



*To develop compassionate, global citizens who strive for excellence through action.*

# **Takapuna Normal Intermediate School**

## **School Charter**

### **Strategic and Annual Plan**

**2022-2024**

# Takapuna Normal Intermediate School

*Te Kura Waenga Whakangungu O Takapuna*



## *Mahi-Hononga-Hiranga* Action-Connection-Excellence

To develop compassionate, globally **connected** learners who strive for **excellence** through **action**.

### The TNIS Way

*Ngā Whakapiringitanga* - Safe learning environment

*Wananga* - Effective learning interactions

*Hauora* - Well being

*Ako* - Everyone is a learner

*Kotahitanga* - Reflective practice

*Mānaakitanga* - Caring for others

*Mahi Tahi* - Working together

*Manamotuhake* - Respect for others

*Whanaungatanga* - Relationships

*Tangata Whenuatanga* - Affirming learners' culture



Leadership



Innovation



Diversity

Principles



Collaboration



Equity & Excellence



Self-management



Social



Research

Skills



Thinking



Communication

### Our Goals

*Sustain high-quality teaching and learning with a future focus and international mindedness.*

*Strengthen and enhance community and stakeholder relationships.*

*Work with our Kahui Ako Pupuke to develop our three achievement challenges.*

*Ensure our school and environment is safe and learning focused that promotes excellence and equity.*

## TNIS Strategic Plan

## TNIS Strategic Intentions 2022 - 2024

School Motto	<i>Action Mahi* Connection Hononga* Excellence Hiranga</i>				
Vision Statement	To develop compassionate, globally <i>connected learners</i> who strive for <i>excellence</i> through <i>action</i> .				
Maori Dimensions and Cultural Diversity	All cultures are treated with respect and dignity. Value and understand the unique position of Māori Culture and Te Mana o Aotearoa by incorporating Tikanga Māori				
Whakatauki	<i>Ehara taku toa, he takitahi, he toa takitini.</i> My success is not mine alone, but that of the collective.				
In IB schools, learners should demonstrate: <i>Key Competencies</i>	<b>Thinking Skills</b> <i>Thinking Skills</i>	<b>Communication Skills</b> <i>Participating and Contributing</i>	<b>Social Skills</b> <i>Relating to Others</i>	<b>Self Management Skills</b> <i>Managing Self</i>	<b>Research Skills</b> <i>Using Language, Symbols and Texts</i>
IB learners strive to be: <i>Values</i>	Knowledgeable, Risk-takers, Reflective, Caring, Principled, <i>Communicators, Inquirers, Balanced, Thinkers, Open-minded</i>				
Cultural Responsiveness "The TNIS Way"	Ako - Everyone is a learner, <i>Wānanga</i> - Effective learning interactions, <i>Kotahitanga</i> - Reflective practice <i>Manaakitanga</i> - Caring for others, <i>Mahi tahi</i> - Working together, <i>Mana Motuhake</i> - High expectations, <i>Whanaungatanga</i> - Relationships, <i>Tangata Whenuatanga</i> - Affirming learners' culture, <i>Ngā Whakapiringatanga</i> - Safe learning environments				
Focus on Principles	<u>Collaboration</u> <ul style="list-style-type: none"> <li>● Collaborative partnerships.</li> <li>● Belonging &amp; Wellbeing</li> <li>● *Whanau and community participation</li> <li>● Share strategic direction.</li> <li>● Pre-service programmes.</li> </ul>	<u>Diversity</u> <ul style="list-style-type: none"> <li>● Safe, positive and caring environment. Value all cultures with respect and dignity.</li> <li>● Te Tiiiriti O Waitangi Principles</li> </ul>	<u>Learning and Innovation</u> <ul style="list-style-type: none"> <li>● Challenging programmes of inquiry</li> <li>● Purposed learning environment</li> <li>● Innovate</li> <li>● Online learning and technological tools</li> <li>● Research-based teaching, learning &amp; assessment</li> <li>● Learner voice and agency</li> </ul>	<u>Equity and Excellence</u> <ul style="list-style-type: none"> <li>● Empower personal excellence</li> <li>● Develop critical, creative, independent thinkers and internationally minded lifelong learners.</li> <li>● Build relational trust across the community</li> </ul>	<u>Leadership</u> <ul style="list-style-type: none"> <li>● Collaborate</li> <li>● Focus inquiry and actions on effective practices</li> <li>● Effective systems</li> <li>● Monitoring and evaluation</li> <li>● Leadership of others</li> <li>● Collaborative investigations</li> </ul>

