

Brandon Intermediate School Charter 2019

Dare To Be True

We're Brandon students brave and bold

Together we'll share the load

Making a change in our community

At Brandon we've found the key

Believing that we can achieve the best

I'll be the best that I can be

So on our journey Aue te honoa

Ki te ara whakaaro nui

Dare to be true Brandon

Stand and be proud of who you are

True Brandon

Stay true to yourself and reach for the stars

Believing that we can achieve the best

I'll be the best that I can be

So on our journey Aue te honoa

Ki te ara whakaaro nui

Dare to be true Brandon, Dare to be true



Brandon Intermediate School Charter 2019

Kia Ora, Talofa lava, Kia Orana, Malo ni, Fakaalofa lahi atu, Bula Vinaka, Malo elelei, Namaste, Arun Soursdey, Tagalog, Sawa de ka & Hello

This school charter describes the vision, core beliefs, values and priorities we have for educating our students. It sets out our areas for continued development so that we provide the best quality educational environment that allows students to succeed academically and develop individual interests and talents.

Brandon Intermediate School is a small (current roll 194) co-educational intermediate school located in Cannons Creek, Porirua. Our school opened in 1970 and was originally named Porirua East Intermediate before being renamed Brandon Intermediate after Alfrede de Bathe Brandon. The majority of our students transition from five local contributing schools.

As a specialist intermediate school we cater specifically for the social, emotional and educational needs of children in the 10 -13 year age group. This age group is a crucial stage in children's schooling and is a time of rapid physical, emotional and social change. It is a key stage of their development when many student's intellectual interest and abilities begin to broaden in scope.

We provide a strong focus on literacy and mathematics. These core curriculum areas are supported through a wide variety of subject areas and other opportunities. These include sport, fitness, Hauora, Multicultural Performing Arts (MPA), enrichment, learning other languages, Education Outside the Classroom, Waka Ama, boxing and Positive Behaviour for Learning (renamed Brandon PRIDE for Learning in our context).

Brandon Intermediate has a technology and arts centre. Students receive specialist teaching in music, visual arts, carving, soft and hard materials, and food technology. Seven other local schools also attend these classes throughout the week.

Brandon Intermediate School Charter 2019

At Brandon Intermediate We are committed to:

- **Ensuring students have provision for learning and experiencing Te Reo and Tikanga Māori. We do this through:**
 - explicit teaching of Brandon Kawa at the beginning of every school year;
 - employment of a Kaiawhina who conducts lessons in Te Reo and Tikanga each week for all students in the school;
 - provision of a Māori language based social skills programme Ko wai au? or Rock and Water based on Te Whare Tapa Wha philosophy of health and well-being
 - staff development and understanding of effective pedagogy; and incorporating *Tātaiako – Cultural Competencies for Teachers of Māori Learners* and the *Pasifika Education Plan and Falefono*– Raising achievement of Māori and Pasifika students into our practices.
- **Celebrating**, appreciating and respecting the diverse cultures that make up our rich school community.
- Meeting the requirements of the **National Education and Administration Guidelines Goals**
- Ensuring the charter reflects the Government priorities as set out in the National Education Guidelines and the National Administration Guidelines and is the basis of the board's interaction with the Ministry.
- Administering Brandon Intermediate according to all statutory obligations as outlined in the **National Administration Guidelines**.
- Promoting and valuing the Ministry of Education's three key priority learner groups, **Māori, Pasifika and those with special needs. Ka Hikitia and the Pasifika Education Plan and Falefono** are key documents that guide practice.
- **Complying with all current health and safety legislation.**
- Delivering a curriculum as outlined in *The New Zealand Curriculum*, designed and implemented based on identified needs of our students and community.
- Engaging and working with **parents, whānau, the wider community and external agencies** to improve educational outcomes for all students.
- **Prioritising expenditure of operational grant funds to support achievement of the 2016 – 2020 Strategic Goals.**
- Working cooperatively with other schools in the Porirua East Community of Learners (COL) focusing on raising student achievement; **Improve teacher capability and capacity ; Improve leadership capability and capacity; Increase meaningful engagement with whanau.**

Other Priorities for Brandon Intermediate during 2019 are:

Refine the Brandon Intermediate version of mathematics teaching based on a combination of teaching and learning models including:

- the Progress and Consistency Tool (PACT) and the learning progressions framework to: inform planning; measure how well our students use their mathematical knowledge and skills to solve problems; track student achievement over time; facilitate conversations with parents and whānau and report progress and achievement.
- the philosophy that underpins DMIC (collaborative problem solving, mixed ability grouping, culturally located mathematical problems); numeracy strategies and student's voice and agency

Porirua East Group Community of Learners (COL) Achievement Challenges

- Improve teacher capability and capacity
- Improve leadership capability and capacity
- Increase meaningful engagement with whānau
- Voice Agency Identity (**VAI**)

Writing across the curriculum

- Strengthen teacher pedagogical knowledge of teaching, learning and assessment of writing, supported by the Learning Progressions Framework and The Progress and Consistency Tool (PACT).

Brandon Intermediate School Strategic Goals 2017—2020

Raised Student Achievement

Accelerated Success for Māori and Pasifika Students Across all Learning Areas

Strengthened Intermediate Context for Learning

Vision: To be the intermediate school of choice

Mission: To ensure educational success for all students

To deliver on the expectations of the Brandon Intermediate Community

We undertake these actions through the annual goals for 2019

Accelerated achievement for priority learners

Accelerated achievement for Māori and Pasifika learners

Providing challenge for gifted and talented learners

Provision of a responsive, age-appropriate curriculum that meets the developmental needs of emerging adolescents

We achieve this through our people: VAI

**making use of the wider
learning community
VAI**

**creating
a positive,
responsive culture**

**giving staff the
resources, tools and
skills to do the job**

**developing strength
in
digital fluency**

**providing routine
limits
and structures**

**using
effective practices
and pedagogy**

**engaging whānau
as pro-active
learning partners**

**cultivating
strong professional
relationships**

**striving
for excellence and
equity**

We promote BRANDON PRIDE 4 LEARNING:

We show Brandon Pride when

we are

SAFE, RESPECTFUL LEARNERS.

