Ross Intermediate School
TE KURA WAENGA O ROSS

GUIDING PRINCIPLES FOR EFFECTIVE TEACHING and LEARNING						
The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.	The learning environment is founded on the social nature of learning and actively encourages well organised co-operative learning.	The learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement.	The learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge.	The learning environment devises programmes that demand hard work and challenge from all but without excessive overload.	The learning environment operates with clarity of expectations using assessment strategies consistent with these expectations; there is a strong emphasis on formative feedback to support learning	The learning environment strongly promotes 'horizontal connectedness' across areas of subjects and knowledge as well as to the community and wider world.

The above principles are supported by the following strategies:

Cooperative Learning	Service Learning	Home - School Partnerships	Learning with Technology	Formative Assessment	Inquiry Based Approached
In essence, students work together and are responsible for one anothers learning as well as their own. Emphasising thinking and increasing higher-order learning, it has a range of educational benefits, including an alternative to ability grouping and as a way to prepare students for an increasingly collaborative work force.	Education engages students in community service that is integrated with the learning objectives of core academic curricula. This experiential approach is premised on providing students with contextualised learning experiences based on authentic, real-world situations in their communities.	The home is our first, and highly influential, learning environment so that building connections between the home and school is vital to learner success. This includes proactively involving families in their child's schooling and extending personalised invitations to them to become involved. After-school programmes and extra-curricular activities also offer ways to connect with the family and provide greater connection between home and school.	Learner-centred approaches to learning can empower learners and leverage good learning experiences that would not otherwise have been possible. Technology also often offers valuable tools for other building blocks in effective learning environments, including personalisation, co-operative learning, managing formative assessment, and many inquiry-based methods.	Formative evaluation guides learners to better outcomes by providing feedback that continually informs the learner, the teacher, and the learning itself. It is targeted towards three key questions: *Where are the learners in their learning?* *Where are the learners going?* *What needs to be done to get them there?*	Students need opportunities to develop higher-order cognitive skills. One important context to do this is through inquiry-based approaches in complex, meaningful projects that require sustained engagement, collaboration, research, management of resources, and development of an ambitious performance or product. Relevant approaches include: *Project-based learning* *Problem-based learning* *Learning through design*

To achieve the above we recognise that a strong teacher collaborative model is necessary. We have developed and adopted the following:

PB4L PHILOSOPHY and VISION

Whakamahia kia Tika

Our school community is committed to consistently interacting with honesty, respect and empathy. By Acting with Integrity, we demonstrate that we care about each other and ourselves.

What does "Acting with Integrity" *look like* at Ross?

- We interact politely, listening to the views of others.
- We respect and care for all property and the environment.
- We interact online with respect, safeguarding our own "digital footprint".
- We help others that need our care.

Ako kia Kaha

Every experience is a learning opportunity. We constantly look for new opportunities to learn about the world around us, and more about ourselves. Learning time is valuable and we are committed to making the most of the time we spend together as a learning community.

What does "Learning with Purpose" *look like* at Ross?

- Students and teachers are actively engaged in learning.
- Students know what they are learning and why they are learning. The learning pathway is clear to see.
- Teachers have a clear understanding of student attainment, strengths and needs.
- Students monitor their own learning progress.

Whaia ou Moemoea

We believe learning doesn't finish at Intermediate School, nor does it finish when the final bell of the day rings. Learning is a lifelong process and we strive to embed the principles of curiosity, passion and aspiration throughout our school community. We encourage our whanau to "Dream Big" - to create goals and the pathways to reach them.

What does "Inquire and Dream" *look like* at Ross?

- Students and staff set goals and plan how to attain them.
- We all "want to know more" about ourselves so that we can become better equipped to turns our dreams into reality.
- We celebrate the dreamers and those who have achieved good things at school and beyond.
- We all, in some way, large or small, want to change the world!

These statements are each backed up with explicit teaching around how they will be reflected in our local school environment as well as out in the community when acting as responsible global citizens.

They also serve to support our School Goals for all students and staff.

