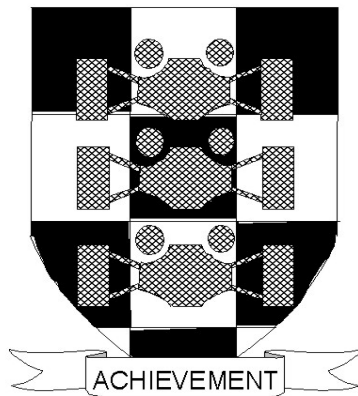


Bruce McLaren Intermediate School



School Number: 1238

Proposed Charter
2009

Mission Statement
Achievement through Teamwork

Who We Are

Introduction

Bruce McLaren Intermediate School is a Decile 3 multicultural school catering for Year 7 and Year 8 students. The school has high expectations of all students both academically and behaviourally and it is expected that all staff work towards every child realising these expectations. With our WISH (Working In Social Harmony) programme we aim to create a secure and safe environment for both students and staff: physically, mentally and socially.

The School

Bruce McLaren Intermediate covers 4 hectares on the corner of Bruce McLaren Road and Corban Avenue. It was opened in 1971 and has grown as the area has been developed into housing. The school was originally going to be called South Henderson Intermediate. Luckily however, the McLaren family gave permission for the school to be named in honour of Bruce McLaren.

Bruce McLaren was the famous New Zealand racing car driver and manufacturer and the McLaren Formula One racing team continues the tradition he established. He had been tragically killed in 1970 when testing a new racing car. The school motto 'ACHIEVEMENT' comes from a statement made by Bruce McLaren in his autobiography; "Life is measured in achievement."

Our Buildings and Grounds

The school has 20 well equipped classrooms. At present one is being utilised as a satellite class from Arohanui Special School and another is a RTLB learning centre for children with learning needs. The school has a large hall, a Dental Clinic, a very well stocked Library and 9 Specialist rooms -

Clothing	Home Economics	Art/Craft
Woodcraft	Electronics/Metalcraft	Computer Studies
Science Laboratory	Music Room	Dance Studio

In our hall we have our school assemblies, indoor sport, dance, displays, music and cultural festivals, and productions.

Two large hard court areas have been laid out to cater for such games as tennis, netball, volleyball, padder tennis, and other games. The remaining grassed areas adequately accommodate a wide variety of summer and winter sports. There is also a ball wall and an adventure playground/fitness trail, while on the southern boundary, a native bush area, the Robinson Grove, has been established.

Our Community

Our community is diverse, reflecting the ethnic composition of Waitakere City. The predominant ethnic groups are; European, Maori, and Pacific Islanders. There is an increasing proportion of Asians (Indian, SE Asian, Chinese) attending the school.

There is also diversity in the socio-economic distribution within the area. The occupations range from professionals to those who are chronically unemployed. The house occupancy ranges from owner occupied to rented/state homes and sheltered accommodation.

Despite the diversity – or because of it! – our students relate well to each other and have mutual respect for the different ethnic groups and beliefs represented.

Our Classes

Our classes are straight Y7 or Y8 classes (there are no composite classes) – with the exception of the ESOL class. Within each year, an independent workers class is formed which is accelerated. All the other classes are of mixed ability with an equal mixture of above average, average, and below average children. There is a strong support network, which includes a school guidance counsellor.

Our Vision

Our School Philosophy

Bruce McLaren Intermediate School aims:

- To achieve the highest possible standards of academic achievement, social behaviour, and physical endeavour consistent with the abilities of each individual.
- To foster attitudes and skills needed for children to live positive lives in a changing world.
- To foster community interaction with the school.
- To provide the skills and opportunities which promote the purposeful use of leisure time.

We believe that:

- the academic and social needs of the students are of prime importance.
- the school programme and organisation must fit the needs of the individual. Outside resources such as SPELD are supported in the assistance they give to individual children.
- all children, regardless of race, sex or social background, should be given every opportunity to reach their full potential.
- unequal resources are often needed to redress imbalances. Gifted children need extending. The interests of average children need to be developed. Handicapped, ESOL children, and slow learners need extra individual help.
- the school must develop each child's sense of self-worth/self esteem through personal achievement. Achievement and effort should be recognised and celebrated in all fields. Positive reinforcement will always foster greater effort.
- a sound understanding and grasp of the academic 'basics' is essential.
- a wide range of opportunities should be provided for the children to experience so they are able to make real choices.
- firm yet fair boundaries make for security.

