasadena will cultivate in our Learners the skills to understand themselves, the dynamic world in which they live and their place within it.

PASADENA LEARNERS WILL LEARN TO THINK BY:

Unravelling, Comprehending & Connecting.

They will be critical yet creative, receptive yet reflective, diligent yet divergent.

PASADENA LEARNERS WILL BE CONFIDENT OF WHO THEY ARE BY KNOWING:

Their Mind, their Body, their Relationships & their Spirit.

PASADENA LEARNERS WILL BUILD:

Enduring relationships within social and physical environments and will willingly deliver on their responsibilities as exemplary citizens.

With these skills Pasadena Learners will appreciate their full potential and with that in mind will strive for personal excellence.



Māori Dimensions and Cultural Diversity

The school recognises and respects the languages, cultures and heritage of all members of the community.

We will develop procedures and practices that reflect New Zealand's biculturalism and the unique position of Māori. We will take all rational steps to promote Tikanga Māori (Māori culture) and Te Reo Māori (Māori language). Pasadena Intermediate School will promote and acknowledge the status of Māori as tangata whenua and its obligations under the Treaty of Waitangi, thus reflecting the unique position of Māori culture.

The school will provide:

- Te Reo Maori to all students through a specialised programme
- Level 1 and 2 Te Reo Maori classes
- Gifted and Talented programmes as an option for all students
- Employ a Kaiarahi to work with our Māori students
- A Cultural Whanau/ Kapa Haka group

Māori consultation will include:

1. Focus groups of community personnel (including Māori parents)
2. Teacher network groups including Community of Learning (COL)
3. Consultation with Māori students (meet with the senior leadership team) to discuss leadership opportunities in the school and how they can have a voice in planning and decision making in the school
4. Information sessions around learning and curriculum development
5. Consultation with local Primary Schools who have Maori Medium classes

Pasifika Culture

At Pasadena we have created an environment where cultural diversity is celebrated. We do this by providing opportunities for Pasifika students to celebrate their cultures through celebration, song, dance and annual consultation with our Pasifika community.

Pasifika consultation will include:

1. Focus groups of community personnel including Pasifika parents
2. Information sharing and liaison with parents of these students
3. Consultation with groups of Pasifika students to discuss how to share achievement information with their parents
4. Information sessions around learning and curriculum development

Section B

Strategic Plan

Strategic Aim 1: Students – Akōnga

STRATEGIES	2017, 2018, 2019
STRATEGIC AIM: All students to show continuous academic improvement in relation to Reading, Writing and Mathematics.	What are the steps/outcomes that the Board of Trustees expects to see achieved in 2017, 2018, 2019 towards meeting this strategic aim?
	<ul style="list-style-type: none"> • Annual targets identified relating to school wide analysis of National Standards • Support educational success for Māori as Māori by prioritising students for school-wide target groups • Support educational success for Pasifika students by prioritising students for school-wide target groups • Work closely with our Māori and Pasifika families to report student achievement • Professional development to be undertaken in relation to Reading, Writing and Mathematics • Increase the use of achievement data for all students • Effectively report to parents on National Standards information in Reading, Writing and Mathematics • Ensure Reading, Writing and Mathematics programmes are relevant for Pasadena students • Appraisal systems are developed to improve teacher pedagogy and practice through the Spiral of Inquiry. • Construct a Māori and Pasifika action plan • Be involved in Ministry funded accelerated programmes • Provide accelerated and skill development through our Learning Support programme • Cater for student needs through comprehensive gifted and talented programmes

Strategic Aim 2: Future focused – Kaupapa matua

STRATEGIES	2017, 2018, 2019
STRATEGIC AIM: To have a future-focused curriculum and learning environment that develops well-rounded and balanced learners	What are the steps/outcomes that the Board of Trustees expects to see achieved in 2017, 2018, 2019 towards meeting this strategic aim?
	<ul style="list-style-type: none"> • Embed personalised learning • Develop Innovative Learning Environment (ILE) pedagogies • Upgrade all classrooms into Innovative Learning Environments (ILEs) • Consolidate the use of conceptually based inquiry learning as the main pedagogical approach to teaching and learning • Modify the Pasadena Curriculum to ensure it is relevant, engaging, connected and challenging • Further integrate the use of digital technologies into learning and teaching programmes • Continue to develop a common language of learning across the school • Align Specialist areas with classroom programmes • Raise the level of student agency in our school's curriculum • Continue to offer a range of cultural, sporting, academic and leadership opportunities

