

NAPIER INTERMEDIATE SCHOOL

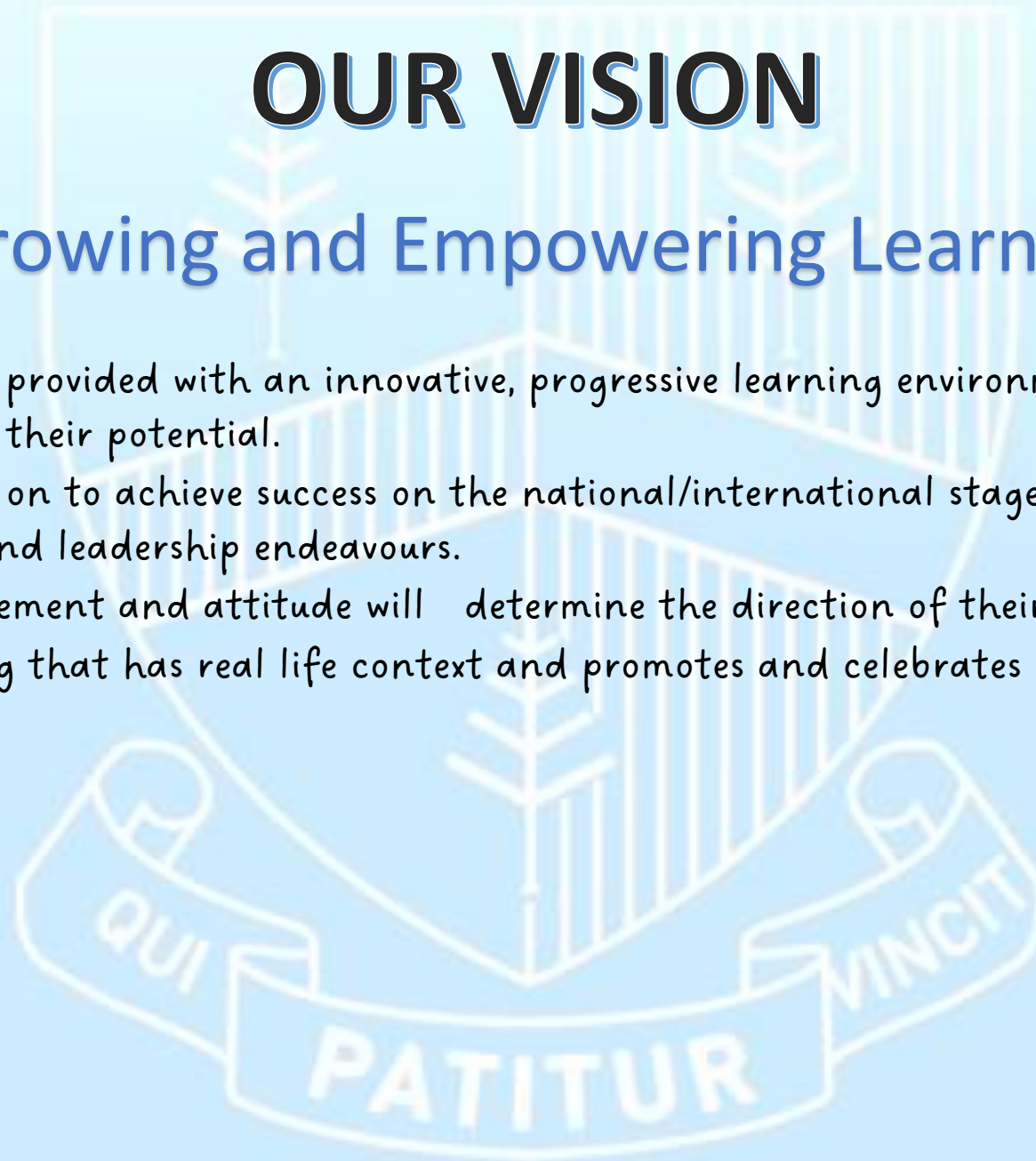


CHARTER & STRATEGIC PLAN 2022-20224

OUR VISION

Growing and Empowering Learners

- Students will be provided with an innovative, progressive learning environment, which enables them to achieve their potential.
- Students will go on to achieve success on the national/international stage in academic, science, arts, sporting, and leadership endeavours.
- Students' engagement and attitude will determine the direction of their learning.
- Student learning that has real life context and promotes and celebrates cultural diversity.