Our Aim

Our Aim is that every child who comes to Bruce McLaren will leave:

- reading and writing at or above their chronological age level demonstrating sound comprehension and language skills
- having a sound knowledge of the basics skills in mathematics and use this knowledge to solve problems and to learn new mathematical skills
- 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
- 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.

Maori Dimension

Our school recognises the National Education Priorities and is committed to improving the learning outcomes of Maori students.

This means that at our school we will:

- have high expectations of Maori students
- involve the whanau as much as possible in the students' learning and in the setting of educational goals
- recognise and celebrate tikanga Maori
- provide opportunities for Maori children to learn and celebrate kapa haka
- support teachers who wish to learn and/or teach te reo
- endeavour to employ a teacher who can teach te reo and tikanga Maori.

Our Values

Our community and our staff have common values, the most important of which are considered to be:

- **Respect for Others (Mana Tangata)**
 - Students to have and show respect for parents, teachers, other adults with authority over them, and each other
 - Staff to show (model) respect for parents and students
 - There to be zero tolerance for any form of threatening behaviour
 - Total school support for our WISH programme and our community's desire to eliminate bullying, verbal abuse and 'put-downs' and to make our school a safe place – physically, mentally and emotionally - for our students and staff
 - Support for our community's desire for all to respect each other's ethnic and cultural backgrounds and to work together in social harmony

- **Honesty (Pono)**
 - Students to be honest both with themselves and with others
 - Respect to be shown for the property and possessions of others. (No 'borrowing' of equipment or others' property.)

- **Caring / Compassion (Aroha)**
 - Consideration to be shown towards others with an understanding of other's faults and an acceptance of those who are different
 - The Arohanui Satellite Class at the school provides opportunities for the children to work, play, and socialise with those who have intellectual and/or physical disabilities.

- **Fairness (Tika)**
 - Everyone to be fair in their dealings with others, to give other people a 'fair go'
 - Good sportsmanship to be displayed in all areas of sporting activities

Other values, which are considered to be important, are:

- **Non-Racism (Manaaki)**
 - Essential in our multi-cultural society. Making our school safe for all ethnic groups

- **Reliability (Awhinatanga)**
 - The children are encouraged and supported to be reliable in their actions and in fulfilling their obligations – homework for example

- **Respect for the Law (Mana Ture)**
 - Respect for our school rules and expectations, and the laws of our country. The knowledge that actions bring consequences – desirable and well as undesirable.
 - Responsibility to be taken by everyone for their own actions – and the consequences that occur.

- **Tolerance (Ngakau Mahaki)**
 - Tolerance of others who are not learning as fast or as skilled or who have different ideas and concepts

- **Spirituality (Mana Atua)**
 - An awareness of a greater being, the sacredness of life and of each individual.

Our Values and WISH (Whakawhanaungatanga)

These values are incorporated into the 5'C's and the Golden Rule which together form the foundation of our school-wide values programme known as WISH (Working In Social Harmony).

