



MAIDSTONE

INTERMEDIATE

Charter

Strategic Plan

Annual Plan

Achievement Targets

2017

Ministry of Education I.D. Number: 2893

Vision

At Maidstone Intermediate we are all learners. We respect and value each other. We work both independently and in co-operation to achieve to our potential. Our goal is to become productive, life-long learners who will contribute as successful, confident citizens of the world.

Mission Statement

In partnership with the community Maidstone Intermediate will provide learning programmes and experiences that will increase life opportunities for our students.

Goals

1. School Culture

To foster a school climate that promotes and safeguards the physical and emotional well-being of staff and students.

2. Teaching and Learning

To provide a quality curriculum based on enhancing the knowledge, key competencies, principles and values outlined in the NZ Curriculum, which will enable students to attain to their full potential.

3. Property

To have buildings and site facilities that are appropriate to the programme needs of the school, conducive to teaching and learning, and complying with the relevant health and safety requirements.

4. Staff

To provide a school environment that attracts and retains the best available staff, to ensure high levels of staff performance in support of the school's aims, objectives, policies and plans.

5. Resources

To allocate and control income and expenditure in ways that will effectively support teaching and learning programmes.

6. Communication

To encourage community involvement in the school's activities.

To market the school to its potential student source, in order to gain maximum utilisation of its facilities and resources.

7. Planning and Review

To evaluate the school's programmes and activities to ensure effective planning and reporting.

To comply with the regulatory and legislative requirements as they relate to the school's operations and Board of Trustee activities.

Core Values

*Respect
Teamwork
Responsibility
Integrity
Courage
Manaakitanga*

Core Beliefs about Effective Teaching and Learning

*Passion, enthusiasm and a love of learning
Holistic approach
High expectations and standards
Drive, persistence and learning from our mistakes
Quality teachers and programmes
Safe and secure learning environments
Honest, meaningful and positive feedback
Co-operation, participation and team work
Building positive relationships*

Special Features

- Maidstone Intermediate is a large Intermediate situated in Upper Hutt. We have a roll of 520 and students come from a wide area. Many travel by bus.
- We have 12 Contributing Schools ranging from decile 3 to decile 10
- A comprehensive transition programme is in place for students enrolling at Year 7
- Classes are divided into Syndicates of 3-4 classes
- Programmes are specifically designed to be engaging for early adolescent students
- A school-wide theme is implemented each year with a focus on literacy and numeracy within an Integrated Learning programme
- An annual school wide assessment plan for the collection and analysis of achievement data is in place
- Specialist Arts Programme: Performing Arts, Visual Art
- Specialist Technology Programmes: Food Technology, Design Technology, Materials Technology
- Students with particular talents and abilities are identified, and programmes and opportunities are provided
- Comprehensive support programmes for students with identified learning needs are in place
- There is support for Te Reo and Tikanga Maori with reasonable steps taken to provide instruction in Te Reo and Tikanga Maori at parents' request
- Bring your own device (BYOD) facilitating the use of Digital Technologies in all learning programmes
- Options programme with enrichment learning opportunities including languages, craft, sports and technology.
- Leadership Options including Student Council, Referees, Tuckshop Managers and Rangatahi Maia for those looking to build confidence and leadership skills
- Cultural Options offered including Kapa Haka, Dance, Choir and Drama Performance
- Students participate in a wide variety of sporting opportunities - Maidstone teams compete in all Intermediate sports events
- Maidstone Athletic Development Programme (MAD) is designed for students who have been identified as being gifted and talented in physical education/sport
- A swimming programme is undertaken each year at the local public pool
- Education Outside the Classroom (EOTC): students attend the Leadership and Values Camps held at the beginning of every second year. Classes and Syndicate groups venture off on EOTC visits and day trips throughout the year.
- The Arts are actively promoted with opportunities for students to participate in the performing arts such as ArtSplash, DramaSplash and DanceSplash. A major musical production is presented biennially
- Music Tuition & Bands Programmes are led by itinerant teachers
- Maidstone has a strong Kapahaka performance group with participation at local Kapahaka festivals
- Parent Tutors: each year the school invites parents, caregivers and members of the Maidstone community to support students with their reading
- The annual budget is prepared to provide funds for the learning needs of all students
- There is a cycle of policy review and community consultation
- MLE has been developed in eleven of the nineteen classrooms through Ministry upgrades
- Maidstone Intermediate has a very supportive Board of Trustees and an active PTA

Maidstone Intermediate Strategic Plan 2017



Goal 1: School Culture

To foster a school climate that promotes and safeguards the physical and emotional well-being of staff and students.

