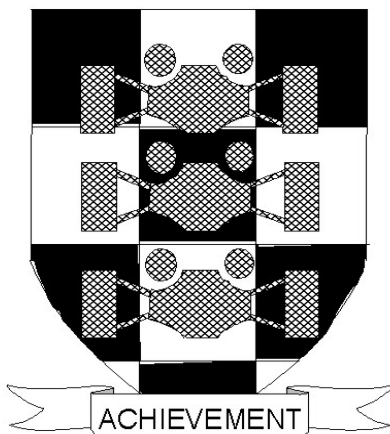


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Bruce McLaren Intermediate School



2010

Strategic Plan 2010 - 2012

Mission Statement *Achievement through Teamwork*

Our Education Goals

The following key areas for strategic development have been identified for particular focus over the next three years. These areas are written below as broad goals. It is these broad goals which form the basis for this Strategic Plan and the subsequent annual Development Plans.

- Demonstrating sound comprehension and language skills in reading and writing to meet and exceed the respective National Standards.
- Having a sound knowledge of the basics skills in mathematics. Utilising these to solve problems and learn new mathematical skills to meet and exceed the National Standards in Mathematics
- Demonstrating that they are independent learners, keen to work to take their place in society
- Being able to relate to other of different ethnic backgrounds and beliefs with tolerance and understanding
- Making the school a safe and harmonious environment for students, staff and visitors.

Our Values

The values of the school are those considered to be the values upheld in society:

Caring/Compassion	Aroha
Fairness	Tika
Honesty	Pono
Non-racism	Manaaki
Reliability	Awhinatanga
Respect for others (and for self)	Mana Tangata
Respect for the law	Mana Ture
Tolerance	Ngakau māhaki
Spirituality	Mana Atua

- Having and applying a set of values which encapsulate the values of society and the knowledge that actions provide consequences - good as well as bad
- Showing respect for others, their property, their views and values, and the rules of society

Our Local Goals

The local goals reflect the ideals which became apparent as important during the consultation process with the community.

- The children achieve in literacy and numeracy at or exceeding the level of the applicable National Standards

The 'Basics' of Language and Mathematics are thoroughly understood and applied by the students

- Children learn to become independent workers

- Setting their goals
- Time management skills
- Homework completed on time

- The school becomes an integral part of the local community

- Establishment of a homework centre
- Evenings for parents to learn about the subjects being taught at school so they can help their child at home

- Language
- Mathematics
- ICT
- Social Issues (teenagers, behaviour, homework etc)

The cultural diversity of the community is recognised and celebrated

- The community becomes more involved in the school

- Assisting with cultural programmes or other programmes where specific skills are required (e.g. te Reo)
- Acting as advisers when needed (eg Maori kakano group)

Our School's Aims

These aims are broad statements of our intended outcomes and highlight the main areas in which the school expects to demonstrate performance and achievement in relation to the National Education Guidelines.

NAG 1 Curriculum Delivery

- Implement teaching and learning programmes based upon the Learning Areas, their Achievement Objectives, and the Key Competencies contained in the National Curriculum. This will include the provision for:
 - all to achieve for success in all areas of the National Curriculum
 - giving priority to student achievement in literacy and numeracy
 - the use of a range of quality assessment practices and tools to monitor children's progress
 - meeting the needs of those children not succeeding or at risk of not achieving
 - identifying and meeting the needs of children with special needs, including the gifted and talented
 - identifying the areas of the curriculum that require particular attention
 - developing and making known to the community policies, plans, and targets for improving the achievement of Maori children
 - appropriate career education and guidance.

NAG 2 Reporting, Self-Review, and Community Consultation

- Develop a strategic plan which gives effect to the National Education Guidelines through policies, plans, and programmes
- Maintain an on-going programme of self-review in relation to the above
- Report upon the progress made by the children as a whole, as specific groups, and individually. This will include a separate analysis upon the achievement of Maori and Pasifika students.

NAG 2A National Standards

- Report upon the progress made by the children in relation to the National Standards. This will be done twice a year using plain language
- Report to the Board upon the National Standards:
 - the areas of strengths and identified areas of improvement in the school together with a plan of action to lift achievement
 - the number of children well below, below, at, above, well above the relevant National Standard
 - this to consider separately Maori and Pasifika children, and by gender
 - to include the progress being made by the children against the National Standards.