SCHOOL GOALS

1. To create meaningful learning programmes to meet individual needs of emerging adolescents.
2. To develop creativity, innovation and critical thinking in all students enhanced through eLearning opportunities.
3. To develop citizens who display integrity, value themselves, others and the environment.
4. To build an effective team providing quality learning opportunities for all students.
5. To create a learning community involving staff, students and their whanau.

Along with the above goals and statements the Board of Trustees supports and is committed to the following educational understandings:

- *Strong educational support for identified Priority Learners.*
- *Reduced class size environment for all classes*
- *Enhanced eLearning opportunities with a device for each and every student.*
- *Equal opportunities for all learners at Ross Intermediate.*

IWI PARTNERSHIP

Ross Intermediate School – Te Kura Waenga O Ross and the Board of Trustees

- firstly acknowledge the special status of Maori as *Tangata Whenua* of Aotearoa New Zealand,
- secondly *Te Reo Maori*, Maori Language 1987 as an Official Language of Aotearoa New Zealand and
- thirdly *Te Tiriti O Waitangi* the Treaty Of Waitangi 1840 as the founding document of Aotearoa New Zealand as a Nation.

Ross Intermediate School – Te Kura Waenga O Ross is located in the heart of Palmerston North city and therefore amongst the Mana-Whenua Iwi, Rangitane O Manawatu.

On the 17th February 2016 Ross Intermediate School – Te Kura Waenga O Ross signed a Memorandum of Understanding (MOU) direct with Tanenuiarangi Manawatu Incorporated on behalf of Rangitane O Manawatu Iwi.

The Key Objective of this MOU is to enable Rangitane O Manawatu Iwi and Ross Intermediate School – Te Kura O Ross to establish a collaborative mutually respectful relationship that further enhances the schools determination to support the education pathways of all learners and their Whanau and the wider Ross Intermediate community.

This support is encased within the Cultural Responsive Framework currently and collaboratively being developed with Rangitane O Manawatu Iwi.

REQUESTS FOR TE REO MAORI

Ross Intermediate School will be inclusive of Te Rangitane Tikanga and Te Reo in the School Programmes. Opportunities will be provided for all students to learn about these areas and for students to be educated in Te Reo Maori if they so wish. As well as this the Board of Trustees are committed to providing for any student extension opportunities in Te Reo and Tikanga Maori.

Requirements for Boards of Trustees

Each board of trustees, through the principal and staff, is required to develop and implement a curriculum for students in years 1–13:

- that is underpinned by and consistent with the principles set out on page 9;
- in which the values set out on page 10 are encouraged and modelled and are explored by students;
- that supports students to develop the key competencies set out on pages 12–13.

Each board of trustees, through the principal and staff, is required to provide all students in years 1–10 with effectively taught programmes of learning in:

English, as specified on page 18; the arts, as specified on pages 20–21; health and physical education, as specified on pages 22–23; mathematics and statistics, as specified on page 26; science, as specified on pages 28–29; social sciences, as specified on page 30; and technology, as specified on pages 32–33.

When designing and reviewing their curriculum, schools select achievement objectives from each area in response to the identified interests and learning needs of their students.

Note: All schools with students in years 7–10 should be working towards offering students opportunities for learning a second or subsequent language. Teaching programmes should be based on the learning languages statement found on pages 24–25 and the achievement objectives for this learning area. Teaching programmes for students in years 11–13 should be based, in the first instance, on the appropriate national curriculum statements.

Each board of trustees, through the principal and staff, is required:

- to gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement;
- to identify students and groups of students who are not achieving, who are at risk of not achieving, or who have special needs and to identify aspects of the curriculum that require particular attention;
- in consultation with the school's Māori community, to develop and make known its plans and targets for improving the achievement of Māori students.

Each board of trustees, through the principal and staff, is required to implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines.

These requirements will be confirmed by notice in *The New Zealand Gazette.*

The New Zealand Curriculum

Directions for Learning

Vision
Young people who will be confident, connected, actively involved, lifelong learners.

