



FERGUSON INTERMEDIATE SCHOOL
STRATEGIC PLAN
2022-2024

Tangaroa

Safety - Haumarutanga

We are:

- Safety Conscious
- Able to maintain a safe learning environment
- Responsible for the safety of self and others

Tane Mahuta

Responsibility - Haepapatanga

We are:

- Responsible for managing self and making good choices
- Responsible for own actions
- Responsible for our own learning

Tawhirimatea

Respect - Mana

We are:

- Respectful of others
- Able to treat others the way we want to be treated
- Honourable, trustworthy and caring

Rongo

Resilience - Manawarora

We are:

- Focussed and determined
- Capable of rising to challenges
- positive, patient and persistent

Principal's endorsement:

Board of Trustees' endorsement:

Submission Date to Ministry of Education:



FERGUSON
INTERMEDIATE SCHOOL
2022

FERGUSON INTERMEDIATE SCHOOL 2022 - 2024
Introductory Section – Strategic Intentions

Mission Statement	Ferguson will be a high performing school			
Vision	Excellence through “working as one”, Respect and Knowledge <i>Mahi Tahī , Manaakitanga and Mohiotanga</i>			
Whakatauki	“Mahi Tahī”			
Values	<ul style="list-style-type: none"> • Respect (Mana): We are respectful of others Able to treat others the way we want to be treated Honourable, Trustworthy and caring 	<ul style="list-style-type: none"> • Safety (Haumarutanga) We are safety conscious Able to maintain a safe learning environment Responsible for the safety of self and others 	<ul style="list-style-type: none"> • Responsibility (Haepapatanga) We are responsible for managing self and making good choices. Responsible for own actions Responsible for our own learning 	<ul style="list-style-type: none"> • Resilience (Manawaroa) We are Focused and determined Capable of rising to challenges Positive, patient and persistent

	<p>Ferguson Intermediate School Principles:</p> <p><i>These principles are our beliefs about what is important and they will be seen in our teaching practices. They will underpin all our school decision making.</i></p> <p>Treaty of Waitangi – We acknowledge the principles of the Treaty of Waitangi and actively nurture Te Reo, tikanga and our bicultural heritage.</p> <p>High Expectations – We empower all students to achieve personal excellence.</p> <p>Cultural Diversity – We embrace the diverse cultures and histories of our community.</p> <p>Inclusion – As part of an inclusive learning environment we celebrate and encourage individual talents and identities.</p> <p>Learning to Learn – We encourage our students to reflect on their own learning processes and learn how to learn.</p> <p>Community Engagement – Our students’ learning has relevance in their world.</p> <p>Coherence – Our students are given diverse opportunities that open up to future learning and encourage successful transitions.</p> <p>Future Focus – Learning experiences are future focussed and therefore are relevant to the changing world in which we live.</p>
Maori dimensions and Cultural Diversity	<p>Raise Maori and Pacifica achievement by:</p> <ul style="list-style-type: none"> • Recognise and promote Maori and Pacifica culture. • Identify and track Maori and Pacifica students and their learning needs. • Implement effective strategies that remove barriers to learning. • Strengthen home and school relationships. • Recognise and celebrate achievement. • Target and track students at risk of not achieving. • Integrate Te Reo Maori and tikanga into the operation of the school and separately in the Learning Languages curriculum. <p>Include Pacifica Languages into the Learning Languages section of the curriculum</p>

STRATEGIC SECTION: 2022 - 2024

STRATEGIC GOALS	1. LEARNER AGENCY	2. Accelerate Achievement	3. Educationally Powerful Connections with Parents, Families & Whānau	
Cultural and Linguistic Responsiveness and Inclusive	Educationally Powerful Connections with Parents, Families & Whānau	Instructional Capability	Evaluative Capability	Organisational Capability

Focus Capabilities		
2022	2023	2024
Educationally Powerful Connections with Parents, Families & Whānau	Cultural and Linguistic Responsiveness and Inclusive	Instructional Capability

Focus Change Levers	Leadership: Build and improve	Knowledge and Skills: Identify, build and embed	Processes: Develop and fine tune
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GOAL 1