NAG 3 Personnel

- To promote high levels of staff performance by:
 - being a good employer
 - supporting the teachers
 - using educational resources effectively when recognising the needs of the students

NAG 4 Finance and Property

- To allocate funds to reflect the school's priorities, and monitor and control expenditure.
- To ensure the annual accounts are prepared and audited
- To follow conditions of asset management agreement and implement a maintenance programme for the safe, healthy learning environment of the students
- To ensure that the buildings and the grounds are maintained in a good condition.

NAG5 Health and Safety

- To comply with legislation and provide a safe physical and emotional environment for students and staff

NAG 6 Legislation

- To develop systems to comply with all current legislation through policy and procedure

Our School Objectives

The school plans to achieve the Aims formulated above through the Policies, this Strategic Plan, the Annual Action Plan, and the Annual Curriculum Action Plans.

NAG 1 Curriculum Delivery

- Each year the Board, through the Principal and Staff will develop, revise or confirm its Annual Action Plan and Annual Curriculum Plan. These plans will set out specific objectives in their respective areas including the National Standards. These will match the priorities outlined in this Strategic Plan.
- There will be school-wide analysis of student achievement data and achievement targets.

NAG 2 Reporting, Self-Review, and Community Consultation

- The Board will document and maintain an on-going programme of reporting, self-review and community consultation. Reports from reviews will form the basis for deciding priorities for school development and improvement. Annual reports will be prepared which will detail the achievement of the student curriculum targets and the National Standards together with an analysis of any variance.
- This process will involve:
 - Consultation with parents, staff and/or any others in respect of the Charter, Strategic Planning, Annual Action Plans and Student Achievement Targets in the Annual Curriculum Action Plans.
 - Developing policies and practices that reflect New Zealand's cultural diversity, and the unique position of Maori culture.

NAG 3 Personnel

- In consultation with the staff, the Board will prepare policies and procedures to reflect its commitment to being a good employer.
- Policies and procedures will be reviewed regularly and revised if necessary.
- Teaching staff will be appraised annually against the Professional Standards.

NAG 4 Finance and Property

- The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administrative activities.
- The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of the annual accounts.
- The Board will comply with the conditions of any current asset management agreement.
- The Board will prepare and implement an on-going plan of property maintenance and development.

NAG 5 Health and Safety

- The Board will implement an on-going plan, for the provision of safety and hygiene. This will be contained in the Health and Safety Manual. A safe emotional environment will be ensured through the continuation of the WISH (Working In Social Harmony) programme.

NAG 6 Legislation

- The Board will develop systems to comply with all current legislation through policy and procedures.
- Policies and procedures will be implemented in ways that are sensitive to the different cultural backgrounds and values of our community.

Our Strategy Goals

Key areas for strategic development have been identified for particular focus over the next 3 years. They are recorded below as broad goals:

- *Raising the literacy standards within the school* so each child will reach and/or exceed the National Standards in reading and writing. This will involve:
 - Raising the level of **reading comprehension**
 - Each child for whom English is his/her first language leaves the school reading and comprehending at his/her chronological age level
 - Each child for whom English is not his/her first language leaves the school with a thorough grounding in word attack skills and comprehension and so is well prepared to proceed further
 - Raising the level of **written language**
 - Each child for whom English is his/her first language leaves the school capable of writing a structured essay using language, grammatical and punctuation skills suitable to his/her chronological age level
 - Each child for whom English is not his/her first language leaves the school capable of writing clear grammatical and well punctuated sentences and paragraphs
 - Each child shows an increased interest in using written language.

- *Raising the numeracy standards within the school* so each child will reach and/or exceed the National Standards in Mathematics. This will involve:
 - Raising the children's knowledge, understanding and application of the **Basic Facts and Operations**
 - Ensuring each child leaving the school has passed the Bruce McLaren Basic Facts and Operations Tests in addition, subtraction, multiplication and division
 - Providing a sound knowledge of the application of the basic facts in all areas of mathematics with an especial emphasis upon the four rules, measurement, and problem solving
 - Applying this knowledge to the other areas of the Mathematics Learning Area.

