



INVERCARGILL
MIDDLE SCHOOL

E TU ATU NEI

School Charter
Strategic and Annual Plan for
Invercargill Middle School
2017 -2019

Principal's' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Invercargill Middle School 2016 - 18
Introductory Section - Strategic Intentions

ement	<p>“E tu atu nei”</p> <p>Stand with pride</p> <p>Our school haka starts with the line “Te Puna Wai Ora e tu atu nei” This represents the land school is on and the drawing of energy from there to take into life, in the same way our students our school the learning and energy to stand with pride in life.</p>
	<p>“Dream it, believe it, do it!”</p> <p>We want our students to leave Invercargill Middle School with the confidence to dream big, believe they can achieve and who follow through and do what they set out to do. We believe this is important to so that children will develop the skills to be successful, giving them in life and helping to achieve their aspirations, while making a positive difference to the local community and to New Zealand.</p>
	<p>The school community identified two over-riding values. These are considered as not negotiable within Invercargill Middle School.</p> <ul style="list-style-type: none"> ● RESPECT <ul style="list-style-type: none"> ○ Respect for ourselves, for others and for the environment ● RESPONSIBILITY <ul style="list-style-type: none"> ○ Take responsibility for our learning, our behaviour, ourselves and increasingly for others and the environment <p>These values are to become part of the everyday life of the school, we also reflect the values outlined in the New Zealand Curriculum (2007).</p> <p>These two values run through the 6 streams of Puna that define our school:</p>

Ako: taking responsibility for their own learning and that of other learners. We started working 2013

Whanaungatanga: actively engaging in respectful working relationships with learners, parents and whānau, hapū, iwi and the wider community. We started working on this in 2014.

Manaakitanga: showing integrity, sincerity and respect towards beliefs, language and culture. We to explore this more fully in 2015.

Tangata Whenuatanga: affirming learners as a part of their ethnic group. Providing contexts for learning where the language, identity and culture of learners and their whānau are affirmed. We plan to start exploring this in 2015-16.

Wānanga: participating with learners and communities in robust dialogue for the benefit of all learners and their achievement.

Poutama: Always working towards our goals and resetting them if needed, we also place importance on Accelerated learning for those that need it.

Beliefs about education

As a result of consultation with the School Community we believe that:

- All students should be able to achieve as themselves, in regards to culture, gender, age and personality (e.g. Maori students can succeed as Maori, Girls can succeed as girls)
- All learners are carefully monitored regularly and action plans are developed for learners at or below the National Standards
- Learning time is sacred, we minimise all interruptions, especially during reading, writing and thinking time

	<ul style="list-style-type: none"> ● Teaching is deliberate and will be based upon a genuine context ● In the importance of whanaungatanga: actively engaging in respectful working relationship learners, parents and the community. ● We recognise diversity in learners but not difference in expectations ● Learners take responsibility in their learning, becoming experts in their own achievement, know what they are learning, why, what they need to achieve the next level and by when. They v recognise this by setting learning goals regularly and assessing their progress. ● We will support learners who achieve below the expected National Standards and those id Gifted and Talented. ● Learners achieve more when they are known by their teacher and when they are actively engaged/challenged by their learning programme.
acter / m	<p>Our students are made up of 19% Maori, 3% Pacific island and 25% of students who are citizens of a country, this has raised over the past year from 11%. The progress of students is monitored alongside students and reported together and separate throughout the year as a snapshot to the board. Students achieving below or well below the National Standards are monitored each term, with action plans developed to address the acceleration required.</p>