Values
Excellence;
Innovation, inquiry, and curiosity;
Diversity;
Equity;
Community and participation;
Ecological sustainability;
Integrity;
Respect.

Key Competencies
Thinking;
Using language, symbols, and texts;
Managing self;
Relating to others;
Participating and contributing.

Learning Areas
English;
The arts;
Health and physical education;
Learning languages;
Mathematics and statistics;
Science;
Social sciences;
Technology.

Official languages

Achievement Objectives

Principles
High expectations, Treaty of Waitangi, Cultural diversity, Inclusion, Learning to learn, Community engagement, Coherence, Future focus

Guidance

Purpose and Scope

Effective Pedagogy

The School Curriculum: Design and Review

The School Curriculum

2018 – 2022 Strategic Direction

GIven the changes to the Education Act and the requirement(s) of Charters we have started to explore our possible strategic plan for the next 5 years, this is considered a Draft Table. This is subject to staff and community consultation

	2018	2019	2020	2021	2022
Staff Development	Collaborative Teaching Practice, developing staff in stronger collaborative practice and enhancing the coaching and development of staff. Redefining the leadership structure.				
	Principal Inquiry Leadership and Management				
Curriculum Development	Mathematics and Priority Learners Science Development Plan	Mathematics and Priority Learners Science Development Plan	Writing and Priority Learners Science Development Plan		
Pastoral / Social Development	PB4L Tier Two Development	Student Support for Pastoral Care			
Property Development (5YPP)		Classroom Upgrades Completed	New 5YPP Capital Development		
Property Development (School)	School Embankment Development	School Mini Golf Development (Class Inquiry)			
		School Performing Arts Centre Development (2023)			
Cultural Competencies	Bilingual Education Launched. Schoolwide Maori Strategy and Iwi Development	Development of Whare Nui and School Entrance (2021)			Level 4 Immersion School Wide
Community of Learning	Explore the Change Process of our COL				

2018 Annual Development Plan

National Education Priorities

Success for All

All year 7 – 8 students at Ross Intermediate will be given opportunities to gain the knowledge, skills, attitudes and values identified in the New Zealand Curriculum Framework and the National Curriculum Statements.

A Safe Learning Environment

Ross Intermediate will provide a safe physical and emotional environment for all students.

Improving Literacy and Numeracy

Ross Intermediate will place priority on improving student achievement in literacy and numeracy. Special emphasis will be placed on students whose further education or training may be at risk through under achievement in literacy and/or numeracy.

Better Use of Student Achievement

Ross Intermediate will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities.

Improving Outcomes for Students at Risk

Drawing on dependable assessment evidence, Ross Intermediate will improve outcomes for students who are not achieving, or are at risk of not achieving, or have special learning needs.

Improving Students Outcomes

Ross Intermediate will work with Maori communities to plan, set targets for and achieve better outcomes for students.

Reporting

Ross Intermediate will report to students and their parents on the achievement of individual students and to the school's community on the achievement of students as a whole. We will also report on the progress of groups identified in the national education priorities.

2017 SCHOOL PLAN

EFFECTIVE TEACHING and LEARNING			
RELATIONSHIPS		**CURRICULUM**	**PEDAGOGY**	**COMMUNITY OF LEARNING**
To ensure PB4L Fidelity and a more inclusive approach to behaviour management issues through cultural responsiveness.	Raising Maori student achievement & connectedness through genuine partnership /collaboration with Rangitane Iwi	To embed the Guiding Principles of Effective Teaching and Learning as represented in our Charter	For Teachers to Inquire into their practice re developing strong and positive learning relationships with students, whanau and community.	Maths Challenge to be developed in line with the Community of Learning.

REPORTING GOALS FOR BOARD OF TRUSTEES

LITERACY (Writing)	90 percent of our At Risk Students show expected or accelerated learning. To access latest Achievement Report click **HERE**
LITERACY (Reading)	98 percent of our At Risk Students show as expected or accelerated learning. To access latest Achievement Report click **HERE**
NUMERACY	98 percent of our At Risk Students show expected or accelerated learning. To access latest Achievement Report click **HERE**

FOCUS ONE: To ensure PB4L Fidelity and a more inclusive approach to behaviour management issues through cultural responsiveness.