Strategic Aim 3: Community - Hāpori

STRATEGIES	2017, 2018, 2019
STRATEGIC AIM: To make Pasadena Intermediate the Intermediate school of choice in the area	What are the steps/outcomes that the Board of Trustees expects to see achieved in 2017, 2018, 2019 towards meeting this strategic aim?
	<ul style="list-style-type: none"> • Consult and inform the community over aspects of school life and learning • Hold regular consultation with our Māori community • Hold regular consultation with our Pasifika community • Provide opportunities for the community to have a voice in the decision making process • Use technology and social media to communicate with the community • Consolidate networks with the local primary and secondary schools • Develop a Community of Learning with our local schools • Create networks which encourage students to remain in the local school system • Positively promote and market the school to the local community • Increase the profile and credibility of Pasadena in the national and international sectors • Develop the Positive Behaviour for Learning (PB4 L) programme

Strategic Aim 4 : Bilingual Pathways - Huarahi Maōri

STRATEGIES	2017, 2018, 2019
STRATEGIC AIM: To provide a Bilingual Pathway in Te Reo Maori within a Tikanga and Te Ao Maori context	What are the steps/outcomes that the Board of Trustees expects to see achieved in 2017, 2018, 2019 towards meeting this strategic aim?
	<ul style="list-style-type: none"> • Consult and inform the community over aspects of school life and learning • Consult with the community in regards to their need for Maori medium education • Cater for our Level 1 and 2 Maori Medium students • Provide a school wide Te Reo and Te Ao Maori programme • Develop a strong Maori profile in the school • Create networks between local schools for Te Reo and Te Ao Maori • Provide a pathway to our local bilingual college

School Organisation and Structures

Personnel – Our teaching staff is committed to delivering quality teaching and learning that reflects the learners of Pasadena Intermediate School. Staff are continually provided with differentiated Professional Development relating to the strategic direction of the school.

Learning Support – Our Board of Trustees is committed to funding over and above operational funding for additional learning support personnel that address the needs of students who are not achieving at the National Standard for Reading, Writing and Mathematics.

Property – Our school starts a new 10 YA property plan in July 2017. The Board Of Trustees is committed to ensuring that students are provided with learning environments that meet the needs of a 21st Century student. These include the implementation of Innovative Learning Environments throughout the school.

Review of Charter and Consultation

Specific reports presented to the Board of Trustees through the Principal's Report will form the foundation for deciding priorities for school development and improvement. The board will document and uphold an ongoing programme of reporting, self-review and community consultation over a three-year period. This will involve consultation with teachers, students and the community. The Board and School will consult with its Māori and Pasifika community on a regular basis.

Section C

Annual Plan

Annual Planning 2017

Strategic Aim 1: Students – Akōnga

All students will show continuous academic improvement in relation to Reading, Writing and Mathematics.

Annual Goals: *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 1.1 Students performing Below and Well Below the National Standard in Reading, Writing and Mathematics will be provided with targeted support to accelerate their progress towards the Standard by year end.
- 1.2 Māori and Pasifika students who are Below and Well Below the National Standard in Reading, Writing and Mathematics will be provided with extra support to accelerate their progress towards the Standard by year end.

Baseline Data: *(What does the data say currently)*

- 1.1 Reading – Year 7 2016: 77% (94 student) were At or Above the National Standard.
- 1.2 Reading – Year 7 Māori 2016: 48% (9 students) were At or Above the National Standard.
- 1.3 Reading – Year 7 Pasifika 2016: 53% (10 students) were At or Above the National Standard.
- 1.4 Writing – Year 7 2016: 77% (94 students) were At or Above the National Standard.
- 1.5 Writing – Year 7 Māori 2016: 48% (9 students) were At or Above the National Standard.
- 1.6 Writing – Year 7 Pasifika 2016: 69% (13 students) At or Above the National Standard.
- 1.7 Mathematics – Year 7 2016: 72% (87 students) were At or Above the National Standard.
- 1.8 Mathematics – Year 7 Māori 2016: 48% (9 students) were At or Above the National Standard.
- 1.9 Mathematics – Year 7 Pasifika 7 2016: 53% (10 students) were At or Above the National Standard.
- 2.1 Mathematics – Year 7 2017: 57% (67 students) were equivalent to At or Above in beginning of year Gloss testing.
- 2.2 Mathematics – Māori Year 7 2017: 58% (7 students) were equivalent to At or Above in beginning of year Gloss testing.
- 2.3 Mathematics – Pasifika Year 7 2017: 36% (4 students) were equivalent to At or Above in beginning of year Gloss testing.