VALUES

Whakaute
MUA9K9N1G



Respect
K6206Cf

Manaakitanga
IA19U99KI19U69



Responsibility
K62B0U2101117A

Whanaungatanga
MUA9U9N16919U69



Relationships
K619110U2U102

Pakari
19K911



Resilience
K621116U1C6

Napier Intermediate Goals:

Every student a focussed, self-directed learner

Growing Effective Teacher capabilities

Improved partnerships for improved learning outcomes



These are woven through with the following foci: Community of Learning, Digital Technology, Emphasis on things Māori, PB4L

SCHOOL DESCRIPTION

Napier Intermediate is an urban school located in central Napier. It caters for Year 7 and 8 students from a range of cultural backgrounds. The school is the oldest intermediate in the Napier district. The school has been significantly rebuilt to provide modern learning environments. The redevelopment of the school has provided modern, up to date, teaching environments based around current learning and teaching pedagogy.

Trustees proudly support the established ethos and traditions of the school.

Students appreciate the wide range of leadership, sporting, cultural and academic opportunities made available to them. Their achievements are recognised and valued. Enrichment programmes provide for students with special interests and abilities. A feature of the school is the quality of interactions in classrooms. Teachers demonstrate warm and responsive relationships with children. Students are relaxed in their interactions with each other, and teachers, within a climate of mutual respect. Students learn in a safe, supportive and encouraging environment.

The school's focus and professional development has been on e-learning, inquiry learning and personalising learning. Teaching practices are developing in these learning areas.

Students most at risk of underachievement participate in programmes well matched to their abilities and needs. Careful thought is given to their academic, social and behavioural needs before placement in learning support programmes for literacy or numeracy. These students receive focused teaching in small classes.



REFLECTING CULTURAL DIVERSITY

We recognize, acknowledge and value the cultural composition and diversity of the Napier Intermediate School community. We utilize experience and expertise within the school, community and educational support agencies to enhance the delivery of Te Reo and Tikanga Māori.

- Tikanga Māori is infused into the culture of Napier Intermediate School through planning, curriculum, teaching, Kapa haka and a focus on the marae in the even years and a Kapa haka competition between houses in the odd years.
- Resources are available for classroom, school support and utilization.
- The Board of Trustees will consider all requests for instruction in Te Reo Māori in light of the school's resourcing and capabilities at the time of the request.

CATERING FOR VARIOUS ETHNIC GROUPS

- Identification of ethnic composition of the roll.
- Cultural diversity reflected in governance roles.
- Programmes are operated by teachers with a high level of expertise.
- Cultural groups attend and take part in the cultural festival and other performances.
- The community and wider community are involved in special cultural studies.
- Knowledge, understanding and respect of cultural diversity is enhanced through Social Sciences and other curriculum programmes



Napier Intermediate School Strategic Plan 2022 - 2024

Growing and Empowering Learners



Every student a focused self directed learner

2022:

- Electronic portfolios for all students
- Better goal setting on HERO

2023:

- The Resilience Project
- Student led goal setting

2024:

- Berry Street Model

Growing effective teacher capabilities

Ongoing:

- New curriculum development PLD

2022:

- PLD with HERO

2023:

- Whole staff Te Reo Māori PLD
- Culturally responsive and relational pedagogy (CR&RP) PLD

2024:

- PLD in both Google and STEAM

Improved partnerships for improved learning outcomes

2023:

- Greater whānau involvement (we go to them or they come to us)
- Stronger links for all staff with culture and curriculum focused activities
- HERO parent portal

2024:

- Opportunities for students to be involved in relevant experiences outside of school
- Develop spaces that better reflect māori culture

NELP and Strategic Goal Alignment 2023

Action Plan

GOAL	INITIATIVES	ACTION	SUCCESS	LINK NELP OBJECTIVE	LINK TO NELP PRIORITY
Every student should be encouraged to become a focused and self-directed learner, empowered to take responsibility for their own learning.	<p>Resilience Program</p> <p>Student Lead Goal Setting</p>	<ul style="list-style-type: none"> • Staff 90 min PLD • Implement phase • Monitoring of students • Parent evening • Evaluation • Individual student goals set on Hero • School Leaders attend Leadership GRIP 	<p>Whole school survey at beginning of year to create baseline data. Survey at end of year to compare data</p> <p>All students have specific goals achieved By Term 4 all Yr 7s set 3 (academic, cultural, pastoral)</p>	<p>LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education</p> <p>BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p>Collaborate with industries and employers to ensure learners/</p>

