



**Gisborne
Intermediate
School**
growing great people

CHARTER

2023

THE SCHOOL CHARTER INTRODUCTORY SECTION

A Gisborne Intermediate student shows lifelong learning through a growth mindset which is supported by our values of Respect, Integrity, Self-Management and Excellence. At Gisborne Intermediate we encourage all learners in our community to strive for excellence and become great people.

Gisborne Intermediate values are all integral to growing great people who reach their full potential.

RESPECT – Whakautē

◆ Respecting our language, culture, environment, ourselves, growth, and each other.

INTEGRITY – Ngākau Tapatahi

◆ Being honest, trustworthy, ethical, responsible and accountable for our actions.

SELF-MANAGEMENT – Nga Ture

◆ Taking responsibility for being honourable within the way we choose to act and making sure we are prepared in order to give ourselves the best chance for success.

EXCELLENCE – Hiranga

◆ To be the best you can be and to strive for excellence through perseverance.

These values are part of what makes people great, and we desire for all Gisborne Intermediate students to grow into great people.

THE GISBORNE INTERMEDIATE TEAM

BOARD OF TRUSTEES

Tanya Hohepa	<i>Presiding Member</i>
Ailsa Cuthbert	<i>Trustee</i>
Grant Walsh	<i>Trustee</i>
Grant Piggott	<i>Trustee</i>
Andy Hayward	<i>Principal</i>
Jess McMillan	<i>Staff Board Member</i>

LEADERSHIP TEAM

Andy Hayward	<i>Principal</i>
Michelle Patterson	<i>Deputy Principal</i>
Glenda Sambrook	<i>Assistant Principal</i>
Ana Devery	<i>Team Leader</i>
Jodie Leach	<i>Team Leader</i>
Dylan Babbington	<i>Team Leader</i>
Barry Huhu	<i>Team Leader</i>
Alicia Lasenby	<i>Team Leader</i>

TEACHING TEAMS

Pounamu

Leah Wilkie	<i>LH 3</i>
Sam Brown	<i>LH 4</i>
Emily Atkins	<i>LH 5</i>
Barry Huhu	<i>LH 5</i>
Olivia Manson	<i>LH 5</i>

Ngā Manu a Rēhua

Ana Devery	<i>LH 6 + 2</i>
Rapiata Ria	<i>LH 6 + 2</i>
Puri Hauiti	<i>LH 6 + 2</i>
Tracey Maynard	<i>LH 6 + 2</i>

Tāne Mahuta

Emilee Plowman	<i>LH 11</i>
Kiri Collier	<i>LH 12A</i>
Tamara Douglas	<i>LH 12</i>
Rebecca Schultz	<i>LH 12</i>
Jodie Leach	<i>LH 18</i>

Tu Horouta

Carmia Fuls	<i>LH 13</i>
Dylan Babbington	<i>LH 14</i>
David Milne	<i>LH 15</i>
Jess Hughes	<i>LH 16</i>
Zara McLeod	<i>LH 17</i>

Team Tech Arts

Bryan Notting	<i>Art</i>
Jamie Ashman	<i>Industrial</i>
Tina Swann	<i>Food</i>
Jess McMillan	<i>STEAM</i>
Anna de Lautour	<i>Horticulture</i>
Reg Namana	<i>Sports Education</i>
Tatana Tuari	<i>Music</i>

SUPPORT STAFF

Kama Laing	<i>Office Administrator</i>
Lynise Craill	<i>Office Administrator</i>
Svetlana Donaldson	<i>Office Manager</i>

Kat Swann	<i>Teacher Aide</i>
Shane'h Williams	<i>Teacher Aide</i>
Andrew Ingoe	<i>Teacher Aide</i>
Fee Martin	<i>Teacher Aide</i>
Torin Donnelly	<i>Teacher Aide</i>
Jade Vercoe	<i>Teacher Aide</i>
Jacinda Takako	<i>Teacher Aide</i>
Ebony Pearson	<i>Teacher Aide</i>
Albeey Te Maari	<i>Teacher Aide</i>
Morgan Hughes	<i>Teacher Aide</i>
Jess Lamont	<i>Teacher Aide</i>
Leana Moleta	<i>Teacher Aide</i>

Dale Robertson	<i>Property Manager</i>
Chris Underdown	<i>Property Manager</i>
Tony Scragg	<i>IT Consultant</i>

STUDENTS

Total Students	<i>692</i>
Year 7	<i>360</i>
Year 8	<i>332</i>

DESCRIPTION OF THE SCHOOL & COMMUNITY

Gisborne Intermediate School has a roll of 692 students.