Annual Targets: *(What improvement shifts are we aiming to achieve this year?)*

- 1.1 Reading: By the end of 2017, 87% (106 students) will achieve At or Above the National Standard.
- 1.2 Reading - Māori: By the end of 2017, 61% (12 students) will be At or Above the National Standard
- 1.3 Reading – Pasifika: By the end of 2017, 64% (12 students) will be At or Above the National Standard
- 1.4 Writing: By the end of 2017, 87% (106 students) will achieve At or Above the National Standard.
- 1.5 Writing – Māori By the end of 2017, 64% (12 students) will be At or Above the National Standard
- 1.6 Writing – Pasifika: By the end of 2017, 75% (14 students) will be At or Above the National Standard
- 1.7 Mathematics: By the end of 2017, 84% (102 students) will achieve At or Above the National Standard.
- 1.8 Mathematics - Māori By the end of 2017, 62% (12 students) will achieve At or Above the National Standard.
- 1.9 Mathematics – Pasifika: By the end of 2017, 69% (13 students) will achieve At or Above the National Standard
- 2.1 Mathematics – Year 7 2017: By the end of 2017, 75% (89 students) will achieve the equivalent to At or Above in end of year Gloss testing.
- 2.2 Mathematics - Māori Year 7 2017: By the end of 2017, 83% (3 students) will achieve the equivalent to At or Above in end of year Gloss testing.
- 2.3 Mathematics – Pasifika Year 7 2017: By the end of 2017, 63% (3 students) will achieve the equivalent to At or Above in end of year Gloss testing.

Measurement of Targets:

Collation and analysis of 2016 National Standards data.

Collation and analysis of 2017 Year 7 Mathematics beginning of year data .

READING

ANNUAL GOALS –

- 1.1 Students performing Below and Well Below the National Standard in Reading, Writing and Mathematics will be provided with targeted support to accelerate their progress towards the Standard by year end.
- 1.2 Māori and Pasifika students who are Below and Well Below the National Standard in Reading, Writing and Mathematics will be provided with extra support to accelerate their progress towards the Standard by year end.

ANNUAL TARGETS –

- 1.1 Reading: By the end of 2017, 87% of students will achieve At or Above the National Standard.
- 1.2 Reading - Māori: By the end of 2017, 61% of students will be At or Above the National Standard
- 1.3 Reading – Pasifika: By the end of 2017, 64% of students will be At or Above the National Standard

EVALUATION DOMAINS	ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Stewardship	Reading student achievement data and analysis provided at regular intervals to the board	Principal, Student Strategic Leader, Students	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> - There is an increase in student achievement data - Students report to the board throughout Terms 2 - 4 to share their progress against the annual targets - Maori and Pasifika targets are identified and reported on
Leadership of conditions for equity and excellence	Differentiated professional development provided for teachers to reflect on and improve practice	Student Strategic Leader, external facilitators	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Teachers reflect on their own practice and record student progress and achievement. - Student achievement data increases in Reading
Educationally powerful connections and relationships	Homework club established	Staff	Nil	T2, 3, and 4	<ul style="list-style-type: none"> - Students have a safe environment and have access to skilled staff to help with homework
	Clear communication with and between students and whanau	Students, staff	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> - A parent survey is conducted regarding student progress and achievement - Student Led Conferences and reports - Whanau hui - Curriculum and Assessment information evenings - Learning Maps
Responsive curriculum, effective teaching and opportunity to learn.	Teachers identify students who are Below or Well Below National Standard	All Teachers	Nil	T1 and T4	<ul style="list-style-type: none"> - Achievement Plans are created to set goals, show interventions and progress made including teacher, whanau and student voice - Maori and Pasifika target students are identified

	Learning Centre provides extra support for identified students	Staff, Students,	Staffing	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Student achievement in Reading improves - Individual needs are catered for - Learning Centre contributes to Achievement Plans - Power Reading programme is implemented throughout the school
	Effective assessment practices are used and analysed to inform learning and teaching programmes	Staff	Assessment Budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Students have a clear understanding of their learning and can articulate this clearly to teachers and whanau - Staff have a consistent approach towards assessment tools - Differentiate plans created according to identified needs
	Student as coaches	DP, School Council	PLD budget	T2, 3, and 4	<ul style="list-style-type: none"> - Students are used to effectively coach other students in the classroom on their goals - Maori and Pasifika students identified to coach other Maori and Pasifika students
	Transdisciplinary approach	Staff	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Students will see the relevance and clear links between learning areas.
Professional capability and collective capacity	Collaborative planning is used effectively by teachers	Staff	NIL	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Google docs used to collaboratively plan within and across teams - Sharing of resources - Sharing of Achievement Plans - Teacher reflections
Evaluation, inquiry and knowledge building for improvement and innovation	Use the school self-review process to review the effectiveness of our Reading programmes	Staff, Students, Community	NIL	T2, T4	<ul style="list-style-type: none"> - Students, staff and community have an opportunity to reflect on the school's Reading programme - Data is collected and analysed to inform decision making and programme improvement