					ākonga have the skills, knowledge and pathways to succeed in work
<p>PARTNERSHIP- Improved partnerships for improved learning outcome</p> <p>Improved partnerships between teachers, parents, and students have a direct correlation to improved learning outcomes</p>	<p>Greater whānau involvement</p> <p>Focused Culture and Curriculum Activities</p> <p>Hero Parent Portal</p>	<p>Evening with whānau involvement with:</p> <ul style="list-style-type: none"> • I.T., Information evening • Pre-Adolescent, Maths, Literacy, Evening • Evening of the Arts • Hero Learning used in 3 Way Conferencing • Implement Parent Communication Portal 	<p>Whānau voice gathered after each evening</p> <p>All 3 Way Conferences are HERO led</p> <p>Communication Portal is accessed by parents</p>	<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p>
<p>LEADERSHIP- Growing effective teacher capability</p> <p>Growing effective teacher capability through collaboration is critical to providing our students with successful educational experiences.</p>	<p>CR & RP PLD</p>	<p>CRRP</p> <ul style="list-style-type: none"> • To review teacher understanding of CRRP • Continue to deepen teacher understanding of CRRP 	<p>Teacher demonstrates growth in their Personal Growth Cycle</p>	<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Develop staff to strengthen teaching,</p>

	<p>Whole staff te reo Māori PLD</p> <p>PLD with HERO</p>	<p>Te Ahu o te Reo Māori all staff PD</p> <ul style="list-style-type: none"> • Continue to deepen teacher capabilities with Hero • Develop a school wide standard 		<p>Teacher demonstrates growth in their Personal Growth Cycle</p> <p>NIS standard implemented and teachers meet the standard developed</p>	<p>leadership and learner support capability across the education workforce</p>
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Targets for 2023

Target 1: Implement a schoolwide program to support students' mental health while attending Napier Intermediate School. Lower the percentage of students to below 10% who identify as suffering from anxiety and or depression in Year 8.

Rationale: Anxiety and depression are common, debilitating mental health problems that often emerge for the first time during adolescence. Up to 20% of young people will experience a depressive episode or an anxiety disorder by the age of 18 years ([Costello et al., 2003](#), [Lewinsohn et al., 1998](#), [Merry et al., 2011](#)). Both depression and anxiety disorders tend to run a chronic and recurring course, with comorbidity levels of between 10 and 50% ([Garber and Weersing, 2010](#), [Kessler et al., 2001](#), [Scholten et al., 2013](#)). This poses a significant public health burden, with depression already the leading cause of disease burden in New Zealand. It is therefore imperative to focus on prevention and early intervention strategies

Baseline Data: According to the Resilience Project Schoolwide Survey 23% of Year 8 students showed symptoms of anxiety, 16% showed symptoms of depression, and 16% showed both anxiety and depression.

PLANNED ACTION	TIMING	RESPONSIBILITY	RESOURCES	MONITORING/REVIEW/EVALUATION
Whole School PD in Resilience Project	Term 1	All Teachers	Online via staff meetings	All staff to partake in whole staff PD
Survey all students	Term1 Week 8	All teachers	Online Survey	Gather Pre data and analyse
Implement resilience project throughout the school	Terms 1 & 3	All Teachers	1 hour per week	Senior Management observations Parent Evening held end of Term 2
Survey all students	Term 4	All Teachers	Online Survey	Analyse Data
Whole Staff Evaluation	Term 4	All Teachers	Staff Meeting	Evaluate programme and future implementation