Gisborne Intermediate School has a mix of old and refurbished classrooms. In addition to the classrooms and administration block, there is a Library and a Tech Arts Centre (Music, Sport Education, Food Tech, Industrial Technology, STEAM, Horticulture and Art), hall and swimming pool. The school grounds are both sealed and grassed and prove to be adequate for the needs of the school. Comprehensive adventure playgrounds are installed and prove to be favourite meeting places for many of the students. The School Administration block includes school offices, medical rooms, staff room, resource room, Principal, DP and AP offices. The school has a comprehensive computer network system with each classroom having TV screens. All classrooms and school offices have computers, and the school has wireless internet throughout.

The School is organised into six education teams:

Pounamu (Learning Hubs 3,4,5)

Ngā Manu a Rēhua (Learning Hub 6, 2)

Manu Tukutuku (Learning Hubs 7,8,9,10)

Tāne Mahuta (Learning Hubs 11,12,12A,18)

Tu Horouta (Learning Hubs 13,14,15,16,17)

Team Tech Arts (Music, Art, Food Tech, Industrial Tech, STEAM, Horticulture, Sport Ed)

The school has all of its classrooms digitally enhanced with TVs and chromebooks. Uenuku is our special needs room where students with additional needs are able to work with their teacher aides. The room is also the base for our special needs teacher of ORS students.

Although the Principal has overall responsibility for all areas, the Deputy Principal, Assistant Principal and Lead Teachers have delegated responsibilities respectively. All classes are multi year groups, years 7 & 8.

The contributing population to Gisborne Intermediate School is multicultural; with our largest

cohorts identifying 48% Māori and 42% NZE. Our last 10% of students are made up of many ethnicities from around the world.



Gisborne Intermediate participates in the Poverty Bay / Bay of Plenty intermediate schools sports competitions in a wide variety of sports, where the students travel out of district to compete. There are also a number of students who compete in the AIMS GAMES in Tauranga or at other regional events representing Gisborne Intermediate throughout the year. We have many great successes within our sporting codes and the students shine when given these opportunities. They also participate in an annual exchange with Whakatane Intermediate in sporting and academic fields. Gisborne Intermediate is strongly represented in the performing arts with a range of school groups. Every year we have performance groups who perform at a variety of events.

The school website (www.gisint.co.nz) is a portal to what is happening at Gisborne Intermediate and we use a school Facebook page which offers weekly updates of events, sporting successes and is the preferred method of contacting and promoting school events. A quick view of the term calendar highlights all that is being offered for the students from school camps to sporting events to reporting timelines so parents are kept informed of what is coming up in a very busy year. Teachers create hub facebook pages to keep parents up to date with what is happening specifically in their classrooms.

CORE VALUES & BELIEFS

vision

Growing Great People | Te Whakatipu Iwi Nui

mission

Create personalised learning opportunities for our tamariki with connections to the world around them through powerful partnerships between students, teachers and whānau.

values

GUIDING PRINCIPLES

- ◆ Put student welfare and learning at the centre of all our decisions.
- ◆ Build relationships with our school whānau and community.
- ◆ Prepare students with core skills and values.
- ◆ Develop high performing teachers.
- ◆ Respect our social, cultural and physical environment.
- ◆ Demonstrate effective governance.
- ◆ Give effect to Te Tiriti o Waitangi through a local curriculum which reflects local tikanga Māori, mātaurunga Māori (knowledge) and te ao Māori.