- *Formative Assessment and the use of Rubrics.* This will involve:
 - Formative Assessment techniques being an integral part of every lesson in the school
 - Rubrics being used in all curriculum areas to assist in lesson delivery, assessment, and child self-assessment

- *Ensuring that each child is an independent worker.* This will involve:
 - The development of study skills including time management skills so that he/she meets all relevant deadlines and can develop into an independent worker
 - Assisting each child to seek help actively by:
 - Encouraging an atmosphere where seeking help is seen as a positive by all children
 - Having the knowledge and skills to find information outside the classroom

- *Development of social harmony within the school.* This will involve:
 - The full adoption of the WISH (Working In Social Harmony) throughout the school and by every member of staff.
 - Every child learning to relate to other children of different ethnic backgrounds and beliefs with tolerance and understanding
 - Zero tolerance to bullying with programmes in place to assist bullies in stopping their activities and to support bullying victims.
 - The use of a school guidance counsellor to provide specialist help for the children.

NAG 1: CURRICULUM

STRATEGIC DIRECTION	2010 PRIORITIES	2011 PRIORITIES	2012 PRIORITIES (Review of Priorities for next 3 years)
<p><i>Strategic curriculum goal: to raise levels of student achievement so each child will reach and/or exceed the National Standards.</i></p>	<ul style="list-style-type: none"> • To raise levels of achievement in reading, written language, and mathematics (literacy and numeracy) • Sustain and improve upon the progress made to date in written language • To see the above reflected in the children reaching and/or exceeding the National Standards 		
<p>1.1 To review and implement curriculum delivery across the school to ensure all children have the opportunity for success in all the Learning Areas of the NZ Curriculum</p>	<ul style="list-style-type: none"> • The Learning Areas,, Key Competencies and Values contained in the National Curriculum integrated with ICT • On-going review of: <ul style="list-style-type: none"> ○ curriculum delivery and the integrated curriculum units coverage • Strong leadership in all curriculum areas through the curriculum groups <ul style="list-style-type: none"> ○ Doing less, better (avoiding ‘skimming the surface’) • Continue to develop the school scheme to reflect the objectives and aims of the National Curriculum 		
<p>1.2 To develop, improve, and sustain school-wide Literacy and Numeracy programmes so every child meets and/or exceeds the National Standards.</p>	<ul style="list-style-type: none"> • Literacy and Numeracy form the basis for the whole school programme and are the prime focus of the school. • All teachers to be skilled in helping children apply their literacy and numeracy skills across the curriculum and assisting children to reach and/or exceed the National Standards • Written Language teaching skills sustained through Prof. Dev. • The Four Minute Reading Programme, Parent Programme and the Rainbow Readers to be part of the remedial programme to assist children who are reading below their expected level • Structured programmes in literacy and numeracy to be part of every school day • Continuation of the development of the reading programmes and the continuing use of IPIs, asTTle, and STAR • The ‘Basic Facts and Operations’ of Maths taught and learnt by all children • Cross-grouping for Maths with splinter grouping Literacy and Numeracy form the basis for the whole school programme and are the prime focus of the school. 		

	<p>All teachers to be skilled in helping children apply their literacy and numeracy skills across the curriculum and assisting children to reach and/or exceed the National Standards•</p> <p>Written Language teaching skills sustained through Prof. Dev.</p> <ul style="list-style-type: none"> • The Four Minute Reading Programme, Parent Programme and the Rainbow Readers to be part of the remedial programme to assist children who are reading below their expected level • Structured programmes in literacy and numeracy to be part of every school day • Continuation of the development of the reading programmes and the continuing use of IPIs, asTTle, and STAR • The ‘Basic Facts and Operations’ of Maths taught and learnt by all children • Cross-grouping for Maths with splinter grouping in each class 		
<p>1.3 Assessment practices to review effectiveness of programmes delivered and monitor the progress and achievement of students</p>	<ul style="list-style-type: none"> • All teachers using: <ul style="list-style-type: none"> ○ Embedded Formative Assessment techniques ○ Rubrics / Success Criteria ○ Classroom Manager • On-going review of all assessment practices • Quality Learning Circles for teachers based upon syndicates • Assessment to: <ul style="list-style-type: none"> ○ be the basis of future planning and teaching ○ provide the means of assisting children with special needs • Use of normed national tests to help determine those below, at, above or well above the National Standards 		
<p>1.4 To identify Students at Risk and put in place special programmes to improve children’s learning outcomes</p>	<ul style="list-style-type: none"> • Early identification of children with learning needs in literacy and numeracy who become ‘targeted children’ • Provision for individual learning needs through group work and individual attention • Raising the achievement levels of Maori and Pacific Island children through: <ul style="list-style-type: none"> ○ respect for their culture ○ encouraging their families to take part in the education of their child • Robust ESOL programme • Use of on-going assessment of children with special needs 		