WRITING

ANNUAL GOALS –

- 1.3 Writing: By the end of 2017, 87% (106 students) will achieve At or Above the National Standard.
- 1.4 Writing – Māori By the end of 2017, 64% (12 students) will be At or Above the National Standard
- 1.5 Writing – Pasifika: By the end of 2017, 75% (14 students) will be At or Above the National Standard

ANNUAL TARGETS –

- 1.3 Writing: By the end of 2017, 87% (106 students) will achieve At or Above the National Standard.
- 1.4 Writing – Māori By the end of 2017, 64% (12 students) will be At or Above the National Standard
- 1.5 Writing – Pasifika: By the end of 2017, 75% (14 students) will be At or Above the National Standard

EVALUATION DOMAINS	ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Stewardship	Student achievement data and analysis provided at regular intervals to the board	Principal, Student Strategic Leader, Students	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> - There is an increase in student achievement data - Students report to the board throughout Terms 2 - 4 to share their progress against the annual targets - Maori and Pasifika targets are identified and reported on
Leadership of conditions for equity and excellence	Differentiated professional development provided for teachers to reflect on and improve practice	Student Strategic Leader, external facilitators	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Teachers reflect on their own practice and record student progress and achievement. - Student achievement data increases in Writing
	Year 2 Accelerated Learning in Literacy (ALIM) programme	ALL lead teacher, ALL facilitator	PLD budget	T1, 2	<ul style="list-style-type: none"> - Targeted students will show acceleration in achievement - Sharing of ideas and strategies within and across schools - Spiral of inquiry used to focus on teaching as inquiry questions - Whanau engagement through sharing of success and goals
Educationally powerful connections and relationships	Homework club established	Staff	Nil	T2, 3, and 4	<ul style="list-style-type: none"> - Students have a safe environment and have access to skilled staff to help with homework
	Clear communication with and between students and whanau	Students, staff	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> - A parent survey is conducted regarding student progress and achievement - Student Led Conferences and reports - Whanau hui - Curriculum and assessment information evenings - Learning Maps

Responsive curriculum, effective teaching and opportunity to learn.	Teachers identify students who are Below or Well Below National Standard	All staff	Nil	T1, 2, 3 and 4	- Achievement Plans are created to goal set, show interventions and progress made including teacher, whanau and student voice
	Learning Centre provides extra support for identified students	Staff	Staffing	T1, 2, 3 and 4	- Student achievement in Writing Improves - Individual needs are catered for - Learning Centre contributes to Achievement Plans
	Effective assessment practices are used and analysed to inform learning and teaching programmes	Staff	Assessment Budget	T1, 2, 3 and 4	- Students have a clear understanding of their learning and can articulate this clearly to teachers and whanau
	Student's as coaches	DP, School Council	PLD budget	T2, 3 and 4	- Students are used to effectively coach other students in the classroom on their goals - Maori and Pasifika students identified to coach other Maori and Pasifika students
	Transdisciplinary approach	Staff	PLD budget	T1, 2, 3 and 4	- Students will see the relevance and clear links between learning areas
	Digital Technology	Staff	IT Budget	T1, 2, 3 and 4	- Students show increased motivation and engagement - Student work is shared with whanau - Digital tools are integrated into classroom programmes
Professional capability and collective capacity	Collaborative planning	Staff	NIL	T1, 2, 3 and 4	- Google docs used to collaboratively plan within and across teams - Sharing of resources - Sharing of Achievement Plans - Teacher reflections
	High expectations of students	Staff	Nil	T1, 2, 3 and 4	- Staff and students can clearly articulate strengths and next learning steps
Evaluation, inquiry and knowledge building for improvement and innovation	The school's Writing programme is reviewed on a regular basis	Staff, Students, Community	NIL	T2,T4	- School Writing programme is reviewed as part of the ALL initiative - Data is collected and analysed to inform decision making and programme improvement - ALL facilitator provides feedback on programme which is used to inform next steps

MATHEMATICS

ANNUAL GOALS –

- 1.6 Students performing Below and Well Below the National Standard in Reading, Writing and Mathematics will be provided with targeted support to accelerate their progress towards the Standard by year end.
- 1.7 Māori and Pasifika students who are Below and Well Below the National Standard in Reading, Writing and Mathematics will be provided with extra support to accelerate their progress towards the Standard by year end.