MANAAKITANGA KINDNESS
LISTENING SHARING
 SUPPORTIVE OF OTHERS & DIFFERENCES
 USING GREAT MANNERS **CARING**
 APPRECIATION OF SELF, OTHERS & SCHOOL ENVIRONMENT
 CONSIDERATE OF OTHERS
 WHAKAWHANAUNGATANGA **RELATIONSHIPS**

RESPECT



WALK WITH MANA HONESTY
KOTAHITANGA RESPONSIBLE
RELIABLE DOING THE RIGHT THING
CONSISTENT UNITY
WHAKAPONO OWNERSHIP
 SEEK OPPORTUNITIES **TRUST**
EMPATHY FOCUSED

INTEGRITY



SOLVING PROBLEMS COMMITMENT
 FOLLOW INSTRUCTIONS
COOPERATIVE PUNCTUAL
 LOOKING AFTER PEOPLE, BELONGINGS & PROPERTY
ORGANISED FOCUSED
CONSISTENT INITIATIVE
EMBRACE LEARNING

SELF MANAGEMENT



AIM HIGH TEAMWORK
PERSONAL BEST
 CELEBRATE SUCCESS PERSEVERANCE
GOALS ACHIEVED
WHAI TE ITI KAHURANGI
CAN DO ATTITUDE

EXCELLENCE



Our beliefs mean we employ and develop teachers who:

- ◆ Meet individual student needs with consideration of a futures perspective.
- ◆ Live the school values and are prepared to be learners themselves.
- ◆ Are prepared to be accountable and have challenging conversations around evidence of learning.
- ◆ Have high expectations of themselves and their students but have some fun in the quest for success.
- ◆ Have an expectation that everyone reaches their full potential by supporting cultural aspirations.
- ◆ Are highly professional in working with all stakeholders to achieve maximum impact.

Our beliefs mean we aspire to create learners who are:

- ◆ Well rounded people who fulfil their potential.
- ◆ Aware of their next learning steps and set challenging but achievable academic goals.
- ◆ Curious innovators who take responsibility for themselves and demonstrate a sound work ethic.
- ◆ IT savvy and globally connected contributors who are future focused.
- ◆ Empathetic team players with good manners and show appreciation and are brave and resilient in the face of challenge and disappointments.

STRATEGIC GOAL 1 STUDENT LEARNING

STRATEGIC GOAL

To raise student achievement in literacy and mathematics whereby each learner achieves or exceeds the expected progress over a year, with a particular focus on priority learners.

ANNUAL GOAL

A schoolwide focus on assessment and teacher practice will provide improved reliability in identifying current student learning levels. This will support teachers and students to identify their learning steps to create personalised learning.

ANNUAL AIM

Students will be engaged in their learning to enable them to attain or exceed the equivalent of a year of progress in reading, writing and mathematics. Classroom programmes will provide students with relevant strategies to identify their next learning steps to create personalised learning. In the case of students with special educational needs, actions which are specific to their needs will be identified through IEPs and or IBPs.

ANNUAL INITIATIVES

- ◆ **Assessment:** Focus on assessment practices by using student achievement information to refine practice and improve achievement.
- ◆ **Target groups:** Students who are working below curriculum expectations. These students will be closely monitored, and their progress tracked. Teachers will collaborate with colleagues to support these groups of students to achieve the expected curriculum level.
- ◆ **Evidence of Learning:** Teachers and students record evidence of learning needs and progress made.

INITIATIVE MEASURES

- ◆ **Assessment:** Improvement in school-wide student achievement in literacy and numeracy.
- ◆ **Target groups:** Shifts in teacher practice identified through student progress.

BASELINE DATA

The Term 1 2023 Student Achievement Information will be used to identify cohorts of students to monitor and track. Some 2022 Term 1 information will be used to determine student progress over time.