1.5 Put in place programmes/activities to cater children with Special Abilities	<ul style="list-style-type: none"> • Independent Workers' Class (Y7, Y8) • Extension activities within each class • Use of on-going assessment to assist children with special abilities 		
1.6 Consult Maori on programmes and targets for student achievement	<ul style="list-style-type: none"> • Endeavour to acquire a kaumatua • Consultation process initiated and set up with involvement of kaumatua • Provision of extra assistance for the students when required • Form a consultancy parental group 		
1.7 To provide a safe emotional learning environment for all	<ul style="list-style-type: none"> • Maintenance of WISH Programme within school • Parents informed of WISH and its aims • No tolerance of violence (physical, verbal or mental) or bullying • Provision of a Counsellor to cater for those children with emotional needs and/or who have been abused 		
1.8 To provide career guidance for Year 7 students and above	<ul style="list-style-type: none"> • Intensive programme once a year focussing on career choices • Guests at assemblies from a range of occupations as role models. 		
1.9 To sustain the development of the ICT programme so it continues as an integrated part of the school programme	<ul style="list-style-type: none"> • Continuation of the ICT skills which have been developed • Renew the ICT network which includes Henderson, Avondale, and Blockhouse Bay Ints 		
1.10 To review and continue to develop the school scheme to meet the requirements of the new National Curriculum	<ul style="list-style-type: none"> • The Curriculum Groups and staff working on 'tweaking' the implementation of the National Curriculum and reporting upon the National Standards 		

NAG 2 and 2A: DOCUMENTATION & SELF-REVIEW			
STRATEGIC DIRECTION	2010 PRIORITIES	2011 PRIORITIES	2012 PRIORITIES (Review of Priorities for next 3 years)
<i>Strategic NAG 2 and 2A goals: to raise levels of student achievement as defined in NAG 1.</i>	<ul style="list-style-type: none"> • Implementation of National Curriculum • Implementation of National Standards • Implementation of Reports in plain language 		
2.1 To develop and monitor the school's strategic and annual action plans in all areas of the school operations	<ul style="list-style-type: none"> • Annual Charter review • Review of the Curriculum Action Plans to keep the standards of expectation high yet realistic • Review of Strategic Plan • Development of Annual Action Plan and the Curriculum Action Plans 		
2.2 To ensure ongoing programmes of: <ul style="list-style-type: none"> • self review <input type="checkbox"/> policy review 	<ul style="list-style-type: none"> • Implementation of school annual on-going Self-Review Programme • Review of policies and school on-going Self-Review Programme 		
2.3 To report to parents on the achievement of individual students using plain language: <ul style="list-style-type: none"> • the achievement of their child • the achievement of their child in relation to the National Standards • there their child needs to improve • how their child can be helped at home to assist this improvement 	<ul style="list-style-type: none"> • Full Reports twice a year (posted) T2, T4 • Effort Report T1 • Parent/Teacher meetings three times a year T1, T2, T3 • Teachers available to meet parents at any other time provided an appointment made • Staff meetings on the use of plain language in reports and providing information to the parents in a user-friendly way 		
2.4 To report to the BOT on <ul style="list-style-type: none"> • the achievement of students, and of Maori and Pasifika students • the achievement by gender • the achievement of children in relation the National Standards • the school strengths and identified areas for improvement 	<ul style="list-style-type: none"> • Annual cycle of: <ul style="list-style-type: none"> ○ asTTle test analysis ○ reporting against the targets set in the annual Curriculum Action Plans mid year and end of year ○ planned actions for lifting achievement ○ reporting on the numbers and proportion of students well below, below, at, above, and well above the National Standards • Information against the National Standards on the achievement of <ul style="list-style-type: none"> ○ Maori and Pasifika students 		

