

**HAVELOCK NORTH INTERMEDIATE
SCHOOL**



**“LEARNING TOGETHER, WORKING
TOGETHER”**

**2007
CHARTER**

Havelock North Intermediate School
School Number 2572
Nimon Street
Havelock North

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HAVELOCK NORTH INTERMEDIATE SCHOOL

Havelock North Intermediate School is an intermediate state school located in Havelock North, with an optimum roll of 610 Year 7 and Year 8 students who make up 20 classes (10 at each level).

The school is in an area with a decile rating of 9. The ethnicity of students is 85% European and 12.25% Maori, with the remainder being very small minority groups from Africa, India and the Pacific islands.

Havelock North Intermediate operates under an enrolment scheme and serves the Havelock North urban area and the rural and coastal communities east of the Clive River and southeast of Middle Rd to Kairakau Beach.

Havelock North Intermediate is a signatory to the Code of Practise for the Pastoral Care of International Fee Paying Students. The school offers education to a maximum of 20 international students.

The community is interested in the school and has high expectations of the school's performance. A strong Board of Trustees' commitment to the school is complimented by the willingness of the school community to readily assist in any activity requiring parental support.

The school is characterised by its commitment to meet the individual and collective needs of its emerging adolescent students. This is a commitment to develop the whole child – socially, emotionally, culturally, physically, as well as academically.

Indeed it is our mission to...

“provide an education which fosters each child's development as a happy, self respecting, self disciplined, fulfilled and contributing member of society.”

THE SCHOOL VISION DEFINED...

Students possess the skills and personal attributes to develop as happy, self-respecting, self-disciplined, fulfilled and contributing members of society.

- We want our students to **develop fully as persons** – socially, emotionally, culturally, physically, as well as academically.
- We want our students to be **excited by their learning**: with their talents developed and motivated to become **life long learners** able to take full advantage of their next stage in their learning journey.
- We want students who feel confident to **'give it a go'** and to **take risks**.

- We want our students to develop ‘**positive habits of mind**’.
- We want our students to be **organised** and develop **persistence** and an ability to ‘**work tough**’.
- We want our students to **recognise and value excellence to do their best**, to be **proud of their own achievements**. We want them to know how to set **goals** and know **how to achieve them**.
- We want our students to be able to make the **right choices**, including knowing when to say no, so as to become, not only skilled learners but **caring and responsible future citizens**.
- We want our **students to recognise their own uniqueness** and respect the **uniqueness of others**.

OUR VALUES

We see Havelock North Intermediate School as a **learning community** based on **simple shared values and expectations** so we all - students, staff, Board of Trustees and parents - can work in **harmony to realise our vision**. We see learning as a **partnership** based on **respect** between all involved. Hence our school motto “**Learning Together**”. Essentially we believe we all need to **treat each other as we would wish to be treated**. We help students develop caring values by encouraging them to **make the right choices** and to consider how their actions affect others.

- ❖ We celebrate success.
- ❖ We are committed to excellence.
- ❖ We foster a desire to learn.
- ❖ We encourage and work for respect and trust.
- ❖ We practise open communication.

TEACHING BELIEFS

Our teaching beliefs provide a common language of expectations for the teaching staff to achieve our vision.

To achieve our vision, and to ensure our students **are** able to make the **right choices** so as to achieve **personal excellence**, we have a defined set of shared beliefs to base our teaching on.

Our **teaching beliefs** encompass the need for individual teacher initiative and creativity.

Our seven core beliefs are:

1. **Developmentally Responsive** programmes and teaching
2. **Foundation Learning** in place
3. Students as **Strategic Learners**
4. **Teachers as ‘Coaches’**
5. **Powerful Learning Experiences**
6. **Striving for Excellence** – Expect Students **Personal Best**
7. Clear **Class Management** and Exciting **Classroom Environment**

DEVELOPMENTALLY RESPONSIVE

We know that the “10 - 14 year old stage of development is second only to the first two years of life” (Stuart & Nolan, 1993). Changes which occur during this stage have potential for long lasting effects on self concept, academic development, social adjustment and the kind of person that the emerging adolescent finally becomes (Jones, 1981; Hargreaves, 1986). We therefore believe that everything we do must be ‘developmentally responsive’ and recognise the characteristics and needs of this very special group.

We will recognise:

In the area of **Intellectual Development** emerging adolescents ...

- Prefer active over passive learning experiences;
- Prefer interaction with peers during learning activities;
- Are often preoccupied with self;
- Have a strong need for approval and may be easily discouraged;
- Are inquisitive about adults, often challenging their authority, and always observing them;
- Respond positively to opportunities to participate in real life situations;
- Have a wide range of pursuits - but few are sustained.

In the area of **Physical Development** emerging adolescents ...

- Experience rapid, irregular physical growth;
- Undergo bodily changes that may cause awkward, uncoordinated movements;
- Have varying maturity rates, with girls tending to mature earlier than boys;
- Experience restlessness and fatigue due to hormonal changes;
- Need regular physical activity because of increased energy;
- Have a preference for junk foods but need good nutrition.

In the area of **Moral Development** emerging adolescents ...

- Are generally idealistic, desiring to make the world a better place and to become socially useful;
- Are in a transition from reasoning that focuses on “what’s in it for me” to that which considers the feelings and rights of others;
- Are quick to see flaws in others, but slow to acknowledge their own faults;
- Are increasingly aware of and concerned about the inconsistencies between what adults say and what adults do;
- Often show compassion for the suffering and have special concern for animals and the environment.

In the area of **Emotional Development** emerging adolescents ...

- Experience mood swings often with peaks of intensity and unpredictability;
- Need to release energy, often resulting in sudden, apparently meaningless outbursts of activity;
- Seek to become increasingly independent, searching for adult identity and acceptance;
- Are increasingly concerned about peer acceptance;
- Tend to be self-conscious, lacking in self-esteem, and highly sensitive to personal criticism;
- Believe that personal problems, feelings, & experiences are unique to themselves.

In the area of **Social Development** emerging adolescents ...

- Have a strong need to belong to a group, with peer approval becoming more and more important;
- May exhibit immature behaviour because their social skills frequently lag behind their mental and physical maturity;
- Desire recognition for their efforts and achievements;
- Like fads, especially those shunned by adults;
- Often overreact to ridicule, embarrassment, and rejection;
- In their search for self, model behaviour after older esteemed students or non-parent adults.”