Our commitment to students at Brandon is to

provide a stimulating education that, with the support of family and community, sets high expectations, builds a platform for learning and develops student's individual and collective strengths.

At Brandon Intermediate our core values are:

providing a welcoming, well-maintained environment

fairness, respect and honesty

students make sensible choices and take responsibility for their actions

teaching and learning is of the highest quality

family, whānau and community are involved in student learning

Underpinned by our core values

Brandon PRIDE

All members of the school have pride in their:

family, culture, language and identity

school, syndicate and class

uniform, efforts and school work

team spirit, sportsmanship and relationships with others

school environment

preparedness for learning, health and fitness

contributions to the school as valued members of the school community

contribution to the wider community

expectations of themselves and others

behaviour and self.

Brandon Intermediate is part of a Ministry of Education initiative called Positive Behaviour for Learning (PB4L). It is referred to at Brandon Intermediate as Brandon Pride for Learning (BP4L). The key phrase that underpins our approach is “I am a SAFE, RESPECTFUL LEARNER.”

I am safe when I:

- keep myself calm
- am with my friends
- report any problems to an adult or peer mediator
- follow the school rules
- ask permission to leave any setting

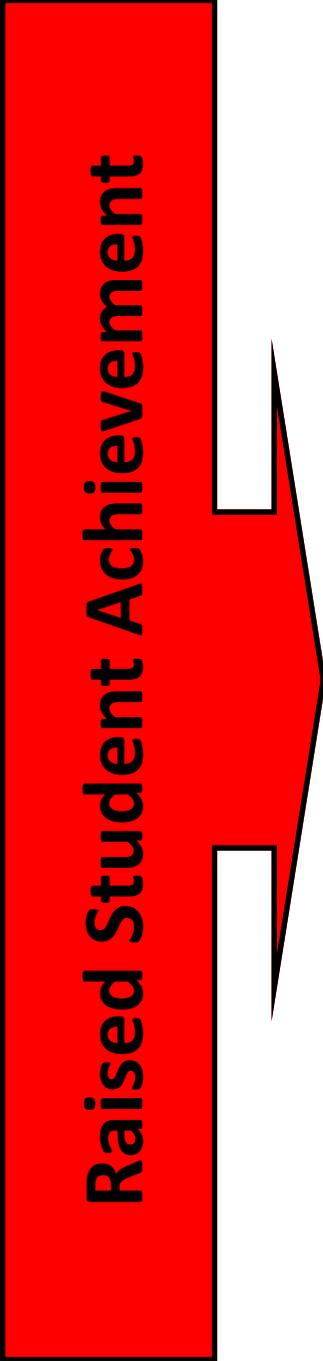
I am respectful when I:

- am fair
- use manners
- am an active listener
- help with the environment
- appreciate others' cultural differences

I am a learner when I:

- am prepared
- am an active participant
- am a team player
- am focused
- follow instructions
- do my best

Raised Student Achievement



- Establish goals and expectations for the year informed by data, student voice and consultation with community
- Maintain a relentless focus on acceleration of achievement for students previously under-served by the system (identified as 'priority learners')
- Provide challenge for students with identified strengths, gifts and talents
- Provide a responsive, age-appropriate curriculum that meets the developmental needs of emerging adolescents
- Maintain focus on valued student outcomes
- Promote and participate in professional learning and development
- Work collaboratively with neighbouring school communities in MOE initiative: Community Of Learners

1. Raised Student Achievement

Collaborative work across the Porirua East Schools Cluster

2019 Objective	Strategies – how we will do it	Indicators of success – what we expect to see
<p>Priority students make accelerated progress towards expected levels of achievement and beyond</p>	<p>Programmes of teaching and learning are informed by a clear understanding of assessment data</p> <p>A range of quality data is gathered, analysed and disaggregated to identify priority students and inform targeted teaching and learning.</p> <p>Individuals and groups of students who are failing to meet expected levels of achievement are identified and targets are set to raise achievement levels to within expected levels for age and stage.</p> <p>Diagnostic tools are used to probe deeply into persistent underachievement.</p> <p>A mix of strategies and interventions are developed to provide appropriate support to meet the needs of priority students.</p> <p>Recently gained knowledge from professional development in mathematics (DMIC) supports a comprehensive maths programme, individualised to meet the specific needs of Brandon Intermediate students resulting in accelerated achievement for all learners.</p> <p>Explicit, targeted, in-class teaching and learning programmes are developed to meet the identified needs of priority learners maintaining a relentless focus on underachievement. Accelerating Literacy Learning (ALL Terms 1 –4) with a Maths context for terms 2 and 3 . (Progress towards learning goals is monitored regularly (Priority student monitoring) with teachers, syndicate leaders and curriculum leaders to ensure programmes are having a positive impact on student learning.</p> <p>Programmes are planned carefully, informed by evidence of student strengths and needs, and adjusted regularly to address their changing needs. Programmes of teaching and learning are differentiated to ensure inclusive practices.</p> <p>Teachers use The English Language Learning Progressions (ELLPs) to assess progress in English, apply for Ministry funding support and plan programmes to meet the language learning needs of English Language Learners (ELLs).</p> <p>Students with particular strengths and talents are identified and programmes developed to nurture and advance those strengths.</p>	<p>Student achievement data in reading shows stanine and/or scale score shifts for groups of identified students who are underachieving.</p> <p>Student achievement data in writing shows set shifts in LPFs assessments for groups of identified students who are underachieving.</p> <p>Student achievement data in mathematics and numeracy shows stanine and/or scale score (PAT) and stage shifts (GLOSS) for groups of identified students who are underachieving.</p> <p>Opportunities for gathering information across all learning areas are planned and timetabled to ensure use of the PACT tool is robust</p> <p>Staff undertake professional development in the use of the PACT tool initially in mathematics to plan and to assess progress in mathematics. Judgements are informed by robust evidence.</p> <p>The LPFs are used to inform the teaching .</p> <p>Students identified as achieving well within expected levels for their year group continue to make excellent progress.</p> <p>Programmes to support gifted and talented students realise their potential are impacting positively on their achievement.</p> <p>ELLPs are shared with whanau and inform all written reporting</p>