ANNUAL TARGETS –

- 1.1 Mathematics: By the end of 2017, 84% (102 students) will achieve At or Above the National Standard.
- 1.2 Mathematics - Māori: By the end of 2017, 62% (12 students) will be At or Above the National Standard
- 1.3 Mathematics– Pasifika: By the end of 2017, 69% (13 students) will be At or Above the National Standard
- 2.1 Mathematics – Year 7 2017: By the end of 2017, 75% (89 students) will achieve the equivalent to At or Above in end of year Gloss testing.
- 2.2 Mathematics - Māori Year 7 2017: By the end of 2017, 83% (3 students) will achieve the equivalent to At or Above in end of year Gloss testing.
- 2.3 Mathematics – Pasifika Year 7 2017: By the end of 2017, 63% (3 students) will achieve the equivalent to At or Above in end of year Gloss testing.

EVALUATION DOMAINS	ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Stewardship	Math student achievement data and analysis provided at regular intervals to the board	Principal, Student Strategic Leader, Students	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> - There is an increase in student achievement data - Students report to the board throughout Terms 2 - 4 to share their progress against the annual targets - Maori and Pasifika targets are identified and reported on
	Regular reports to board about the impact of ALIM and TLIF	Strategic Leader	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Report to the board after ALIM intervention programme in Term 2 - Report an uPLDate to the board in Term 2 and 4 about TLIF
Leadership of conditions for equity and excellence	Differentiated professional development provided for teachers to reflect on and improve practice	Student strategic leader	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Teachers reflect on their own practice and record student progress and achievement. - Student achievement data increases in Maths - Professional development provided (observations, professional readings, pedagogy and content knowledge)
	Targeted students are identified and monitored using the Spiral of Inquiry for appraisal	All staff	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> -Targeted students identified based on identified needs - Spiral of Inquiry used to guide teaching as inquiry developmental goal - Professional Learning Groups (PLG) created to discuss target students, progress and to share strategies.

Educationally powerful connections and relationships	Teacher Led Innovation fund network across 3 intermediate schools	Strategic Leader, staff, pupils	PLD Budget	T1, 2, 3 and 4	- TLIF leader to have meetings at least twice a term with other intermediate schools in the fund to communicate and share strategies tried, successes and to problem solve
	Clear communication with and between students and whanau	Students, staff	NIL	T1, 2, 3 and 4	- A prent survey is conducted regarding student progress and acheivement - Student Led Conferences and reports - Whanau hui - Curriculum and Assessment information evenings - Learning Maps
Responsive curriculum, effective teaching and opportunity to learn.	Teachers identify students who are Below or Well Below National Standard	Staff	NIL	T1, 2, 3 and 4	- Achievement Plans are created to goal set, show interventions and progress made including teacher, whanau and student voice
	Gifted and Talented Programme in Maths	Staff, students		T1, 2, 3 and 4	- Students to participate in weekly extension lesson to extend problem solving skills and their ability to explain and justify their thinking
	Effective assessment practices are used and analysed to inform learning and teaching programmes	Staff	Assessm ent Budget	T1, 2, 3 and 4	- Students have a clear understanding of their learning and can articulate this clearly to teachers and whanau - Differentiated plans created according to identified needs
	Accelerated Learning in Maths (ALIM) -Ministry initiative	ALIM leader, staff	ALIM budget	T1, 2	- ALIM leader to attend planning days - ALiM leader to discuss intervention plan with staff - 50% of classroom teachers to implement an Accelerated Learning in Maths programme for identified target students – with a focus on Maori Pasifika
	Student as coaches	DP, School Council	PLD budget	T1, 2, 3 and 4	- Students are used to effectively coach other students in the classroom on their goals - Maori and Pasifika students identified to coach other Maori and Pasifika students
	Transdisciplinary approach	Staff	PLD budget	T1, 2, 3 and 4	- Students will see the relevance and clear links between learning areas
Professional capability and collective capacity	Collaborative planning	Staff		T1, 2, 3 and 4	-Google docs used to collaboratively plan within and across teams - Sharing of resources - Sharing of Achievement Plans - Teacher reflections
	Professional Learning Groups	Staff		T1, 2, 3 and 4	-Teachers to identify target students - Teachers to meet twice termly with other staff of their professional learning group to discuss target students and to share strategies tried - Professional Learning Group target booklets completed

	TLIF – observations, professional development	Strategic leader, TLIF leader, staff	TLIF budget	T1, 2, 3 and 4	- Teacher Led Innovation Fund leader to be observed and observe other staff for feedback/feed forward and reflection
Evaluation, inquiry and knowledge building for improvement and innovation	Teachers involved in Teacher Led Innovation Fund (TLIF) with sharing of reflections between schools involved and local community	TLIF leader,	TLIF budget	T1, 2, 3 and 4	- Frequent meetings at least one per term between TLIF network - Share innovation with local schools in community
	Teachers are involved in Accelerated Learning in Maths (ALIM)	Strategic leader,	PLD	T1, 2, 3 and 4	- Using the Spiral of Inquiry teachers identify target students and provide a programme which accelerates student learning and involves on-going review - Data used as a basis for identifying student achievement and success of programme

Annual Planning 2017

Strategic Aim 2: Future Focused Learning - Kaupapa matua/ wawata matua

To have a future focused curriculum and learning environment that develops well rounded and balanced learners.