‘This We Believe’ - National Middle Schools Association

FOUNDATION LEARNING IN PLACE

*Unless the Key Competencies and Personal Attributes are firmly in place students will be unable to take advantage of their future opportunities. We see **numeracy and literacy** and the **personal attributes** (confidence, getting along, organisation and persistence) as our **first priority** - vital building blocks to ensure students can develop as successful life-long learners.*

We will:

- Identify students at risk and refer them to receive special targeted help.
- Ensure benchmarks set in literacy and numeracy are achieved.
- Ensure each student experiences successes in his/her learning.
- Encourage students to ‘have a go’ and to take risks.
- Help students to be organised – eg setting goals, Log Book
- Encourage in students persistence to complete tasks and ‘work tough’.
- Encourage students to be tolerant and respectful of others (and their property).
- Encourage students to ‘think first’ and ‘play by the rules’.
- Encourage students to work co-operatively and collaboratively.
- Develop and maintain a partnership with parents to keep them fully informed.

STUDENTS AS STRATEGIC LEARNERS

*Students need to be taught a **range of strategies** in any learning situation to enable them to make the **right choices**, to **set goals and be able to achieve** them. Successful learners have to **know how** and can work independently.*

We will:

- Help students set realistic achievement goals.
- Ensure students know the ‘purpose’ of their task/learning.
- Ensure students know what is expected in any task.
- Teach appropriate strategies and skills in realistic settings for all tasks.
- Negotiate with the class criteria for tasks and encourage students to assess their own work and set their own improvement goals.
- Encourage students to reflect on what they have done (successful or otherwise) and to consider what they might do next time.

- Encourage students to take risks, to have a go, and to see mistakes as learning opportunities.
- Help students recognise their preferred learning styles and expose them to others (Multiple Intelligences).
- Encourage Students towards higher order thinking (Bloom's Taxonomy).
- Make use of a range of scaffolds – eg Thinking Maps – to assist student's thinking.
- Ensure students can: devise questions and plan and present a study of their choice as a demonstration of 'learning how to learn' ability.

TEACHERS AS 'COACHES'

Students need adults to help them set goals and develop appropriate strategies and skills. A coaches role is a diagnostic one helping each student to become an independent learner. To achieve this requires evidence-based practice, focused teaching, scaffolding help, and immediate focused feedback to improve performance.

We will:

- Interpret the teachers role is that of a diagnostic coach always with the aim of extending students' skill and confidence
- Base our thinking and actions on credible information
- Monitor the impact of our actions on student achievement and adjust them accordingly
- Recognise the developmental characteristics and needs – intellectual, social, emotional, cultural, physical - of the students.
- 'Scaffolding' any help necessary to ensure students gain success - to break tasks down to understandable steps until learning is in place.
- Plan tasks within the ability of students or to teach necessary skills before hand. All learners (including teachers) are on a novice to expert continuum depending on the learning task - any help must be personalised.
- Explain the 'purpose' of all tasks and learning to the students.
- Encourage students to take ownership of their 'choices' - if things go wrong encourage students to consider what they will do next time.
- Negotiate activities, tasks, assessment and class behaviour with students so as to encourage ownership.
- Make use of 'focused teaching' - keeping in mind one goal when teaching and for this goal to be explicit to the learner.
- Recognise positive behaviour and efforts of any students.

POWERFUL LEARNING EXPERIENCES

To inspire students to learn, to help them uncover the hidden talents (future vocational interests?) and to challenge them to strive for excellence students need powerful rich and memorable learning experiences.

We will:

- Plan, particularly a range of 'rich topics' (big questions) for the class to study to ensure all students gain success in the 'big ideas' or strands of the New Zealand Curriculum framework.
- Make use of agreed planning formats to simplify planning.

- Ensure the students understand the ‘purpose’ for all tasks and learning.
- Involve the students in: planning activities, setting task goals and developing criteria, so they can develop ownership and self assess their efforts when appropriate. Student’s ability to plan/complete his or her own study is to be assessed.
- Ensure programmes where possible reflect / integrate Maori Culture.
- Integrate Learning Areas as appropriate around the ‘big questions’ – eg What do I need to succeed at HNI and beyond?
- Recognise Multiple Intelligences as a means to tap all students’ talents.
- Make use of an Interactive Approach, making use of students’ questions and prior ideas and then challenge them to elaborate the views.
- Integrate aspects of Information and Communication Technology as appropriate.

STRIVING FOR EXCELLENCE – EXPECT ‘PERSONAL BEST’ FROM ALL

*We must do everything to help students develop, through their achievement, a **sense of pride**. We must hold the **highest expectations** of all students to do their best work. It is important to help students appreciate the importance of **personal effort** or **good work habits**.*

We will:

- Ensure students understand the need for quality over quantity - that doing something well is more important than being ‘first finished’. Encourage students not to rush their work but to work carefully with effort so they can gain feelings of pride and success.
- Use the phrase ‘slow the pace of your work’ to encourage reflective thinking and to give time to help before students rush in.
- Ensure students are aware of the procedures involved in any learning task.
- Give temporary help until procedures are in place.
- Encourage students to set and self assess their own goals and are able to indicate areas for improvement.
- Ensure students are aware of how to present their work whether on a chart or in bookwork by teaching explicit visual presentation skills.

CLEAR CLASSROOM MANAGEMENT AND EXCITING ROOM ENVIRONMENTS

*Unless students feel safe, secure and happy in a **positive environment**, and have the know how to achieve tasks set, both learning and teaching will be difficult. Sensible routines provide a **sense of security and predictability** and provide an environment for students to take the risks necessary for the growth. The fact of classroom management allows students to learn independently and for teachers to teach.*

We will:

- Promote a climate within which all students feel confident to learn.
- Develop clear expectations with students of the daily program.

- Make use of the whiteboard charts or ‘task boards’ to ensure all students know what is expected of them so they can be encouraged to work independently either as individuals or in groups.
- Begin each day outlining the day’s tasks and end with a reflective period to ensure students leave with ‘learning’ on their minds.
- Utilise a three step teaching format in all lessons/units:
 1. An introduction to the purpose and expectations;
 2. Focused group or class tasks and
 3. A wrap up session to discuss main points or to share learning goals.
- Planning will follow agreed expectations.
- Ensure room environment reflects the important messages the school is focusing on: goal setting (Key Competencies), explicit criteria for tasks, processes (scaffolds), and a range of student quality work across the curriculum.
- For topic studies display a study heading, student questions (possibly prior ideas) finished work and possibly a class the evaluation of what they learned.

MEASURES OF SUCCESS

We will be successful when –

- ❖ Our students are learning effectively and achieving the objectives of either the New Zealand Curriculum for their age, or their IEP (Individual Education Programme).
- ❖ The school is recognised by our students, staff and parents as an excellent place to learn, work and grow.
- ❖ The school’s academic and operational performance consistently rates highly in internal and external reviews.
- ❖ Where national averages exist for student performance, our school achieves above the national average.
- ❖ Our students demonstrate good citizenship and a positive attitude to learning.
- ❖ Our staff and parents have a meaningful say in important school issues.
- ❖ The school can demonstrate that it makes highly effective use of its available resources.
- ❖ The school meets the intent of the Schooling Strategy 2005-2010
- ❖ The school is fully compliant with all NAG and legal requirements.