1. Raised Student Achievement

Collaborative work across the Porirua East Schools Cluster

2019 Objective	Strategies – how we will do it	Indicators of success – what we expect to see
<p>Priority students make accelerated progress towards expected levels of achievement and beyond</p>	<p>Working collaboratively with neighbouring school communities in Community of Learners (COL) embedding professional learning</p> <p>Porirua East Group Community of Learners (COL)</p> <p>Voice, Agency, Identity (VAI)</p> <p>Three Challenges to Raise Achievement</p> <p>Improve teacher capability and capacity –“reinvention not intervention” Embed Teaching as Inquiry, develop future-focused learning pedagogies supported by best evidence and increase the use of digital technologies. Ensure that relationships for learning, capturing the work of Russell Bishop, the cultural competencies, Pasifika values , collaboration and co-teaching innovations can form part of our usual teaching practice. Ensure all our teachers know what is expected at each level of the curriculum and provide them with the opportunities to gain that knowledge and lift their expectations</p> <p>Improve leadership capability and capacity Embed leadership as inquiry. How do we grow leadership (coaching and mentoring)? How do we ensure that our administrative/organisational functions support the changes in pedagogy. This includes accountability and development frameworks to ensure sustainability and ongoing change, regardless of who may still be in the area?</p> <p>Increased meaningful engagement with whānau Develop a whakawhānaungatanga approach with whanau. How do we “shift thinking “ on how the NZ curriculum differs from their own school experiences? Support the development of reciprocal learning conversations at home and school as a valuable experience. How do we support whānau to embrace digital technologies to then support their children to become good digital citizens?</p> <p>REFERENCE</p> <p><i>Russell Bishop is foundation Professor for Māori Education in the School of Education at the University of Waikato. Lead director of Te Kotahitanga Project. Te Kotahitanga supports teachers to improve Māori students' learning and achievement, enabling teachers to create a culturally responsive context for learning which is responsive to evidence of student performance and understandings</i></p> <p><i>His research experience and international publishing includes the books “Collaborative Research Stories: Whakawhānaungatanga”, “Culture Counts: Changing Power Relationships in Classrooms”, “Pathologising Practices”, “Culture Speaks” and in 2010 “Scaling Up Education Reform”.</i></p>	<p>COL Long Term Goal</p> <p>85% of students in year 8 will be at or above in reading writing and mathematics by the end of 2018</p> <p>Succeeding at levels 4-5 of the curriculum gives every child the opportunity to succeed at secondary and, in particular, NCEA assessments across all learning areas.</p> <p>High levels of thinking and communication across the curriculum are required to meet expected achievement levels at Year 8.</p> <p>Schools will be able to track progress towards this goal from year 6 and 7, ensuring that the quality of teaching and learning demonstrates the necessary high expectations of the curriculum.</p>

1. Raised Student Achievement

2019 Objective	Strategies – how we will do it	Indicators – what we expect to see
<p>Priority students make accelerated progress towards expected levels of achievement and beyond</p>	<p>Teachers give students opportunities to contribute to the creation and maintenance of the classroom environment. They share the locus of control, co-constructing the content, process and choice of learning ensuring students know what is to be learned and why. Term one professional development focus—How can VAI be visible for staff and students</p> <p>Guidelines for teaching and learning in Literacy, Mathematics and Inquiry study provide explicit description of expectations for delivery. Assessment schedules, data management, planning for teaching and learning, and gathering and synthesis of normed assessment tools evidence are described clearly.</p> <p>Progress is monitored at regular syndicate meetings intervals to ensure quality of delivery and performance.</p> <p>Technology and Arts teachers contribute to the collection of data with timetabled reflections on learning at the end of each Arts/Tech cycle.</p> <p>Use of the PACT (initially in mathematics) will support teachers from the planning stage, through information gathering to the professional judgments made at the end of the year.</p> <p>Moderation and decision making will be managed in dedicated staff meetings termly supported by the mathematics and literacy leaders and leadership team.</p>	<p>Student attendance improves. Motivated learners engaged in their work are present and motivated to learn</p> <p>Measures:</p> <ul style="list-style-type: none"> • Achievement data—assessment, overall teacher judgements and key competencies • Behaviour data (BP4L data) • Attendance data • Student voice (surveys, anecdotal notes, self-reflections, capability matrices including 'Me and My Class and student reflections/review, student interviews as integral part of observation process) • Arts/Tech student reflections demonstrate what they have learned and show how they use reading, writing and mathematics to learn across each area. • All teachers present information in a consistent format at moderation meetings. • There is consistency in use of the PACT tool with evidence gathered that reflects the planning—using aspects and sets

1. Raised Student Achievement

2019 Objective	Strategies – how we will do it	Indicators – what we expect to see
<p>Priority students make accelerated progress towards expected levels of achievement and beyond</p>	<p>Student agency: students know where they are at – can articulate next steps and take responsibility for their own learning.</p> <p>Opportunities for learning are equitable VAI</p> <ul style="list-style-type: none"> • We know what to do • We are able to take risks • We are able to get up and try again when we experience disappointment and failure <p>There is a shared ‘language of learning’ used in all classrooms focused on strengthening students’ use of academic vocabulary so that they can describe their learning with understanding.</p> <p>Criteria for measurement of success in each area are co-constructed (informed by the Learning Progressions Framework) during the planning process to ensure consistency and to give direction to quality feedback for student learners. Samples of that feedback are shared within syndicates and with whānau termly.</p> <p>Teachers are supported to inquire into the impact of their teaching on student outcomes</p> <p>Teacher inquiry probes deeply into persistent underachievement and plans for deliberate programmes of teaching and learning to promote positive outcomes for students. Their reflections are recorded in reflective e-portfolios. The focus of inquiry will be connected to school-based initiatives based on former ALL and ALiM. Professional support will be provided by the literacy and mathematics leaders.</p> <p>The Brandon mathematics programme is refined to include learning from DMIC professional development programme, supported by in-school leaders. Collaborative work within our school supports internal development of maths pedagogy “lesson study”.</p>	<p>Subject specific language is exemplified and visible in all classrooms throughout the school.</p> <p>Teacher planning (using agreed planning templates) demonstrates a direct link between assessment information and how they are using it to plan for teaching and learning that will make a difference for groups and individuals. Teacher planning is stored on google docs and shared with syndicate leaders and the leadership team.</p> <p>Four terms of Brandon Accelerating Literacy Learning show accelerated progress for identified students. (STAR and finer grained assessment tools described in Literacy Achievement Action Plan). Terms one and four comprehension and decoding, terms two and three vocabulary within mathematical contexts.</p> <p>Each teacher works with students in mixed ability groups, intending to develop a genuine learning community within the peer culture (cooperative learning approach, <i>Ako</i>) where the students learn with and from each other</p>