NAG 2 and 2A: DOCUMENTATION & SELF-REVIEW

STRATEGIC DIRECTION	2010 PRIORITIES	2011 PRIORITIES	2012 PRIORITIES (Review of Priorities for next 3 years)
	<ul style="list-style-type: none"> ○ by gender 		
2.5 To communicate and consult effectively and appropriately with the community	<ul style="list-style-type: none"> • Weekly newsletter • Board newsletter each month • Community Annual Survey • Biennial Health Programme survey • Consultation regarding the Charter and objectives for the year • Annual consultation on Health Curriculum components especially: <ul style="list-style-type: none"> ○ Pubertal Change (Y7) ○ Keeping Ourselves Safe (Y8) 		
2.6 To undertake BoT training and development to improve understanding of documentation and self review	<ul style="list-style-type: none"> • BoT training for the new Board • BoT training as required 		

NAG 3: PERSONNEL

STRATEGIC DIRECTION	2010 PRIORITIES	2011 PRIORITIES	2012 PRIORITIES (Review of Priorities for next 3 years)
<p><i>Strategic NAG 3 goals: to raise levels of student achievement as defined in NAG 1.</i></p>			
<p>3.1 To develop and further refine procedural frameworks which promote high levels of staff performance (appraisal and professional standards)</p>	<ul style="list-style-type: none"> • Review the appraisal and attestation process for all staff • Setting of personal/professional goals • Quality Learning Circles extended to other areas (mentoring?) 		
<p>3.2 To staff the school to reflect the priorities stated in the school's curriculum planning</p>	<ul style="list-style-type: none"> • All teachers are professional, highly skilled and of the highest quality <ul style="list-style-type: none"> ○ They support the aims and objectives of Bruce McLaren Intermediate ○ Are supportive of each other professionally and are active team members • All support staff are highly skilled in their area • Everyone associated with the school 'Walks the talk' and is committed to the school and the students 		
<p>3.3 To ensure a professional development plan which will equip staff to deliver quality teaching and learning and reflect the schools annual priorities and individual needs</p>	<ul style="list-style-type: none"> • Formative Assessment reinforcement • On-going training in the use of: <ul style="list-style-type: none"> ○ Classroom Manager ○ Interactive white boards ○ 'ClickView' ○ ENROL • Teachers skilled in use of IPIs and PROBE • Individual needs of teachers met as determined by their appraisals and personal development objectives • Sustaining Literacy development (see 1.2) 		
<p>3.4 To establish systems to ensure the BOT fulfils its role as a "Good Employer"</p>	<ul style="list-style-type: none"> • Ensure policies and procedures are correctly and fully implemented • On-going review of policies/procedures • EEO committee in action <ul style="list-style-type: none"> ○ Regular meetings ○ Employee database • Performance Management System • Clear complaints/grievance procedures • Anti-harassment committee continues 		

NAG 4: FINANCE & PROPERTY

STRATEGIC DIRECTION	2010 PRIORITIES	2011 PRIORITIES	2012 PRIORITIES (Review of Priorities for next 3 years)
<i>Strategic NAG 4 goals: to raise levels of student achievement as defined in NAG 1.</i>			
4.1 To allocate funds to reflect and support the school's strategic and operational plans (Charter)	<ul style="list-style-type: none"> • Annual Budget • Use of SEG grant <ul style="list-style-type: none"> ○ Reading Programme ○ Student support • Additional personnel to meet the needs of the students <ul style="list-style-type: none"> ○ Counsellor ○ Teacher Aides 		
4.2 To develop or further refine internal procedures to monitor finance and expenditure	<ul style="list-style-type: none"> • On-going review of financial management and procedures • Annual audit 		
4.3 Implement an efficient programme of maintenance for school buildings and facilities	<ul style="list-style-type: none"> • Refer 5/15 year Property Plan • Retention of Property Officer (Ray Draycott) to advise on buildings 		
4.4 Develop school facilities to reflect priorities as stated in the schools charter and strategic plan. (5/15 year property plan)	<ul style="list-style-type: none"> • Refer 5/15 year Property Plan • Building Specifics <ul style="list-style-type: none"> ○ Refurbish HTC ○ Refurbish Rms 1, 2, and 3 		