GENERAL GOALS

CURRICULUM

1. To foster student achievement by providing teaching and learning programmes, which:
 - a. are “developmentally responsive”;
 - b. take cognisance of the aspirations of the school’s community;
 - c. incorporate the New Zealand curriculum as expressed in National Statements; and
 - d. give priority to the development of the Key Competencies and literacy, and numeracy.
2. Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated and to inform future teaching and learning priorities;
3. On the basis of good quality assessment information, identify students and groups of students and aspects of the curriculum which require particular attention (CWSN & CWSA);
4. Develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified above (CWSN & CWSA);
5. In consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students;
6. To provide appropriate career education for all students.
7. To report to students and their parents on the achievement of individual students and to the schools community on the achievement of students as a whole and the groups identified in (3) above.

SUPPORTING DOCUMENTS:

- Curriculum Delivery Policy
- Curriculum Delivery Statement
- Curriculum statements
- Long Term Plans
- School Focus (annual statement)
- Maori Education Plan
- IEP’s
- Information Booklet for Parents (Prospectus)
- Pupil Report Forms
- Pupil Portfolios

SELF REVIEW

1. Maintain an ongoing programme of self-review to assure that our charter and strategic goals are being met and the students’ learning outcomes are enhanced. (NAG 2).

SUPPORTING DOCUMENTS:

- Self Review Policy and Procedures
- Self Review Plan
- Statement of Resources
- Treasurer's annual financial report
- Principal's monthly report
- Terms of Reference for the Trustees
- Terms of Reference for committees
- Development/Operational Plan
- Charter Review Plan
- Strategic Plan

PERSONNEL

1. To provide and maintain a staffing profile that best caters for the needs of the emerging adolescent.
2. To continue to meet legislative requirements regarding personnel matters (NAG 3).

SUPPORTING DOCUMENTS

- Personal Policy and Procedures
- School Focus Booklet
- Guidelines for the Induction of Beginning Teachers
- Information for Relieving teachers
- Job Descriptions
- Performance Management Appraisal Plan
- Leave Application Forms
- Staff Reimbursement Forms
- Staff Development Booklet

FINANCE AND PROPERTY

1. To provide and maintain property resources that support and enhance the learning opportunities of students at Havelock North Intermediate School.
2. To continue to meet legislative requirements regarding finance and property matters (NAG 4).

SUPPORTING DOCUMENTS

- Finance and Property Policy and Procedures
- Property Occupancy Agreement
- 10 Year Property Plan
- 5 Year Property Plan
- Property Management Guidelines – MOE (1999)
- Consultants and Construction Contracts (2001)
- Assets Register
- Annual Budget
- Budget Preparation Guidelines

HEALTH AND SAFETY

1. To provide safe physical and emotional environment for students and staff.
2. To comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees. (NAG 5)

SUPPORTING DOCUMENTS

- Health and Safety Policy and Procedures
- Behaviour Management Plan
- Hazards Register
- Accident Register

MAORI and CULTURAL DIVERSITY

1. To recognise our commitment to the Treaty of Waitangi by ensuring that every pupil is enriched by an environment which values and reflects New Zealand's bicultural heritage.
2. To positively promote equity issues, celebrating differences and openly accepting all cultures and beliefs.

SUPPORTING DOCUMENTS

- Maori Education Plan

STRATEGIC GOALS 2006 - 2009

Goal 1:- To improve learning opportunities and outcomes for all students

Strategic Objective			
To provide learning programmes and teaching methods that are ‘developmentally responsive’.			
Target(s)/Outcome(s)		Historical Position	
Learning programmes, teaching methods, and expectations of students’ behaviour and achievement will continue to reflect a full understanding of the developmental characteristics and needs of our emerging adolescent students.		2002-2005 Staff PD on the developmental characteristics and needs of our emerging adolescent students. Reviewed current practices and programmes to ensure they are developmentally appropriate. Carried out action research on “Student Voice”	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	All areas	All students
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> Provide Professional Development for all staff on the developmental characteristics and needs of our emerging adolescent students 		<ul style="list-style-type: none"> Employ “Middle Schooling” facilitator 0.2 FTTE. All staff study and discuss selected readings on developmental characteristics and needs of our emerging adolescent students – facilitated by Middle Schooling facilitator Support Senior Management Team (including House Leaders) to attend the NZAIMS Conference 	Term 1 2006 2007
<ul style="list-style-type: none"> Encourage staff to undertake professional study on Middle Schooling at 300 or 700 level 		<ul style="list-style-type: none"> Board to pay the fees for up to 9 teachers each year to complete the Massey Paper 21773: Special Project “The Curriculum, Learning and Teaching in the Middle Years” Staff are supported in their study by Middle Schooling facilitator 	2006 -2009
<ul style="list-style-type: none"> Make the school’s community more aware of the developmental characteristics and needs of the emerging adolescent 		<ul style="list-style-type: none"> Include with each school newsletter information about the emerging adolescent Inform parents at Parent Evenings. 	Ongoing
<ul style="list-style-type: none"> Establish ‘meeting the needs of the emerging adolescent’ as central to all that we do. 		<ul style="list-style-type: none"> Use as a benchmark when reviewing existing programmes or introducing new ones. Annually review our school “Philosophy Statement” espousing the concept. Incorporate the concept in the Charter review. 	Ongoing Annual Annual
<ul style="list-style-type: none"> Consult the students for topics/areas of study they 		<ul style="list-style-type: none"> Use the research findings of the “Digital Aquarium” to inform staff of the 	Annual

believe are important to them (at this stage of their lives).	<p>student’s voice regarding: learning preferences, relationships between students and teachers; school life outside the classroom; and personal and local concerns.</p> <ul style="list-style-type: none"> • Use this information when developing “Big Questions” or themes for the following year. 	
<ul style="list-style-type: none"> • Teach “Skills for Adolescence” 	<ul style="list-style-type: none"> • PD for new staff • Planned approach to deliver 	Annual
<ul style="list-style-type: none"> • Action Research – “Digital Aquarium” 	<ul style="list-style-type: none"> • Prepare Resource material to use in the school on the Focus areas: Learning Preferences , Relationships between students and teachers , School life outside the classroom , Personal, local and global concerns • Disseminate Research/Resource material beyond the school – eg conferences 	<p>2006</p> <p>2006-2007</p>