Baseline Data or School Context

Learning	<p>2016 Data</p> <p>Maths: 85% achieving at or above the National Standards, the same as the 85% in 2015 and up from 2014</p> <p>Writing: 70% achieving at or above the National Standards, down from 81% in 2015 and 76.4% in 2014</p> <p>Reading: 84% achieving at or above the National Standards, down from 85% in 2015 and up from 81% in 2014</p> <p>Overall, Maori are achieving above the rest of the school, Maths 88%, Writing 79% and 85% in Reading</p>
Management	<p>Active development of Ako and Whanaungatanga:</p> <ul style="list-style-type: none"> ● Staff meetings to explore shared vocabulary and understanding of the terms ● Students becoming experts in their own learning ● Staff, students and board contributing what is important to them into the direction of the school
Historical Information	<p>Invercargill Middle School is the oldest school in Invercargill and it is one of the smallest, with few students. Numbers are limited because of a small property and availability of classroom space. We build the sense of genuine community by using the concepts laid out in the Tātaiako document (2002).</p> <p>Initially the school name was Invercargill Grammar, it then changed to Invercargill Central and then to Invercargill Middle School, representing the Middle of town.</p> <p>Kaumatua Riki Cherrington gave the name “Te Kura o Te Puna Wai Ora” to our school. It comes from a water spring that runs under the area around our school. The people used to stop here to rest on their way between nga wahi pounamu and nga motu titi.</p>

The name also refers to education and the water of life and our children as the future
 “Tou kaha ra ki te mau te matauranga kia puta atu ki waho atu I tou kura, ka tika ena korero e koo **Te Puna Wai Ora-Invercargill Middle School.**”

Our hall is used by MES to offer an Oscar programme to 6pm and during the holidays.

The school is in the Middle of town and the Southern Institute of Technology has apartments in our zone. SIT are very active in attracting overseas students, usually in the postgraduate studies, this affects us as we may have children who then attend IMS. The SIT have 10 intakes a year and the students in our school arrive with little or no English and then may leave with a day’s notice as parents finish their study or employment opportunities around New Zealand..

We also have a low cost housing area in zone so there can be transience issues with children moving out of zone in order to study at SIT.

**Charter
 Review**

The current charter and annual plan was reviewed and updated throughout Dec 2016-Feb 2017. Staff, parents and children were involved in this consultation and were surveyed on issues affecting the school. Parts of the curriculum plan are reviewed regularly during the term (the staff /syndicate meeting details the areas being reviewed and updated/developed), this has been continual for the past 4 years and will remain as a focus)

Board reports are developed in regards to the targets and strategic plans throughout the year.

Regular monitoring and reporting, via wedge graphs, by the staff. Action plans are developed for areas achieving below or well below the National Standards.

Strategic Section

Strategic Goals	Core Strategies for Achieving Goals 2017 - 2019
<p>Establish the collaborative goals of the community of Learning.</p> <p>Reading 66% of 892 students are at or above expected National Standards. Increase this to 85% or greater by the end of the year for 169 students.</p> <p>Mathematics 70% of 894 students are at or above expected National Standards. Increase this to 85% or greater by the end of the year for 137 students</p> <p>Writing 75% of 891 students are at or above expected National Standards. Increase this to 85% or greater by the end of the year for 89 students.</p>	<ul style="list-style-type: none"> ● Develop annual action plans and teacher inquiries aimed at the achievement challenges, especially as to how they relate to IMS understanding the individuals represented in the challenges. ● Work with the Invercargill CoL to develop shared strategies to support acceleration of identified students. ● Work with the CoL to develop assessment protocols and moderate develop robust discussions and plans for teacher development. ● Establish teacher, student and parent voice genuinely to build engagement from these audiences.
<p>Support professional development and create a plan for staff in regards to accelerated learning.</p>	<ul style="list-style-type: none"> ● Collaboratively develop individual teacher inquiries around vocabulary and vocabulary teaching in classes.
<p>Support the links within the school community to help raise achievement</p>	<ul style="list-style-type: none"> ● Continue a parent group that will lead initiatives to link new parents who have been at IMS previously. ● Continue to develop the ESOL parent support group

	<ul style="list-style-type: none">• Work with the Waihopai Runaka and other schools in Invercargill to develop data plans and progress in regards to Maori achievement
Learners will be actively involved in their learning, taking responsibility and ownership of their progress.	<ul style="list-style-type: none">• Learners receive regular feedback and use this to develop learning• Learners become experts in their learning, being able to articulate and report on their learning

Annual School Improvement Plan – SUMMARY

Improvement Plan - Domain: Learning

Goals:

achieve at or above the expected National Standards and that they do so as themselves.

to the learning of those achieving below and well below the expected National Standards in Reading, Writing and

