

# Ross Intermediate School

TE KURA WAENGA O ROSS

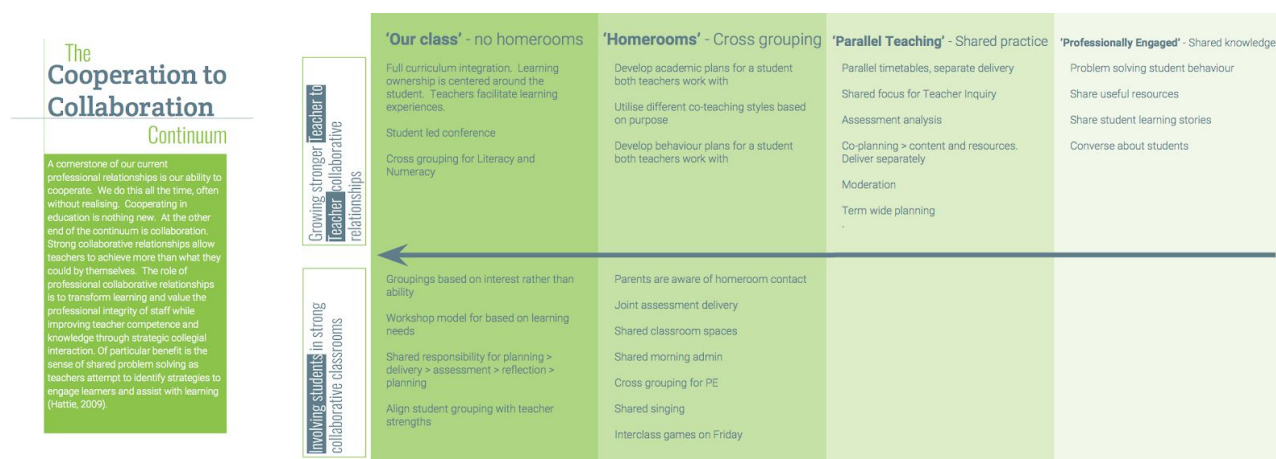
## GUIDING PRINCIPLES FOR EFFECTIVE TEACHING and LEARNING

The learning environment recognises the learners as its core participants, encourages their active engagement and develops in them an understanding of their own activity as learners.	The learning environment is founded on the social nature of learning and actively encourages well organised co-operative learning.	The learning professionals within the learning environment are highly attuned to the learners' motivations and the key role of emotions in achievement.	The learning environment is acutely sensitive to the individual differences among the learners in it, including their prior knowledge.	The learning environment devises programmes that demand hard work and challenge from all but without excessive overload.	The learning environment operates with clarity of expectations using assessment strategies consistent with these expectations; there is a strong emphasis on formative feedback to support learning	The learning environment strongly promotes 'horizontal connectedness' across areas of subjects and knowledge as well as to the community and wider world.
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The above principles are supported by the following strategies:

Cooperative Learning	Service Learning	Home - School Partnerships	Learning with Technology	Formative Assessment	Inquiry Based Approached
In essence, students work together and are responsible for one another's learning as well as their own. Emphasising thinking and increasing higher-order learning, it has a range of educational benefits, including an alternative to ability grouping and as a way to prepare students for an increasingly collaborative work force.	Education engages students in community service that is integrated with the learning objectives of core academic curricula. This experiential approach is premised on providing students with contextualised learning experiences based on authentic, real-world situations in their communities.	The home is our first, and highly influential, learning environment so that building connections between the home and school is vital to learner success. This includes proactively involving families in their child's schooling and extending personalised invitations to them to become involved. After-school programmes and extra-curricular activities also offer ways to connect with the family and provide greater connection between home and school.	Learner-centred approaches to learning can empower learners and leverage good learning experiences that would not otherwise have been possible.  Technology also often offers valuable tools for other building blocks in effective learning environments, including personalisation, co-operative learning, managing formative assessment, and many inquiry-based methods.	Formative evaluation guides learners to better outcomes by providing feedback that continually informs the learner, the teacher, and the learning itself. It is targeted towards three key questions:  <i>Where are the learners in their learning?</i> <i>Where are the learners going?</i> <i>What needs to be done to get them there?</i>	Students need opportunities to develop higher-order cognitive skills. One important context to do this is through inquiry-based approaches in complex, meaningful projects that require sustained engagement, collaboration, research, management of resources, and development of an ambitious performance or product.  Relevant approaches include: <i>Project-based learning</i> <i>Problem-based learning</i> <i>Learning through design</i>

To achieve the above we recognise that a strong teacher collaborative model is necessary. We have developed and adopted the following:





#### **Whakamahia kia Tika**

Our school community is committed to consistently interacting with honesty, respect and empathy. By Acting with Integrity, we demonstrate that we care about each other and ourselves.