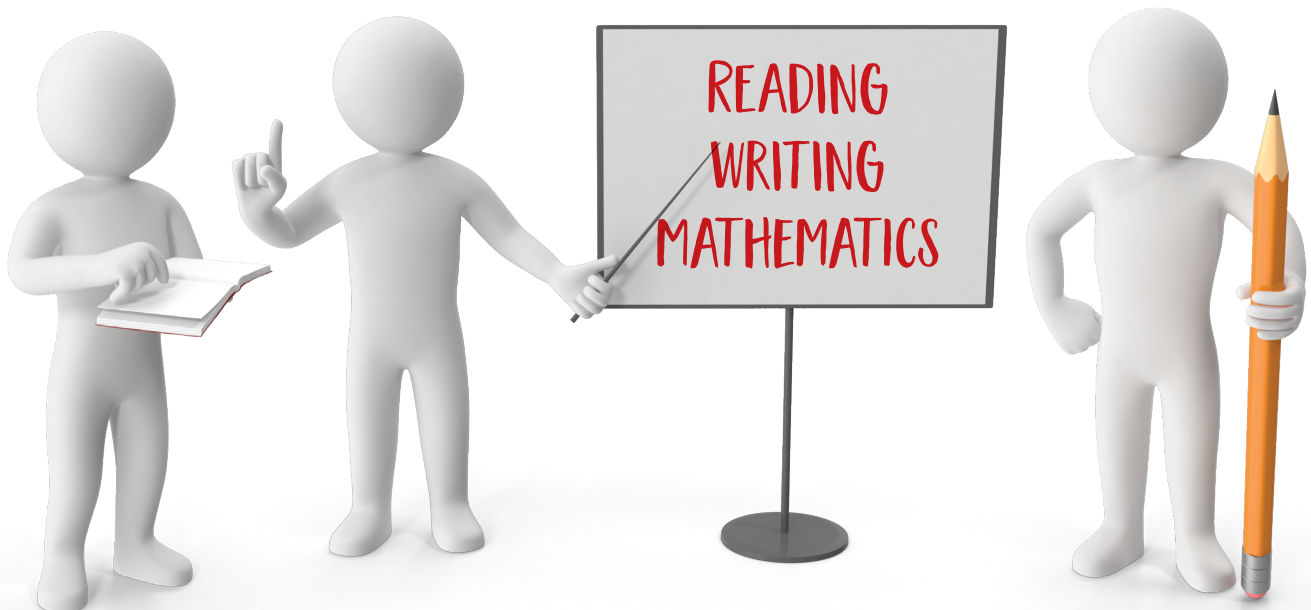
MEASURES FOR TRACKING STUDENT ACHIEVEMENT

The academic targets that will be tracked and reported in Reading, Writing and Maths are:

Attainment of all students - How did all of our students perform?

Attainment and progress of cohorts – (comparing apples with apples) What is our impact? Progress - did our students make sufficient progress? Our goal is for all students to make at least half a curriculum level of progress to maintain their learning trajectory.

Acceleration of target groups - How many of our students working below or well below made accelerated progress?



STRATEGIC GOAL 1 ANNUAL PLAN

WE WILL DELIVER ON...

STUDENT LEARNING

Better Achievement

Raising student achievement in literacy and mathematics whereby each learner achieves or exceeds the expected progress over a year, with a particular focus on priority learners.

BECAUSE WE WILL...

Continue to focus professional learning on assessment practices and on developing teacher practice.

Provide mentoring and extra support for teachers to accelerate target students below the expectation.

Promote visible learning practices with regular facilitation.

SO THAT...

Student achievement outcomes are enhanced through transformed practices.

WITH A TARGET OF...

100% of students achieving at least 12 months progress in mathematics & literacy.