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
PB4L Team Senior Managers	PB4L Resourcing	As we move through our PB4L development we need to keep a close connection with what difference this is making and how can we ensure we are being culturally responsive to the needs of our community.

OUTCOMES

A Reduction in stand downs and suspensions	Our data does not show a reduction in Stand Downs, however what I think is more effective has been the conscious effort of the Board to make the Suspension Meetings more meaningful and creating ways to ensure students return to Ross with success.

	2015	2016	2017
Stand-downs	11	16	16
Suspensions	7	5	8
Total	18	21	24

Exclusions - BoT Decision			
Exclude	3	1	2
Extend	1	1	1
Lift with Conditions	3	3	5
Total	7	5	8

Nature of Behaviour for Suspension			
Continual Disobedience	2	1	
Drugs			1
Other harmful of dangerous behaviour	2		1
Physical assault on staff		1	
Physical assault on other other students	2		1
Sexual harassment			1
Sexual misconduct			1
Theft	1	1	
Verbal Assault on Staff			2
Weapons		2	1
Total	7	5	8

Gender			
Male		4	7
Female		1	1

To encourage whanau / family as well as support people to be engaged in helping their young person.	The improved, and still developing, restorative approach outlined above involved whanāu participation in forming contingent consequences that taught the student desired behaviours rather than punishing. This was evident not only in high-level behaviours requiring principal or Board intervention, but also very much at the Tier 1 and 2 level interventions by classroom teachers and team leaders. There is a growing expectation that whanāu be involved and own both positive and undesired behaviours, which also implies an improving level of communication between home and school. From 2015 to present, the total number of Major Incidents (recorded on our MIR - Major Incident Report) has trended downward. All MIR's require parent/caregiver involvement at some level. The trend indicates that the system of dealing with major incidents, through a more restorative, inclusive approach, may be succeeding.

Average Referrals Per Day, Per Month - Multi-Year
Major, 2015-16 - 2018-19
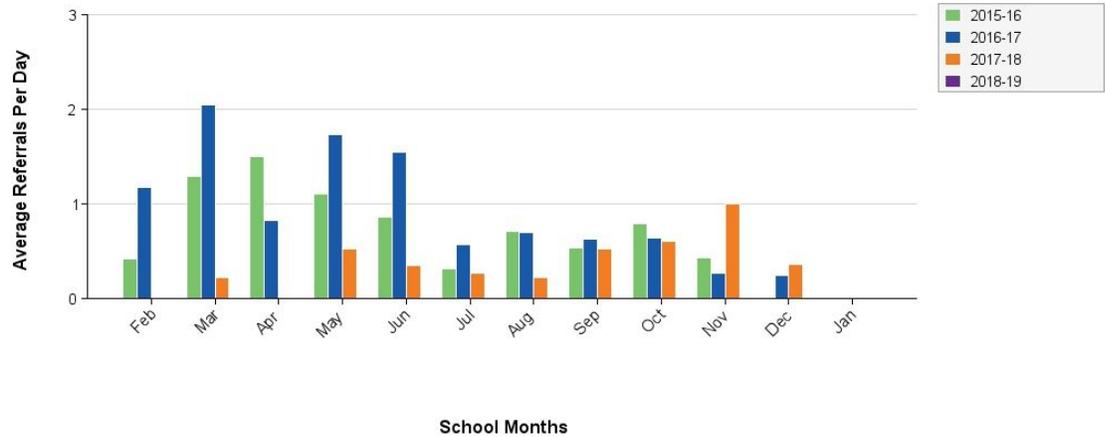
The MIR document was redesigned to record all school/home interactions. This information shows a greater awareness of the need to collaborate with parents/caregivers and the data indicates ongoing interactions through the restorative process.