Strategic Objective			
To differentiate the curriculum.			
Target(s)/Outcome(s)		Historical Position	
<p>Learning programmes, teaching methods, and expectations of students' behaviour and achievement will reflect an understanding that students learn in different ways.</p> <p>Students will achieve success in their learning. They will:</p> <ul style="list-style-type: none"> • Understand, recognise and value different learning styles; • Be able to match the appropriate learning style(s) to the task; • Have strategies to operate in different modes. 		<p>There was a dominance of a verbal/linguist style of teaching.</p> <p>For a large number of students learning was something that happened to them and was largely a secret.</p> <p>The vast majority of students were very compliant but lacked real independence in their learning. They preferred to be told exactly what to do and how to do it.</p>	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	All areas	All students
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> • Provide ongoing professional development in Multiple Intelligences and Higher Order Thinking 		<p>For new staff:</p> <ul style="list-style-type: none"> • Professional readings. • Summarised understandings on the Intranet. • Workshops. 	Ongoing
<ul style="list-style-type: none"> • Test all students for Learning Styles 		<ul style="list-style-type: none"> • Test all students • Provide students with information about the different 'intelligences' and 'learning styles'. • Provide students with learning strategies for their preferred style(s). • In unit planning provide a range of tasks covering the different learning styles. 	Annual
<ul style="list-style-type: none"> • Maintain a "Learning Committee" whose brief is to promote and monitor curriculum differentiation 		<ul style="list-style-type: none"> • Appoint "Learning Co-ordinator" and pay a R-Unit (2-Year appointment) • Form the Committee – 1 member from each House • Inform the staff of the purpose • Hold regular meetings – at least twice a term 	2006, 2008 Annual Ongoing
<ul style="list-style-type: none"> • Provide access to "anytime anywhere" learning 		<ul style="list-style-type: none"> • Trial 'Mindspring' online learning environment with 5 classes across the school • Carry out action research about the suitability of this form of learning and teaching • Implement 'Mindspring' across the school if trial successful 	2006 2007
<ul style="list-style-type: none"> • Set targets in Class Profiles for all groups of students in 		<ul style="list-style-type: none"> • Use a template similar to the Annual Targets used in this Charter 	Term 1 each year

<p>Literacy (Reading and Writing) and Numeracy</p>	<ul style="list-style-type: none"> • Carry out testing and/or analyse information – PAT, NUMP, PROBE etc to identify groups of students especially CWSA and CWSN • Analyse information and establish targets and measurable outcomes for the groups • Classroom teachers to prepare a written report – Class Profile • House Leaders to review progress towards targets • Mid Year Review • End of Year Review 	<p>Term 1 each year</p> <p>Term 1 each year</p> <p>Term 1 each year</p> <p>Ongoing</p> <p>Term 2 each year</p> <p>Term 4 each year</p>
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Strategic Objective			
To teach the students to be ‘strategic learners’.			
Target(s)/Outcome(s)		Historical Position	
As ‘strategic learners’ the students... <ul style="list-style-type: none"> ○ Understand the purpose of their learning ○ Know what is required of them ○ Are able to set realistic goals and achieve them ○ Are able to reflect on their learning 		For a large number of students learning was something that happened to them and was largely a secret. The vast majority of students were very compliant but lacked real independence in their learning. They preferred to be told exactly what to do and how to do it. They were poor at setting realistic goals. In short they had little understanding of how they learn.	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	All areas	All students
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> • Provide professional development on ‘powerful learning’ 		For new staff: <ul style="list-style-type: none"> • Professional readings. • Summarised understandings on the Intranet. • Workshops. 	Ongoing
<ul style="list-style-type: none"> • Ensure the students know the ‘purpose’ of their learning/tasks 		<ul style="list-style-type: none"> • Teachers make it a practise to discuss with the students the purpose of the learning/task. 	Ongoing
<ul style="list-style-type: none"> • Ensure students know ‘what is expected’ in any task 		<ul style="list-style-type: none"> • Use Assessment Rubrics and Student Portfolios. • PD in writing ‘assessment rubrics’ – Curriculum Teams to write. • Teach students to write their own rubrics. • Make use of a range of scaffolds – eg graphic organisers. • Teach students how to self-assess their work and efforts against rubrics. 	Ongoing
<ul style="list-style-type: none"> • Help students set realistic achievement goals 		<ul style="list-style-type: none"> • Select goals from the Key Competencies • Teach students to write realistic goals • Require students to ‘reflect’ regularly on their learning – Learning Dairies/Portfolios 	Each Term Ongoing
<ul style="list-style-type: none"> • Focus on ‘excellence’ 		<ul style="list-style-type: none"> • Discuss with the students the “Effort Rubric” so they form a picture/understanding of ‘What an excellent effort looks like’. • Ensure students understand the need for quality over quantity - that doing something well is more important than being ‘first finished’. Encourage students not to rush their work but to work carefully with effort so they can gain feelings of pride and success	Term 1 each year Ongoing

	<ul style="list-style-type: none"> Reward effort and achievement – Awesome Awards and Gold Awards. Ensure students are aware of how to present their work whether on a chart or in bookwork by modelling and/or teaching explicit visual presentation skills. 	Ongoing Ongoing
<ul style="list-style-type: none"> Encourage greater student ownership of the next step they require to take in their learning 	<ul style="list-style-type: none"> Students write down on the Portfolio Rubric sheets what their next step in learning should be once they have conferenced with their teacher. 	Ongoing (At least twice per term)
<ul style="list-style-type: none"> Students demonstrate their knowledge of where they are in their learning. 	<ul style="list-style-type: none"> Trial group of students will take a lead in Student/Parent/Teacher conferences Teachers will coach students in leading conferences All students will take a lead in Student/Parent/Teacher conferences 	2006 Ongoing 2007 ongoing
<ul style="list-style-type: none"> Engage families and whanua on student learning 	<ul style="list-style-type: none"> Pre-enrolment interviews with DP/AP/SENCO Parent information sharing evening Student/Parent/Teacher conferences – Mid-Year IEPs and IBPs Portfolios (Home at least once per term) Logbook communication Telephone calls Parent Evenings – eg Numeracy, Drug Education etc Trial ‘Mindspring’ online learning environment with 5 classes across the school Implement ‘School Zone’ across the school 	Ongoing Early Term 1 each year Term 2 each year As required Each term Daily As required Annual 2006 2006
<ul style="list-style-type: none"> Provide access to “anytime anywhere” learning 	<ul style="list-style-type: none"> Trial ‘Mindspring’ online learning environment with 5 classes across the school Carry out action research about the suitability of this form of learning and teaching Implement ‘Mindspring’ across the school if trial successful 	2006 2007
<ul style="list-style-type: none"> Review writing of clear Learning Intentions/Outcomes and providing appropriate feedback/“feed forward” 	<ul style="list-style-type: none"> Focus for the Learning Committee 	2007