2023 INITIATIVES	ACTIONS	WHO	MEASURES	RESOURCING
Provide focused professional learning on assessment practices to inform next learning steps	Unpack assessment schedule with staff	Curriculum leaders	<ul style="list-style-type: none"> Consistency of assessment data Accurate OTJs referenced with evidence Learners identifying where they are at in their learning and what their next steps are Culturally responsive assessment practices formulated 	<ul style="list-style-type: none"> Staffing <ul style="list-style-type: none"> Fully released DP, AP Classroom release teacher CoL / Kāhui Ako WSTs Curriculum Budget Learning Support Co-ordinator
	Schedule team meeting time to discuss assessment practices	Team Leaders		
	Build assessment practice dialogue into scheduled professional learning conversations	Team Leaders / Michelle		
	In-school literacy leader to work with teachers on specific assessment tools for R, W, M	Curriculum Leads / Team		
	Schedule Team and Staff meetings around moderation of overall teacher judgments	Lead Team		
	School to explore benefits of using PACT assessment tool. Trial with one team	Michelle		
	Develop assessment practices which are culturally responsive for Māori learners	Nga Manu a Rehua		
Provide mentoring and extra support for teachers to accelerate target students below the expectation	Tracking progress of individual students in Team Meetings	Team Leaders	<ul style="list-style-type: none"> Evidence teachers are tracking target students and have used deliberate acts of teaching in an effort to accelerate progress Achievement data identifies improved movement trends 	<ul style="list-style-type: none"> Fully released DP Lead teacher release Classroom teacher release CoL / Kāhui Ako WSTs
	Scheduled professional learning sessions with Michelle and Lead teachers	Team Leaders / Michelle		
	Observations and modelling with in-school Literacy and Mathematics leaders	Leaders		
	Educate and support teachers around approaches to engage Māori learners	Cultural leaders (Puri, Rapiata), NMAR/Ka Hikitia Team		
Support teachers to implement visible learning approaches by scheduling in regular sessions throughout the year with an outside facilitator	Engage classroom teachers to receive facilitation as part of Manaiaakalani Outreach Programme delivery	Pilot teachers and Manaiaakalani personnel	<ul style="list-style-type: none"> Staff take on additional learning opportunities to learn about visible learning approaches Visible learning approaches are more prominent in classrooms across the school 	<ul style="list-style-type: none"> Classroom teacher release Leadership release Investment in hardware
	Create opportunities for our Digital Fluency school leader, pilot teachers and facilitator inform and educate teachers around ways to make learning visible	Barry, Manaiaakalani support, Teachers		

STRATEGIC GOAL 2 PERSONNEL DEVELOPMENT

STRATEGIC GOAL

To enhance the skill sets of all employees within the school which meet each learner's personalised educational needs.

ANNUAL GOAL

Systems to support employees around their professional learning will be developed across the school.

ANNUAL AIM

To increase levels of support for staff to inquire into their professional practice in order to improve outcomes and student achievement.

ANNUAL INITIATIVES

- ◆ **Leadership PLD:** to invest in leaders by encouraging their involvement to grow their leadership capabilities.
- ◆ **Teachers:** to support teachers to inquire into their pedagogy through regular dialogue to improve educational outcomes for students.
- ◆ **Support Staff:** to encourage support staff to take up professional learning opportunities.

INITIATIVE MEASURES

- ◆ **Leadership PLD:** Improvement in leadership capabilities which impact on student achievement.
- ◆ **Teachers:** Shift in teacher practice as a result of scheduled Professional Learning Conversations (PLCs).
- ◆ **Support Staff:** Shifts in practice as a result of professional learning.

STRATEGIC GOAL 2 ANNUAL PLAN



2023 INITIATIVES	ACTIONS	WHO	MEASURES	RESOURCING
Increase leadership capabilities of the school leadership team	Create PLD opportunities for senior and middle leaders	Andy	<ul style="list-style-type: none"> Leaders implement learnings from PLD 	<ul style="list-style-type: none"> PLD budget Classroom release
	Encourage school leaders to seek personalised professional learning	Leadership Personnel		
Professional Learning Conversations (PLCs)	Continue to schedule regular PLCs	Team Leaders	<ul style="list-style-type: none"> PLC meetings result in actions with outcomes Accelerated progress achieved with learners previously below expected curriculum levels in literacy 	<ul style="list-style-type: none"> Classroom release
	In-school literacy and mathematics leaders to work with teachers on specific assessment tools for Reading, Writing, Mathematics	Team Leaders		
	Track student data information of target groups through Edge	Michelle		
	Build conversations around culturally responsive pedagogies into PLCs	Team Leaders		
Support staff appraisals	Engage support staff in a process to reflect on their performance	Andy, Michelle, Frances	<ul style="list-style-type: none"> Support staff training available on a needs basis 	<ul style="list-style-type: none"> PLD budget
	Require support staff to identify opportunities for growth and improvement in their role			
	Facilitate support staff engaging in professional learning			

GISBORNE INTERMEDIATE SCHOOL STRATEGIC PRIORITIES 2022-2024



VISION

Growing great people.
E tpuu, kua rea.

Create personalised learning opportunities for our tamariki with connections to the world around them through powerful partnerships between students, teachers and whānau.