What does “Acting with Integrity” *look like* at Ross?

- We interact politely, listening to the views of others.
- We respect and care for all property and the environment.
- We interact online with respect, safeguarding our own “digital footprint”.
- We help others that need our care.



#### **Ako kia Kaha**

Every experience is a learning opportunity. We constantly look for new opportunities to learn about the world around us, and more about ourselves. Learning time is valuable and we are committed to making the most of the time we spend together as a learning community.

What does “Learning with Purpose” *look like* at Ross?

- Students and teachers are actively engaged in learning.
- Students know what they are learning and why they are learning. The learning pathway is clear to see.
- Teachers have a clear understanding of student attainment, strengths and needs.
- Students monitor their own learning progress.



#### **Whaia ou Moemoea**

We believe learning doesn’t finish at Intermediate School, nor does it finish when the final bell of the day rings. Learning is a lifelong process and we strive to embed the principles of curiosity, passion and aspiration throughout our school community. We encourage our whanau to “Dream Big” - to create goals and the pathways to reach them.

What does “Inquire and Dream” *look like* at Ross?

- Students and staff set goals and plan how to attain them.
- We all “want to know more” about ourselves so that we can become better equipped to turn our dreams into reality.
- We celebrate the dreamers and those who have achieved good things at school and beyond.
- We all, in some way, large or small, want to change the world!

These statements are each backed up with explicit teaching around how they will be reflected in our local school environment as well as out in the community when acting as responsible global citizens.

They also serve to support our School Goals for all students and staff.

### **SCHOOL GOALS**

1. To create meaningful learning programmes to meet individual needs of emerging adolescents.
2. To develop creativity, innovation and critical thinking in all students enhanced through eLearning opportunities.
3. To develop citizens who display integrity, value themselves, others and the environment.
4. To build an effective team providing quality learning opportunities for all students.
5. To create a learning community involving staff, students and their whanau.

**Along with the above goals and statements the Board of Trustees supports and is committed to the following educational understandings:**

- *Strong educational support for identified Priority Learners.*
- *Reduced class size environment for all classes*
- *Enhanced eLearning opportunities with a device for each and every student.*
- *Equal opportunities for all learners at Ross Intermediate.*

### **IWI PARTNERSHIP**

#### **Ross Intermediate School – Te Kura Waenga O Ross and the Board of Trustees**

- firstly acknowledge the special status of Maori as *Tangata Whenua* of Aotearoa New Zealand,
- secondly *Te Reo Maori*, Maori Language 1987 as an Official Language of Aotearoa New Zealand and
- thirdly *Te Tiriti O Waitangi* the Treaty Of Waitangi 1840 as the founding document of Aotearoa New Zealand as a Nation.

Ross Intermediate School – Te Kura Waenga O Ross is located in the heart of Palmerston North city and therefore amongst the Mana-Whenua Iwi, Rangitane O Manawatu.

On the 17<sup>th</sup> February 2016 Ross Intermediate School – Te Kura Waenga O Ross signed a Memorandum of Understanding (MOU) direct with Tanenuiarangi Manawatu Incorporated on behalf of Rangitane O Manawatu Iwi.

The Key Objective of this MOU is to enable Rangitane O Manawatu Iwi and Ross Intermediate School – Te Kura O Ross to establish a collaborative mutually respectful relationship that further enhances the schools determination to support the education pathways of all learners and their Whanau and the wider Ross Intermediate community.