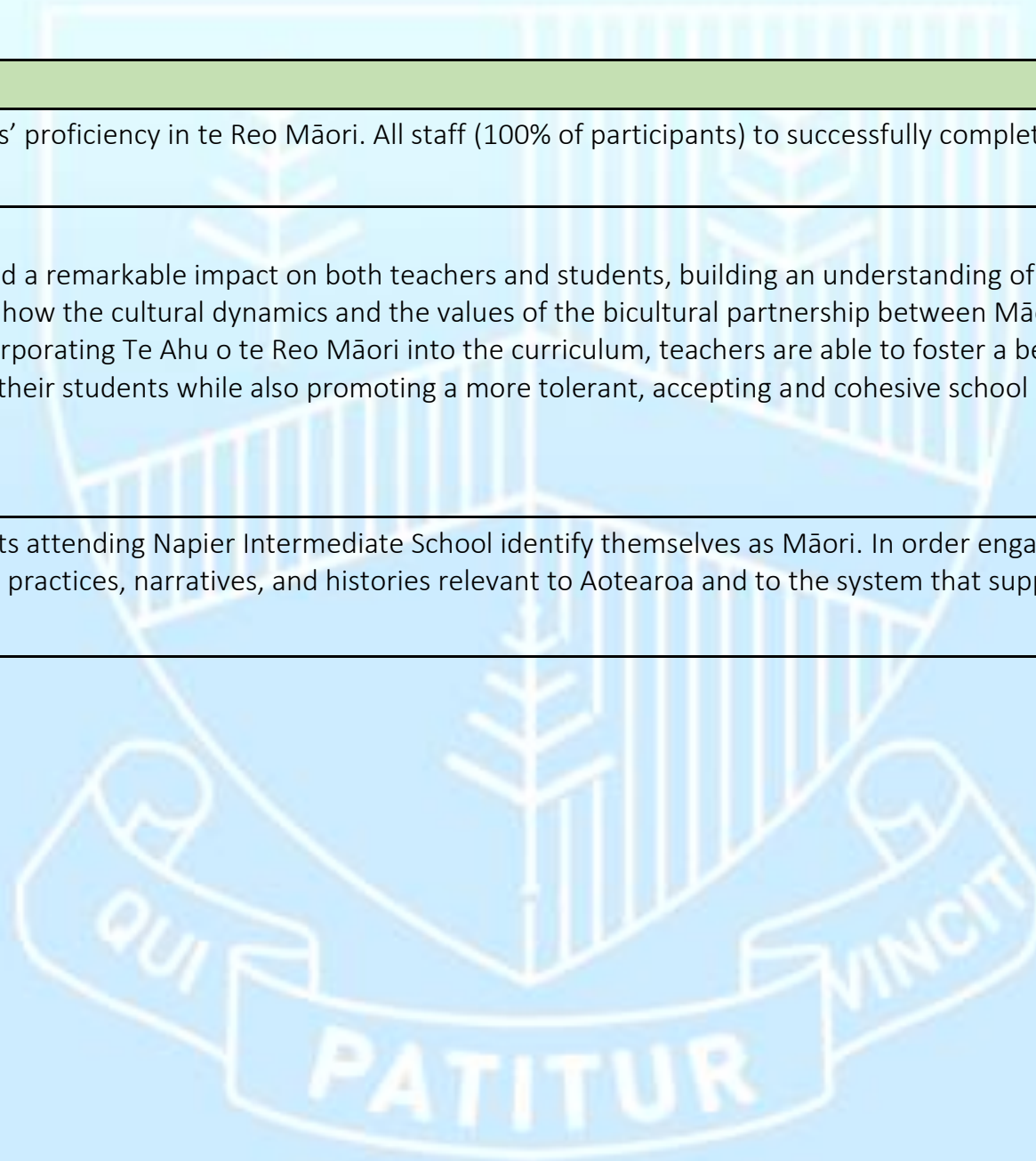
Targets for 2023

Target 2: To increase teachers' proficiency in te Reo Māori. All staff (100% of participants) to successfully complete the appropriate course level.

Rationale:

Te Ahu o te Reo Māori has had a remarkable impact on both teachers and students, building an understanding of how knowledge is valued and shared within our nation and how the cultural dynamics and the values of the bicultural partnership between Māori and Pākehā inform and shape our education system. By incorporating Te Ahu o te Reo Māori into the curriculum, teachers are able to foster a better understanding of Māori culture and language among their students while also promoting a more tolerant, accepting and cohesive school environment.

Baseline Data: 46% of students attending Napier Intermediate School identify themselves as Māori. In order to engage and understand a different worldview; engage in cultural practices, narratives, and histories relevant to Aotearoa and to the system that supports the education of all students.