2. Accelerated Success for Māori and Pasifika Students Across All Learning Areas

All Māori students have strong literacy, numeracy and language skills and enjoy success across all learning areas

- Integrate elements of students' identity, language and culture into curriculum teaching and learning
- Use their student achievement data to target resources for optimal effect
- Provide early, intensive support for those students who are at risk of falling behind
- Create productive partnerships with parents, whānau, hapū, iwi, communities and businesses that are focused on educational success
- Retain high expectations of students to succeed in education as Māori
- Disaggregated data on students' performance to guide decisions on how to support Māori students' achievement.
- Student survey 'Me and My Class' conducted Term 2 to measure progress

Use the competencies of Tātaiako to inform practices for all teaching and learning situations to ensure a positive change in student outcomes

Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.

Whanaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the community.

Manaakitanga: showing integrity, sincerity and respect towards Māori beliefs, language and culture.

Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.

Ako: taking responsibility for their own learning and that of Māori learners.

Kaiawhina employed to strengthen language and tikānga

Whānau hui

- Place-based learning

2. Accelerated Success for Māori and Pasifika Students Across All Learning Areas

Teaching and learning across the curriculum and especially in health and physical education is underpinned by Mason Durie's model of health Te Whare Tapa Whā



With its strong foundations and four equal sides, the symbol of the wharenuī illustrates the four dimensions of Māori well-being.

Should one of the four dimensions be missing or in some way damaged, a person, or a collective may become 'unbalanced' and subsequently unwell.

- **Taha tinana (physical health)** for physical growth and development. Good physical health is required for optimal development. Our physical 'being' supports our essence and shelters us from the external environment. For Māori the physical dimension is just one aspect of health and well-being and cannot be separated from the aspect of mind, spirit and family.
- **Taha wairua (spiritual health)** The capacity for faith and wider communication. Health is related to unseen and unspoken energies. The spiritual essence of a person is their life force. This determines us as individuals and as a collective, who and what we are, where we have come from and where we are going.
- **Taha whānau (family health)** The capacity to belong, to care and to share where individuals are part of wider social systems. Whānau provides us with the strength to be who we are. This is the link to our ancestors, our ties with the past, the present and the future. Understanding the importance of whānau and how whānau (family) can contribute to illness and assist in curing illness is fundamental to understanding Māori health issues.
- **Taha hinengaro (mental health)** The capacity to communicate, to think and to feel mind and body are inseparable. Thoughts, feelings and emotions are integral components of the body and soul. This is about how we see ourselves in this universe, our interaction with that which is uniquely Māori and the perception that others have of us.

2. Accelerated Success for Māori and Pasifika

All Pasifika students participating, engaging and achieving in education, secure in their identities, languages and cultures have strong literacy, numeracy and language skills and enjoy success across all learning areas

- Integrate elements of students' identity, language and culture into curriculum teaching and learning
- Use their student achievement data to target resources for optimal effect
- Provide early, intensive support for those students who are at risk of falling behind
- Encourage Pasifika parents, families and the community to support and champion their children's learning and achievements.
- Ensure Pasifika parents, families and the community are better informed, more knowledgeable and demanding consumers of education .
- Retain high expectations of students to succeed in education
- Disaggregated data on students' performance to guide decisions on how to support Pasifika students' achievement.

Student survey 'Me and My Class' conducted Term 2

Use the values of The Pasifika Education Plan to inform practices for all teaching and learning situations to ensure a positive change in student outcomes

- Take account of processes, methodologies, theories and knowledge that are fa'a Samoa (the Samoan way), faka-Tonga (the Tongan way), fakaTokelau (the Tokelau way), faka-Niue (the Niue way), akano'anga Kūki 'Āirani (the Cook Islands way), and vaka-Viti (the Fijian way), for the major Pasifika populations.
- Success will be characterised by demanding, vibrant, dynamic, successful Pasifika learners, secure and confident in their identities, languages and cultures, navigating through all curriculum areas such as the arts, sciences, technology, social sciences and mathematics.
- Pasifika learners excel in literacy and numeracy and make effective study choices that lead to worthwhile qualifications. Pasifika parents, families and communities engage with schools in supporting their children's learning

Student learning and the partnership between the school and the community is enhanced by Te Kalapu (established mid 2016 and staffed by Brandon teachers) and provides after school support, tuition and extension.