All Teaching Teams record Students Causing Concern in their Team minutes, with ongoing strategies and home interaction notes. This indicates a growing trend at the classroom and Team level to involve the home before undesirable behaviours escalate. Anecdotal evidence suggests that teachers are more pro-active in involving the home at the outset of undesirable behaviours, resulting in more positive outcomes. Professional Development has been delivered around Functional Behaviour Assessments and consequent modification models, many of which require parent involvement (e.g., Check-in/Check-out systems that require parental signatures and feedback). Some of these have been implemented.

We are moving to a linear, ongoing conference (reporting) model, which naturally incorporates more home contact about both learning and behaviour. Other informal communication strategies such as class FaceBook pages, etc, also encourage greater participation by parents. There is substantiated evidence of ongoing positive involvement via FaceBook Messenger. This "just in time" digital model encourages involvement of parents in their child's school life in a non-threatening, contemporary way.

In order to communicate and involve parents in positive behaviour being modelled, strategies such as Achievement of the Week, Postcards, open invitation to Refresh, etc also encourage parent ownership of desired behaviours and indirect involvement with the school.

Where required, outside agencies are consulted to provide wrap-around support when necessary and the student welfare DP's have ongoing interactions with them (e.g., Oranga Tamariki, RTLB, YOSS).

Involvement and engagement of students in a range of additional programmes and support offered by the school.	The following is from our September report to the Board of Trustees. In total 28 students received additional 1-1 or small group support funded and managed by the school. **SUPPORT AVAILABLE FOR WHANAU OUTSIDE OF SCHOOL** ● Youth One Stop Shop (YOSS) ● Child Adolescent Family Services (CAFS) ● Oranga Tamariki ● Public Health Nurse ● Strengthening Families ● Central Regional Health School (CRHS) ● Rock On (Truancy) ● Police Youth aid officers ● ACROSS Social Services ● Methodist Social Services **IMAGINE GARAGE** Imagine Garage was developed from the concept of ' It takes a Village to bring up a child" It was created to meet the needs of students who struggle to engage with peers or activities during break times. It is also an opportunity for students to connect with

adults. Imagine Garage finishes at 1pm encouraging students to be outside within a shorter amount of time.

On average we have over 30 students who visit daily. Imagine Garage is the also the home to our Brunch Club. Students who have missed breakfast have the opportunity to have weetbix and milk, no questions asked. This service is provided by Kick Start Breakfast programme and monitored by our support staff.

We encourage staff to visit Imagine Garage during break times as it provides them with vital information about their student social skills and interests. Every fortnight, support staff meet with Geovanna and Zayne. An important part of this meeting are the conversations around observation of students and patterns in Imagine Garage, this information is relayed to teachers.

In our recent student voice survey 56% of students identified that they had visited the Imagine Garage.

GINO SANGUINETTI PROGRAMME:
Gino works with varied student's on a Friday using Food Technology as a means to mentor and encourage social skills, wellbeing and resiliency. Students, mostly boys are referred based on needs through referrals such as IRF (Interim Response Fund) or RTLB (Resource Teachers of Learning and Behaviour). In 2017 Gino has worked with over 14 identified students.
Gino also works with RTLB funded students during the week.

BILLIE CHOTE PROGRAMME:
Billie Chote has been working with Ross for over 2 years. This year we have asked to increase his hours based on student need. Billie works with identified students (boys) who are struggling to engage in class and the community. Billie allocates 30 min sessions weekly to each student with the focus " how do I achieve success as a learner". Billie meets with Geovanna weekly to communicate and share student information. Teachers are informed of student success and next steps. Parents are advised of this mentoring.

YOUTHLINE
This year we were approached by Youthline to run workshops to support students in identifying their 'Inner Hero' For the last two terms we have run with two workshops aimed at girls. Emerging Heroes workshop engages up to 6 students for an hour a week. 1:1 mentoring engages up to 8 students weekly. Youthline workers meet with Geovanna weekly to communicate and share student information and successes.
Both parent and student support and feedback for this incentive has been very positive.