Annual Targets

1. The 48 students below or well below the expected National Standards in **Writing** be achieving at or above by the end of 2017.
 2. The 24 students achieving below or well below the expected National Standards in **Maths** be at or above by the end of 2017.
 3. The 25 students achieving below or well below the expected National Standards in **Reading** be at or above by the end of 2017.
 4. To accelerate the achievement progress of students in Years 4 and 5 especially.
 5. To accelerate the writing achievement progress of those students achieving below their expected National Standard.
 6. To accelerate the writing achievement progress of those Pasifika students achieving below their expected National Standard.
 7. All ORS and special needs students to meet their targets as per their IEP or action plan.
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a 2016 (at or above the expected National Standards)

All	Yr 1	Yr2	Yr3	Yr4	Yr5	Yr6	Maori	Pasfika
69%	67%	65%	68%	79%	66%	74%	79%	72%
84%	67%	97%	79%	84%	83%	90%	88%	100%
84%	62%	84%	93%	84%	72%	100%	85%	100%

ment Strategies

What	Who	Indicators of Progress
Target students identified and strategies established (in syndicates) to meet the accelerated learning needs.	Teachers Syndicate leaders Principal	<ul style="list-style-type: none"> Target planning forms completed in graph folder. Data monitored each term to plot progress and discuss results Appraisal goals reflect the movement of students achieving below and well below Feedback from termly observations in writing and maths
Develop 'Ako' further. Children become experts in their own learning and progress. They can speak about their level, what is needed to progress and the timeline for doing so. Teachers to teach specific skills for student reflection and discussion of progress.	Teachers Students	<ul style="list-style-type: none"> Parents learn about their child's progress, the students discuss it with them. Reflections and goal setting in Reflection shows SMART goals, specific, measurable, achievable, realistic and time bound.
Teachers and management incorporate good	Management	<ul style="list-style-type: none"> Staff meeting schedule reflects action

<p>practice of accelerated learning. Identifying 1% strategies that will have an effect of student achievement.</p> <p>Establish working relationships with researchers, institutions and/or schools that can assist us to achieve the goals of our charter.</p> <p>Monitor year 4 cohort, discussing strategies (including Multi lit programme and RTLit involvement) for acceleration and identify any data anomalies.</p>	<p>Management BOT</p>	<p>readings, etc. for accelerated learning</p> <ul style="list-style-type: none"> • Data shows accelerated learning through the year • Teacher appraisals reflect focus on a learning, especially in goal setting • Strategies to lift achievement in year <p>Continued focus on identified students achieving below and well below the National Standards.</p>
<p>Focus on Manaakitanga and how this affects our school climate and learning for students.</p>	<p>Teachers and management</p>	<ul style="list-style-type: none"> • Staff and students can discuss Manaakitanga and what it looks like in the classroom playground and around the school.

monitoring occurs every term, in reading, writing and maths, discussing what is working? Where are the gaps? What happens if this is not working?

reported to, showing progress and any concerns that need addressed.

working relationships with schools using aspects of vocabulary. Sending staff to these schools and possible research shops. All to set professional development focus, next learning steps and strategies to progress achievement. But using Google(Google conference) in education applications and technology to strengthen the pedagogy in the school.

at the Invercargill Community of Learning, establish a work programme for 2017 to support accelerating progress. This will include dedicating the CoL resource given to achieve progress on the achievement challenges, e.g. inquiry to be involved in the relevant work groups being established.

Other 2017 Key Improvement Strategies to Achieve Strategic Vision

Property	Short Report	Finance	Short Repo
<p>urrent 5 year i. Focus on the roof</p> <p>oment of a new rea, repositioning s and expanding o maximise usable</p> <p>more spread of ghout the school ing arrangements</p>		<p>Planned and approved budget. Monthly monitoring through the BOT treasurer. Focus to come through in student achievement and how to accelerate progress.</p> <p>Develop a financial plan for the playground development.</p> <p>Developing a board member with responsibility of school finance systems and accountability.</p>	
Personnel	Short Report	Community Engagement	Short Repo
<p>rofessional programmes for o ensure that best e of our main reas.</p> <p>he use of teacher and the on Across CoL</p>		<p>Parents group established by the BOT for community needs, as well as fundraising projects, etc.</p> <p>Continue reporting and collaborating with the Waihopai Runaka in regards to Maori student achievement and</p>	

Within School

engagement, including work
with the Invercargill CoL