<p>Care (Manaaki)</p> <ul style="list-style-type: none"> • There to be zero tolerance for any form of threatening behaviour • Total school support for our WISH programme and our community's desire to eliminate bullying, verbal abuse and 'put-downs' and to make our school a safe place, physically, mentally and emotionally, for our students and staff • Respect to be shown for the property and possessions of others. (No 'borrowing' of equipment or others' property.) • An awareness of a greater being, the sacredness of life and of each individual. 	<p>Courtesy (Whakaaro atawhai)</p> <ul style="list-style-type: none"> • Students to have and show respect for parents, teachers, other adults with authority over them, and each other • Staff to show (model) respect for parents and students • Support for our community's desire for all to respect each other's ethnic and cultural backgrounds and to work together in social harmony • Tolerance of others who are not learning as fast or as skilled or who have different ideas and concepts 	<p>Co-operation (Mahi tahi)</p> <ul style="list-style-type: none"> • Everyone to be fair in their dealings with others, to give other people a 'fair go' • Good sportsmanship to be displayed in all areas of sporting activities • The children are encouraged and supported to be reliable in their actions and in fulfilling their obligations – homework for example • Respect for our school rules and expectations, and the laws of our country. The knowledge that actions bring consequences – desirable and well as undesirable. • Responsibility to be taken by everyone for their own actions – and the consequences that occur.
<p>Commitment (Kaingakau)</p> <ul style="list-style-type: none"> • Students to be honest both with themselves and with others. 	<p>Common Sense (Atamai)</p> <ul style="list-style-type: none"> • A sum of all the values expressed here. 	<p>The Golden Rule (Nga Ture Tino Pai Rawa Atu)</p> <ul style="list-style-type: none"> • Consideration to be shown towards others with an understanding of other's faults and an acceptance of those who are different • The Arohanui Satellite Class at the school provides opportunities for the children to work, play, and socialise with those who have intellectual and/or physical disabilities. • Non-Racism is essential in our multi-cultural society. Making our school safe for all ethnic groups.

Our 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 Essential Learning Areas and Skills. The emphasis will be upon the National Education Priorities:
 - Curriculum success for all through the promotion of study skills and independence in learning
 - Safe learning environment
 - Improving literacy and numeracy
 - Comprehensive assessment of the children's progress
 - Supporting students at risk to improve their outcomes
 - Supporting gifted and talented students to assist them in fulfilling their potential
 - Improving Maori achievement
 - Providing career guidance for Y7 and above
 - Reporting on a regular basis to students and their parents on the individual achievement of each child
 - Reporting to the community on achievements of the students as a whole through the Board of Trustees
- Children will be monitored and assessed against the Achievement Objectives. Individual records will be maintained and reports made to school community and the MoE on student achievement targets. New Zealand normed tests (eg. asTTle, STAR) will be used for benchmarking
- Children will be actively encouraged to participate in the Australasian Tests

NAG 2 Reporting, Self-Review, and Community Consultation

- Document and maintain an on-going programme of reporting and self-review
- Consult with parents, staff and any others in respect to the Charter, the Strategic Plan, and the Annual Plan.
 - To consider, in particular, the views of the Maori people in the school community with a view to improving outcomes for the Maori students (National Education Priority)

NAG 3 Personnel

- To promote and develop high levels of staff performance by mentoring and through good employer practices
- To use educational resources effectively to meet the recognised 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 manage the assets of the school responsibly and implement a maintenance programme to ensure a safe, healthy learning environment for the students
- To ensure that the buildings and the grounds are maintained in a good condition.

NAG 5 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
- To develop policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture.

Where We Want to Go

The staff and the community have identified key areas for strategic development over the next three years. These areas are written below as broad goals. It is these broad goals that will generate the Three Year Strategic Plan and the subsequent Annual Action Plans.

- ***Raising the literacy standards within the school.*** 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 or above 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, or above, 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

- ***Raising the numeracy standards within the school.*** This will involve:
 - Raising the children's knowledge, understanding and application of the **Basic Facts**
 - Each child leaving the school able to pass the Bruce McLaren Basic Facts 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 problem solving.

- ***Formative Assessment and the use of Rubrics.*** This will involve:
 - All teachers applying Formative Assessment techniques successfully throughout the school
 - All children being fully involved in the setting and assessment of specific learning objectives and success criteria for each lesson.

- ***Ensuring that each child is an independent worker.*** This will involve:
 - Assisting each child to learn time management and study skills so that he/she meets all relevant deadlines
 - Encouraging each child:
 - Actively to seek help from their teacher
 - To develop the knowledge and skills to find information outside the classroom

- ***Development of social harmony within the school.*** This will involve:
 - Total school support for the WISH (Working In Social Harmony) Programme throughout the school.
 - Every child relating well to other children of different ethnic backgrounds and beliefs with tolerance and understanding
 - Zero tolerance throughout the school for any form of threatening behaviour. Firm programmes put in place to ensure bullies stop their activities and to support victims of bullying
 - Using the techniques of Restorative Justice to resolve conflict/hurt.