NAG 5: HEALTH & SAFETY

STRATEGIC DIRECTION	2010 PRIORITIES	2011 PRIORITIES	2012 PRIORITIES (Review of Priorities for next 3 years)
<i>Strategic NAG 5 goals: to raise levels of student achievement as defined in NAG 1.</i>			
5.1 Provide a safe physical environment for students and adults	<ul style="list-style-type: none"> • Key Staff Training in First Aid • Risk Management Procedures <ul style="list-style-type: none"> ○ Hazard identification • Use of National Compliance Centre to assist with: <ul style="list-style-type: none"> ○ hazard identification ○ International Student Code of Conduct 		
5.2 Provide a safe emotional (mental) environment for students and adults	<ul style="list-style-type: none"> • On-going review and development of WISH • Anti-harassment team • Staff Code of Conduct reinforced 		
5.3 Develop or review, as appropriate Health and Safety legislation, policy and procedures	<ul style="list-style-type: none"> • Annual Review of Health and Safety Manual, policies and associated procedures • Review OSH reporting forms • Review of legislation requirements • Review of Emergency Procedures • Crisis situation reviewed • On-going hazards identified • Pandemic procedures reviewed 		

NAG 6: LEGISLATION

STRATEGIC DIRECTION	2010 PRIORITIES	2011 PRIORITIES	2012 PRIORITIES
<i>Strategic NAG 6 goals: to raise levels of student achievement as defined in NAG 1.</i>			
6.1 Develop systems to comply with all current legislation through policy and procedures	<ul style="list-style-type: none"> • Review Planning and Reporting requirements • Implementation of any new legislation for International Students • Use of National Compliance Centre to assist with International Student Code of Compliance • EEO programme and report • Truancy prevention programme 		
6.2 The school will take all reasonable steps to ensure that policies and procedures will be implemented in ways sensitive to the different cultural background and values of our community	<ul style="list-style-type: none"> • Consult with the local ethnic groups and seek their input into the formulation and execution of policies and procedures • Support the formation of cultural groups so those involved can explore and enjoy their culture in a safe environment. 		

COMMUNITY PARTNERSHIP

STRATEGIC DIRECTION	2010 PRIORITIES	2011 PRIORITIES	2012 PRIORITIES
<p><i>Strategic goals for Community Partnership: to raise levels of student achievement as defined in NAG 1.</i></p>			
<p>7.1 To promote the school positively in the eyes of the parents and of the wider community</p>	<ul style="list-style-type: none"> • Regular weekly newsletter also distributed to other schools • School website • WISH programme • Regular school exposure in the Western Leader • Bruce McLaren Trust • Involvement of PTA • In association with the PTA, evening lessons for parents in: <ul style="list-style-type: none"> ○ ICT ○ Maths ○ Language ○ teenagers ○ homework ○ behaviour • Visual impact of the school environment and buildings 		
<p>7.2 To encourage greater parental involvement and participation in school activities</p>	<ul style="list-style-type: none"> • Music Festival • PTA involvement actively sought • Parent helpers <ul style="list-style-type: none"> ○ the Reading Programme ○ cultural groups ○ classrooms ○ sports teams • Consultation: <ul style="list-style-type: none"> ○ in groups ○ via newsletter ○ individually ○ School Survey • Active recognition of the cultural diversity of the school • Cultural activities 	<ul style="list-style-type: none"> • Production 	<ul style="list-style-type: none"> • Music Festival
<p>7.3 To survey the community annually to obtain feedback upon the school's performance</p>	<ul style="list-style-type: none"> • Community Survey • Consultation on Health Curriculum components especially 		
<p>7.4 To survey the community biennially on the Health programme</p>	<ul style="list-style-type: none"> ○ Pubertal Change (Y7) ○ Keeping Ourselves Safe (Y8) 	<ul style="list-style-type: none"> • Health consultation 	<ul style="list-style-type: none"> • No health consultation taking place 2012

7.5 To engage in community consultation annually upon the development of the School Charter, Strategic and Annual Plans and their objectives for the year	<ul style="list-style-type: none">• Consultation regarding the Charter and objectives for the year• Submitting the School Charter, Strategic Plan, and Annual Plan to the Ministry of Education by the due date.		