## REQUESTS FOR TE REO MAORI

Ross Intermediate School will be inclusive of Te Rangitane Tikanga and Te Reo in the School Programmes. Opportunities will be provided for all students to learn about these areas and for students to be educated in Te Reo Maori if they so wish. As well as this the Board of Trustees are committed to providing for any student extension opportunities in Te Reo and Tikanga Maori.

## Requirements for Boards of Trustees

Each board of trustees, through the principal and staff, is required to develop and implement a curriculum for students in years 1–13:

- that is underpinned by and consistent with the principles set out on page 9;
- in which the values set out on page 10 are encouraged and modelled and are explored by students;
- that supports students to develop the key competencies set out on pages 12–13.

Each board of trustees, through the principal and staff, is required to provide all students in years 1–10 with effectively taught programmes of learning in:

English, as specified on page 18; the arts, as specified on pages 20–21; health and physical education, as specified on pages 22–23; mathematics and statistics, as specified on page 26; science, as specified on pages 28–29; social sciences, as specified on page 30; and technology, as specified on pages 32–33.

When designing and reviewing their curriculum, schools select achievement objectives from each area in response to the identified interests and learning needs of their students.

Note: All schools with students in years 7–10 should be working towards offering students opportunities for

learning a second or subsequent language. Teaching programmes should be based on the learning languages statement found on pages 24–25 and the achievement objectives for this learning area. Teaching programmes for students in years 11–13 should be based, in the first instance, on the appropriate national curriculum statements.

Each board of trustees, through the principal and staff, is required:

- to gather information that is sufficiently comprehensive to enable evaluation of student progress and achievement;
- to identify students and groups of students who are not achieving, who are at risk of not achieving, or who have special needs and to identify aspects of the curriculum that require particular attention;
- in consultation with the school's Māori community, to develop and make known its plans and targets for improving the achievement of Māori students.

Each board of trustees, through the principal and staff, is required to implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines.

These requirements will be confirmed by notice in *The New Zealand Gazette*.

# The New Zealand Curriculum

## Directions for Learning

### Vision

Young people who will be confident, connected, actively involved, lifelong learners.

### Values

Excellence;  
Innovation, inquiry,  
and curiosity;  
Diversity;  
Equity;  
Community and  
participation;  
Ecological  
sustainability;  
Integrity;  
Respect.

### Key Competencies

Thinking;  
Using language,  
symbols, and texts;  
Managing self;  
Relating to others;  
Participating and  
contributing.

### Learning Areas

English;  
The arts;  
Health and physical  
education;  
Learning languages;  
Mathematics and  
statistics;  
Science;  
Social sciences;  
Technology.

Official languages

### Achievement Objectives

### Principles

High expectations, Treaty of Waitangi, Cultural diversity,  
Inclusion, Learning to learn, Community engagement,  
Coherence, Future focus

## Guidance

### Purpose and Scope

### Effective Pedagogy

### The School Curriculum: Design and Review

## The School Curriculum

## 2019 – 2022 Strategic Direction

Given the changes to the Education Act and the requirement(s) of Charters we have started to explore our possible strategic plan for the next 5 years, this is considered a Draft Table. This is subject to staff and community consultation

	2018	2019	2020	2021	2022
<b>Staff Development</b>	Collaborative Teaching Practice, developing staff in stronger collaborative practice and enhancing the coaching and development of staff. Redefining the leadership structure.				
	Principal Inquiry Leadership and Management				
<b>Curriculum Development</b>	Mathematics and Priority Learners Science Development Plan	Mathematics and Priority Learners Science Development Plan Local Curriculum Development / Digital Curriculum	Local Curriculum Development / Digital Curriculum	Local Curriculum Development / Digital Curriculum	
<b>Pastoral / Social Development</b>	PB4L Tier Two Development	Student Support for Pastoral Care			
<b>Property Development (5YPP)</b>		Classroom Upgrades Completed	New 5YPP Capital Development		
<b>Property Development (School)</b>	School Embankment Development	School Mini Golf Development (Class Inquiry)			
		School Performing Arts Centre Development (2023)			
<b>Cultural Competencies</b>	Bilingual Education Launched. Schoolwide Maori Strategy and Iwi Development	Development of Whare Nui and School Entrance (2021)			Level 4 Immersion School Wide
<b>Community of Learning</b>	Explore the Change Process of our COL				

## 2019 ACTION PLAN

DIMIC Maths Development to assist Priority Learners in Maths	Implementation of Science Strategic Plan	Local Curriculum Development	Kahui Ako Well Being Development.
12 months	12 months	2 years	2 years

# **2020 Annual Development Plan**

## **National Education Priorities**

### **Success for All**

All year 7 – 8 students at Ross Intermediate will be given opportunities to gain the knowledge, skills, attitudes and values identified in the New Zealand Curriculum Framework and the National Curriculum Statements.