2. Accelerated Success for Māori and Pasifika Students Across All Learning Areas

2019 Objective	Strategies – how we will do it	Indicators – what we expect to see
<p>Families and whānau are engaged and informed about their child’s achievement and progress across the curriculum. They are active partners in their learning.</p> <p>Improved participation of parents, families and whānau in planned opportunities to share, discuss and inform teaching and learning.</p>	<p>Engaging families and whānau as pro-active learning partners</p> <p>Parents, families and Whānau are actively involved in their child’s learning. They will:</p> <ul style="list-style-type: none"> actively contribute to the learning that occurs in the classroom; understand how well their child is achieving and progressing against the national standards; and understand how the LPFs and PACT tool support teaching and learning . <p>Students set individual learning goals with the support of their teachers and share with families and whānau every five weeks. Families and teachers will negotiate how they will work in partnership to support the student to achieve their goals.</p> <p>Whānau groups are well established for all key cultural groups represented at Brandon Intermediate. Including Maori; Samoan; Cook Island, and Tokelauan.</p> <p>Information about student learning across the curriculum is shared termly with families/whānau by way of work samples with teacher feedback against success criteria. Families are encouraged to contribute their own feedback to the work on the learning journals.</p> <p>All students have access to computers (individual chromebooks) on a daily basis and are strengthening their digital fluency.</p> <p>Homework is set regularly for all students, differentiated to meet the learning needs of each and reflecting the particular learning focus of the classroom. Parents are asked to sign the homework and comment on their children’s progress.</p>	<p>Parents have a clear understanding of their children’s progress and achievement.</p> <p>They support their children to set learning goals that are focused on specific areas for learning rather than attitude or confidence (evidenced in student goals with parent signatures).</p> <p>They share information about their children’s strengths and interests, home literacy practices, language, values and culture at parent interviews to support the development of responsive programmes of learning.</p> <p>An increasing number of parents attend whānau hui and contribute to planning for learning.</p> <p>Parents provide regular feedback on student homework to demonstrate their involvement and actions as partners in learning.</p> <p>Parents who have access to the internet provide some feedback to on-going work that is shared with them via Google-docs</p> <p>All Home Learning set is recorded in a 1B5 book with the criteria for effective feedback available</p> <p>Celebration of whanau engagement with the learning is school wide and regular</p> <p>Bi-Annual Kapa Haka festival—Brandon Intermediate to host initial festival</p> <p>Restoration of Totem Pole</p>

2. Accelerated Success for Māori and Pasifika Students Across All Learning Areas

2019 Objective	Strategies – how we will do it	Indicators – what we expect to see
<p>Engaging whānau as proactive learning partners</p> <p>Improved participation of parents, families and whānau in planned opportunities to share, discuss and inform teaching and learning.</p> <p>Strengthened understanding of Pasifika values for Brandon Intermediate staff</p>	<p>Students are welcomed to Brandon at the beginning of year 7 at the haka powhiri on their first day of school. Parents and whānau are encouraged to accompany their children. After an exchange of karanga from both sides and the ceremonial welcome dance, Year 8 kaikorero (speakers) welcome our new students first in Māori and then in the three major Pacific languages of our school: Samoan; Tokelau and Cook Island Māori. Parents, whanau and community are invited and encouraged from that day to come to school, to attend fono and hui and to share their ideas about the education of their children.</p> <p>Parent/whānau hui are planned for each major group. Families / whanau are invited to share their aspirations for their children and contribute to the development of programmes of learning that are responsive to the language, learning and cultural needs and interests of students.</p> <p>Celebrating success</p> <p>Celebration of learning promotes and exemplifies what success looks like at Brandon Pride Celebrations. Twice yearly, students demonstrating excellence across many fields are identified and their efforts are acknowledged at the prize-giving. Students are awarded trophies, cups and merit certificates at the community celebrations.</p> <p>- Fonofale PD for all staff - staff capacity that reflect Pasifika values</p>	<p>Opportunities for diverse skills to be promoted and celebrated across the school and community. Students strive for excellence in a variety of fields.</p> <p>Base data to be gathered from Māori and Pasifika students' responses to Me and my Class survey term 1 and re-visited late in term three to evaluate progress.</p> <p>- Staff capacity that reflects Pasifika values</p>

3. Strengthened Intermediate Context for Learning

Use of effective pedagogies and schooling culture that engages and motivates students in their intermediate years

Provision of diverse and challenging learning opportunities across academic, cultural, social, physical and technological contexts for the wider Porirua community as the only intermediate school in the area **through:**

Provision of a responsive, age-appropriate curriculum that meets the core developmental needs of emerging adolescents including:

- a sense of competency as a developing adult
- self-exploration and definition
- supportive social interaction with peers and adults
- challenging and rewarding physical activity
- meaningful participation in school and the community
- school-wide routines, expectations and structures
- diversity of experiences
- recognition and respect for diverse cultures
- education outside the classroom
- participation in the Brandon Show

Being proactive in involving family and whānau as partners in their children's learning

Brandon Intermediate graduate profile

Voice Agency Identity (VAI) for students

3. Strengthened Intermediate Context for Learning

2019 Objective	Strategies – how we will do it	Indicators – what we expect to see
<p>Provision of a responsive, age-appropriate curriculum that meets the core developmental needs of emerging adolescents</p>	<p>Students:</p> <ul style="list-style-type: none"> develop a sense of competency as a developing adult engage in self-exploration and definition experience meaningful participation in school and the community develop recognition and respect for diverse cultures have high expectations of themselves as learners are confident in their capacity to learn set goals for their learning take ownership of their learning and control over learning pathways <p>Brandon Intermediate curriculum:</p> <ul style="list-style-type: none"> is designed and implemented according to the identified needs of our students and community and underpinned by the key competencies provides routine limits and structures, challenging and rewarding physical activity divers experiences ensures supportive social interaction with peers and adults <p>Teachers and school leaders:</p> <ul style="list-style-type: none"> take collective responsibility to build deep understanding of students' language, identity, culture, interests, talents, strengths and needs, and work in partnership with whānau and families to ensure programmes are making a difference for student learners. 	<ul style="list-style-type: none"> Key Competencies - Self Management, BP4L, class contracts, student feedback Student learning journals, academic challenges Social skills lessons, developed through Circle time, Peer mediation, Ko wai au , Education Outside The Classroom (EOTC) Local Curriculum Design Tool Rapua te ara tika - Coherent Pathways, Relationships for learning, Rich Opportunities for Learning and Collaborative Inquiry Regular physical activity, PE aligned with inter-intermediate sports, AIMS games, swimming, formal dancing, boxing, waka ama, self defence for girls (years 7 & 8) Events - interschool sports, community cultural events, Creek-fest, Battle of the Bands, VAI consultation with community Brandon students in the community (Ako) sharing their skills and knowledge with students from contributing schools BP4L, School council MPA, formal celebration of Māori and Pacific Language weeks, enrichment options, teaching of languages Weekly programmes of technology and the arts including: hard materials technology; soft materials technology; music; foods technology and art Social skills development ,Weekly instruction in Te Reo and Tikanga Use of Seesaw and Home Learning to share successes with whanau—support for whanau with effective feedback Sports and Culture interchange with other Intermediates—Masterton/Levin/Waimea School wide year long inquiry—Ko wai au, ko wai tatau, ko wai ratou