## Strategic Goals and Actions

Goal		Action
1	Sustain high-quality teaching and learning with a future focus and international mindedness.	<ul style="list-style-type: none"> <li>● To use ERO Review goals to focus on student achievement, equity and excellence (Stewardship)</li> <li>● Prioritised learner groups                             <ul style="list-style-type: none"> <li>○ Maori and Pasifika learners</li> <li>○ Additional learning needs</li> </ul> </li> <li>● Implement and resource Local Curriculum</li> <li>● Develop PYP strategic, curriculum design and implementation plans</li> <li>● Ensure all staff are actively involved in professional development to increase PYP pedagogical content knowledge and improve the quality of teaching and learning</li> <li>● Review for improvement</li> </ul>
2	Ensure our school environment is safe, learning focused and promotes excellence and equity	<ul style="list-style-type: none"> <li>● Financial plan developed</li> <li>● Alternative income streams identified</li> <li>● BOT property/infrastructure plan implemented/5YA plan supplemented</li> <li>● Develop property to meet the needs of the emerging adolescent learner</li> </ul>
3	Strengthen and enhance community and stakeholder relationships.	<ul style="list-style-type: none"> <li>● Communicate effectively with parents, whanau and community</li> <li>● Communicate effectively with parents of Māori and Pasifika learners.</li> <li>● Strengthen links with AIMS, normal schools and tertiary providers</li> <li>● Continue to develop international links, networks, exchanges and connectedness</li> </ul>
4	Community of Learning - Kahui Ako Pupuke liaison Develop our three achievement challenges	<ul style="list-style-type: none"> <li>● Wellbeing programmes</li> <li>● Develop IB Approaches to Learning and Learner voice</li> <li>● Community Engagement</li> <li>● Strengthen links between local schools and educational organisations</li> <li>● Improve transition between the schools for enhanced learner pathways (Y1-13)</li> </ul>

# Annual Plan 2022

	School Goals	Expected Outcomes	Actions
<b>Review</b>	Review current school programmes or focus areas.	<p>All areas of review will be shared with staff, community and BOT where appropriate</p> <p><u>School Docs Review</u>            T1 -Alcohol, Drugs &amp; Harmful Substances. Legislation &amp; Administration            T2 -Curriculum &amp; Student Achievement. Emergency Planning            T3 - Health, Safety &amp; Welfare. Performance Management            T4 -EOTC. Sun Protection</p>	<p>School Internal Review. School personnel to review the following areas in consultation with staff and learners</p> <ul style="list-style-type: none"> <li>● ESOL Programme</li> <li>● Community Survey</li> <li>● School Health &amp; safety</li> <li>● Wellbeing including TRP</li> <li>● Health &amp; PE and Sports</li> </ul>
<b>Teaching and Learning</b>	<b>Staff Professional Learning</b>	<p>Use of external assessment tools            Robust school-wide moderation            Monitoring target learners</p> <p>Measurement using Learning Progressions            Analyse student voice</p> <p>Growth in teacher capability around teaching transferable skills and practices</p> <p>Detailed teacher planning that shows differentiation and is informed by formative assessment.            Develop understanding of the refreshed NZ curriculum.            PYP Coaching Strategies discussed and implemented</p>	<p>Professional development- Learner Voice, choice &amp; ownership (Agency)            Professional Development in learning progressions            Teachers identify, apply deliberate acts of teaching and track target learners            Professional Development in how to use the MLP            Goals developed from student's voice</p> <p>Mentor teacher working across school staff; developing pedagogical knowledge</p> <p>Research            Enhance teacher knowledge and practice            Evident in teachers' planning</p>
	<b>Leadership Professional Learning</b>	<p>Leading Collaborative Practices:            Collaborative Inquiry to grow leadership capabilities</p>	<p>Focusing on Leading Collaborative Practice - linking back to school/ Kahui Ako            Strategic Planning to support cohesion and momentum with targets            Bridging gap between theory and practice for Senior and Middle leadership, ASL ,WSL and teachers</p>