- ***To meet the needs of the emerging adolescent.***
 - Meeting the specific needs of the children at this intermediate school. This will be incorporated primarily in the WISH programme

Our 2009 Targets in Detail

Curriculum Action Plans and Goals

- The school Annual Plan for 2009 incorporates the Curriculum Action Plans for 2009.
- These Action Plans provide the goals within each curriculum area for the year.
- These goals are based upon data gained in 2008 and the beginning of 2009. These data form the base line from which the progress made by the students can be judged.
- The budget for each curriculum area is geared to the achievement of these goals.
- These aims provide the focus for the various integrated units and the overall teaching objectives and plans for the year.
- The school Statements of Variance measure the extent to which the various goals are achieved by the end of each year.

The main focus of the school is upon literacy and numeracy and this focus provides the underpinning of all the other goals set in the various curriculum areas.

School Data

- The school-wide baseline data indicates that while some of our students are achieving above the national norms, many are not.
- Results gained from nationally normed (asTTle, STAR, PA Tests) and school normed tests (IPIs, school pre and post tests, and general results) indicate that there is a significant number of children, especially boys, and children of Maori and Pacific Island ethnicity, who are performing below the national norms.

Identified Focus Areas

- The main areas identified upon which the school needs to focus are:
 - Reading
 - Written Language
 - Numeracy (including a knowledge of the basic mathematical facts)
 - Study Skills
 - WISH (Working In Social Harmony) – the school's values programme

Consultation and the School Goals

- Consultation with the community shows a strong endorsement of the school's focus upon these areas and this is reflected in the strategic goals of the school.
- It is the school's aim to raise the school norms to above the national average in:
 - Reading - so every child is reading at or above his/her chronological age
 - Written Language – ensuring every child can write a well structured and logical essay
 - Numeracy – ensuring every child has a thorough grasp and rapid recall of the basic facts
- Develop every student as an independent worker
- Develop co-operative, responsible, and caring students.

Consistency of the Goals

- These goals are consistent with the national focus on improving literacy and numeracy as identified in the National Education Priorities. They are also consistent with the aims and goals of the school.
- Achievement towards these goals will be determined by the students achieving the benchmarks which are detailed below:

Language Targets

Reading

Data at the start of 2009

Year 7

31.9% (41) are performing at expectation or above.

33% (42) are performing one sub-level below expectation.

28.3% (36) are performing two sub-levels below expectation.

Year 8

6.7% (11) are performing at expectation or above.

10.2% (16) are performing one sub-level below expectation.

21.7% (34) are performing two sub-levels below expectation.

Targets for 2009

Year 7

Each classroom teacher has identified a target group of no more than 8 students. Each target group will be carefully monitored over the year and extended as much as possible.

Overall, all students will achieve by at least two sub-levels by the end of the year.

Year 8

Each classroom teacher has identified a target group of no more than 8 students. Each target group will be carefully monitored over the year and extended as much as possible.

Overall, all students will achieve by at least two sub-levels by the end of the year.

Written Language

Data at the start of 2009

Year 7

16.4% (22) are performing at expectation or above.

18.7% (25) are performing below Level 2B

Year 8

17.4% (29) are performing at expectation or above.

27.7% (46) are performing one or two sub-levels below expectation.

Targets for 2009

Year 7

Each classroom teacher has identified a target group of no more than 8 students. Each target group will be carefully monitored over the year and extended as much as possible.

Overall, all students will achieve by at least two sub-levels by the end of the year.

Year 8

Each classroom teacher has identified a target group of no more than 8 students. Each target group will be carefully monitored over the year and extended as much as possible.

Overall, all students will achieve by at least two sub-levels by the end of the year.

Mathematics Targets

Mathematics (Number)

Data at the start of 2009

Year 7

6.7% (10) are performing above expectation (mainly Level 4B)

Year 8

13.5% (25) are performing above expectation (mainly Level 4P)

Targets for 2009

Year 7

40 named students who are performing below Level 3B will progress to Level 3A.
All students will advance at least two sub-levels.

