



# BELMONT INTERMEDIATE SCHOOL CHARTER

2020

Principal's endorsement	Nick Hill	Board of Trustees' endorsement	Brendon Clark
Submission date to Ministry of Education:	Date: 1 March 2020		

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## Belmont Intermediate School 2020 Introductory Section – Strategic Intentions

<b>Mission Statement</b>	<b>Effort, Opportunities and Success</b>
<b>Vision</b>	Leading Excellence in Intermediate School Education
<b>Values</b>	Respect Integrity Humility Excellence Courage Creativity
<b>Maori Dimensions and Cultural Diversity</b>	<p>We as a school value te reo Maori as a taonga – we share the belief emanating from the Treaty of Waitangi that our Maori people and all people should have a say in decision making. Maori people retain the right to self-determination. Maori people, as our bicultural partners, are guaranteed equal ‘right’, privileges, opportunities and outcomes. We passionately wish for this to happen so that Maori people are empowered and valued as Tangata te Whenua of our land. Ka Hikitia means to ‘step up’ to lift up, to lengthen one’s stride – to empower. We embrace this as whakatauki for all people sharing the journey with us at this school. It is engagement and achievement that for all people and this in reference to Maori (Te Ao) is understanding our world from a Maori and Pakeha perspective.</p> <p><b>Belmont Intermediate School Cultural Diversity</b> NZ European 75%, Maori 7%, Pacific Island 2.1%, Asian 13.5%, Other 0.3%</p> <ul style="list-style-type: none"><li>▪ All cultures within the school are valued, accepted and celebrated through active encouragement of inclusive school culture and values.</li><li>▪ Staff members will ensure that students from all cultures are treated with respect and dignity and will actively work towards maximising the potential of each student irrespective of cultural background.</li></ul> <p><b>The Unique Position of Maori Culture</b></p> <ul style="list-style-type: none"><li>▪ All staff members are expected to develop an awareness of Tikanga Maori (Maori culture and protocol) and Te Reo Maori (Maori language) and incorporate these in classroom programmes.</li><li>▪ Belmont Intermediate School will foster cultural understanding consistent with the Treaty of Waitangi.</li></ul>

**What reasonable steps will the school take to incorporate Tikanga Maori (Maori protocol and culture) into the school's curriculum?**

- Daily time tabled lessons 30 minutes in duration
- Programmes will have a dimension where possible: greetings, commands, language related to everyday objects, days, months, number.
- A dedicated staff member who leads Professional Learning and fosters links between Hauora and Well Being
- All students participate in regular Maori language and culture lessons (2 sessions per 10 day cycle).
- Professional development and support of staff, on the understandings they need to develop with their students.

**What will the school do to provide instruction in Te Reo Maori (Maori language) for full time students whose parents ask for it?**

The Board of Trustees will give all such requests full and careful consideration with regard to:

- Personnel with the requisite skills and qualifications
- Overall school financial position
- Availability of accommodation within the school programme

**What steps will be taken to discover the views and concerns of the school's Maori community?**

- Encourage parents of Maori students to become Board of Trustees member
  - Maori community consulted in various ways including: Report evenings, Parent workshops, Hui consultation evenings, Newsletters, School events involving students, Informal dealings with families, Individual interviews where relevant
  - Maintaining open door practice encouraging families to approach the school
  - Kapa Haka Group has two parents as leaders of the group. This has been the case for three years.
  - Strong links with Takapuna Grammar School
  - Akonga Maori – strategic planning group
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## Emergent Reviews

The purpose of any review in our environment will always be to improve outcomes for our students.

Our Health and Well-Being Programme will continue with specific changes being driven from teacher and student feedback collected via a survey at the end of 2018. Our goal is to establish a well-being framework that aligns our values, learning dispositions and competencies. We will also be including aspects of Te Reo and linking Hauora to the programme.

