



MAIDSTONE

INTERMEDIATE

Charter

Strategic Plan

Annual Plan

Achievement Targets

2019

Ministry of Education I.D. Number: 2893

Vision

At Maidstone Intermediate we aim...

to inspire positive self-belief in learners to think critically and contribute meaningfully in an increasingly changing world.

Motto

Motivate. Inspire. Succeed

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
Creativity
Freedom
Whanaungatanga
Mana*

Core Beliefs about Effective Teaching and Learning

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

Maidstone Intermediate School

Special Features

- Maidstone Intermediate is situated in central Upper Hutt. We have a roll of 415 with most students coming from within our local area.
- 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
- The learning programmes are developed within authentic contexts 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 Programmes: Performing Arts, Visual Art
- Specialist Technology Programmes: Food Technology, Digital Technology, Materials Technology
- Friday Academies provide for students with particular talents and abilities
- Comprehensive support programmes for students with identified learning needs are in place
- Instruction in Te Reo and Tikanga Maori is provided for all students
- A bring your own device (BYOD) programme is in place facilitating the use of Digital Technologies in all learning programmes. Classrooms are resourced with chromebooks.
- 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 and Performing Arts
- Maidstone has a strong Kapahaka performance groups with participation at local Kapahaka festivals
- 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 every second year at the local public pool with Beach Education as a biennial EOTC programme.
- Education Outside the Classroom (EOTC): students attend camps held at the beginning of every second year. Classes and Syndicate groups also venture off on a variety of 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 taught by itinerant teachers
- 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

Maidstone Intermediate Strategic Plan 2019-2021

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.

2019

2020

2021

PB4L Tier #2

“...to develop and maintain a culture and learning environment that will maximise all students’ opportunities to develop socially and academically.”

Tier 2 Overview p7

Curriculum Development

1. The new Values are developed and understood
2. Principles development begins to build a set of shared beliefs

Curriculum Development

1. Principles development further builds a set of shared beliefs
2. Statements of Practice for local curriculum make MIS practice explicit

Curriculum Development

1. Principles development provides a shared set of beliefs
2. Statements of Practice further enrich and develop the local curriculum

Wellbeing/Hauora

1. Explicit events/practices are initiated to increase students wellbeing
2. Explicit events/practices are initiated to increase staff wellbeing

Wellbeing/Hauora

1. Explicit events/practices are further developed to increase students wellbeing
2. Explicit events/practices are further developed to increase staff wellbeing

Wellbeing/Hauora

1. Explicit events/practices are in place to increase students wellbeing
2. Staff feel their wellbeing is enhanced by practices at MIS

Pedagogy for Engagement (UH Cluster Strategic Plan) Develop:

1. Learner Agency is further explored and implemented
2. Collaborative Practice is established as the norm for some team practice
3. Integrated Curriculum further developed to increase engagement and achievement of students

Pedagogy for Engagement (UH Cluster Strategic Plan) Develop:

1. Learner Agency is implemented consistently across the school
2. Collaborative Practice is established as the norm for most team practice
3. Integrated Curriculum is well understood and enhances the engagement and achievement of students
4. Research and evaluation is underway into the Mathematics programme

Pedagogy for Engagement (UH Cluster Strategic Plan) Develop:

1. Learner Agency is well understood and implemented
2. Collaborative Practice is established as the norm for team practice
3. Integrated Curriculum enhances the engagement of students in their learning
4. Mathematics – PLD for improved outcomes is underway

Cultural Competencies (UH Cluster Strategic Plan)

1. Staff are supported to define Cultural Competencies
2. Opportunity is provided for staff to explore the nature of Cultural Competencies and its impact on Maori students
3. Staff are beginning to explicitly implement sound cultural practices

Cultural Competencies (UH Cluster Strategic Plan)

1. Staff have a sound understanding of Cultural Competencies and their impact on Maori students
2. Staff are explicitly implementing sound cultural practices

Cultural Competencies (UH Cluster Strategic Plan)