**Raised Student Achievement
Leadership and Governance Responsibilities**

2019 Objective	Strategies – how we will do it	Indicators – what we expect to see
<p>A robust performance appraisal system ensures quality teaching and learning, strong and effective leadership and governance and an on-going cycle of improvement.</p>	<p>The Board of Trustees executes the role of the board effectively</p> <p>Ensuring understanding the role by:</p> <ul style="list-style-type: none"> • surveying individual member’s level of understanding • gathering baseline evidence of understanding • targeting performance • measuring and monitoring performance • reporting on progress <p>Developing artefacts to support current and new members’ understanding of their roles and responsibilities.</p> <p>Develop handbook to ensure understanding and consistency.</p> <p>Fulfilling role as BOT member effectively by;</p> <ul style="list-style-type: none"> • attending meetings and training • contributing to BOT work • taking responsibility for actions and activities • ensuring behaviour (conduct) is in keeping with BOT expectations • meeting legal obligations <p>Focused on raising students achievement</p> <p>Brandon charter reflects the focus on raising achievement</p> <p>Meetings are focused on raising achievement.</p> <p>Decisions and recommendations are made and followed through with a focus on raising student achievement.</p>	<p>The BOT has a board work plan scheduling areas for reporting to the board so that they are well informed of progress in student learning and achievement.</p> <p>‘School docs’ ensures systematic review of all policies and processes.</p> <p>The Brandon Intermediate budget reflects the BOT commitment to raising student achievement.</p> <p>The BOT operates as a team, sharing responsibilities and taking an active interest in inquiring into and monitoring progress against annual goals.</p>

**Raised Student Achievement
Leadership and Governance Responsibilities**

2019 Objective	Strategies – how we will do it	Indicators – what we expect to see
<p>A robust performance appraisal system ensures quality teaching and learning, strong and effective leadership and governance and an on-going cycle of improvement.</p>	<p>School leaders maintain a strong focus on quality self-review and performance appraisal to ensure teacher performance and decisions made for the school are focused on student achievement.</p> <p>School leaders engage in professional learning and development with Chris Rowan (the Impact Group) as part of the professional learning cycle, inquiring into the impact of their practice on classroom teachers and subsequently student achievement.</p> <p>School leaders engage in leadership inquiry—focused on how their leadership and new learning has an impact on student achievement</p> <p>Internal evaluation is carried out as part of an on-going cycle of review. Using the school evaluation indicators framework we examine systems, processes and performance with a view to strengthening performance and raising achievement.</p> <p>School development teams are re-formed (involving all leaders and teaching staff) so that they are aware of the school’s annual goals and take an active role in ensuring success. School development teams meet twice each term to develop action plans, review and revise the plans to meet identified needs within the school.</p> <p>School leaders and curriculum leaders prepare reports twice yearly on major curriculum areas, and present them to the Board of Trustees to ensure they have full knowledge of student achievement and the impact of teaching and learning on student progress.</p> <p>‘School Docs’ ensure systematic review of all policies and processes.</p> <p>There is a clear understanding of roles, responsibilities and accountability in the areas of governance and leadership, and the importance of on-going reference</p>	<p>Teacher performance is monitored closely with termly classroom observations and planning checks, ensuring that the senior leadership team have a very clear understanding of the quality of programmes of teaching and learning and the professional learning needs of teachers.</p> <p>Programmes of coaching / modelling / mentoring support leadership development and effective teacher practice.</p> <p>-</p> <p>School leadership team and curriculum leaders attend professional development workshops to increase leadership capability.</p>

**3. Raised Student Achievement
Leadership and Governance Responsibilities**

2019 Objective	Strategies – how we will do it	Indicators – what we expect to see
<p>Resource Management Objective</p> <p>To create a future-focused, safe, positive, caring and attractive emotional and physical environment for all, as well as providing the best resources for children’s learning</p>	<p>Property Goals</p> <p>Enhance buildings in order to provide 21st century learning spaces.</p> <ul style="list-style-type: none"> • Complete modernisation project to ensure all classrooms meet the requirements for modern learning environments. • ICT infrastructure regularly reviewed <p>To set an appropriate budget for property (maintenance & capital works).</p> <ul style="list-style-type: none"> • Undertake monthly maintenance and building checks and complete repairs as necessary • Ensure the Property Budget for 2019 is reported against at monthly Board meetings <p>Finance Goal</p> <ul style="list-style-type: none"> • To maintain sound financial management systems which support the current and future school community. • Continue to employ an independent Financial Service Provider to support the school financial systems and prepare monthly and annual Financial Statements. • Monitor and control expenditure to ensure that Strategic goals can be implemented. • Provide the Board with monthly financial performance information. 	<p>Maintaining 4 classrooms established as modern learning environments in 2019</p> <p>5YA funds available since July 2018 —intention to remodel rooms 6,7,and 8./ Dust Extractor/Drainage on driveway and Food Technology Room</p> <p>Alterations to Room one to support High needs student</p> <p>Maintaining ICT infrastructure capable of supporting digital technologies across the school</p> <p>Maintaining chrome-books inventory to ensure all students to have opportunity to be digitally fluent</p> <p>Property and buildings maintained satisfactorily to meet health and safety requirements</p>

Brandon Intermediate School Annual Targets For Improvement 2019, Reading

Student within the Expected Level of Achievement (ELA) – Reading Across The New Zealand Curriculum, beginning of year data

Target for Improvement: Accelerated progress, for those students whose current literacy levels are insufficient to be able to access the curriculum, to the expected curriculum level appropriate for their year level.