2017	2018	2019
Vision and Values <ul style="list-style-type: none"> Consult with the community, staff and students about the needs and priorities of the Maidstone Vision Develop the Vision, Mission Statement and Goals of Maidstone Intermediate Develop a set of Values associated with the Vision (PB4L) 	Vision and Values <ul style="list-style-type: none"> Implement the Vision and Mission Statement of Maidstone Intermediate across all areas of school life Create understandings and tools for the successful implementation and practice of our school Values NZC Principles <ul style="list-style-type: none"> Discuss and explore the deeper meanings of the Principles developed for Maidstone Intermediate and what they mean for the teaching and learning programmes 	Vision and Values <ul style="list-style-type: none"> Embed the understandings and tools associated with the Vision and Values developed in 2017 Principles <ul style="list-style-type: none"> Develop a method of continual review to ensure school practices are aligned with the Maidstone School Principles developed in 2018
The behaviour management programme is reviewed and embedded into 'how we do things' at Maidstone Intermediate. PB4L Tier 1-2	Review the Behaviour Management systems by consulting parents and students. PB4L Tier 2-3	PB4L Tier 3

Goal 2: Teaching and Learning

To provide a quality curriculum based on enhancing the knowledge, key competencies, principles and values outlined in the NZ Curriculum, which will enable students to attain to their full potential.

2017	2018	2019
Pedagogy: Student Agency and Engagement <ul style="list-style-type: none"> Work with the UH Cluster to develop student agency and engagement across schools Begin to use and evaluate the effects of the pedagogies and tools that facilitate student learning agency Begin to use and evaluate the effects of the pedagogies and tools that facilitate student engagement in learning Teachers will use digital technologies as a tool to enhance agency and engagement of students Teachers are developing personalised learning programmes through the use of digital technologies Student Agency & Engagement will be developed through: <ol style="list-style-type: none"> Integrated Curriculum & Collaborative Practice Key Competencies Assessment Practices: Literacy, Mathematics 	Student Agency and Engagement <ul style="list-style-type: none"> Work with the UH Cluster initiative Use and evaluate the effects of the pedagogies and tools that facilitate student learning agency Use and evaluate the effects of the pedagogies and tools that facilitate student engagement in learning Within the learning programmes students have the opportunity and capability to select and use appropriate digital technologies Teachers are developing increasingly personalised learning programmes through the use of digital technologies Student Agency & Engagement will be developed through: <ol style="list-style-type: none"> Integrated Curriculum & Collaborative Practice Key Competencies Inquiry Learning Process 	Student Agency and Engagement <ul style="list-style-type: none"> Work with the UH Cluster initiative Implement highly effective pedagogies to ensure students continue to develop agency over their learning Implement highly effective pedagogies to ensure students are engaged in their learning Within the learning programmes students have the opportunity and capability to select and use appropriate digital technologies Teachers are developing increasingly personalised learning programmes through the use of digital technologies Student Agency & Engagement will be developed through: <ol style="list-style-type: none"> Integrated Curriculum & Collaborative Practice Key Competencies Inquiry Learning Process