Strategic Objective			
To focus on ‘foundation learning’.			
Target(s)/Outcome(s)		Historical Position	
Students have developed the key competencies and personal attributes (confidence, getting along, organisation and persistence) necessary to become successful life-long learners. Students have developed positive habits of mind.		The students performing below the expected standard fitted into two groups: those students who genuinely had difficulties in their learning, and those students whose poor work habits and behaviour stood in the way of their learning. For a large number of students learning was something that happened to them and was largely a secret. In an attempt to ‘fit everything in’ teaching focused more on content than process. A very full curriculum and a very busy timetable made it difficult to do anything in depth.	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	All areas	All students
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> Restructure our curriculum delivery placing emphasis on the Key Competencies, personal attributes and learning processes over the content. 		<ul style="list-style-type: none"> Participate in the Key Competency focus programme developed under the Peak Cluster Further develop assessment rubrics which focus on these things – eg ‘investigative process’ in science, ‘inquiry process’ in social studies Literacy and numeracy will always be key elements and will be given special emphasis. 	2006 Ongoing
<ul style="list-style-type: none"> Focus on issues and topics of interest and importance to the students 		<ul style="list-style-type: none"> Consult with students – based on James Beane’s questions: At this stage of your life what is important to you personally? At this stage of your life what is important to you about the world? Use the findings as themes/topics for study 	Ongoing
<ul style="list-style-type: none"> Narrow the focus and allow for more depth 		<ul style="list-style-type: none"> Develop one major theme – based around a ‘Big Question’ - for each term. For example “What do I need to succeed at HNI and beyond?” Map the NZ curriculum to these themes in an integrated way. 	Ongoing
<ul style="list-style-type: none"> Ensure the students ‘understand’ the skills/processes 		<ul style="list-style-type: none"> Brainstorm with the students ‘What it looks like’ when they have achieved the skill/process/learning Use this as a basis for developing rubrics with the students so that they ‘understand what each skill/process means and what is expected of them’. Display graphical representation of processes (scaffolds) in classrooms 	Ongoing

<ul style="list-style-type: none"> • Encourage greater student ownership of the next step they require to take in their learning 	<ul style="list-style-type: none"> • Students write down on the Portfolio Rubric sheets what their next step in learning should be once they have conferenced with their teacher. 	<p>Ongoing (At least twice per term)</p>
<ul style="list-style-type: none"> • Focus on Literacy (Reading and Writing) and Numeracy Skills 	<ul style="list-style-type: none"> • Staff Professional Development – Advisors Plus for Numeracy • Collect and analyse information and test results for all students in numeracy, reading and writing • Set targets for all students based on this analysis • Monitor and review progress against targets • Focus for Learning Committee 	<p>2006 - 2007 Term 1 each year Term 1 each year Throughout year</p>
<ul style="list-style-type: none"> • Review writing of clear Learning Intentions/Outcomes and providing appropriate feedback/”feed forward” 	<ul style="list-style-type: none"> • Focus for the Learning Committee 	<p>2007</p>

Strategic Objective			
To provide powerful learning experiences.			
Target(s)/Outcome(s)		Historical Position	
Students are inspired in their learning; have discovered their talents; and strive for excellence.		<ul style="list-style-type: none"> The very able students were self motivated and engaged in their learning but apart from mathematics and the sitting of international tests little was done to extend children with special abilities. The gap between the less able students and the more able students was large. There was a dominance of a verbal/linguist style of teaching. For a large number of students learning was something that happened to them and was largely a secret. The vast majority of students were very compliant but lacked real independence in their learning. They preferred to be told exactly what to do and how to do it. In all but a few classrooms students had little say about the topics of learning. The students were given little choice in their learning. (Choice was mainly restricted to extracurricular activities). 	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	All areas	All students
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> Plan, particularly a range of ‘rich topics’ (big questions) for the class to study to ensure all students gain success in the ‘big ideas’ or strands of the New Zealand Curriculum framework. 		<ul style="list-style-type: none"> Integrate Learning Areas as appropriate around the ‘big questions’ – eg What do I need to succeed at HNI and beyond? (See ‘Foundation Learning’ above). Use outcomes of “Digital Aquarium” research as a basis for developing the ‘big questions’ 	Ongoing
<ul style="list-style-type: none"> Involve the students in: planning activities, setting task goals and developing criteria, so they can develop ownership and self assess their efforts when appropriate. 		<ul style="list-style-type: none"> Make use of an Interactive Approach, making use of students’ questions and prior ideas and then challenge them to elaborate the views. Plan to gradually pass the locus of control over to the students. Eg 1st Develop criteria with students; 2nd Help them set goals; 3rd Plan some activities as a class. etc Assess student’s ability to plan/complete his or her own study. 	Ongoing
<ul style="list-style-type: none"> Ensure the students understand the ‘purpose’ for all tasks and learning. 		<ul style="list-style-type: none"> (See ‘Students as Strategic Learners’ above) 	Ongoing

<ul style="list-style-type: none"> • Differentiate the curriculum. 	<ul style="list-style-type: none"> • (See 'Differentiate the Curriculum' above). 	Ongoing
<ul style="list-style-type: none"> • Encourage 'higher order thinking' 	<ul style="list-style-type: none"> • PD on Bloom's Taxonomy • Use in setting targets for students (See 'Differentiate the Curriculum') 	Ongoing
<ul style="list-style-type: none"> • 'Scaffold learning' 	<ul style="list-style-type: none"> • Use modelling, demonstration, multiple examples and explanations • Use 'graphic organisers' and/or thinking maps 	Ongoing
<ul style="list-style-type: none"> • Establish with the students 'standards of excellence' 	<ul style="list-style-type: none"> • Brainstorm with the students 'What it looks like' when they have achieved the skill/process/learning • Teach students to 'critique' their own work and that of others against agreed standards (rubrics) • Ensure students understand the need for quality over quantity - that doing something well is more important than being 'first finished'. Encourage students not to rush their work but to work carefully with effort so they can gain feelings of pride and success. • Ensure students are aware of the procedures involved in any learning task. • Give temporary help until procedures are in place. 	Ongoing
<ul style="list-style-type: none"> • Use age appropriate teaching techniques 	<ul style="list-style-type: none"> • 1 teacher from each House to attend workshop with Don Brown • These teachers to provide PD at House level 	Term 1 Ongoing
<ul style="list-style-type: none"> • Provide access to "anytime anywhere" learning 	<ul style="list-style-type: none"> • Trial 'Mindspring' online learning environment with 5 classes across the school • Carry out action research about the suitability of this form of learning and teaching • Implement 'Mindspring' across the school if trial successful 	2006 2007

Goal 2:- To improve outcomes for students at risk.

