



General Description of Longford Intermediate

Who we are

Longford Intermediate School is a rural town decile 4 Intermediate School. It is the only Intermediate remaining in Southland.

It was established in Gore in 1972 to provide intermediate education (Years 7 & 8) for the students of Eastern Southland.

Our community consists of a wide range of people and occupations and we provide a welcoming and inclusive environment for all learners and their families to our school community. We foster an environment that appreciates individuality and uniqueness, where effort is encouraged and success is celebrated.

We are a strong PB4L school and these principles guide every part of daily life at Longford.

Students have a home room and the same teacher for core subjects. Specialist teaching is provided in workshop technology (wood, metal, acrylics) and food/textile technology. Many opportunities exist for students to develop skills through cultural and sporting interests, extracurricular activities and leadership development.

The school ethnicity is made up of 62% New Zealand European, 24% Maori, and 8% Pasifika, 6% Other ethnicities.

Cultural Diversity and Māori Dimension

NATIONAL EDUCATION GOALS

1. The Treaty of Waitangi Principles, as presented in Ka Hikitia - The Māori Education Strategy and Tataiako will guide the development of programmes to ensure engagement and success for Māori students.
2. The Pasifika Education plan will inform our planning to ensure engagement and success for Pasifika students.

The school curriculum will encourage students to understand and respect different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories and languages of all New Zealanders are recognised and valued. The curriculum will acknowledge the unique position of Māori and the place of Pacific Island societies in New Zealand society.

We will recognise and value the unique position of Māori Culture in New Zealand by ensuring that all learners have the opportunity to acquire basic Te Reo and understanding of everyday conversational language (e.g. greetings, local places). The Treaty of Waitangi will guide our relationships and the nature of our interactions with the Māori community. We will acknowledge and respect the values, traditions and history of Māori, observe cultural sensitivity to Tikanga Māori (Māori protocol) and show respect for the local Māori identity involved in the school and community.

Te Reo will be integrated across the curriculum. We encourage the correct pronunciation of Māori place names and personal names. Opportunities will be provided for students to join the Cultural Group with students having opportunities to perform both in the school and for the wider community.

To ensure equitable outcomes for Maori and Pasifika communities we need to identify learners who are at risk of not achieving or have learning needs so that programmes and resources can be targeted to cater for individual needs. Reporting to the Board of Trustees on the achievement of Māori and Pasifika learners will be on-going ensuring targets are set and resourcing put in place.

Consultation will take place with the school Māori Community (Children, local caregivers and extended whanau) and the Hokonui Runanga.

The school will ensure all students will have access to instruction in the New Zealand Curriculum in Māori as per Education Act 1989 to ensure that all reasonable steps are taken to provide instruction in Tikanga Māori(Māori Culture) and Te Reo Māori (the Māori language) for full time students whose parents ask for it.