MISSION

We are committed to fostering the values of:

- ▶ Respect - Whakaute
- ▶ Integrity - Ngakau Tapatahi
- ▶ Self-Management - Nga Ture
- ▶ Excellence - Hiranga

VALUES

- ▶ Put students welfare and learning at the centre of all our decisions.
- ▶ Prepare students with core skills and values.
- ▶ Give effect to Te Tiriti o Waitangi through a local curriculum which reflects local tikanga Māori, mātauranga Māori (knowledge) and te ao Māori.

GUIDING PRINCIPLES

- ▶ Respect our social, cultural and physical environment.
- ▶ Build relationships with our school whānau and community.
- ▶ Demonstrate effective governance.
- ▶ Develop high performing staff.

Strategic Goals 2022 - 2024

Our initiatives...

Our targets...

Initiative measures...

Initiative Plan



STUDENT LEARNING BETTER ACHIEVEMENT

Raise student achievement in literacy & numeracy whereby each learner exceeds a years progress annually with a particular focus on Maori learners.

ASSESSMENT: Build consistency of overall teacher judgements through professional learning around assessment for learning practices.

TARGET GROUPS: Identify groups of students just below expectations in literacy and numeracy with teachers inquiring into ways to accelerate learning

VISIBLE LEARNING: Develop visible learning practices using digital technologies across the school through teacher and student engagement using facilitator support.

OUR TARGET

100%

100% of students achieve at least 12 months progress in numeracy and literacy.

Moderation of data provides confidence that the consistency of school-wide student achievement improvements in all learning hubs.

Achievement data provides evidence that teachers are tracking target students and use deliberate acts of teaching to accelerate progress.

Increased use of digital technologies by learners using the Learn, Create Share approach to make learning visible.

2022 2023 2024

Assessment

Target Groups

Visible Learning



PERSONNEL DEVELOPMENT BETTER SKILLS

Enhance the skill set of teachers and teacher results in meeting learners individual educational needs.

LEADERSHIP PLD: Increase the leadership capabilities of the school leadership team.

TEACHERS: Scaffold teachers to inquire into effective teaching and learning practices through regular dialogue and support mechanisms.

SUPPORT STAFF: Grow the capabilities of support staff through appraisals and planned professional learning.

OUR TARGET

100%

100% of teachers achieve their personal performance management processes.

PLCs of leaders identify growth in their leadership capabilities through an inquiry approach.

PLCs identify areas to further enhance teacher practice through actions with follow up.

Support staff use an appraisal process to celebrate their strengths and identify areas for growth.

Leadership Coaching

PLCs

Support Staff PD

STRATEGIC PLAN SUMMARY

OUR PURPOSE IS...

- ▶ To grow great people who exhibit respect, integrity, self-management and strive for excellence.

WE WILL DO THIS BY...

- ▶ Creating personalised learning opportunities.
- ▶ Fostering connections with the world around them.
- ▶ Develop powerful learning partnerships between students, teachers and whānau.

WHICH MEANS...

- ▶ Putting students welfare and learning at the centre of all our decisions.
- ▶ Building relationships with our school whānau and community.
- ▶ Preparing students with core skills and values.
- ▶ Developing high performing staff.
- ▶ Respecting our social, cultural and physical environment.
- ▶ Demonstrating effective governance.

WE ARE PREPARED TO EMPLOY & DEVELOP TEACHERS WHO...

- ▶ Meet individual students needs with consideration of a futures perspective.
- ▶ Live the school values and are prepared to be learners themselves.
- ▶ Are prepared to be accountable and have important conversations around evidence of learning.
- ▶ Have high expectations of themselves and their students but have some fun in the quest for success.
- ▶ Have an expectation that everyone reaches their full potential by supporting cultural aspirations.
- ▶ Are highly professional in working with all stakeholders to achieve maximum impact.

CREATING LEARNERS WHO WILL BE...

- ▶ Well rounded people who fulfill their potential.
- ▶ A ware of their next learning steps and set challenging but achievable academic goals.
- ▶ Curious innovators who take responsibility for themselves and demonstrate a sound work ethic.
- ▶ IT savvy and globally connected contributors who are future focused.
- ▶ Empathetic team players with good manners and show appreciation.
- ▶ Be brave and resilient in the face of challenges and disappointments.