4. Physical Education 5. Digital Technologies	4. Assessment Practices: Literacy, Mathematics 5. Digital Technologies 6. Cultural Responsiveness	4. Assessment Practices: Literacy, Mathematics 5. Digital Technologies 6. Cultural Responsiveness
Goal 3: Property To have buildings and site facilities that are appropriate to the programme needs of the school, conducive to teaching and learning, and complying with the relevant health and safety requirements.		
2017	2018	2019
<ul style="list-style-type: none"> ▪ Complete building project – Tech/Arts block ▪ Learning Centre refurbishment ▪ Furniture grant – used to furnish the renovated spaces as MLS ▪ Negotiate the next 5YA Project - refurbishment of Materials/YouthTown block into an MLS ▪ Complete the painting of the school as per Property Maintenance plan ▪ Complete maintenance as per the 10yr Property Maintenance Plan 	<ul style="list-style-type: none"> ▪ Projects as per 5YA/10YPP ▪ Purchase blinds for classrooms (safety & security) ▪ Complete maintenance as per the 10yr Property Maintenance Plan ▪ Replace and update digital technologies as per 10yr DT Procurement Plan 	<ul style="list-style-type: none"> ▪ Projects as per 5YA/10YPP ▪ Complete maintenance as per the 10yr Property Maintenance Plan ▪ Replace and update digital technologies as per 10yr DT Procurement Plan
Goal 4: Staff To provide a school environment that attracts and retains the best available staff, to ensure high levels of staff performance in support of the school’s aims, objectives, policies and plans.		
2017	2018	2019
Appraisal Process <ul style="list-style-type: none"> ▪ Review and refine the appraisal process ▪ Support syndicate leaders to develop skills as appraisers/coach ▪ Develop Teaching as Inquiry through the Project Teams 	Appraisal Process <ul style="list-style-type: none"> ▪ Develop teacher agency over the appraisal process ▪ Support syndicate leaders to facilitate teacher agency over the appraisal process 	Appraisal Process <ul style="list-style-type: none"> ▪ Review the appraisal process in light of the developing teacher agency
Professional Development <ul style="list-style-type: none"> ▪ Upper Hutt Cluster Initiative (external) ▪ PB4L Tier 1-2 (external) ▪ PLD led by Project/Inquiry Teams ▪ PE supported by Sport.Play ▪ Leadership Development for Syndicate Leaders <ul style="list-style-type: none"> - conferences, visits and courses as relevant 	Professional Development <ul style="list-style-type: none"> ▪ Upper Hutt Cluster Initiative (external) ▪ PB4L Tier 2-3 (external) ▪ PLD led by Project/Inquiry Teams ▪ PE supported by Sport.Play ▪ Leadership Development for Syndicate Leaders <ul style="list-style-type: none"> - conferences and courses as relevant 	Professional Development <ul style="list-style-type: none"> ▪ Upper Hutt Cluster Initiative (external) ▪ PB4L Tier 3 (external) ▪ PLD led by Project Teams ▪ Leadership Development for Syndicate Leaders <ul style="list-style-type: none"> - conferences and courses as relevant
Goal 5: Resources To allocate and control income and expenditure in ways that will effectively support teaching and learning programmes		
2017	2018	2019
Digital Technologies <ul style="list-style-type: none"> ▪ Replace and update digital technologies as per 10yr DT Procurement Plan ▪ Finance the maintenance and repair of the increasing digital resource Finance	Digital Technologies <ul style="list-style-type: none"> ▪ Replace and update digital technologies as per 10yr DT Procurement Plan ▪ Finance the maintenance and repair of the increasing digital resource ▪ Review Teaching & Learning resources 	Digital Technologies <ul style="list-style-type: none"> ▪ allow for maintenance and repair of the increasing digital resources ▪ continue developing the digital resources as per the 10yr Procurement Plan Finance