Specific reviews that occur might include:

- Camps
- Digital Curriculum
- Student well-being
- PE and Sport
- Curriculum (Maths and Literacy)
- Inquiry Learning
- Behaviour Management

## NAG 1: Curriculum: Raising Student Achievement

Reading: To raise the level of achievement for all students

- Professional development for all staff on AFL practices all year.
  - Teachers will have identified and targeted specific students based on 2019 data. The progress and achievement of these students will be reported on two times per year.
  - Embed tracking system that supports the achievement of cohort and school targets
  - DP (teaching and learning) to meet every teacher week 7 and 8 Term 2 and Term 3 to review and discuss targeted students and the programmes that have been developed in reading, writing and mathematics.
  - Team Leaders to hold specific meetings discussing targeted students, instructional strategies that accelerate achievement
  - SLT to monitor progress and achievement of target and priority students at regular meetings.
  - Literacy Lead teachers to work with teaching teams to establish and consolidate e-asttle planning requirements and provide PL
  - Classroom teachers being observed 2 times per year with feedback provided.
  - Student ownership of learning through the use of e-asttle pathways. Students being made aware of next steps.
  - Targeted acceleration of Maori and Pacifica students
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- Targeted acceleration of students in banded classrooms
- Continued intervention and support through the Enhancement Programme for targeted students.

#### Writing: To raise the level of achievement for all students

- Professional development for all staff on AFL practices all year.
  - Differentiated PL in Write that Essay for all staff
  - Teachers will have identified and targeted specific students based on 2019 data. The progress and achievement of these students will be reported formally on 2 times per year
  - DP (teaching and learning) to meet every teacher week 7 and 8 Term 2 and in Term 3 to review and discuss targeted students and the programmes that have been developed in writing
  - Team Leaders to hold specific meetings discussing targeted students, instructional strategies that accelerate achievement
  - SLT to monitor progress and achievement of target and priority students at regular meetings
  - Professional Development provided by Curriculum leader in the areas of Planning, Assessment and the Belmont Intermediate Writing Matrix.
  - Teachers observed by Lead teachers 2-4 times per year with feedback provided.
  - After school workshops provided on moderation and use of BIS Matrix.
  - Whole school staff meetings in January and in small groups with Write that Essay facilitator
  - Lead Teachers engage with Kahui Ako Leaders to develop Writing.
  - Targeted acceleration of Maori and Pacifica students.
  - Continued intervention and support through the Enhancement Programme for targeted students.
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## Mathematics: To raise the level of achievement for all students

- Professional development for all staff on AFL practices all year.
- Teachers will have identified and targeted specific students based on 2019 data. The progress and achievement of these students will be reported on two times per year
- DP (teaching and learning) to meet every teacher week 7 and 8 Term 2 and Term 3 to review and discuss targeted students and the programmes that have been developed in mathematics
- Team Leaders to hold specific meetings discussing targeted students, instructional strategies that accelerate achievement
- SLT to monitor progress and achievement of target and priority students at regular meetings
- Targeted acceleration of Maori and Pacifica students
- Continued intervention and support through Enhancement Programme for targeted students.
- BIS contributes to Kahui Ako Professional Learning in Mathematics
- Begin to embed new personalised Inquiry Mathematics Programme.
- Differentiated PI with Lucie Cheeseman throughout 2020 and 2021.
- Classroom teachers being observed two times per year with feedback provided.
- Student ownership of learning through the use of stepping stones pathways. Students being made aware of next steps.
- Video recording of best practice lessons for teachers to access.

## NAG 2: Self Review: Raising Student Achievement

### 1. Strategic Reviews

#### Teaching and Learning

Maths Review within Kahui Ako

Bi-annual Community Survey Term 3

Termly review of Targets

ERO Review

Board reviews a strategic intent statement each month

Board reports update Board on actions relating to intent statements each month

Regular staff meetings based on 2020 Professional Learning Plan

Student voice in respect of major school events and new initiatives

ESOL review term 3

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## 2. Pastoral

Consultation with local grammar school and contributing schools  
Review with School Counsellor annually  
ERO Reviews  
Board reviews a strategic intent statement each month  
Well Being Review Term 4  
Transitions Review

### NAG 3: Personnel: Raising Student Achievement

Focus on priority learners from Board level to the classroom  
Personnel policies are met  
Sustain the Implementation of our new professional appraisal and feedback programme with focuses on professional journaling with the goal of improving teacher practice

### NAG 4: Finance and Property

Audit 2019 accounts  
Monitor 2020 budget with Finance Manager  
Regular Budget reviews with budget holders  
Fund approved priorities. Refer strategic plan  
Programmed Maintenance carried out

### NAG 5: Health and Safety

Hazard Register updated  
As a result of the above Hazards are identified and removed  
Health and Safety Policy complies with legislation  
H&S PD for whole staff  
Meeting with H&S Committee every term  
Emergency procedures practiced on a termly basis

### NAG 6: Policies and Procedures

New Policy section on website  
Review of all policies systematically  
School will comply with all legislative requirements

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