PASIFIKA RESILIENCE
Youth Peer Support Kaimahi at Mana o te Tangata, Sio and Jess working one hour per week with 25 Pasifika students. The programme promotes health and wellbeing covering topics such as:
- Resilience
- Physical and mental health awareness
- Decision making / Choices
- Self-esteem and confidence
- Identity
- Healthy Relationships
- Visions / Goals

GENERAL COMMENT	This continues to be an area of great importance and emphasis. We have certainly noticed an increase in the needs of students over the past 5 years. There is a greater prevalence of mental health needs and anxieties in children. While not a charter goal or focus for 2018 it will continue to be an area we constantly look at, reflect on and look at new and innovative ways to meet the needs of every student at Ross Intermediate.
GOALS 2018	To support the needs of priority learners in Mathematics.

FOCUS TWO: Raising Maori student achievement & connectedness through genuine partnership /collaboration with Rangitane Iwi

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
Wayne Jenkins Senior Management Board of Trustees	Iwi Curriculum Team	From our previous work done as part of our Maori Strategy document we identified the importance of genuine partnerships with our whanau.

All Staff		Through the additional opportunities established as part of the TLIF as well as our Memorandum of Understanding we are well placed to deliver this focus.

OUTCOMES

	The following tables demonstrate the accelerated progress of Maori Learners compared to all students in Reading, Writing and Mathematics. Full reports can be accessed via the links below.

Mathematics OTJ Movement T2 2016 - T3 2017 (2016 Cohort)

	All Learners	Maori	Boys	Girls	At Risk
Accelerated	(129/218) 59%	(26/47) 55%	(67/106) 63%	(62/112) 56%	(63/117) 54%
As Expected	(50/218) 23%	(14/47) 30%	(24/106) 23%	(26/112) 23%	(34/117) 29%
Decelerated	(39/218) 18%	(7/47) 15%	(15/106) 14%	(24/112) 21%	(20/117) 17%

**2016 Cohort refers to the Year 7s that began in 2016 and are currently Year 8s in 2017.

MATHEMATICS: While the acceleration of learning for Maori was only slightly below that for all learners. Less Maori students also showed less than a years learning in Mathematics which was pleasing.

Reading OTJ Movement T2 2016 - T3 2017 (2016 Cohort)

	All Learners	Maori	Boys	Girls	At Risk
Accelerated	(150/217) 70%	(34/46) 74%	(69/105) 66%	(82/113) 73%	(70/102) 69%
As Expected	(54/217) 25%	(11/46) 24%	(28/105) 27%	(26/113) 23%	(27/102) 26%
Decelerated	(13/217) 6%	(2/39) 2%	(8/105) 8%	(5/113) 4%	(5/102) 5%

**2016 Cohort refers to the Year 7s that began in 2016 and are currently Year 8s in 2017.

READING: Maori students showed a greater level of acceleration and a reduced level of deceleration for Reading which is a pleasing result.

Writing OTJ Movement T2 2016 - T3 2017 (2016 Cohort)

	All Learners	Maori	Boys	Girls	At Risk
Accelerated	(132/218) 61%	(20/47) 64%	(59/106) 56%	(73/112) 65%	(77/133) 58%
As Expected	(48/218) 22%	(9/47) 19%	(25/106) 24%	(23/112) 21%	(32/133) 24%
Decelerated	(38/218) 17%	(8/47) 17%	(22/106) 20%	(16/112) 14%	(24/133) 18%

**2016 Cohort refers to the Year 7s that began in 2016 and are currently Year 8s in 2017.

WRITING: Maori are in line with the school wide trends for writing.

The left cell for the above section reads:

Evidence of accelerated learning in assessment data for Maori students in all key areas.

Establish a curriculum respecting and valuing the local Iwi Connections. (TLIF)	As a school we are supportive of the framework developed through the TLIF Project. We have had a staff member actively involved in this and they have trialled a stronger emphasis on Te Au Maori and the history of Maori in the Manawatu. The framework below brings together all elements and support to build a more culturally inclusive environment.