<b>Teaching and Learning</b>	<p><b>Mathematics</b> All learners will improve their rate of progress in mathematics especially those deemed at risk of not meeting the standard of their appropriate curriculum level</p>	School Goal 2022 to MOE - Mathematics Y8	<p>Identify and track learners who are not meeting a level four standard Deliberate acts of teaching to address gaps Embed Maths progressions into learning and teaching and schoolwide assessment. Professional development for teacher capability Improved tracking and analysis of achievement data.</p>
	<p><b>Wellbeing</b></p>	<p>Continue with the school focus on Wellbeing and The Resilience Project</p> <p>School Goal 2022 to MOE - Wellbeing &amp; Transition Y7</p>	<p>A school-wide focus on Wellbeing Improved Wellbeing practices will be evident Survey February and October</p> <p>Deliberate acts of teaching to address areas of concern/ need from learners' survey</p>
	<p><b>Inquiry Learning</b> All learners understand the inquiry process</p>	<p>All learners to understand and use the reviewed TNIS Inquiry Model</p> <p>Learners demonstrate the use of key competencies and Approaches to Learning in their Programme of Inquiry</p> <p>Learners use a variety of media to share new understandings and concepts developed in inquiry</p>	<p>Priority learners identified and tracked PYP coordinators regular collaborate with staff Teachers understand all skills required at each stage of the inquiry process</p> <p>Skills/competencies taught explicitly</p>
	<p>Primary Years Programme (PYP) PYP is evident in all learning programmes</p>	<p>PYP Programme is strengthened by focusing on the depth of inquiry across all curriculum areas.</p> <p>Increase learner agency in the written curriculum - Voice, choice and ownership</p> <p>PYP Internal Review</p>	<p>Professional Development for all staff on inquiry learning Strengthen Programme of Inquiry Staff to liaise with other PYP schools in the area</p> <p>Learners to be involved in the initial planning and the review of units of inquiry</p> <p>In house Professional Development for staff on strengthening learner questioning in inquiry Learners to visit and network with learners from other PYP schools Learners are involved in the key aspects of decision making, opportunities, and challenges.</p> <p>Learner voice is collected and acted upon</p> <p>Learner's perspectives are included</p>

<b>Teaching and Learning</b>	<b>Collaborative Inquiry</b>	Team inquiries on learning linked to school-wide goals  School-wide inquiry	Teachers self select professional inquiry groups  Research is shared and meta-reflected on by the group  Inquiries are collaboratively constructed
	<b>Priority and Targeted Learners</b>	Enhanced learner engagement Positive shifts in learner achievement Improved teacher's sense of efficacy with learners who need to accelerate their performance	Identify and develop appropriate monitoring tools and processes Share successful teaching and learning practice
	<b>Local Curriculum Design</b>	Teachers to be assessment capable; to value formative assessment, and to understand the progressions of learning.  Common language of learning to be developed, so that teachers can recognise learning and assessment opportunities across the curriculum.	Improve teacher curriculum content knowledge through collaboratively planning, administering, adapting, and assessing learning opportunities for our students that seamlessly integrate all aspects of the curriculum.  Ensure that subjects such as science, social sciences, history, art, and technology, are offered to our students and that specific skills are taught in these areas.  Teachers can confidently collaborate to plan rich learning tasks that incorporate our people and our place. (Anecdotal notes through staff, team meetings will help to gather evidence of change, professional growth cycle conversations will enable teachers to reflect on individual practice and to identify areas for further professional development)
	<b>Learning Leaders Professional Development</b>	Strengthen the understanding and value of leadership learning	Research Enhance teacher knowledge and practice MetaReflection Broaden leadership group to curriculum leaders joining team leaders
	<b>Community of Learning - Pupuke</b> Work with our COL to develop our three achievement challenges	<u>Community Engagement/Cultural and relational pedagogies</u>  Develop practices to ensure a deeper understanding of cultural responsiveness prioritising the three pillars of: <ul style="list-style-type: none"> <li>• Bicultural</li> </ul>	<u>Community Engagement/Cultural and relational pedagogies</u> <ul style="list-style-type: none"> <li>• Te Reo progressions and/or Maori Education Plans inform planning at the Year 8 transition point</li> <li>• Cultural contexts are integrated</li> </ul>