Develop and Embed Learner Agency

Goal	Baseline Measure	Actions to meet outcome	Resources (Personnel) & Timeframe	Timeframe	Next steps
1.1. Students take ownership for their own learning	<ul style="list-style-type: none"> • Collaboration • Key Competencies • PB4L , Health , Safety , Well Being and behaviour management • Passion Projects • Research and assignments • Student led workshops • Outside agencies, local Boards & Government 	<ul style="list-style-type: none"> • Teaching and learning to be student centered • Milestone report to BOT at the end of each term. • Feedback to community • Student reports • Surveys • PLDs Vision, DMIC & SAF • Scheduled follow-up and support by leaders 	<ul style="list-style-type: none"> • Netbooks \$160000 • Educa PLD \$ 20000 • Vision , DMIC , SAF , Learning Support & RTL • Digital Technology Curriculum Lead • Budget for student rewards , and project materials \$ 20000 	Start T1 /22 Embed T2 - 4	
1.2. Create, implement and embed a responsive curriculum.	<p>1.2.1. Future focused</p> <p>1.2.2. Innovative, creative and challenging</p> <p>1.2.3. Cultural Capacity</p> <p>1.2.4. Ecological Sustainability</p>	<ul style="list-style-type: none"> • Teacher, student and whanau workshops to design, create and implement. • Planning and teaching must target baseline measures • Redesign a curriculum that... <p>Is responsive to the needs, identities, cultures, languages, interests, strengths and aspirations of the learners and their families</p> <p>Has a clear focus on what supports the progress of all learners</p> <p>Helps students understand Te Tiritiri o Waitangi</p> <p>Helps learners engage with the knowledge, values, and key competencies, so they can go on to be confident, connected, lifelong learners</p> <ul style="list-style-type: none"> • Pacific Bilingual Immersion Unit • PLDs Vision , DMIC & SAF 	<ul style="list-style-type: none"> • Curriculum Lead Teacher • Release time \$8000 	Start T1 embed T2 -4 Start Pacific Bilingual Unit T1 / 22	Formally introduce Pacific Bilingual Unit

2. Accelerate Achievement

Goal	Baseline Measure	Actions to meet outcome	Resources (Personnel) & Timeframe	Timeframe	Next steps
2.1. Assessment Systems	2.1.1. Assessments must be the first step in planning and teaching. 2.1.2. High expectations and academic excellence 2.1.3. To develop <u>assessment</u> systems, processes and practices that raise student achievement. 2.1.4. All curriculum areas must have Reading, Writing and Mathematics links. 2.1.5. Factor in student achievement in Sports and Culture into all learning areas.	<ul style="list-style-type: none"> ▪ To develop systems and procedures that ensures continuity in teaching, learning and learner agency ▪ Spiral of inquiry to shift achievement of <u>target students</u> at 5 weekly intervals ▪ Continuous connection with whanau to discuss student progress. ▪ Teaching and planning aligned to Learning progressions ▪ Structure pre-planned assessment procedures. ▪ <u>Use DTC to enhance assessments in Sport , Culture and The Arts</u> ▪ Strengthen the capabilities of teachers - PLDs ▪ Vision , DMIC , SAF & Edge ▪ Student Incentives 	<ul style="list-style-type: none"> • Use of Edge \$3000 • DPs as assessment lead analyzing and driving curriculum based on strengths and GAPS • Dance Studio 5YP / 10 YP • Astro Turf \$50000 (Grants) • Cola Shade MOE Special Grant • Awards and Prizes \$10000 • EOTC \$10000 	Start T1 / 22 Evaluate T4 / 22	Set new targets. Raise expectations

3. Educationally Powerful Connections with Parents, Families & Whānau

Goal	Baseline Measure	Actions to meet outcome	Resources (Personnel) & Timeframe	Timeframe	Next steps
3.1. Focus Capability	<ul style="list-style-type: none"> • Partnership • Whanau to have an understanding of the New Zealand Curriculum. • Unpack levels with whanau • Whanau to check homework and projects • Whanau to be aware of cyber safety and cyber bullying • Whanau to support students and staff around challenges involving use of social media 	<ul style="list-style-type: none"> • Social meetings to build trust, confidence and positive relationships with the school • Regular workshops with whanau on NZC • Regular workshops with Whanau on teaching and assessments. • Face to face individual meetings to discuss their child's progress 	BOT DPs and Whanau Leaders Curriculum Leaders Other agencies and PLD providers	Start T1 Embed T2 – 4 Review and Evaluate T4	