Annual Aim: *(What action does the board expect to see **this year** to improve student progress and achievement based on the strategic aim)*

- 2.1 For students to develop agency throughout all elements in the school
- 2.2 To develop innovative learning environments
- 2.3 Students have a deep understanding of the Pasadena Inquiry process
- 2.4 To confidently and effectively integrated ICT tools in to the classroom programme to increase motivation and engagement.

Baseline Data: *(What does the data say currently)*

- 2.1 Students have opportunities for student voice but have limited opportunities for agency
- 2.2 Classrooms are single cell but have experimented with innovative learning environment furniture and pedagogy
- 2.3 Conceptual Inquiry Model (Andrea Muller) has been used in classes
- 2.4 35% of students can identify and explain how IT tools enhance their learning

Annual Target: *(What improvement shifts are we aiming to achieve this year?)*

- 2.1 To provide five new initiatives where student agency are developed and valued across the school
- 2.2 Develop 10 single cell classrooms into innovative learning environments
- 2.3 80% of students can identify and explain the inquiry model
- 2.4 80% of students can identify how IT tools have enhanced their learning

Measurement of Targets

- 5 new student agency initiatives can be identified across the school
- 10 innovative learning environments have been created throughout the school
- Student survey

FUTURE FOCUS – Kaupapa matua

ANNUAL GOALS –

- 2.1 For students to develop agency throughout all elements in the school
- 2.2 To develop Innovative Learning Environments
- 2.3 Students have a deep understanding of the Pasadena Inquiry process
- 2.4 To confidently and effectively integrated digital tools in to the classroom programme to increase motivation and engagement.

ANNUAL TARGETS –

- 2.1 To provide five new initiatives where student agency are developed and valued across the school
- 2.2 Develop 10 single cell classrooms into Innovative Learning Environments
- 2.3 80% of students can identify and explain the inquiry model
- 2.4 80% of students can identify how IT tools have enhanced their learning

EVALUATION DOMAINS	ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Stewardship	Reports to Board of Trustees twice a year regarding on progress of targets	Strategic Leader, students	NIL	T1, 2, 3 and 4	- Strategic Leader and Student Strategic Planning Group will report to Board of Trustees related to the targets
	Board to communicate with Ministry Of Education in regards to the 10 YA	BOT, Principal	Property	T1, 2, 3 and 4	- Classrooms are turned into Innovative Learning Environments (ILEs) using the current 10 TA Plan
Leadership of conditions for equity and excellence	Deputy Principal in charge of student council to train students to become student coaches	DP, students	PLD budget	T1, 2, 3 and 4	- Student coaches in each class and in the playground - DP to attend training sessions - Maori and Pasifika students identified to coach other Maori and Pasifika students
	Strategic Leader and the Future Focused team to provide differentiated professional development around the integration of digital tools	Strategic Leader and Future Focused team	PLD budget	T1, 2, 3 and 4	- Differentiated PLD provided to meet the needs of the school - Teachers readily use digital tools in the classroom
Educationally powerful connections and relationships	Students to report to whanau on initiatives in the school	Staff, students, student council		T1, 2, 3 and 4	- Students can clearly articulate to the wider community initiatives that are happening in the school.

	Students use Learning Maps to communicate with parents and whanau	Staff, students		T1, 2, 3 and 4	<ul style="list-style-type: none"> - Students can effectively communicate influences/goals on learning to parents, teachers and whanau - Learning Maps show the changes in learning from Term 1 to Term 4
Responsive curriculum, effective teaching and opportunity to learn.	Students being involved in the classroom planning process	Staff, students		T1, 2, 3 and 4	<ul style="list-style-type: none"> - Students attend planning meetings with teachers to have input into classroom programmes - Students are involved in making up classroom assessment i.e. Rubrics
	Developing students as coaches to support the learning progress of peers (including Maori students coaching other Maori students)	Staff, student council, DP	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Students are trained as coaches and are provided opportunities to work with peers - Maori and Pasifika students identified to coach other Maori and Pasifika students
	Professional development is provided around using effective ILE pedagogy	Staff	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Observation of other schools using ILE pedagogy - Professional Development provided by an outside facilitator - Professional readings - ILE pedagogy effectively put into practice
	As part of self-review, continue to reflect upon the Conceptual Inquiry process to ensure it meets the needs of the school	Staff			<ul style="list-style-type: none"> - Self review undertaken by parents, students and staff - Inquiry model is adapted relating to review
	Digital technologies are used as an integral part of teaching and learning programmes	Staff, students	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Student and staff surveys use effective digital technologies in classroom programmes
Professional capability and collective capacity	Student council is used for initiatives in the school	All staff, student council	PLD budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Students will participate in leadership building (other leaders in the community) - Students will have the capacity to initiate change and decision making
	With the strategic leader, students to unpack targets	Strategic Leaders		T1, 2, 3 and 4	<ul style="list-style-type: none"> - Students can clearly explain what the targets are - Students can analyse data and make comparisons - Students can report to the Board of Trustees on Annual Targets
Evaluation, inquiry and knowledge building for improvement and innovation	Communicate with staff, students and community around ILE development	Principal, BOT		T1, 2, 3 and 4	<ul style="list-style-type: none"> - Staff and students consulted over plans - Meeting is held with the community once the development has been approved and planned - Local community to visit ILE classrooms