Strategic Planning - Action plan 2023-2025

Goals for continual improvement		
<p>Goal 1: Wellbeing</p> <ul style="list-style-type: none"> ● Whare Tapa Wha is embedded in all we do. ● We have resilient students who participate and are involved in our school culture ● All members of our school community feel valued and heard. 		
2023 - Core	2024 - Strength	2025 - Exceptional
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Objective 1 - Learners at the Centre - Learners with their whānau are at the centre of education</p> <p>NELP 1 - Ensure places of learning are safe, inclusive and free of racism, discrimination and bullying.</p> <p>NELP 2 - 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> </div> <p>1.1 The whare tapa wha model will be used to build a common understanding of how the wellbeing of all stakeholders will be supported. This model shows Hauora (wellbeing) being supported by taha wairua (spiritual wellbeing) taha hinengaro (Mental and emotional wellbeing) taha tinana (physical wellbeing) and taha whānau (family and social wellbeing)</p> <p>1.2 All teaching staff will take place in the Kahui Ako Cultural Responsiveness PLD with Raiha Johnson as the provider. This will be led by Ren.</p> <p>1.3 Exploration into ways to effectively communicate with the school community will continue with input from the community and the other school stakeholders. This will include the</p>	<p>1.1 The wellbeing of all school stakeholders is clearly defined around the whare tapa wha model.</p> <p>1.2 Teaching staff will be working towards embedding ways to ensure that all ākonga feel a sense of belonging in the school.</p> <p>1.3 Whānau and the wider community will know where to find information when needed.</p> <p>1.4 Ākonga and their whānau will see and hear te reo being used by staff members and students as a regular part of a normal day.</p> <p>1.5 There will be a variety of ways that ākonga and their whānau can share their experiences in the school and can feel that their contributions are valued.</p> <p>1.6 Through working with others we will develop our stories, both as who we are as a school, and also who we are in our wider community.</p> <p>1.7 Staff will role model how to try new things and show ākonga that there are many ways to experience success.</p> <p>1.8 The school will be providing further resources to ensure that all ākonga have the necessary tools to succeed at school</p> <p>1.9 The DP/SENCO has the resources available to work with ākonga and their whānau</p> <p>1.10 Ākonga has the opportunity to enhance their sense of wellbeing by involving themselves in fun activities.</p> <p>1.11 Staff are aware of the importance of their</p>	<p>1.1 All stakeholders feel valued and connected to the school's whare tapa wha.</p> <p>1.2 All ākonga will feel a connection to the school by seeing their culture reflected in the day to day operations of the school.</p> <p>1.3 Whānau and the wider community feel confident that all important information is being shared and they know where to find it.</p> <p>1.4 Te reo is normalised in all school communications and the Hauora of ALL our ākonga is being met.</p> <p>1.5 Ākonga and their whānau will see themselves reflected in the school and will feel able to be a part of daily life and activities.</p> <p>1.6 Through knowing who we are and where we have come from, we have a greater understanding of our place in the world and the value of our contribution both as individuals and as a group.</p> <p>1.7 Everyone in our school community feels supported to try new things and experience success in many ways.</p> <p>1.8 All ākonga are supported in whatever ways needed to raise student achievement.</p> <p>1.9 All ākonga and their whānau have a support person to call on who has the resources to help them succeed.</p> <p>1.10 All ākonga feel they belong and that their wellbeing is valued.</p> <p>1.11 All staff feel valued in the work they do and</p>

<p>continued development of a new website and the addition of parent comments.</p> <p>1.4 More te reo will be used in day-to-day interactions to normalise the use of the language.</p> <p>1.5 Ways to further enhance whānau and school community involvement in the school will be explored. This will include a more active growth around the understanding of cultural responsiveness and what that means in our school.</p> <p>1.6 As a school we will learn more about who we are and our place in the world. We will do this in collaboration with the Kahui Ako and with the support of the Hokonui Runanga. A large focus of this will be learning the stories of the past.</p> <p>1.7 School staff will work together to ensure that the opportunities for the ākonga are diverse so that all ākonga can find an area where they can experience personal growth and success.</p> <p>1.8 Wellbeing will be a focus of budget spending to ensure the needs of all ākonga are being met. This includes; at risk ākonga working with Valoa Jack, Kiwican and school lunches.</p> <p>1.9 The board will support extra funding to ensure that the Deputy Principal/SENCO has the time to be able to support all the ākonga and their whānau.</p> <p>1.10 The school will provide a wide variety of opportunities for ākonga to be involved in events that enhance their wellbeing such as the disco, waka team events, and staff vs students games.</p> <p>1.11 The staff will work together with the support of the board to ensure that the wellbeing of all staff members is supported. This will include out of school events as well as finding ways to support staff within the school day.</p> <p>1.12 The Kapa haka group will be led by Emily Gentle and Alicia Prescott.</p>	<p>wellbeing and are working towards ensuring they feel supported.</p> <p>1.12 The kapa haka group will create a strong sense of identity and pride in its members.</p>	<p>they feel a valued part of the school.</p> <p>1.12 A sense of belonging and identity will be enhanced through working with other ākonga in the Kapa haka group.</p>
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Goal 2: Transitions

- Whanaungatanga - building strong, positive relationships within our school community

- Students are positive, self assured and confident
- Students are prepared for the future

2022 - Core

2023 - Strength

2024 - Exceptional

Objective 4 - Future of Learning and Work - Learning that is relevant to the lives of New Zealanders today and throughout their lives.