Leadership: <i>Building a professional culture and improving educational leadership</i>	Processes: develop and fine tune	Knowledge and Skills: identify, build and embed
<ul style="list-style-type: none"> ● Deliberate acts of leadership ● Leadership Matrix ● Educational Leadership Capability Framework ● Five Dysfunctions of a Team ● Relational Trust Survey 	<ul style="list-style-type: none"> ● Assessment Practices Review ● Local Curriculum ● Parent/Family/Whanau partnership: <ul style="list-style-type: none"> - communication with whanau (new families, home languages) - Identify ways to engage in their children's learning support families to influence and impact on learning/curriculum 	<ul style="list-style-type: none"> ● DMIC, Digital Technologies, Future Focused Learning, Writing ● LPFs ● STPs? ● Peer supervision

Annual Improvement Plan for 2022

1. To improve teaching and learning and raise achievement in all curriculum areas				
Specific Strategies for 2022	Who	Resourcing	When	Expected Result
1.1. Writing aligns to writing learning progressions <ul style="list-style-type: none"> ● Links to DTC ● Responsive Curriculum – Ecological Sustainability ● Cultural Intelligence 	<ul style="list-style-type: none"> ● PLD Facilitators ● DPs ● Curriculum Leaders ● Classroom Teachers 	Teaching staff Educa \$3000 Writing Software \$3000	T1 to T 4	Target 70% Moving towards / At Level 4
1.2. Reading aligns to reading learning progressions <ul style="list-style-type: none"> ● Reading Logs ● Reading Novels ● Links to DTC ● Responsive Curriculum – Ecological Sustainability ● Cultural Intelligence 	<ul style="list-style-type: none"> ● PLD Facilitators ● DPs ● Curriculum Leaders ● Classroom Teachers 	Teaching staff Educa Online Reading \$3000	T1 to T 4	Target 70% Moving towards / At Level 4
1.3 Follow DMIC structure, use problems from NZ Maths <ul style="list-style-type: none"> ● Links to DTC ● Responsive Curriculum – Ecological Sustainability 	<ul style="list-style-type: none"> ● PLD Facilitators ● DPs ● Curriculum Leaders ● Classroom Teachers 	Teaching staff Educa Mathematics Equipment \$5000	T1 to T 4	Target 70% Moving towards / At Level 4

<ul style="list-style-type: none"> • Cultural Intelligence • Link to Financial Literacy 				
<p>1.4. Science</p> <ul style="list-style-type: none"> • Project / Research Based • Links to DTC • Responsive Curriculum – Ecological Sustainability • Cultural Intelligence 	<ul style="list-style-type: none"> • PLD Facilitators • DPs • Curriculum Leaders • Classroom Teachers / Specialist Teacher 	<p>Teaching staff Educa Science Equipment \$5000 Science Roadshow \$4000</p>	T1 to T 4	Target 70% Moving towards / At Level 4
<p>1.5.Social Science</p> <ul style="list-style-type: none"> • Structure assessment overview X 2 • Project / Research Based • Links to DTC • Responsive Curriculum – Ecological Sustainability • Cultural Intelligence 	<ul style="list-style-type: none"> • PLD Facilitators • DPs • Curriculum Leaders • Classroom Teachers / Specialist Teacher 	<p>Teaching staff Educa Projects around school \$10000</p>	T1 to T 4	Target 70% Moving towards / At Level 4
<p>1.6.Health & P.E.</p> <ul style="list-style-type: none"> • Structured assessment overview X 2 • Inter-house competitions must precede South Eastern Zone Competitions • Inter-house competitions must be structured and scheduled around South Eastern Zone Competitions • Health & Well Being incorporated into every P.E. Lesson 	<ul style="list-style-type: none"> • PLD Facilitators • Specialist Coaches • DPs • Specialist Teacher 	<p>Teaching staff extra-curricular Specialist P.E. Teacher Sports Equipment \$10000</p>	T1 to T 4	Target 80% Moving towards / At Level 4
<p>1.7. Languages</p> <ul style="list-style-type: none"> • Structured assessment overview X 2 • Te Reo Māori • Kapa Haka • Sign Language • English 	<ul style="list-style-type: none"> • Classroom Teachers / Specialist • DPs 	<p>EOTC \$3000 Resources \$300</p>	T1 to T 4	Target 70% Moving towards / At Level 4
<p>1.8.The Arts</p> <ul style="list-style-type: none"> • Structured assessment overview X 2 • Responsive Curriculum – Ecological Sustainability • Cultural Intelligence 	<ul style="list-style-type: none"> • Classroom Teachers / Specialist Teacher • DPs 	<ul style="list-style-type: none"> • EOTC \$5000 • Resources \$3000 	T1 to T 4	Target 80% Moving towards / At Level 4