Annual Planning 2017

Strategic Aim 3: Community - Hāpori

To make Pasadena Intermediate the Intermediate school of choice in the area

Annual Aim: *(What action does the board expect to see **this year**)*

4.1 To improve the community's perception of Pasadena Intermediate School.

Baseline Data: *(What does the data say currently)*

5.1 Currently there was one student-to-student initiative happening with the local primary school

Annual Target: *(What improvement shifts are we aiming to achieve this year?)*

3.1 To have four new student to student initiatives happening with our local primary school

3.2 Report and consult to our Maori and Pasifika community at least once a term

Measurement of Target:

- Number of student to student activities with local primary schools

COMMUNITY – Hāpori

ANNUAL GOALS –

3.1 To make Pasadena Intermediate the Intermediate school of choice in the area

ANNUAL TARGETS –

3.1 To have four new student-to-student initiatives happening with our local primary schools

3.2 Report and consult to our Maori and Pasifika community at least once a term

EVALUATION DOMAINS	ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Stewardship	Regular reports to the Board regarding community initiatives	Principal, DP	Nil	T1, 2, 3 and 4	- Board reports regarding Community Initiatives - Student strategic planning group presenting to the BOT regarding initiatives
	Report to the Board on Maori and Pasifika consultations	Principal, DP	Nil	T2, 3 and 4	- Board reports - Board invited to attend consultations - Student voice - Maori community voice - Pasifika community voice
	Consultation with the Maori and Pasifika communities	Board of Trustees, Principal,	Nil	T4	- Consultation is planned - Attendance increase is evident through comparison with 2016 numbers - Issues raised in the 2016 consultation have been addressed by the school
Leadership of conditions for equity and excellence	Developing Leadership capacity to train students as coaches	DP	PLD budget	T1, 2, 3 and 4	- Each class has a student coach in it - DP attends coaching course - Students are trained by DP
	Develop a plan based on previous community consultation	DP,	Nil	T1, 2, 3 and 4	- Analyse the consultation and survey information from the 2016 consultation - DP to develop a communication plan with the Ministry advisor
Educationally powerful connections and relationships	Establish relationships with local primary schools through student to student initiatives	Students, DP, Principal, staff	Nil	T1, 2, 3 and 4	- Opportunities found for Pasadena students to show leadership in local primary schools - Strengthened relationships with local primary schools
	Further develop relationships with the Maori community which include consultation and learning initiatives	Students, DP, Principal, staff	Nil	T2, 3 and 4	- DP to develop a communication plan with the Ministry advisor - Maori community invited into the school regularly to find out about learning initiatives for our Maori students - Maori community invited to share their culture, ideas, feelings and initiatives with the school