Strategic Objective.			
To improve the outcomes for more able students.			
Target(s)/Outcome(s)		Historical Position	
More able students are extended and challenged in their learning.		<ul style="list-style-type: none"> The very able students were self motivated and engaged in their learning but apart from mathematics and the sitting of international tests little was done to extend children with special abilities. 	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	All areas	Students with 'special abilities'
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> Differentiate the curriculum 		<ul style="list-style-type: none"> (See 'Differentiate the Curriculum' above) 	
<ul style="list-style-type: none"> Ensure students are aware of their preferred Learning Style(s) and have an appreciation of others 		<ul style="list-style-type: none"> Test all students Provide students with information about the different 'intelligences' and 'learning styles'. Provide students with learning strategies for their preferred style(s). In unit planning provide a range of tasks covering the different learning styles. 	Ongoing
<ul style="list-style-type: none"> Form a CWSA Committee and provide a management unit and release time for the leader. 		<ul style="list-style-type: none"> Establish HNI's definition of 'special abilities' – wide range rather than narrow. Establish selection criteria and process. Tap into the strengths and talents of the staff to develop programmes which meet the needs of these students in all fields - cultural, physical and intellectual. Set aside one afternoon a week for the CWSA programme. Tap into expertise from outside the school – eg local business, Correspondence School 	Ongoing
<ul style="list-style-type: none"> Continue with successful practices 		<ul style="list-style-type: none"> Mathematics regrouping International tests 	Ongoing
<ul style="list-style-type: none"> Provide opportunities for students to work with and pit themselves against the best nationally and internationally 		<ul style="list-style-type: none"> Enrol students in International tests in mathematics, English, Writing and Science Encourage students to participate in competitions – eg Literature Quiz, Athletics, Science Fair, Technology Challenge, Debating etc Participate in sporting competitions – eg HBAIMS and NZAIMS competitions Participate in cultural festivals and competitions _eg Kapa Haka, Dance, Big 	Ongoing

	Sing etc	
<ul style="list-style-type: none"> • Set targets in Class Profiles for all groups of students in Literacy (Reading and Writing) and Numeracy 	<ul style="list-style-type: none"> • Use a template similar to the Annual Targets used in this Charter • Carry out testing and/or analyse information – PAT, NUMP, PROBE etc to identify groups of students especially CWSA and CWSN • Analyse information and establish targets and measurable outcomes for the groups • Classroom teachers to prepare a written report – Class Profile • House Leaders to review progress towards targets • Mid Year Review • End of Year Review 	<p>Term 1 each year Term 1 each year</p> <p>Term 1 each year Term 1 each year Ongoing Term 2 each year Term 4 each year</p>

Strategic Objective.			
To improve the outcomes for students with learning and/or behavioural difficulties.			
Target(s)/Outcome(s)		Historical Position	
Students experiencing difficulties are supported in their learning.		<ul style="list-style-type: none"> The students performing below the expected standard fitted into two groups: those students who genuinely had difficulties in their learning, and those students whose poor work habits and behaviour stood in the way of their learning. Students who were in the bottom five percent for achievement were receiving good support from ICON. The students in the group just above the bottom group were underachieving. The gap between the less able students and the more able students was large. 	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	All areas	All students at risk or not achieving
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> Differentiate the curriculum 		<ul style="list-style-type: none"> (See 'Differentiate the Curriculum' above) 	Ongoing
<ul style="list-style-type: none"> Maintain a SENCO (Special Education Needs Co-ordinator) 		<ul style="list-style-type: none"> Provide a permanent Management Unit Role as per job description. 	Ongoing
<ul style="list-style-type: none"> Identify students early 		<ul style="list-style-type: none"> Obtain quality information from contributing schools – attend last IEP before transition to intermediate Support classroom teacher with testing early in the year. 	Ongoing
<ul style="list-style-type: none"> Careful placement of students 		<ul style="list-style-type: none"> Hold placement meeting with RTLB's in November to discuss placement of CWSN 	Annual
<ul style="list-style-type: none"> Maintain and resource a 'learning centre' (ICON) to support CWSN and their teachers 		<ul style="list-style-type: none"> Roles as per job description Budget for personnel and resources Limited Authority to Teach PD 	Ongoing
<ul style="list-style-type: none"> Provide 'inclusive' support for CWSN. 		<ul style="list-style-type: none"> Resource students from ICON with work at their own level based on the classroom programme Provide teacher aide support (1 per House, dependent on funding) Form small lower ability group in Mathematics and provide daily teacher aide support 	Ongoing 2006 2006 - ongoing
<ul style="list-style-type: none"> Refer students to appropriate agencies for assistance 		<ul style="list-style-type: none"> Referral process – RTLB, GSE etc Regular meetings 	Ongoing

<ul style="list-style-type: none"> • Seek dual enrolment with Correspondence School when appropriate 	<ul style="list-style-type: none"> • Referral process • Fund a Teacher Aide co-ordinator of students on Correspondence School Roll • Role as per job description 	Ongoing
<ul style="list-style-type: none"> • Develop support programmes for CWSN 	<ul style="list-style-type: none"> • Home Reading • TARP • Life Skills • Alternative Programme 	Ongoing
<ul style="list-style-type: none"> • Develop IEP's / IBP's for students with higher special needs 	<ul style="list-style-type: none"> • Co-ordinated by the SENCO • Arrange and budget for release of personnel to attend IEP's • 2-3 IEP's per year. 	Ongoing
<ul style="list-style-type: none"> • Provide Counselling for students 	<ul style="list-style-type: none"> • Employ a Counsellor for 1 morning per week • Review success each term 	Ongoing
<ul style="list-style-type: none"> • Implement 'Digital Aquarium' for students at risk 		Ongoing

Strategic Objective.			
To improve the outcomes for Maori students.			
Target(s)/Outcome(s)		Historical Position	
Maori students feel welcomed, valued and respected within our school. They are achieving on a par with their non-Maori peers.		<ul style="list-style-type: none"> • Although there were a number of Maori students who were performing very well there was a disproportionate percentage who were underachieving • Although many students took up the cultural opportunities provided only a few took up kapa haka - it did not share the same status as other cultural activities like the choir or orchestra. • A section of the school's community preferred students to have nothing to do with Maori culture. 	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	All areas	Maori students
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> • Ensure the Maori community feel welcomed, valued and respected within our school 		Casual contact <ul style="list-style-type: none"> • One-on-one, reaching out, face to face • Approach visitor first • Greet with a smile • Phone calls of introduction • Giving positive feedback Formal contact <ul style="list-style-type: none"> • Students write letters to whanau asking them to attend interviews (personalising) • Greet at gate/door (students role) • Usher to seats • Kaumatua visits (3 times) annually • Pre-interview Discussion/Concern Forms • Students to attend interviews with parents • Personalised invites/telephone invites to celebrations • Use Maori protocol when appropriate 	Ongoing
<ul style="list-style-type: none"> • Provide educational opportunities which promote Maori self-worth and achievements 		<ul style="list-style-type: none"> • Establish a happy, accepting classroom climate • Expect every student to succeed • Recognise every student's strengths • Compliment instead of criticise 	Ongoing