RANGITĀNE O MANAWATU

TIKANGA & KAWA · TREATY OF WAITANGI · RANGITĀNE REO · KA HIKITIA · MATAURANGA · TATAIAKO · MATĀWAKA · HAUTU

TE RANGIMARIE MARAE - RANGIOTU

	As a school we are also developing an inclusion of Te Au Maori into our unit planning for 2018.
A greater visibility and inclusiveness of Rangitane in school culture	Through the TLIF project we have had a full Staff Only Day attending the TLIF Conference organised with the goals of making staff more aware of our local Maori History. Through our planning we are also looking into how we can greater incorporate Te Au Maori. Our memorandum of understanding with Rangitane remains strong and we have successfully engaged in hui with our Maori Community in the establishment of our Bilingual Unit. We have also reached out and gained support from local Maori who are embracing our journey and providing us with much needed guidance and support.
School Programmes and events celebrating Maori and Tikanga.	This is an area that we are looking to strengthen in 2018 through our work on Cultural Competencies. The Principal is engaging in the use of Te Reo Maori more in the interactions with our community. We conducted a Powhiri for new students and staff coming into the school this year and staff are engaging more with Te Reo and Tikanga Maori in their classroom activities.
GENERAL COMMENT	It is exciting to see the developments being made in this area. There is a genuine embracement of cultural awareness form staff with this being evidenced in classroom practice. Guiding documents and support from the Rangitane Iwi Project and all helping us to create a more inclusive environment for all.
LINKS	Mathematics Achievement Report Literacy Achievement Report
GOALS 2018	This continues to be a strong focus in 2018, goals can be found in the Action Plan.

FOCUS THREE: To embed the Guiding Principles of Effective Teaching and Learning as represented in our Charter

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
Wayne Jenkins Senior Management Team	PD Days School Visits	Ross Intermediate has made great steps in its learning journey and developed along the way a strong ethos of the use of technology and eLearning. It is vital that we support this with solid principles of learning and this goal ensures that teachers understand what these are.

OUTCOMES	
Teachers will have an understanding of what the principles mean and what this looks like at Ross.	As we have worked through these we have found them to be a large piece of work and all of equal importance. The role of these continues to be upheld, however the use of them as foundational pillars has not yet been established. Rather we can continue to focus on the importance of relationships and building strengths in our cultural competency. The principles of learning are reflected through our current practice and are present in the decisions we are making around future curriculum design.
Principles are used in guiding change and direction to school curriculum/teacher development	The work of our Science Plan has also allowed us to incorporate aspects of these principles. There has been a strong shift to collaborative practice. This will be looked at in 2018 as part of our Fourth focus.
GENERAL COMMENT	The Guiding Principles will remain a part of the Ross Intermediate toolkit however our professional focus for the coming years will remain around Relationships and Collaborative Practice.
LINKS	Charter Principles Journey
GOALS 2018	Refer to 2018 School Plan

FOCUS FOUR: For Teachers to Inquire into their practice re developing strong and positive learning relationships with students, whanau and community.

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
Wayne Jenkins Senior Management Board of Trustees All Staff	Liam Collaborative Classroom Teachers	We know that effective Teacher Inquiry leads to reflective practitioners who are able to change their practice to meet the growing needs of learners.

OUTCOMES	
For teachers to openly reflect on their practice and make changes based on inquiry.	The examples linked below show the evidence of solid teacher inquiry. Each of these collaborative teams conducted a year long inquiry under the leadership of Liam Rutherford (collaborative coach). They then shared their findings and journey with all staff in Term 4. This model will be replicated moving into 2018 for all staff.
For teachers to demonstrate a connection to their class and families.	
Teachers are operating under a consistent inquiry model with fidelity.	
LINKS	Ross and Clare Siobhan and Matt Anita, Ben and Nick
GOALS 2018	Refer to 2018 School Plan

2018 SCHOOL PLAN

EFFECTIVE TEACHING and LEARNING			
CURRICULUM		**RELATIONSHIPS**	**PEDAGOGY**
Priority Learners Development	Science Action Plan	Rangitane Iwi and Te Reo/Tikanga Development	Developing strong and effective Teacher Collaboration
Maths Development			

The above areas of focus are further planned at the following **LINK**

REPORTING GOALS FOR BOARD OF TRUSTEES

LITERACY (Writing)	90 percent of our At Risk Students show expected or accelerated learning.
LITERACY (Reading)	98 percent of our At Risk Students show as expected or accelerated learning.
NUMERACY	98 percent of our At Risk Students show expected or accelerated learning.