<ul style="list-style-type: none"> • Dance groups in all major ethnic groups within Ferguson • Band • Performance X 2 per year 				
<p>1.9.Technology</p> <ul style="list-style-type: none"> • Structured assessment overview X 2 • Responsive Curriculum – Ecological Sustainability • Cultural Intelligence • Innovative and creative • Link to Financial Literacy 	<ul style="list-style-type: none"> • Specialist Teacher • DPs 	<ul style="list-style-type: none"> • Resources \$15000 	T1 to T 4	Two projects or presentations per year Target 80% Moving towards / At Level 4
<p>Review the capability of team leaders to sustain improvements to student achievement in reading and writing.</p> <p>Increase in class support in every class by at least once per day by a WLT or SLT</p>	<p>The Leadership Team led by a DP</p> <p>WLTs and SLTs</p>	Leader CRT	Ongoing	DPs and WLTs to drive teaching and learning schoolwide
<p>Provide Professional Development around Writing and reading.</p> <p>Provide Professional Development around Mathematics (DMIC)</p> <p>Provide professional development on arriving at authentic OTJs</p> <p>Provide professional development around the moderation process in Writing and Reading</p> <p>Increased use of project and research based inquiry</p> <p>Targetted support for recently employed and beginning teachers.</p> <p>Focus on student agency</p> <p>Focus on online learning – Use of Educa</p>	<p>Writing and Reading lead teachers.</p> <p>PLD Provider (Vision)</p> <p>PLD Provider (Bobby Hunter)</p> <p>Monitoring by Senior Leaders</p> <p>DPs to drive Class teachers to implement</p>	Staff & Team meetings	Ongoing Ongoing	<p>DPs to drive and lead teaching and learning</p> <p>Improved teaching and learning programmes and achievement levels.</p> <p>A decrease in copied bookwork.</p> <p>Improvement in student thinking skills.</p>

2. To raise levels of achievement of targeted students – Maori , Pacifica and students with Special Learning Needs				
Specific Strategies for 2021	Who	Resourcing	When	Expected Result
<u>Reading , Writing and Mathematics</u> <ul style="list-style-type: none"> To accelerate achievement of all students in reading , writing and Mathematics At least 80% of students to achieve at the required level 	Every Year 7 & 8 class teacher Identified target students Within and across school leaders SLT and All teachers	Within existing budgets	Ongoing	Every student to make improvement. Monitor targeted students throughout the year and put into place support and strategies to ensure positive outcomes by the end of the year.
3. Specific Strategies for 2022	Who	Resourcing	When	Expected Result
Raise student attendance to at least 95% present	Whanau Classroom teachers WLTs SLTs	Funding for incentives , certificates	Every 5 weeks	Improved attendance school wide to at least 97%
4. Embed and sustain progress				
4.7. Improving the quality of assessments	Classroom teachers WLTs SLTs	Funding for more assessments CRT for marking and moderation	Every 5 weeks	Raise achievement to at or above national median Assessment data to be authentic
4.8. Strengthening Relationships	Whanau focus group Classroom teachers WLTs SLTs	Funding for whanau focus groups	Every 5 weeks	Get whanau more involved and knowledgeable about teaching and learning
4.9. Creating a responsive curriculum	Whanau Classroom teachers WLTs SLTs	CRT through additional staffing	Every 5 weeks	Curriculum document to become a living and working document. All project-based learning to have Maori and Pacifica links
4.10. Building a professional culture and improving educational leadership	Whanau Classroom teachers WLTs SLTs SAF	Surveys Overview of relevant readings linked to PLDs	Every 5 weeks	Improved staff knowledge and rational trust.
4.11. Build and promote learner agency	Whanau Classroom teachers WLTs SLTs SAF	Project and research work Effective use of devices and other media	Weekly reports and follow-up by SLT/WLT	More student driven instead of teacher driven teaching and learning