1. Maori students feel a sense of belonging at Maidstone.
2. Practices at MIS enhance the wellbeing and achievement of Maori students

<p>PB4L Tier #2</p> <ol style="list-style-type: none"> 1. Tier #1 initiatives are reinforced 2. Behaviour data collection and analysis informs good practice 3. Interventions and monitoring are becoming effective for most students 	<p>PB4L Tier #2</p> <ol style="list-style-type: none"> 1. Tier #1 initiatives are reinforced 2. Behaviour data collection and analysis informs good practice 3. Interventions and monitoring are effective for most students 4. 'Teaching for Positive Behaviour' informs good practice 	<p>PB4L Tier #2</p> <p>Behaviour strategies reflect the philosophies of PB4L and are well understood and practiced by staff and students.</p>
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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.

2019	2020	2021
<ol style="list-style-type: none"> 1. Admin Roof repairs are completed 2. Projects completed as per 10YPP/5YA <ol style="list-style-type: none"> a. Block 10 refurbishment b. Asbestos removal as per plan 3. Maintenance is completed as per the 10yr Property Maintenance Plan 4. Digital technologies as per 10yr DT Procurement Plan (as per modified programme) are replaced and updated 5. Furniture and classroom resources allows for modern learning pedagogies 	<ol style="list-style-type: none"> 1. Maintenance is completed as per the 10yr Property Maintenance Plan 2. Digital technologies as per 10yr DT Procurement Plan (as per modified programme) are replaced and updated 3. Furniture and classroom resources allow for modern learning pedagogies 	<ol style="list-style-type: none"> 1. Maintenance is completed as per the 10yr Property Maintenance Plan 2. Digital technologies as per 10yr DT Procurement Plan (as per modified programme) are replaced and updated 3. Furniture and classroom resources allow for modern learning pedagogies 4. Begin planning for next 5YA project

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.

2019	2020	2021
<ol style="list-style-type: none"> 1. Appraisal Process is designed to develop greater teacher agency 2. Syndicate Leadership development: The Maidstone Middle Management group are provided opportunities to develop their confidence and competence in their roles 3. PRT Programmes: Beginning Teachers are well supported in their progress towards Full Registration. 4. Professional Development: Quality PLD opportunities related to the 2019 School Goals 1 and 2 are provided 	<ol style="list-style-type: none"> 1. Appraisal Processes support staff in developing in their roles 2. Syndicate Leadership development: The Maidstone Middle Management group are provided opportunities to develop their confidence and competence in their roles. 3. PRT Programmes: Beginning Teachers are well supported in their progress towards Full Registration. 4. Professional Development: Quality PLD opportunities related to the 2020 School Goals 1 and 2 	<ol style="list-style-type: none"> 1. Appraisal Processes: Staff feel supported by the appraisal processes 2. Syndicate Leadership development: Maidstone Middle Managers are confident and competent in their roles 3. PRT Programmes: Beginning Teachers are well supported in their progress towards Full Registration. 4. Professional Development: Quality PLD opportunities are related to the 2021 School Goals 1 and 2