	<ul style="list-style-type: none"> • Give students respect, show them that you need their help • Provide students a voice in decision making • Help students develop their own realistic goals • Give students pride in their people and their heritage • Raise the status of essential skills in planning and teaching • Use teaching methods that recognise and reflect Maori preferred learning styles 	
<ul style="list-style-type: none"> • Ensure Maori students feel proud, confident and entrusted 	<ul style="list-style-type: none"> • Raise the status of Kapa Haka in the school • Teach all students Maori protocol – especially related to powhiri • Invite Kaumatua – as dignitaries - to attend functions and to speak at assemblies • Provide Te Reo lessons • Provide Maori role models and mentors • Utilise local resources and expertise (including RTLB's) • Hold an annual Nga Tikanga Maori festival week 	Ongoing
<ul style="list-style-type: none"> • Set targets in Class Profiles for all groups of students in Literacy (Reading and Writing) and Numeracy 	<ul style="list-style-type: none"> • Use a template similar to the Annual Targets used in this Charter • Carry out testing and/or analyse information – PAT, NUMP, PROBE etc to identify groups of students especially CWSA and CWSN • Analyse information and establish targets and measurable outcomes for the groups • Classroom teachers to prepare a written report – Class Profile • House Leaders to review progress towards targets • Mid Year Review • End of Year Review 	<p>Term 1 each year Term 1 each year</p> <p>Term 1 each year Term 1 each year Ongoing Term 2 each year Term 4 each year</p>

Strategic Objective.			
To provide a safe physical and emotional learning environment for all students.			
Target(s)/Outcome(s)		Historical Position	
Students are physically safe and: <ul style="list-style-type: none"> • have developed a sense of belonging and self-esteem; • contribute to a school climate within which they will feel confident to learn; • display social responsibility and respect the dignity and rights of others; • develop citizenship; • develop values needed to become full members of society (honesty, reliability, respect for others, respect for law, tolerance, fairness, caring or compassion, non-sexism, non-racism); 		<ul style="list-style-type: none"> • The students performing below the expected standard fitted into two groups: those students who genuinely had difficulties in their learning, and those students whose poor work habits and behaviour stood in the way their learning. • The Behaviour Management Plan was applied inconsistently. For example some students were receiving detentions for not completing homework. • Many students wandered around aimlessly during the lunch hour. A handful of students entertained themselves by disrupting the play of others. 	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	All areas	All students
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> • Establish clear expectations of students behaviour 		<ul style="list-style-type: none"> • Expectations displayed in each room • Expectations communicated to parents • Consequences for not meeting expectations 	Annual
<ul style="list-style-type: none"> • Revise Behaviour Management Plan 		<ul style="list-style-type: none"> • Ensure BMP is applied consistently (AP's role) • Ensure all students and parents understand the BMP (Prospectus, Parent Meetings, Assemblies) 	2006
<ul style="list-style-type: none"> • Reward appropriate behaviour 		<ul style="list-style-type: none"> • Awesome Awards • Gold Awards • Honours Badge 	Ongoing
<ul style="list-style-type: none"> • Teach the 'Skills for Adolescence' programme 		<ul style="list-style-type: none"> • PD for new staff • Timetable coverage 	Ongoing
<ul style="list-style-type: none"> • Run the 'Peer Mediation' programme 		<ul style="list-style-type: none"> • Selection and training of mediators (AP's role) • Class lessons on the mediation process 	Ongoing
<ul style="list-style-type: none"> • Allow for student input 		<ul style="list-style-type: none"> • School Council and House Leadership • Peer Mediators 	Annual
<ul style="list-style-type: none"> • Build a positive school spirit 		<ul style="list-style-type: none"> • Start at House level 	Ongoing

	<ul style="list-style-type: none"> • House competitions for the House Shield 	
<ul style="list-style-type: none"> • Provide opportunities for positive involvement during lunch hours 	<ul style="list-style-type: none"> • Organised lunch time sport • Library open • Computer suite open 	Ongoing
<ul style="list-style-type: none"> • Comply with Safety Guidelines 	<ul style="list-style-type: none"> • Safety in Technology • EOTC Safety • Safety in the Workplace 	Ongoing
<ul style="list-style-type: none"> • Provide Mentoring support for students 	<ul style="list-style-type: none"> • Employ a Teacher Aide to check on students at risk on a daily basis to make sure they are emotionally fit to enter the classroom, are prepared for the day, have their lunch, taken their medication etc. • Liaise with the home regarding medication, lunches etc 	2006 - ongoing
<ul style="list-style-type: none"> • Provide Counselling for students 	<ul style="list-style-type: none"> • Employ a Counsellor for 1 morning per fortnight as a trial • Review success each term 	Ongoing

ANNUAL TARGETS - 2007

Goal 3:- To improve outcomes for students in respect to their level of Numeracy.

Strategic Objective.			
To improve mathematical numeracy concepts in our lower achieving students.			
Target(s)/Outcome(s)		Historical Position	
80% of the Year 7 students in lower ability Maths groups will be working within Stage 5. 80% of the Year 8 students in lower ability Maths groups will be working within Stage 6. 90% of the students in average ability Maths groups (ie NUMP level Stage 5-6) will be working within Stage 7. MidYis Average Standardised Residual will be > 0.2		<ul style="list-style-type: none"> Students have worked in ability group on an adapted programme. This has helped the 'mechanics' but not necessarily the 'thinking' More able students have performed well in national and international competitions 	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	Mathematics (Numeracy)	All
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> Regroup students according to ability and provide additional support 		<ul style="list-style-type: none"> Identify the lowest achieving 25% of students in each cohort. Group low achieving students for mathematical instruction Appoint teacher aide to support each group 	By 7 Feb 2007 13 Feb = Year 8 17 Feb = Year 7 2007
<ul style="list-style-type: none"> Employ Advisers Plus to facilitate the programme 		<ul style="list-style-type: none"> Full days with small groups of teachers to build on their personal strategies and some small group teaching demonstrations Focus on a shift from learning about the activities and content to changing pedagogy and linked underlying concepts Shorter staff meetings including teachers doing some demonstrations with equipment 	2 per term 2 per term
<ul style="list-style-type: none"> Employ Advisers Plus to facilitate the programme 		<ul style="list-style-type: none"> Train new teachers – introductory course Ongoing Training of ALL classroom staff in NUMP Establish baseline data Teach modified NUMP programme Retest students 	Feb 2007 2007 2007 early Term 2 Terms 2 & 3 Week 8 Term 4 2007

Goal 4:- To improve outcomes for students in respect to their level of Literacy.