### **A Safe Learning Environment**

Ross Intermediate will provide a safe physical and emotional environment for all students.

### **Improving Literacy and Numeracy**

Ross Intermediate will place priority on improving student achievement in literacy and numeracy. Special emphasis will be placed on students whose further education or training may be at risk through under achievement in literacy and/or numeracy.

### **Better Use of Student Achievement**

Ross Intermediate will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities.

### **Improving Outcomes for Students at Risk**

Drawing on dependable assessment evidence, Ross Intermediate will improve outcomes for students who are not achieving, or are at risk of not achieving, or have special learning needs.

### **Improving Students Outcomes**

Ross Intermediate will work with Maori communities to plan, set targets for and achieve better outcomes for students.

### **Reporting**

Ross Intermediate will report to students and their parents on the achievement of individual students and to the school's community on the achievement of students as a whole. We will also report on the progress of groups identified in the national education priorities.



## 2019 ACTION PLAN and ANALYSIS OF VARIANCE

DIMIC Maths Development to assist Priority Learners in Maths	Implementation of Science Strategic Plan	Local Curriculum Development	Kahui Ako Well Being Development.
12 months	12 months	2 years	2 years

### FOCUS ONE: DIMIC Maths Development to assist Priority Learners in Maths

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
<b>Clare Mutch</b> <b>TeeJay Campbell</b> <b>All Staff</b>	Massey PLD Funding Teacher Release Staff Meetings 10 hours release per term.	DMIC was successfully trialled as a solution for all learners in maths at Ross in 2018. It is now time for us to adopt this as a strategy for all staff across the school as we move into 2019. DMIC links in with other effective teaching strategies and connects well with our Science development and local curriculum.
GENERAL COMMENT	DMIC is becoming well established at Ross Intermediate. It is very much a part of the development of our Local Curriculum.	
LINKS	A summary of DMIC for 2019 can be found <a href="#">HERE</a> A summary of support for Priority Learners can be found <a href="#">HERE</a>	
GOALS 2020	DMIC Developments will come under the strategic development of our Local Curriculum. It will continue to be an area of staff PD through Massey University.	

### FOCUS TWO: Implementation of Science Strategic Plan

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
<b>Sharyn Loveridge</b> <b>Nick Wilson</b> <b>All staff</b>	Ross Budget Items. 10 hours release per term.	Science has been a strong focus for the past two years. Following the successful implementation of Science in 2018 as evidenced by our Science Impact Report it is time to fully embed this into the day to day teaching programmes at Ross Intermediate. See reports below for additional evidence to support the strategic plan: <a href="#">Impact Report 1 Link</a> <a href="#">BoT Report Link</a>
GENERAL COMMENT	The development of Science at Ross Intermediate has continued to go from strength to strength. Following the work of the team through the Teacher Development Programme we have seen Science not only become a focus for staff but also for students and our community. This is visible through the development of our local curriculum in which Science is a key part.	
LINKS	The Report for Science can be found by clicking <a href="#">HERE</a>	
GOALS 2020	Science will remain a focus through the local curriculum but will no longer be a measurable strategic area for the Board.	

**FOCUS THREE: Local Curriculum Development**

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
<b>Liam Rutherford</b> <b>Lorna Stanley</b> <b>Massey University</b> <b>All staff</b>	Massey University PLD	Ross Intermediate are an innovative school. We have a range of learning programmes that enhance opportunities for all. We also have a strong commitment to our PB4L philosophy. The local curriculum will tie together all of these elements and make it clear to parents and staff what Ross Intermediate stands for in terms of teaching and learning.
GENERAL COMMENT	The team has made huge progress on the Local Curriculum Development. It is best represented through the plans and documents linked below. This provides the work towards the goal of having our local curriculum ready to start implementing in 2020 with a full implementation in 2021.	
LINKS	A copy of our developed local curriculum is available by clicking <a href="#">HERE</a> A copy of all the background material is available by clicking <a href="#">HERE</a> A copy of the research underpinning our local curriculum is available <a href="#">HERE</a> A sabbatical report around our local curriculum is available <a href="#">HERE</a>	
GOALS 2020	Implement and develop the key facets of the local curriculum.	