Goal 5: Resources To allocate and control income and expenditure in ways that will effectively support teaching and learning programmes		
2019	2020	2021
1. Digital Technologies are replaced and updated as per 10yr DT Procurement Plan 2. Finance: The budget supports the effective and efficient running of Maidstone Intermediate. 3. Grant Applications support programmes and items that support the wellbeing and learning of our students.	1. Digital Technologies are replaced and updated as per 10yr DT Procurement Plan 2. Finance: The budget supports the effective and efficient running of Maidstone Intermediate. 3. Grant Applications support programmes and items that support the wellbeing and learning of our students.	1. Digital Technologies are replaced and updated as per 10yr DT Procurement Plan 2. Finance: The budget supports the effective and efficient running of Maidstone Intermediate. 3. Grant Applications support programmes and items that support the wellbeing and learning of our students.
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.		
2019	2020	2021
1. Communication : Methods of communication between school and home using digital technologies are developed and used effectively 2. Whanau Hui: Monthly whanau hui, introduced last year, has been strengthened and developed 3. Marketing: <ol style="list-style-type: none"> The website is effective as a marketing tool Facebook is used as a means of communication 4. Community Engagement: The community is used as a resource for learning. Opportunities to perform and participate in the community are provided	1. Communication: Methods of communication between school and home using digital technologies are used effectively 2. Whanau Hui: Monthly whanau hui are established and well supported 3. Marketing: <ol style="list-style-type: none"> The website is effective as a marketing tool Social media as a means of communication is highly effective 4. Community Engagement: The community is used as a resource for learning. Opportunities to perform and participate in the community are provided	1. Communication: Methods of communication between school and home using digital technologies are used effectively 2. Whanau Hui: Monthly whanau hui are established and well supported 3. Marketing: The website and social media are effectively used as marketing tools 4. Community Engagement: The community is used as a resource for learning. Opportunities to perform and participate in the community are provided
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.		
2019	2020	2021
1. Review: A comprehensive review process reflective of the ERO workshop 2018 has been conducted 2. Reporting to the Board: Student achievement as per reporting schedule (including Maori learners) is reported to the board as per schedule 3. Policy Reviews: Policies are reviewed as per schedule 4. Strategic Planning: The Strategic Plan and processes are reviewed and developed.	1. Review: Review process are effective and inform change and development 2. Reporting to the Board: Student achievement as per reporting schedule (including Maori learners) is reported to the board as per schedule 3. Policy Reviews: Policies are reviewed as per schedule 4. Strategic Planning: The Strategic Plan and processes are highly effective.	1. Review: Review process are effective and inform change and development 2. Reporting to the Board: Student achievement as per reporting schedule (including Maori learners) is reported to the board as per schedule 3. Policy Reviews: Policies are reviewed as per schedule 4. Strategic Planning: The Strategic Plan and processes are highly effective

Maidstone Intermediate Annual Plan 2019

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.

PB4L Tier #2

“...to develop and maintain a culture and learning environment that will maximise all students’ opportunities to develop socially and academically.”

Tier 2 Overview p7

Areas for Development	Curriculum Development 1. The new Values are developed and understood 2. Principles development begins to build a set of shared beliefs	Pedagogy for Engagement (UH Cluster Strategic Plan) Develop: 1. Learner Agency is further explored and implemented 2. Collaborative Practice is established as the norm for some team practice 3. Integrated Curriculum further developed to increase engagement and achievement of students	Cultural Competencies (UH Cluster Strategic Plan) 1. Staff are supported to define Cultural Competencies 2. Opportunity is provided for staff to explore the nature of Cultural Competencies and its impact on Maori students 3. Staff are beginning to explicitly implement sound cultural practices	Wellbeing/Hauora 1. Explicit events/practices are initiated to increase students wellbeing 2. Explicit events/practices are initiated to increase staff wellbeing	PB4L Tier #2 1. Tier #1 initiatives are reinforced 2. Behaviour data collection and analysis informs good practice 3. Interventions and monitoring are becoming effective for most students
Outcomes	<ul style="list-style-type: none"> • Values will be defined with a whakatauki and symbol developed for each • Beliefs about ‘Learning to Learn’ and ‘Our bi-cultural context’ have been defined 	<ul style="list-style-type: none"> • MIS Learner Licences are developed across the school • Teachers provide differentiated classroom pedagogy according to learner licences • Rubrics are used consistently and effectively to enhance learner agency across the school • Syndicate teams are working increasingly collaboratively within syndicates • Problem-solving for behaviour is done within syndicates with support from Deputy Principals • HPE teaching and learning programmes reflect modern learning pedagogy consistently across the school • Curriculum design within syndicates is fully integrated with consistency across the school • Appraisal processes enhance teacher engagement in learning • Syndicate Leaders have developed skills in leading in a collaborative context 	<ul style="list-style-type: none"> • Cultural Competencies are defined and a shared understanding has developed • Opportunities to explore the implications and impact of Cultural Competencies has been provided • Cultural Competencies are apparent in the classrooms and reflect the learning of teachers and staff 	<ul style="list-style-type: none"> • a variety of initiatives to enhance student wellbeing have been developed, implemented and evaluated • a variety of initiatives to enhance staff wellbeing have been developed, implemented and evaluated • The HPE programmes have a significant hauora component • Targeted interventions exists for our vulnerable students eg SPCA, Ignite Sport 	<ul style="list-style-type: none"> • Tier #1 initiatives are well established and reinforced - clear non-negotiable rules - regular and deliberate positive reinforcement - anti-bullying • an effective system for collecting data for minor classroom behaviour has been established • Interventions reflect the analysis of the data