NELP 7 - Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

- 2.1 There will be a focus on improving induction of year 7 ākonga into the school to ensure ākonga are learning at their optimum level as soon as possible
- 2.2 We will explore ways to strengthen our relationship with Gore High School.
- 2.3 We will explore ways to strengthen our relationship with our contributing schools. This will include ways to strengthen transitions from year 6 to year 7 as well as ways to clarify pathways of data sharing. Ākonga will benefit from all schools being willing to make the transition from one school as seamless as possible.
- 2.4 We will trial ways to enhance a feeling of belonging to Longford Intermediate earlier in the year to lessen the negative effects of transitions. These will include a day of team building off site and more activities in waka groups to enhance tuakana teina and build relationships - Whanaungatanga.
- 2.5 Year 8 ākonga will be given a number of opportunities to be involved in further transition visits to ensure that the anxiety around this move is as minimal as possible so achievement is not negatively affected.
- 2.6 Ākonga will be involved in learning about

- 2.1 Ways of improving induction of year 7 ākonga into the school are refined and their effectiveness is reflected on.
- 2.2 Teachers at Longford Intermediate and Gore High School are sharing teacher practice with the view to improving ākonga achievement.
- 2.3 Year 6 teachers will know what information needs to be shared to lessen the negative effects of ākonga transitioning from one school to another. Information sharing will be clear and transparent and there will be a willingness of contributing schools to work with Longford collaboratively.
- 2.4 Ākonga will be involved in a number of activities that build a sense of belonging to Longford early in year 7.
- 2.5 Ākonga now know that they are able to participate in as many transition visits as they need to build their confidence to create a positive transition to Gore High School.
- 2.6 Ākonga have explored a variety of career pathways to gain an understanding of what is available to aspire to.

- 2.1 Year 7 ākonga are inducted into the school effectively and with as little disruption as possible
- 2.2 A culture of trust has developed between GHS and Longford Intermediate. Improving ākonga achievement is the focus of this relationship
- 2.3 All contributing schools are confident that information in regards to ākonga is valued and used to improve the achievement of ākonga entering the school.
- 2.4 Ākonga from contributing schools feel a connection with Longford early and their transitions are seamless, enhancing high achievement. Ākonga feel positive, self assured, secure, confident, safe and prepared.
- 2.5 Achievement is enhanced by Year 8 ākonga being confident in the move to Gore High School and the knowledge that they have already formed some positive relationships with staff and GHS ākonga. Ākonga feel positive, self assured, secure, confident, safe and prepared.
- 2.6 Ākonga are knowledgeable that there are a variety of pathways to follow to be successful in their chosen future careers.