<ul style="list-style-type: none"> Develop a budget that supports student learning priorities Support the PTA/Fundraising Allocate funds to support digital technologies Apply for Grants as applicable 	Finance <ul style="list-style-type: none"> Review budget and expenditure Support the PTA/Fundraising Allocate funds to support digital technologies Apply for Grants as applicable 	<ul style="list-style-type: none"> Review budget and expenditure Support the PTA/Fundraising Allocate funds to support digital technologies Apply for Grants as applicable
Goal 6: Communication To encourage community involvement in the school's activities. To market the school to its potential student source, in order to gain maximum utilisation of its facilities and resources.		
2017	2018	2019
Communication <ul style="list-style-type: none"> Review the effect of the various methods of communication between classroom and home using digital technologies Develop guidelines for classroom teachers on the most effective ways to interact with parents Review opportunities for parents to attend Maidstone for information and events, and evaluate their effectiveness. Modify as necessary 	Communication <ul style="list-style-type: none"> communication between classroom and home using digital technologies is the norm Review and modify the opportunities for parents to attend Maidstone for information and events to maximise opportunities. Explore practices of communication that actively engage our Māori community. 	Communication <ul style="list-style-type: none"> communication between classroom and home using digital technologies is the norm and is increasingly a two-way process Review and modify the opportunities for parents to attend Maidstone for information and events to maximise opportunities. Implement practices of communication that actively engage our Māori community
Marketing <ul style="list-style-type: none"> Ensure coverage of significant events in the local newspaper Review the website for its effectiveness as a marketing tool Support opportunities to perform and participate in the community 	Marketing <ul style="list-style-type: none"> Ensure coverage of significant events in the local newspaper Support opportunities to perform and participate in the community Facilitate the involvement of the community in our Maidstone programmes 	Marketing <ul style="list-style-type: none"> Ensure coverage of significant events in the local newspaper Support opportunities to perform and participate in the community Facilitate the involvement of the community in our Maidstone programmes
Goal 7: Planning and Review To evaluate the school's programmes and activities to ensure effective planning and reporting. To comply with the regulatory and legislative requirements as they relate to the school's operations and Board of Trustee activities.		
2017	2018	2019
Review <ul style="list-style-type: none"> Report to the BOT on student achievement as per reporting schedule Take feedback from ERO as to the effectiveness of reporting to the board Project/Inquiry teams report to the board against each goal in the Annual Plan each term Review policies as per schedule 	Review <ul style="list-style-type: none"> Review the reporting to the board schedule Report to the BOT on student achievement as per reporting schedule Project teams report to the board against each goal in the Annual Plan each term Review policies as per schedule 	Review <ul style="list-style-type: none"> Report to the BOT on student achievement as per reporting schedule Project teams report to the board against each goal in the Annual Plan each term Review policies as per schedule

Maidstone Intermediate Annual Plan 2017

Goal 1: School Culture To foster a school climate that promotes and safeguards the physical and emotional well-being of staff and students.	Goal 2: Teaching and Learning To provide a quality curriculum based on enhancing the knowledge, key competencies, principles and values outlined in the NZ Curriculum, which will enable students to attain to their full potential.
Vision and Values <ul style="list-style-type: none"> Consult with the community, staff and students about the needs and priorities related to the education of Maidstone students Develop the Vision, Mission Statement and Goals of Maidstone Intermediate Develop a set of Values associated with the Vision 	Student Agency and Engagement <ul style="list-style-type: none"> Work with the UH Cluster to develop student agency and engagement across schools Begin to use and evaluate the effectiveness of the pedagogies and tools that facilitate student learning agency Digital technologies will be used as a tool to enhance agency and engagement of students Teachers are developing personalised learning programmes through the use of digital technologies
Integrated Curriculum <ul style="list-style-type: none"> A school-wide theme is developed: 'Citizenship' A common understanding of 'Integrated' planning is developed 	
PB4L - Tier 1-2 <ul style="list-style-type: none"> Review the behaviour management programme 'embedding' best practice into 'how we do things' at Maidstone Intermediate. 	Digital Technologies Set up advisory group.



Collaborative Practice <ul style="list-style-type: none"> Collaborative practice is explored and researched Syndicates collaborate to build integrated learning programmes – a common understanding of 'Integrated' planning is developed Teachers within syndicates begin to collaborate in the delivery of the learning programmes 	Key Competencies <ul style="list-style-type: none"> Investigate the Key Competencies as a means to grow agency and engagement in learning Develop rubrics that make the learning pathways for each KC explicit to teachers and students 	Assessment <ul style="list-style-type: none"> Research and explore effective assessment practices (including PACT), their purpose and implications for Maidstone Intermediate Edge SMS <ul style="list-style-type: none"> Explore how Edge MarkBooks can be used to effectively record and analyse assessment information Writing & Reading <ul style="list-style-type: none"> Develop strategies for students to know and understand the rubrics Mathematics <ul style="list-style-type: none"> Implement and review the rubrics Ensure classroom programmes respond to assessment data 	Physical Education <ul style="list-style-type: none"> Develop a school-wide programme aligned to the AOs of the PE/Health curriculum With the support of Play.Sport develop teacher capability in the teaching and assessment of PE Develop a Mission statement for PE that is incorporated into the Maidstone Curriculum
--	--	---	---