Personnel	Leader: Mary O' Team: Syndicate Leaders	Leader: Chris Robinson Team: Mary W	Leader: Mary W Team: Chris, Patrick, Holly	Leader: Kerry Team: Desiree, Debbie, Maddy	Leader: Kerry Team: Chris, Grant
Resources		Bek Galloway Mark Sweeney Play.Sport personnel UH Cluster	Play.Sport personnel	Play.Sport personnel	RTLB PB4L programme/PLD

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.

Areas for Development	1. Admin Roof repairs	2. Projects as per 10YPP/5YA a. Block 10 refurbishment b. Asbestos removal as per plan	3. Maintenance as per the 10yr Property Maintenance Plan is completed	4. Digital technologies as per 10yr DT Procurement Plan (as per modified programme) are replaced and updated	5. Furniture and classroom resources allows for modern learning pedagogies
Outcomes	<ul style="list-style-type: none"> The Admin block roof and cladding will be replaced. All internal damage will be repaired. 	<ul style="list-style-type: none"> Block 10 will be redesigned as a flexible modern learning space Asbestos will be removed as per the Management Plan Drainage repairs as per 10YPP Roof maintenance as per 10YPP 	<ul style="list-style-type: none"> Buildings and Property maintenance is up-to-date and the plant is in good repair The 10yr Procurement Schedule has been modified (due to roll drop and funding reduction) Items on modified Procurement Schedule are completed. 	<ul style="list-style-type: none"> An -athon has been held to raise funds for classroom chromebooks Chromebooks have been purchased. 	<ul style="list-style-type: none"> Blinds are installed in Rms 17-19 Furniture has been procured for the Block 10 refurbishment according to the F&E Grant Repairs and maintenance on furniture has been carried out as required
Personnel	Ministry of Education Heather Clegg Mary O'Regan	BOT Mary O'Regan	Mary O'Regan	Mary O'Regan	Mary O'Regan
Resources	MOE resourced	5YA funding	Operations Grant funding as per the 10 year Procurement and Maintenance Plan (modified) \$40,500	-athon Fundraiser Term 2	Block 10 F & E Grant \$30,000

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.

Areas for Development	1. Appraisal Process The appraisal process is designed to develop greater teacher agency	2. Syndicate Leadership development The Maidstone Middle Management group are provided opportunities to develop their confidence and competence in their roles	3. PRT Programme Beginning Teachers are well supported in their progress towards Full Registration	4. Professional Development Quality PLD opportunities related to the 2019 School Goals 1 and 2 are provided
Outcomes	<ul style="list-style-type: none"> Teacher will have greater autonomy over their appraisal Teachers and Syndicates will have had opportunity to visit other UH schools 	<ul style="list-style-type: none"> Syndicate Leaders will have attended leadership workshops. Syndicate Leaders will have had coaching sessions from Mark Sweeney Syndicate Leaders will provide measurable outcomes from the PLD 	<ul style="list-style-type: none"> Beginning Teachers will have found the PRT programme comprehensive and effective. Tutor Teachers have been effectively supported in their role. 	<ul style="list-style-type: none"> All staff will have the opportunity to attend relevant and effective PLD. PLD will relate specifically to items in Goals 1 and 2 of the Annual Plan
Personnel	Chris Robinson	Mary O'Regan Chris Robinson	Chris Robinson	Senior Leadership Team
Resources	Classroom Release Time (CRT)	Mark Sweeney Bek Galloway PLD Budget	Mana Education Programme PLD Budget	PLD Budget