FOCUS ONE: To strengthen and support the needs of our Priority Learners in Maths

PERSONNEL	**RESOURCING**	**EVIDENCE TO SUPPORT**
Zayne Templeton Clare Mutch	Jodi Hunter	2017 EOY data showed only 83% of our at risk students had demonstrated as expected or accelerated growth in Mathematics, missing our goal by 15%. In 2014-2016 we were meeting Mathematics goals, with improvement evident each year. We want to target priority learners in Mathematics, those who historically have not experienced success in this subject. Priority learners also include all Maori and Pasifika students.

OUTCOMES	
98 percent of our At Risk Students show expected or accelerated learning in Mathematics.	
All Maori students achieving expected or accelerated progress, comparable with overall school results. Eg. If we saw 80% of all students at Ross making as expected or accelerated growth, we would expect Maori to be achieving at 80% or more too.	
Through embracing the principles of Tataiako, strong connections will be made with school, home and learning.	
Teachers will be competent practitioners of Mathematics using data analysis, and current pedagogies, to address learner needs.	

GENERAL COMMENT	
LINKS	
GOALS 2019	

FOCUS TWO: To embed the goals and strategies of the Science Development Plan

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
Sharyn Loveridge **Dean Rogers** **Niki Burtenshaw** **Ben Baxidine** **Nick Wilson**	Royal Society Te Aparangi Teacher Release Staff PD Sabina Cleary Community	From the review conducted in 2017, we have identified the following areas needing development. The Self Review Report highlighted areas of need which are addressed in the Science Development plan. ● Increase teacher engagement and confidence in teaching the Nature of Science using the science capabilities as the tools to do this ● Increase science frequency in the classroom through explicit integration with other subject areas ● Increase engagement and skills of students in authentic contexts both in and out of the classroom ● Encourage whānau and the local community to engage in science with students ● Improving teacher confidence at embedding Te Ao Māori into their science teaching ● Increasing access to quality science resources for teachers

OUTCOMES	
Increased confidence in teachers in the teaching of Science.	
Increased engagement of students in the classroom	
Increase use of the community and authentic contexts for science	
GENERAL COMMENT	
LINKS	Science Development Plan Science Review Report
GOALS 2019	

FOCUS THREE: To enhance our strategy for stronger engagement with our Maori Community and greater success for Maori as Maori and to ensure all students have an understanding of our local Iwi and history.

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
Tania Maori Integration Team		Strong whanāu, student and staff voice to a greater understanding of and involvement in Te Ao Maori. Achievement data highlights a need to improve educational outcomes for our Maori learners.

OUTCOMES	
Establish a clear kaupapa for how bilingual education functions in our school	
Connect with key personnel and agencies	

to support us in this focus.	
Connect with whānau to encourage engagement with their child's learning	
Through support of the TLIF project, staff will gain an understanding and importance of our local iwi.	
Incorporate Te āo Māori into school planning and curriculum delivery.	
GENERAL COMMENT	
LINKS	Tataiako, Ka hikitia
GOALS 2019	

FOCUS FOUR: To develop strong and effective teacher to teacher collaboration.

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
Liam Greg	- Teacher release for Teacher Inquiry - Coaching session	Teacher voice Student voice Presentation Teacher Inquiry The changing pace of the world requires students to have a greater range of transferable skills, collaboration and the ability to work together is a vital skill that students need to develop. Educational research represents the need to pursue collaboration further. Hattie's research is an example of the importance of collaborative relationships among teachers.
OUTCOMES		
CPs demonstrate a clear understanding of effective collaboration.		
CPs demonstrate a willingness to make changes to their practice as a result of collaborative discussion.		
Improve the quality of Teacher Inquiry process through a focus on the collaborative process.		
GENERAL COMMENT		
LINKS		
GOALS 2019		