		<ul style="list-style-type: none"> <li>● Pasifika</li> <li>● Multicultural</li> </ul> <p><u>Wellbeing programmes and initiatives</u> Wellbeing will continue to be embedded into every unit and is integral to the culture of TNIS and our COL</p> <p><u>Key Competencies/Capabilities</u> Roadmaps are developed and used to support the design of Local Curriculum</p> <ul style="list-style-type: none"> <li>● Coherent pathways for learning roadmap developed at the Year 8 transition point for: <ul style="list-style-type: none"> <li>○ Mathematics (Rebecca and Courtney to lead)</li> <li>○ Aotearoa NZ Histories (Allie to lead)</li> </ul> </li> <li>● The COL Literacy Coherent Pathway document is implemented and used to inform teaching and learning units, and assessment (Nicole, Sandy and Kate to lead)</li> </ul>	<p>authentically and explicitly into class culture, teaching and learning programmes and PYP units, specifically:</p> <ul style="list-style-type: none"> <li>○ tikanga (customs and traditions)</li> <li>○ matauranga Māori (knowledge)</li> <li>○ māori world view (attitudes, values, understandings and expectations)</li> </ul> <ul style="list-style-type: none"> <li>● Incorporate Mātauranga Māori based initiatives from the Ngāti Paoa <u>Kawenata</u></li> </ul> <p>Continue to incorporate The Resilience Project programme and the professional learning</p> <p>Create a toolbox of effective Wellbeing practices and resources through collaboration with Col Members Build in daily/weekly routines that foster mindfulness and positive thinking strategies for staff and learners</p> <p><b>Collate and share successful practices within and across the Pupuke Kāhui Ako COL</b></p> <ul style="list-style-type: none"> <li>● Learning progressions in literacy and numeracy are developed using the Pupuke Kāhui Ako Coherent Pathways documents</li> <li>● Assessments and unit planning in literacy and mathematics to align with the priorities for learning that are deemed too important to leave to chance as identified as part of the Pupuke Kāhui Ako Coherent Pathways work</li> <li>● The Aotearoa NZ Histories document will be introduced and unpacked as part of staff PD and: <ul style="list-style-type: none"> <li>○ learning that is too important to be left to chance at the Year 6 and 8 transition point will be documented</li> </ul> </li> </ul>
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	<p><b>Property</b> - Develop property to meet the needs of the emerging adolescent learner</p>	<p>Improve property and grounds at TNIS</p> <p>Implement 5YA for 2022/23</p>	<p>Refurbishing Rooms to make modern learning spaces - Rooms 1-4, Refurbish bathrooms Refurbish auditorium, music room and adjoining spaces</p> <p>Investigate shade and outdoor seating options</p>
Community	<p><b>International Connections</b> - Continue to develop international links, networks, exchanges and connectedness</p>	<p>Continue to strengthen links with all of our community groups</p>	<p>Connection with Kahui Ako schools through Cultural groups Promotion and development of our International learners connection and market Opportunities to connect with sister schools - learners, staff and community</p>
	<p><b>Māori Whānau Connections</b> - Continue to develop relationships with parents and whānau of Māori learners.</p>	<p>Strengthened relationships with parents and whānau of Māori learners. Further development of the TNIS Māori Education Plan (MEP).</p>	<p>Whānau Hui - Terms 1, 3 and 4: further consultation and celebration of Māori learners at TNIS. Implementation of actions from the TNIS Māori Education Plan (MEP) alongside consultant Marian Pearce.</p>
	<p><b>Pasifika Community Connections</b> - Continue to develop relationships with parents and community of Pasifika learners</p>	<p>Pasifika culture is positively promoted at TNIS. Strengthened relationships with parents and whānau of Pasifika learners.</p>	<p>Fono - Terms 1, 3 and 4: further consultation and celebration of Pasifika learners at TNIS. Pasifika language weeks promoted and celebrated.</p>
	<p><b>Asian Community Connections</b> - Continue to develop relationships with parents and community of Asian learners</p>	<p>Strengthened relationships with parents and whānau of Asian learners. Knowledge, Understanding and valuing of others' cultures</p>	<p>Meeting - Terms 1, 3 and 4: further consultation and celebration of Asian learners at TNIS. Asian language weeks promoted and celebrated Links made with local schools to celebrate cultural awareness and community</p>

<b>BOT Goals</b>	<b>Strategic Goal 1 - Student Achievement</b>	To achieve the target of 80% of the learners to be at and above the expected curriculum level in Reading, Writing and Maths	End of Year Data
	<b>Strategic Goal 2 - School Environment</b>	To provide a high standard of teaching spaces and resources for current learners and future roll growth	School Hall upgrade Car park
	<b>Strategic Goal 3 - Wellbeing</b>	To ensure that TNIS learners and staff are happy, secure and supported	The Resilience Project programme Staff Wellbeing programme
	<b>Strategic Goal 4 - Community</b>	To strengthen community engagements and partnerships	
	<b>Strategic Goal 5 - Financial Position</b>	To ensure the school maintains a positive financial position and provides for future investment in both infrastructure and resources	

## Charter Supporting Documentation 2022

The following documentation supports us in fostering teaming through the New Zealand Curriculum:

Project Curriculum Plans	Annual Curriculum Review	Assessment procedures
Special Needs Register	Gifted and Talented differentiation	Edge and Seesaw
Staff Induction/Organisational Folder		Student Induction Plan/Book
Student Teacher Induction Booklet		

The following documentation supports us in fostering excellence in teaching

Professional Development Plan	IB Evaluation Report	Performance Management System
Beginning Teacher mentoring programme		School-wide mentoring
IB Programme Standards and Practices		ERO Report
Making the PYP Happen- A curriculum framework for international primary education		

The following documentation supports us in fostering excellence in school organisation:

Self-review programme	Annual Budget	Financial Management Procedures
10-year cyclical maintenance plan	5-year property plan	School policies (School Docs)
School Administration /Organisational folder		

The following procedures support us in fostering positive community partnerships

Fortnightly e-News	School website/ Facebook	SchoolApp
Community Open Days	Parent Portal Educa	Board of Trustees e-News
Regular parent information evenings		
Regular parent contact through email, telephone calls and parent-teacher interviews		