PLANNED ACTION	TIMING	RESPONSIBILITY	RESOURCES	MONITORING/REVIEW/EVALUATION
<ul style="list-style-type: none"> • Local dialect – local words, phrases, karakia, waiata and sayings • Use – Practise of reo use appropriate for a classroom setting • Grammar – foundations of grammar and writing conventions • Curriculum – development of learning content for regular activity • Revitalisation – language planning for the school/ early learning services/ classroom 	Term 3 and 4	All Teachers	3 Call Back Days July Holidays 2x T.O.D	All teachers complete course. Lead teacher to monitor all staff are keeping up to date with off-line tasks.



Napier Intermediate School

Analysis of Variance

For the Year ended 31 December 2022 presented to Board of Trustees

Maths

Rata

House Targets						
MATHS	Group	Beg	Mid	End		
Year 7	MG	<3B = 8	3P = 5-5	3A = 4	Met	
Year 8	MB	<3P = 11	3A = 6	4B = 6	Met	

Totara

House Targets	Group	Beg	Mid	End	
Met	Year 7	<3B = 28	3P = 17 - 20	3A = 10	
Met	Year 8	3P = 18	3A = 10 - 7	4B = 6	

Puriri

House Targets	Group	Beg	Mid	End	
Year 7	Year 7 Maori Boys	<3B = 18	3P = 10	3A = 8	met
Year 8	Year 8 Boys	3P = 7	3A = 4 (1)	4B = 3	not met

Rimu

House Targets							
MATHS	Group	Beg	Term 4: Mid	Term 4: End	Term 4:	Term 4:	Term 4:
Year 7	Students	<3B = 38	<3B = 6	3P = 30	3P = 9	3A = 22	3A = 16
Year 8	Students	<3P = 13	<3P = 2	3A = 9	3A = 4	4B = 5	4B> = 5

Met

Met

Reading

Rata

House Targets						
READING	Group	Beg	Mid	End		
Year 7	MG	<3B = 6	3P = 4	3A = 3	Met	
Year 8	MB	<3P = 10	3A = 4	4B = 4	Met	

Totara

House Targets	Group	Beg	Mid	End		
	Year 7	<3B = 10	3P = 10	3A = 5	Met	
	Year 8	3P = 12	3A = 5	4B = 3	Met	

Puriri

House Targets	Group	Beg	Mid	End		
Year 7	MB = Year 7 Maori Boys	<3B = 7	3P = 4	3A = 2	Met	
Year 8	Y8 Boys	3P = 3	3A = 1	4B = 1	Not met	

Rimu

House Targets							
READING	Group	Beg	T4	Mid	T4	End	T4

Year 7	Students	<3B = 33	<3B=6	3P = 28	3P=8	3A = 19	3A+=14
Year 8	Students	<3P = 29	<3P=11	3A = 20	3A=5	4B = 15	4B+=11

Met

Met

Writing

Rata

House Targets						
WRITING	Group	Beg	Mid	End		
Year 7	MG	<3B = 9	3P = 5	3A = 4	met	
Year 8	MB	<3P = 11	3A = 5	4B = 5	met	

Totara

House Targets	Group	Beg	Mid	End		
	Year 7	<3B= 34	3P = 14	3A = 9	met	
	Year 8	3P = 13	3A = 6	4B = 3	met	

Puriri

House Targets	Group	Beg	Mid	End		
Year 7	MB = Year 7 Maori Boys				<3B= 17	3P = 10 3A = 8 met
Year 8	Y8 Boys				3P = 8	3A = 5 (4) 4B = 4 met

Rimu

House Targets							
WRITING	Group	Beg	Term 4	Mid	Term 4:	End	Term 4:
Year 7	Students	<3B = 39	<3B = 6	3P = 29	3P = 13	3A = 20	3A = 11
Year 8	Students	<3P = 37	<3P = 9	3A = 30	3A = 6	4B = 22	4B = 11

Met

Met

All Targets were met except for Puriri Year 8 Maths and Year 8 Reading targets.

Additional References:

Napier Intermediate School Budget

Napier Intermediate School Board of Trustees' Timeline

Napier Intermediate School Health and Safety Programme

Reporting on Annual Targets to the Community and Ministry of Education will occur in June of each year.

2017 ERO report

Napier Intermediate School Ten Year Property Plan

Napier Intermediate School EEO Programme

The Napier Intermediate School Planning Year ends 31- December.