Expected Level of Achievement using standardized assessment tools—STAR, PAT math s and PAT reading - Stanine 5 and above

Definition of accelerated progress is two years progress within one year - For a year 7 student - more than 7.3 patm and for a year 8 student - more than 8.5

- static stanine is expected and stanine shift of one or more is accelerated

Full use of the PACT tool and Learning Progressions Framework will support these judgements during 2019

Brandon Intermediate Strategic Goals:

- Accelerated achievement for priority learners
- Accelerated achievement for Māori and Pasifika learners
- Provision of challenge for gifted and talented learners
- Provision of a responsive, age-appropriate curriculum that meets the developmental needs of emerging adolescents

Annual Objective: Priority students make accelerated progress towards expected levels of achievement and beyond

Reading — Students with- in the Expected Level of Achievement	Working towards The ELA Stanine four and below	Working towards The ELA	Working within and above The ELA Stanine five and above	Exceeding the band of expect- ation	Total
Whole school ELA	127/188	65%	61/188	33%	188
BOY ELA Year 7	74/103	72%	29/103	28%	103
BOY ELA Year 8	53/83	64%	30/83	36%	83

Brandon Intermediate School Annual Targets For Improvement 2019, Reading

STAR Data 2019 Beginning of Year:

STAR 2019	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9	Total number
Year 7	8(7%)	12(11%)	28 (26%)	26 (24%)	16 (15%)	11 (10%)	3 (3%)	0 (0%)		108
Year 8	4(5%)	14 (16%)	16 (19%)	19 (22%)	18 (21%)	8 (19%)	4 (5%)	1 (1%)		86
Whole school	12(6%)	26 (13%)	44 (23%)	45 (23%)	34 (18%)	19 (10%)	7 (4%)	1 1%)		194
Māori	3(4%)	3 (4%)	19 (22%)	19(28%)	8 (12%)	6 (9%)	4 (6%)	1 (1%)		68
Pasifika	6 (6%)	19 (7%)	24 (22%)	23(21%)	22(20%)	12 (11%)	2 (2%)			109
Asian	1 (25%)	1 (25%)	1 (25%)			1 (25%)				4
MELAA	2 (40%)	2 (40%)		1(20%)						5
NZ European	1 (12%)	1 (12%)		2 (25%)	4 (40%)		1 (12%)			9
Female	5(5%)	10 (10%)	23 (23%)	28 (29%)	18 (18%)	6 (6%)	6 (6%)	1 (1%)		98
Male	7 (7%)	16(17%)	21 (22%)	17(18%)	16(17%)	13 (14%)	1 (1%)		1 (1%)	86

Analysis of beginning of year STAR data reveals: 48 Year 7 (44%) and 34 Year 8 (39%) students, (**82 students (42%) across both cohorts**) are well below expected levels of achievement and may have insufficient reading skills to be able to access the curriculum satisfactorily without intensive support. They must make accelerated progress (twice that of their peers) if they are to reach expected levels within the year. **They are identified as priority students - Stanine 3 and below**

- 26 (24%) year 7 and 19 (22%) Year 8 students, (45 students (23%) across both cohorts) are just below expected levels for their year groups (although within the band of average) and with effective programmes of teaching and learning should make sufficient progress to reach their desired levels. - **Stanine 4**
- 61 students (33 %) across both cohorts are achieving within or above expected levels for their year groups and should continue to make good progress with high quality programmes of teaching and learning in reading. **Stanine 5 and above**

Brandon Intermediate School Annual Targets For Improvement 2018, Reading

Target students	Specific Action for Implementation	Resource strategy required
<p>TARGET group one - Stanine 1 STAR—second edition 12 students are achieving critical scores well below expectation in reading. These students must <u>make accelerated progress</u> (double that of their peers) if they are to reach cohort over a period of two or three years. Maori and Pasifika student achievement profiles are accurately reflected in whole school data</p> <p>TARGET group two—Stanine 2-3 A larger group (70 students) are achieving well below expectation- They should be able to <u>make accelerated progress</u> to close the gap.</p> <p>TARGET group two—Stanine 4 3. Stanine 4 - 45 students are also recorded as a just below the expected level</p>	<p>Brandon Intermediate Accelerating Literacy learning (ALL) has a relentless focus on acceleration, with well planned, deliberate teaching supported by school leaders and appropriate resourcing. The intervention will be implemented in terms 1 and 3.</p> <p>It delivers well planned, deliberate, regular, targeted teaching and learning informed by evidence of students’ strengths and learning needs.</p> <p>It is an intensive programme of intervention, planned with support (teacher-coaching, modeling, team-teaching, in-class interventions with specialist external support, and teacher aide assistance to provide in-class additional support for reading mileage, vocab development etc.) to address identified strengths and needs.</p> <p>Acceleration will be evidenced by: Progress towards the standard appropriate to students’ year levels measured with us of the PACT tool and increase in STAR stanine and or scale score supported by:</p> <ul style="list-style-type: none"> • teacher observations; • improved STAR results in term 3 (scale score and/or stanine shifts); • anecdotal evidence (feedback and feed forward in student work-books, teacher modeling books etc.); • Improved results in finer grained tests (CAP for older students, BURT vocab and BURT Reading for identified students). 	<p>Expert knowledge of literacy acquisition, ESOL, literacy learning.</p> <p>Time – planned for discussions, analysis, implementation, record keeping and monitoring.</p> <p>Professional development based on identified needs (students and teachers).</p> <p>Roles of principal, literacy leader, team leaders and teachers clearly defined – shared responsibility.</p> <p>Close monitoring (student progress and teacher practice) priority student monitoring process 5 weekly.</p> <p>Teacher Inquiry based on the impact of the intervention on student progress.</p>

Brandon Intermediate School Annual Targets For Improvement 2019, Mathematics

Target Area: Mathematics and Numeracy across *the New Zealand Curriculum*

Student within the Expected Level of Achievement (ELA) – Mathematics Across The New Zealand Curriculum, beginning of year data

Target for Improvement: Accelerated progress, for those students whose current literacy levels are insufficient to be able to access the curriculum, to the expected curriculum level appropriate for their year level.