Goal 3: Property	
To have buildings and site facilities that are appropriate to the programme needs of the school, conducive to teaching and learning, and complying with the relevant health and safety requirements.	
2017	Who
<ul style="list-style-type: none"> ▪ Complete building project – Tech/Arts block, Learning Centre ▪ Furniture grant – used to furnish the renovated spaces as MLS ▪ Negotiate the next 5YA Project - refurbishment of Hard Mat/YouthTown block into an MLS ▪ Complete the painting of the school as per Property Maintenance plan ▪ Complete maintenance as per the 10yr Property Maintenance Plan <ul style="list-style-type: none"> ○ Interview Room ventilation ○ External lighting – upgrade for security ○ Blinds – as prioritised for lockdowns ○ Furniture ○ Technology Rooms Equipment (Foods, Materials) 	Mary O’Regan BOT
Goal 4: Staff	
To provide a school environment that attracts and retains the best available staff, to ensure high levels of staff performance in support of the school’s aims, objectives, policies and plans.	
2017	Who
Appraisal Process	Elizabeth Morris Mary O’Regan
<ul style="list-style-type: none"> ▪ Review and refine the appraisal process ▪ Support syndicate leaders to develop skills as appraisers/coaches ▪ Develop Teaching as Inquiry through the Project Teams 	
Professional Development	Senior Leadership Team Project Team Leaders
<ul style="list-style-type: none"> ▪ Upper Hutt Cluster Initiative (external) ▪ PB4L Tier 1-2 (external) ▪ PLD led by Project Teams ▪ PE supported by Play.Sport ▪ Leadership Development for Syndicate Leaders - conferences, visits and courses as relevant 	
Goal 5: Resources	
To allocate and control income and expenditure in ways that will effectively support teaching and learning programmes	
2017	Who
Digital Technologies	Mary O’Regan Andre Kneepkens Sandra Smith BOT
<ul style="list-style-type: none"> ▪ Replace and update digital technologies as per 10yr DT Procurement Plan ▪ Begin Flight Deck computer upgrade as per procurement plan ▪ Upgrade the Library computers and software as per procurement plan ▪ Finance the maintenance and repair of the increasing digital resource 	
Finance	
<ul style="list-style-type: none"> ▪ Develop a budget that supports student learning priorities ▪ Support the PTA/Fundraising ▪ Apply for Grants as applicable ▪ Set up a trust with Fergusson Intermediate for the benefit of our UH Intermediate students – initially for Counsellor wages grant 	

Goal 6: Communication	
To encourage community involvement in the school's activities. To market the school to its potential student source, in order to gain maximum utilisation of its facilities and resources.	
2017	Who
Communication <ul style="list-style-type: none"> ▪ Review the effect of the various methods of communication between classroom and home, using digital technologies ▪ Develop guidelines for classroom teachers on the most effective ways to interact with parents ▪ Review opportunities for parents to attend Maidstone for information and events, and evaluate their effectiveness. Modify as necessary 	Mary O'Regan Senior Leadership Team
Marketing <ul style="list-style-type: none"> ▪ Ensure coverage of significant events in the local newspaper ▪ Review the website for its effectiveness as a marketing tool ▪ Support opportunities to perform and participate in the community 	Senior Leadership Team BOT Admin staff
Goal 7: Planning and Review	
To evaluate the school's programmes and activities to ensure effective planning and reporting. To comply with the regulatory and legislative requirements as they relate to the school's operations and Board of Trustee activities.	
2017	Who
Review <ul style="list-style-type: none"> ▪ Report to the BOT on student achievement as per reporting schedule ▪ Take feedback from ERO as to the effectiveness of reporting to the board ▪ Project teams report to the board against each goal in the Annual Plan each term ▪ Review policies as per schedule 	Mary O'Regan BOT