	Further develop relationships with the Pasifika community which include consultation and learning initiatives	Students, DP, Principal, staff	Nil	T2, 3 and 4	<ul style="list-style-type: none"> - Pasifika community invited to share their culture, ideas, feelings and initiatives with the school - Pasifika community invited to share ideas, feelings, initiatives with the school
Responsive curriculum, effective teaching and opportunity to learn.	Students develop leadership skills	Staff, students	PLD Budget	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Effectively communicate with other students - Support and guide fellow students - Plan and carry out an action
	Increase parents' understanding of learning opportunities for Maori and Pasifika students	Students, DP, Principal, staff	Nil	T2, 3 and 4	<ul style="list-style-type: none"> - Hold information gatherings (meetings) with the Maori and Pasifika community to share Curriculum initiatives - Have students explain their learning through opportunities like Student-Led Conferences and speaking at information gatherings (meetings) - Communicate with parents/caregivers how they can support their child at home with their learning - Plan opportunities for members of the Maori and Pasifika community to come and work with students
Professional capability and collective capacity	Strengthen the relationships between Pasadena and local primary schools	Students, DP, Principal, staff	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Confer with local primary schools to identify how Pasadena students can support their learning and/or community (both at their schools and our own) - Offer skills Pasadena students have to local schools eg coaching
	Teachers share learning initiatives with the Maori and Pasifika communities	Students, DP, Principal, staff	Nil	T2, 3 and 4	<ul style="list-style-type: none"> - Teachers present learning initiatives at organised meetings - Students share their understanding of their learning - Parents have an opportunity to develop their understanding and ask questions about the learning occurring at Pasadena
Evaluation, inquiry and knowledge building for improvement and innovation	Review the effectiveness of initiatives with local primary schools	Students, DP, Principal, staff	Nil	T1, 2, 3 and 4	<ul style="list-style-type: none"> - Review the effectiveness of initiatives through staff and student surveys/feedback - Use the review information to modify and/or offer different initiatives
	Evaluate the effectiveness of reporting and consulting with the Maori and Pasifika communities	Principal, DP, Students, staff	Nil	T4	<ul style="list-style-type: none"> - Gather information from parents and caregivers at a consultation meeting - Survey parents and caregivers - Student voice gathered - Teacher survey conducted

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Strategic Aim 4: Bilingual Pathway - Huarahi Māori

Annual Aim: *(What action does the board expect to see **this year**)*

4.1 To provide a Bilingual Pathway in Te Reo Maori within a Tikanga and te ao Maori context.

Baseline Data: *(What does the data say currently)*

4.1 To provide 3 new initiatives to support students from Maori Medium Schools

Annual Target: *(What improvement shifts are we aiming to achieve this year?)*

- There are currently no initiatives for Maori Medium Students from the local Primary Schools

Measurement of Target:

- New Initiatives

BILINGUAL PATHWAYS – Huarahi Māori

ANNUAL GOALS –

4.1 To provide a Bilingual Pathway in Te Reo Maori within a Tikanga and Te Ao Maori context.

ANNUAL TARGETS –

4.1 To provide 3 new initiatives to support students from Maori Medium Schools

EVALUATION DOMAINS	ACTIONS	LED BY	BUDGET	TIMELINE	INDICATORS OF PROGRESS
Stewardship	Regular reports to the BOT regarding developments relating to Bilingual Pathways	Principal/ DP	NIL	T1 - 4	- BOT reports and discussions
	Community of Learning (COL) Maori Medium is reported to BOT.	Principal/ DP	Nil	T1-4	- BOT reports and COL Reports
	BOT to meet with the Ministry of Education to determine funding and organisation of Maori Medium classroom.	BOT/Princip al	Nil	T2	- Meeting between BOT and Ministry of Education
Leadership of conditions for equity and excellence	Deputy Principal appointed in charge of Maori Pathway Strategic Area.	Principal/ DP	Staffing	T1	- Added as part of DP Job Description - Regular meetings with DP and Maori representatives - Develop a Maori Communication Plan
	Te Reo Maori Teacher/s appointed to work with all students and Level 1 and 2 Maori students in the school.	Principals/ DP	Staffing	T1	- Te Reo Maori Teacher appointed - Te Reo Maori Teacher working with Level 1 and Level 2 Maori students - Te Ao Maori is evident through out the school
	Through our COL, a Maori Medium pathway is explored using the resources of the local schools.	Principal	Nil	T1-T4	- COL Minutes - Meeting with local schools
Educationally powerful connections and relationships	A Hui is held with the parents of the local schools Maori Medium classes to gauge what Intermediate Schooling	Principal	Nil	T1-T4	- Hui Takes place - Information from the Hui will influence structure of the Maori Medium Classes in the future

	will look like for their children.				
	Information regarding a Maori Medium class is communicated to the local community.	Principal/ DP	Nil	T3-T4	- Information shared with community
Responsive curriculum, effective teaching and opportunity to learn.	Te Marautanga o Aotearoa is explored to see how it could be used in a Bilingual setting at Pasadena.	DP	Nil	T3-4	- Te Marautanga o Aotearoa is used to look at curriculum design for Bi Lingual classes - Curriculum design for biligual class is investigated - Ka Hikitia is integrated into the Pasadena Curriculum
	Local schools' Maori Medium classes are used as a resource to establish Bi lingual classrooms.	Principal	Nil	T3-4	- Westmere School is visited and discussions held with Teachers and Senior Leadership
Professional capability and collective capacity	Action plan is constructed for the formation of Maori Medium classroom.	Principal / DP	Nil	T3-4	- Maori Medium action plan