Strategic Objective.			
To improve reading in our lower achieving students.			
Target(s)/Outcome(s)		Historical Position	
<p>By the end of Year 7:</p> <ul style="list-style-type: none"> ○ 90% of the students having reading ages (PROBE) up to 2 years below their chronological age will be reading at chronological age or better. ○ 80% of the students having reading ages (PROBE) 2 or more years below their chronological age will improve by at least 1 year. <p>By the end of Year 8:</p> <ul style="list-style-type: none"> ○ 90% of the students having reading ages (PROBE) up to 2 years below their chronological age will be reading at chronological age or better. ○ 80% of the students having reading ages (PROBE) 2 or more years below their chronological age will improve by at least 1 year. 		<p>Year 7</p> <p>41% Year 7 students have reading ages (PROBE) below their chronological age.</p> <ul style="list-style-type: none"> ○ 30% Year 7 students have reading ages (PROBE) up to 2 years below their chronological age ○ 11 % Year 7 students have reading ages (PROBE) 2 or more years below their chronological age <p>43 % Year 7 boys have reading ages (PROBE) below their chronological age. 32% Year 7 girls have reading ages (PROBE) below their chronological age.</p> <p>Year 8</p> <p>30% Year 8 students have reading ages (PROBE) below their chronological age.</p> <ul style="list-style-type: none"> ○ 23% Year 8 students have reading ages (PROBE) up to 2 years below their chronological age ○ 7% Year 8 students have reading ages (PROBE) 2 or more years below their chronological age <p>35% Year 8 boys have reading ages (PROBE) below their chronological age. 23% Year 8 girls have reading ages (PROBE) below their chronological age.</p>	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	English (Literacy)	All
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> • Implement evidence-based practices 		<ul style="list-style-type: none"> • Set targets in Class Profiles for all groups of students in Literacy - Reading • Use a template similar to the Annual Targets used in this Charter • Carry out testing and/or analyse information – PAT, PROBE etc to identify groups of students especially CWSA and CWSN • Analyse information and establish targets and measurable outcomes for the groups • Classroom teachers to prepare a written report – Class Profile • House Leaders to review progress towards targets • Mid Year Review • End of Year Review 	<p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Ongoing</p> <p>Term 2</p> <p>Term 4</p>

<ul style="list-style-type: none"> • Implement proven instructional reading strategies for the ‘middle years’ 	<ul style="list-style-type: none"> • Literacy and Learning Committees identify 4 successful instructional reading strategies for the ‘middle years’ that can be applied regardless of text • Each House to become an expert in one strategy each term 	<p>Term 1</p> <p>Term 2 - ongoing</p>
<ul style="list-style-type: none"> • Implement proven instructional reading strategies for “boys” in the middle years. 	<ul style="list-style-type: none"> • Literacy and Learning Committees to research instructional reading strategies for “boys” in the middle years. • Implement as above 	<p>Term 1</p> <p>Ongoing</p>
<ul style="list-style-type: none"> • Timetable daily instructional reading 	<ul style="list-style-type: none"> • Establish Period 1 as the time for daily instructional reading 	<p>Term 2 - ongoing</p>
<ul style="list-style-type: none"> • Literacy Committee to work with SENCO to identify students and set up support programmes and resources. 	<ul style="list-style-type: none"> • Identify the lowest achieving readers using PAT and PROBE. • Measure and monitor progress including PROBE 3 times per year • Set up special programmes (See ICON) to address their individual needs • Provide PD in reading strategies as necessary 	<p>By 31 Mar 2007</p> <p>From Term 2</p>

Strategic Objective.			
To improve writing literacy in our students.			
Target(s)/Outcome(s)		Historical Position	
<p>80% of the students' writing will be within or above the 'expected standard' identified on the HNI assessment rubrics (based on the exemplars).</p> <p>80% of the students will move 2 asTTle sub-levels.</p> <p>MidYis Average Standardised Residual for English will be > 0.2</p> <p>25% of more able students will achieve 10% above the national average in International Tests for English and Writing</p>		<ul style="list-style-type: none"> Although there are some capable 'writers' in the school a large number of students (regardless of ethnicity or gender) are underachieving in 'writing'. More able HNI students have consistently scored 20% above the national average in international test except for 'writing' which has been on or below the average. 	
Year(s)	Student Level(s)	Curriculum Area(s)	Student Group
7 and 8	All	English (Literacy)	All students
Strategies		Actions Needed	Timeframe
<ul style="list-style-type: none"> Establish as a school wide focus Establish a Literacy Team. 		<ul style="list-style-type: none"> Driven by the Literacy Team and Learning Committee Act as Literacy Watchdogs Focus on "Instruction" genre Develop assessment rubric for Explanation based on the exemplars Test all students and record results in asTTle Retest all students and record results in asTTle Ongoing PD for teachers – focus on meaningful Learning Intentions 	<p>Ongoing</p> <p>Ongoing</p> <p>Term 1</p> <p>Term 1</p> <p>Term 4</p> <p>Ongoing</p>

CHARTER CONSULTATION RECORD

Date	Consultation with	Means	Outcome
2001	Maori Community	Two Hui at Matahiwi Marae.	Maori Education Plan developed to be incorporated into School Charter
Oct 2002	Staff	School Review Day.	Beliefs, Goals and Philosophy defined/confirmed
Term 4 2002	Parent Community	Survey.	Findings informed Charter development
Draft Charter prepared.			
Feb 2003	Staff	Meeting to consider Draft Charter.	Minor changes to wording
Feb 2003	BOT	Meeting to consider Draft Charter.	BOT approved
10/06/2003	Parent Community	Consultation meeting.	No changes recommended
June 2003	MOE	Draft submitted to local office for comment.	Minor changes made to headings
July 2003	BOT	2003 Charter approved.	
July 2003	MOE	Final copy submitted.	
Mar 2004	Community	Establish Targets for 2004	
May 2004	Community	Report to community on the outcomes of the Annual Targets for 2003.	
May 2004	MOE	Annual report submitted.	
June 2004	MOE	2004 Charter submitted.	
Oct 2004	Staff	School Review Day	Annual Targets
Nov 2004	Community	Community Survey Term 4 2004	Review of goals and setting of goals for 2005
Apr 2005	MOE	Annual Report Submitted	
Apr 2005	Staff and BOT	2005 final Targets Established	
May 2005	Community	Report to community on the outcomes of the Annual Targets for 2004.	
May 2005	MOE	2005 Charter submitted	
Apr 2006	MOE	Annual Report Submitted	
Apr 2006	Staff and BOT	2006 final Targets Established	
May 2006	Community	Report to community on the outcomes of the Annual Targets for 2005.	
May 2006	MOE	2006 Charter submitted	

Havelock North Intermediate School Charter

Apr 2007	MOE	Annual Report Submitted	
Apr 2007	Staff and BOT	2007 final Targets Established	
May 2007	Community	Report to community on the outcomes of the Annual Targets for 2006.	
May 2007	MOE	2007 Charter submitted	