Other 2022 Key Improvement Strategies to Achieve Strategic Vision

Finance	Short Report	Personnel	Short Report
<ul style="list-style-type: none"> • Sound financial management 	<ul style="list-style-type: none"> • Increase spending in Learning with a focus on online learning • Effective use of funding for teacher aides. • Effective use of funding for relief teachers. • Keep to the budget • End the year on a surplus 	<ul style="list-style-type: none"> • Improve teacher knowledge. • Effective appraisal system. • Negotiated job descriptions and responsibilities. • Resolve issues around specialist teaching and CRTs 	<ul style="list-style-type: none"> • Principal to drive and oversee • Liaise with NZEI. • Principal will keep B.O.T. and Ministry informed through regular reporting.
<ul style="list-style-type: none"> • Effective community consultation. • Open door policy with outside agencies. • Build positive relationships 	<ul style="list-style-type: none"> • Principal must embed communication with outside agencies. • Meetings with related agencies actioned. • Outside agencies have access to the school. • School to continue building positive relationships. 	<ul style="list-style-type: none"> • ZERO Tolerance to bullying. • Effective systems in place to reduce / eliminate deviant behavior by students. 	<ul style="list-style-type: none"> • Effective student voice system in place. • Proactive Health and Safety team. • Effective use of family/ community support. • Effective use of peer mediation. • Effective use of Youth Aide Officer , SWISS, TYLA and RTLB.

Property	Short Report
1. Modern Learning Environment 2. Canvas over two courts 3. Painting and murals 4. Classroom Carpet, furniture and air-conditioning 5. Funding for drainage and concrete courts 5. Astro Turf 6. Showers and toilets in pool changing area	5YP / 10 YP Block 3 completed, Block 2 Term 1 2021 Funding approved start date Term 1 2021 Rooms 1 – 7 Term 1 2021 Through fund raising Include into 5 YP / 10 YP Through fund raising Funding for astro turf
School uniform	Review school uniform during 2022

Improvement Plan for a Learning Area – (Literacy) Reading and Writing Link to Digital (Use Educa)

<p>School Strategic Learning Goal: To improve reading comprehension skills (recall, predicting and inferencing).</p>	<p>School Annual Learning Target: Based on Star Reading assessment at least 70% of Year 7 & 8 students to be at Stanine 4 or above. Based on OTJ using Star and at least 6 class based comprehension reading assessments at least 70% of students to be at Level 3 moving towards level 4.</p>
<p>Baseline data: STAR Reading Tests and class based tests (Minimum 6 for the year)</p>	<p>Target: Every student within every class to make gains of at least 1 Stanine by the end of the year.</p>

Key Improvement Strategies

When?	What?	Who?	Indicators of progress
Beginning of each term.	New sets of reading resources relating to students interests and ability. Newspapers in education. Relevant online resources.	Class teacher ICT Teacher	Daily monitoring and verification by appraiser
At weekly meeting s unpacking of Comprehension strategies.	Reference books by Sheena Cameron and Alison Davis	Class teachers and Senior Leaders	Improved teaching and learning. Evidence from planning and activity completion by students. Verification by WLT and appraiser.
Weekly	Reading Logs	Students – monitored by teacher	Increase in reading activities. Oral recall assessed by class teacher and relevant records updated. Help from teacher aides
Weekly	Visits to local and school library	Students – monitored by families and teacher	Sight and record by Teacher / Teacher aide
Monitoring	By Senior leaders and WLTs . Baseline data as indicators to monitor progress		
Resourcing	Two year programme , then revise and consolidate. Allocate at least \$25000 per year to purchase relevant reading resources.		

Reading and Writing

When:	What: Example	Who:	Indicators of progress
Weeks 1 – 5 Term 1	Year 8 teacher to finalise lists of students who achieved at well below or well in Year 7. All year 7 students to be assessed. Students well below and below identified.	Class Teachers / DPs and WLTs to oversee	Students must be grouped appropriately and strategies to accelerate achievement discussed
Ongoing throughout the year	1 meeting per fortnight – solely to discuss targeted student achievement.	Whanau and Whanau Team leader DPs to become familiar with all targeted students and to share information with principal and B.O.T.	Students are consistently tracked. Productive learning conversations occur. Effective strategies and put into place.
Term 1	Revised programme for targeted students. Ensure adequate resources are available. Participation targeted student inquiry	Principal , DPs and WLTs	Effective plan documented and in place
Term 2 / 3	Update list from new assessments. Share data with students and families. Evaluate and revise plan. Put new goals into place	Class teachers , WLTs and DPS monitor	See the fruits of ones labour. What's working and what's not working. Put in support if necessary.
Term 4	Have goals been met. What has been achieved? Students still not achieving at the end of Year 8 – meet with RTLBs and ensure effective transition to college	Class teachers , WLTs , DPs and RTLB	Link between school and college

To accelerate the achievement of the targeted students the following strategies were helpful.

1. Teacher mentors.
2. Peer tutors.
3. Differentiated programmes.

The Next step would be:

- Reading together programme.
- Employ more teacher aides.
- Effective use of teacher aides.
- Effective use of RTLB support.
- Increased and more effective parental involvement.