**FOCUS FOUR: Kahui Ako Well Being Development.**

PERSONNEL	RESOURCING	EVIDENCE TO SUPPORT
<b>Well Being Champions</b> <b>AST and WIST Teaching Staff</b> <b>Management</b>	- COL Budget for the WellBeing Institute Work  Teacher Release	Student wellbeing is an area that is impacting greatly on both the social outcomes for students as well as teaching and learning. Building resilience and competencies in the well being space for staff and students will help to improve the mindset and learning outcomes for all.
GENERAL COMMENT	Our work around wellbeing in 2019 focused on developing a strong understanding amongst staff what this meant and looked like. We established our wellbeing team and incorporated this very much into the development of our local curriculum.	
LINKS	A copy of our updated Achievement Challenge can be found <a href="#">HERE</a>	
GOALS 2020	These will continue to develop in line with the work from the Kāhui Ako	



## 2020 STRATEGIC UNIT RESPONSIBILITIES

Wayne, Liam and Lorna will outline these at the memo meeting on Monday.

	Local Curriculum Implementation						
	Ako (Learning)			Tūapapa (Foundation)		Tuakiri (Culture)	
STRATEGIC GOAL	Local Curriculum - 3 Cs development			Well being		PB4L	
PERSONNEL	Communicators	Communities	Capabilities	Clare Mutch, TBA, TBA		Zayne Templeton, Siobhan Walker	
	TBA	TBA	TBA				
UNITS	WST Allowance			3		3	
KEY RESPONSIBILITIES 2020	<ul style="list-style-type: none"><li>Develop alongside HQ an Action Plan around the strategic goal.</li><li>Managing the strategic plan and report progress to the Board, Staff and Community.</li><li>Engage with professional learning provided to support their coaching role.</li><li>Champion the area that they are responsible for by modelling and promoting best practice.</li><li>Work alongside other strategic areas to ensure a balance of professional development and communication for staff.</li><li>Work alongside the Local Curriculum Leader (Sharyn).</li></ul>						
	<ul style="list-style-type: none"><li>Undertake professional learning alongside the local curriculum leader (or other professionals) to understand the purpose of the 3Cs.</li><li>Lead staff through professional development in the 3Cs.</li><li>Unpack the 3Cs and what it looks like in the classroom</li><li>Develop resources alongside staff for the 3Cs.</li><li>Develop a planning guide for the 3Cs.</li><li>Create an implementation plan for 2021 alongside HQ.</li><li>You must work collaboratively as a group.</li></ul>			<ul style="list-style-type: none"><li>Attending and engaging with al Kāhui Ako work.</li><li>Provide ‘bite size’ learning for all staff.</li><li>Define wellbeing at Ross Intermediate.</li><li>Support staff to develop an individual well being plan.</li></ul>		<ul style="list-style-type: none"><li>Upskill new staff around the philosophy of PB4L at Ross Intermediate.</li><li>Lead the T1 and T2 team.</li><li>Maintain the PB4L procedures across the school.</li><li>Deliver PD and support for staff.</li><li>Oversee the PB4L Support Team.</li><li>Coordinate with the PB4L TV Team.</li></ul>	
STRATEGIC GOAL	To understand, develop and implement the 3Cs at Ross Intermediate.			To support well being for all at Ross Intermediate.		PB4L is at the heart of all we do at Ross Intermediate.	
ANNUAL GOALS 2020	Introduce and Develop			Kāhui Ako Link		Strengthen Schoolwide and individual practices across all Tiers	
ANNUAL GOALS 2021	Implement and Assess			Kāhui Ako Link		Systems Review	
ANNUAL GOALS 2022	Embedding and Reviewing			Kāhui Ako Link			