Goal 5: Resources

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

Areas for Development	1. Digital Technologies - Digital technologies are replaced and updated as per 10yr DT Procurement Plan	2. Finance The budget supports the effective and efficient running of Maidstone Intermediate.	3. Grant Applications Grant applications support programmes and items that support the wellbeing and learning of our students.
Outcomes	<ul style="list-style-type: none"> Maintenance and repair of the increasing digital resource has been funded 2. A Spell-athon has been held to fund further classroom chromebooks 	<ul style="list-style-type: none"> The Budget has been adhered to. Any expenditure not itemised in the budget has been approved by the BOT. 3. The budget has been monitored and reported on throughout the year. 	<ul style="list-style-type: none"> Grants have been applied for to fund specific items identified by the Senior Leadership Team and approved by the BOT. 2. Processes for Grant Applications have been followed.
Personnel	Mary O'Regan Andre Kneepkens	Mary O'Regan	Sandra Smith

Resources	Norrcom	Accounting For Schools Xero Accounting System	Accounts Manager
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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.

Areas for Development	1. Communication Methods of communication between school and home using digital technologies are developed and used effectively	2. Facebook The use of facebook as a means of communication is embedded	3. Whanau Hui Monthly whanau hui, introduced last year, has been strengthened and developed	4. Marketing The website is effective as a marketing tool	5. Community Engagement The community is used as a resource for learning. Opportunities to perform and participate in the community are provided
Outcomes	<ul style="list-style-type: none"> All Syndicates communicate regularly with the parents and whanau of their students via email Newsletters are issued fortnightly via email and facebook 	<ul style="list-style-type: none"> New parents are made aware of the school facebook page. Regular updates are posted on the school facebook page 	<ul style="list-style-type: none"> Play.Sport personnel have supported the development of the Whanau Hui Numbers attending have increased. This forum is beginning to participate in and inform school decisions 	<ul style="list-style-type: none"> The website is kept up-to-date with all relevant information A promotional video has been developed and is available to view on the website 	<ul style="list-style-type: none"> Organisations and individuals in the community have been involved in the topics and themes for learning. Performance groups have had opportunities to perform for the wider community.
Personnel	Heather Harker (newsletters) Senior Leadership and Syndicate Leaders	Jodi Watson Chris Robinson	Cultural Leadership team Play.Sport personnel	Chris Robinson	Syndicate Leaders Shannon Dean (PA Teacher)
Resources	Office Administration time		Play.Sport		Performing Arts budget

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.

Areas for Development	1. Review A comprehensive review process reflective of the ERO workshop 2018 has been conducted	2. Reporting to the Board Student achievement as per reporting schedule (including Maori learners) is reported to the board as per schedule	3. Policy Reviews Policies are reviewed as per schedule	4. Strategic Planning The Strategic Plan and processes are reviewed and developed.
Outcomes	<ul style="list-style-type: none"> • A Community Consultation has been conducted and analysed. • The Annual Plan has been reviewed and analysed. 	<ul style="list-style-type: none"> • Student Achievement data for reading, writing and mathematics is gathered and analysed each term by Syndicate Leaders • Maori learners data is analysed and reported on separately 	<ul style="list-style-type: none"> • Policies and Procedures have been reviewed and updated as per 2019 schedule. 	<ul style="list-style-type: none"> • Strategic Planning has been reviewed and developed in line with new learning from the Springboard Trust Programme.
Personnel	Senior Leaders	Mary O'Regan Syndicate Leaders	Mary O'Regan Senior Leaders BOT	Mary O'Regan Senior Leaders
Resources				Springboard Trust Programme