Year 8

44 named students who are performing mostly at Level 3A will progress to Level 4P.
All students will advance at least two sub-levels with the top 10 progressing to 5B.

Basic Facts

Data at the start of 2009

Year 7

31% are achieving 91% or greater in their basic facts.

Year 8

34% are achieving 91% or greater in their basic facts.

Targets for 2009

Year 7

90% will achieve 91% or greater in their basic facts.

Year 8

98% will achieve 91% or greater in their basic facts.

WISH

Targets for 2009

By the end of the year:

Increase the percentage of children who receive WISH awards by the end of the year by 4%. This will give a school target of 60%. (2008 it was 56%)

Other Targets

Other targets are set for a three-year period and are expanded for the current year. These are contained in the Strategic Plan for the school.

Curriculum Strategic Direction

The different curriculum areas have all set out their targets (goals) for 2009 in the Curriculum Action Plan which is a part of the school Annual Plan 2009. These targets are set as part of the on-going school aim to raise the standards of achievement of the children. At the end of each year, the progress of the children is assessed against these goals and the results contained in the annual Statements of Variance.

Capital Improvement and Maintenance Projects

- On-going upgrade of gardens and shade trees and provision of other shade areas for the children
- Completion of the gymnasium project
- Other tasks as detailed in the 5/15 year Property Plan

Professional Development

- Formative assessment techniques used skilfully in every classroom – specialist and non-specialist
- Reading instruction developed to a higher level with continued in-school support
- Written language skills developed at the school to be sustained through on-going in-service with Kate Birch
- The ICT skills and relationships developed over the past two years to continue to be extended through the network of the four intermediate schools involved in the ICT Contract
- EdTech – support in the use of Classroom Manager and other MUSAC programs

These initiatives will assist staff in assessing and providing for the individual needs of the children

- WISH (Working In Social Harmony) programme to continue to develop with assistance and guidance from Group Special Education as required
- The introduction and development of Restorative Justice within the school
- Tertiary Studies encouraged e.g: ESOL papers. Upon successful completion of a tertiary paper, the Board of Trustees will refund the cost to a limit of one paper a year per person

Performance Management

- The school's procedure statements relating to performance management will be followed. An especial emphasis upon literacy and numeracy will form part of the performance management system.

EEO Obligations

- EEO meetings with the staff will be held each term
- A joint meeting of the EEO and Harassment committees will take place once a term
- A report for the year will be submitted to the BoT after each meeting with a summary report at the end of the year.

Finance and Assets

- The school annual budget indicates how resources will be allocated to achieve improved student outcomes. This includes the planned asset expenditure for 2009.

Health and Safety

- The Hazard Register to list all the hazards that have been identified for minimisation and isolation in 2009.
- Lighting, heating and sound in each room to be monitored, using meters, every even year.
- Children will be obliged to wear the official hat or cap during Terms 1 and 4 or sit in a designated area out of the sun

- Home economics will discuss links between diet and health with the children as part of the Home Economics programme
- The Tuck Shop will only be selling approved foods to the children.

Additional Resources for Special Support

- The SEG grant, in line with the findings of the school, will be utilised, with assistance from TFEA, to provide:
 - The Four Minute Reading Programme
 - The Rainbow Reading Programme
 - The Parent Reading Programme
- The Board will fund the Guidance Counsellor's salary for Terms 1 and 2. Extra funding will be sought for Terms 3 and 4.

Procedural Information

This Charter and the Targets for 2009 were developed by a group comprised of:

- Board of Trustees members
- The Principal
- The two Associate Principals
- Staff members of the school

Consultation took place in 2009 with members of:

- The teaching staff of the school
- Other staff of the school
- The school community.

After these consultations the Charter was modified as appropriate and ratified by the Board of Trustees.

The school-planning year is from the beginning of Term 1 to the end of Term 4 each year although the majority of the planning is completed prior to the end of Term 4 the previous year.

Reporting to the Ministry

- A copy of the ratified Charter will be lodged with the Ministry of Education before Friday 3 July 2009 (End of Term 2).
- A copy of the Annual Report for 2007 will be lodged with the Ministry of Education before the deadline of 31 May.