Expected Level of Achievement using standardized assessment tools—STAR, PAT math s and PAT reading - Stanine 5 and above

Definition of accelerated progress is - For a year 7 student - more than 5.4 patm and for a year 8 student - more than 5.6 patm

- static stanine is expected and stanine shift of one or more is accelerated

Full use of the PACT tool and Learning Progressions Framework will support teaching and learning during 2019.

Brandon Intermediate Strategic Goals:

- Accelerated achievement for priority learners
- Accelerated achievement for Māori and Pasifika learners
- Provision of challenge for gifted and talented learners
- Provision of a responsive, age-appropriate curriculum that meets the developmental needs of emerging adolescents

Annual Objective: Priority students make accelerated progress towards expected levels of achievement and beyond

Mathematics — Students within the Expected Level of Achievement	Working towards The ELA Stanine four and below	Working towards The ELA	Working within and above The ELA Stanine five and above	Exceeding the band of expectation	Total
Whole school ELA	143/189	75%	46/189	24%	189
BOY ELA Year 7	81/105	77%	24/105	23%	105
BOY ELA Year 8	66/82	80%	16/82	20%	82

Brandon Intermediate School Annual Targets For Improvement 2019, Mathematics

PAT Mathematics Data 2019 Beginning of Year:

PAT Maths 2019	Stanine 1	Stanine 2	Stanine 3	Stanine 4	Stanine 5	Stanine 6	Stanine 7	Stanine 8	Stanine 9	Total number
Year 7	29 (28%)	13 (12%)	21(20%)	18 (17%)	15 (14%)	5 (4.7%)	1 (1%)	2(2%)		105
Year 8	21 (23%)	7 (8%)	23 (25%)	15 (16%)	13 (14%)	9 (10%)	2 (2%)	1 (1%)	1 (1%)	82
Whole school	47 (25%)	25 (13%)	36 (19%)	35 (19%)	24(13%)	16 (8%)	2 (1%)	3 (2%)	1 (1%)	189
Māori	15 (23%)	11 (17%)	11 (17%)	17 (26%)	8 (12%)	3 (5%)		1 (2%)		66
Pasifika	26(25%)	13 (12%)	21 (20%)	16 (15%)	14 (13%)	12 (11%)	2 (2%)	2 (2%)		106
Asian		1 (25%)	1 (25%)	1 (25%)		1 (25%)				4
MELAA	4(80%)		1 (25%)							5
NZ European	2 (25%)		3 (37%)	1 (12.5%)	1 (12.5%)					8
Female	19 (27%)	10 (14%)	12 (17%)	1(16%)	14(20%)	3 (4%)	1 (1%)			63
Male	12 (21%)	10 (12%)	21 (25%)	15 (18%)	9 (11%)	8 (10%)	2 (2%)		1 (2%)	72

Analysis of PAT Maths data reveals: 63 Year 7 (60%) and 51 Year 8 (56%) students (111 students (57%) across both cohorts) have insufficient skills in mathematics to be able to access the curriculum successfully without deliberate, targeted teaching and learning focused on accelerating achievement to expected levels for their year groups. These students are identified as priority learners. Stanine 3 and below

- 20 Year 7 (24%) and 15 Year 8 (16%) students, (35 students (19%) across both cohorts) are just below expected levels (although within the band of average) and should make accelerated progress with quality programmes of teaching and learning. - Stanine 4
- 46 students (25%) across both cohorts are at or above expected levels for their year groups and should continue to make good progress with high quality programmes of teaching and learning.—Stanine 5 and above.

Brandon Intermediate School Annual Targets For Improvement 2019

Mathematics

Target students	Specific Action for Implementation	Resource strategy required
<p>1. - Stanine 1s 47 students (24%) across both cohorts (29 Year 7) and 21 Year 8 are recorded as achieving well below in maths . These students must <u>make accelerated progress</u> (double that of their peers) if they are to reach cohort over a period of two or three years.</p> <p>2. Stanines 2-3 61 students across the school are also recorded as a well below the expected levels</p> <p>3. Stanine 4 - 35 students are also recorded as a just below the expected levels</p> <p>4. Identified Year 8 students who made less than expected progress as year 7</p>	<p>Smaller class sizes should improve opportunities for targeted support. Teacher aide support during mathematics teaching and learning maximises opportunities for group support for identified students to manage independent activities, keep students on task and practice learned strategies, basic facts etc.</p> <p>Embedding professional learning and development from 2016 (using the Mathematics Communication and Participation Framework) in a collaborative process of mathematical inquiry which was intended to support students' well-being, enhance their understanding of mathematics and develop their mathematical proficiency</p> <p>Each teacher will continue to work with students in mixed ability groups for part of each week, intending to develop a genuine learning community within the peer culture (cooperative learning approach, <i>Ako</i>) where the students learn with and from each other.</p> <p>Regular monitoring of progress will inform teachers of the impact of their teaching and support them to adapt programmes to meet the changing needs of learners. Modeling and monitoring to be undertaken by lead teacher in mathematics.</p> <p>Acceleration will be evidenced by progress towards the expected students' year levels measured by scale score and progress with</p> <ul style="list-style-type: none"> • Mathematics PAT stanine and/or scale score shifts beginning and end of 2019. • Changes in student understanding of self-efficacy and mathematical dispositions measured by student survey beginning and end 	<p>Whole school commitment to the Brandon version of the philosophy that underpins DMIC (collaborative problem solving, mixed ability grouping, culturally located mathematical problems); numeracy strategies and students being aware of the purpose of their learning; and the Progress and Consistency Tool (PACT) and the learning progressions framework to inform planning, measure how well our students use their mathematical knowledge and skills to solve problems; to track student achievement over time, to facilitate conversations with parents and whānau and report robust judgements against the standards.</p> <p>Mentoring by in-school mathematics leaders/ specialist teachers</p> <p>In-class support and observations by curriculum and syndicate leaders.</p> <p>Collaborative planning by classroom teachers Eugene Gibson (Maths lead teachers) - each Thursday after school.</p>