career opportunities beyond school years.		
Goal 3: Purposeful <ul style="list-style-type: none"> • Tangata Whenuatanga - People based, social cultural awareness and knowledge • Learning and teaching uses real, authentic contexts and is meaningful • Leadership is transparent and inclusive with a clear purpose 		
2022 - Core	2023 - Strength	2024 - Exceptional
<div data-bbox="69 446 699 808" style="border: 1px solid black; padding: 5px;"> <p>Objective 2 Barrier Free Access - Great education opportunities and outcomes are within reach for every learner</p> <p>NELP 3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learner/ākonga and those with learning support needs</p> <p>NELP 4 - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p> </div> <p>3.1 Professional Learning will be designed to enhance the learning experience for every ākonga and improve the achievement of every ākonga in the school.</p> <p>3.2 The PRIDE values will continue to be an integral part of our PB4L with the continuation of developing further ways to embed them in our culture. An example of this will be finding ways to use the developed graduation profile for ākonga to monitor their own development of the PRIDE values</p> <p>3.3 Learning pathways will continue to be developed through the use of learning progressions so that ākonga develop the capacity to monitor their own progress and know what their next steps are.</p> <p>3.4 Teachers are developing their capacity to make their learning programmes meaningful to ākonga so that they see purpose in what they are doing.</p>	<p>3.1 The learning programmes in every classroom are improving the learning experience for every student in the school</p> <p>3.2 Students will continue to have a clear understanding of what the PRIDE values are and have the capacity to monitor their own development in this area.</p> <p>3.3 Students can articulate what they are learning and why. They know their next steps to follow to be successful.</p> <p>3.4 Students are able to see the purpose in what they are doing and can articulate this.</p> <p>3.5 Our profile is raised so that our school is the first choice for all whānau of year 6 students in our contributing schools.</p> <p>3.6 The students use digital technologies effectively to enhance their learning. They monitor their own progress through insightful reflections and share these with whānau through the use of Seesaw</p> <p>3.7 The success of long term planning is ensured through all staff having a clear view of what is happening and taking responsibility for their own part to play</p> <p>3.8 Students are able to articulate their actions in terms of PRIDE values and are able to identify areas they are working on.</p> <p>3.9 Community consultation will play an important part in any school improvements.</p> <p>3.10 An effective school curriculum now provides a clear plan to ensure high student achievement.</p> <p>3.11 Teachers are leading the sharing of effective teacher practice and are supporting one</p>	<p>3.1 Every student in the school is engaged in their learning and feels that their learning experience is valued</p> <p>3.2 PRIDE values are an integral part of the school culture and student development throughout their time at Longford.</p> <p>3.3 Students are driving their own learning and are prepared to take the next steps to progress in their learning.</p> <p>3.4 Students value their learning as they see purpose in what they are doing and can see the benefit of putting effort into their learning and are engaged in it.</p> <p>3.5 The wider community sees the school as the successful, vibrant learning community that it is.</p> <p>3.6 Digital technologies are an integral part of the learning programme and their use enhances student progress through careful planning</p> <p>3.7 All staff share in the distributed leadership of the school.</p> <p>3.8 Students are using the PRIDE values purposefully to monitor their own behaviour</p> <p>3.9 The wider school community feels their input is sought, valued and used as an integral part of school improvement.</p> <p>3.10 A school wide plan ensures cohesion of teaching practice and supports high expectations.</p> <p>3.11 All teachers are leaders and the Professional Growth Cycle is an integral part of all teachers' improvement plans.</p> <p>3.12 Students are living The Key Competencies and they are supporting others</p>

<p>3.5 Throughout the year we will investigate ways to raise our public profile in the community.</p> <p>3.6 We will continue to develop our understanding of effective digital learning so that we can develop consistent practice across the school. An example of this is ensuring that Seesaw is used as an effective way of monitoring ākonga achievement and sharing progress with whānau.</p> <p>3.7 Long term planning goals will be shared and discussed to develop transparent planning of next steps and a shared responsibility for their success. This will include learning team meetings, leadership meetings and staff meetings.</p> <p>3.8 Teachers will continue to develop ways for PRIDE values to be supported in our school culture. This will include identifying a value to focus on each week</p> <p>3.9 Community voice will be sought through effective consultation.</p> <p>3.10 We will continue to revise the school curriculum and have this finished by the end of the year.</p> <p>3.11 Leadership capability will be extended by teachers working in pairs to be curriculum practitioner leaders. Their responsibilities will be clearly identified in a job description.</p> <p>3.12 The Key Competencies will be at the forefront of our teaching and learning programmes. Rubrics and practice will be visible in all classrooms.</p> <p>3.13 Ākonga will have a taste of a variety of second languages</p>	<p>another in their Professional Growth Cycle</p> <p>3.12 Students will purposefully use The Key Competencies in everyday life.</p> <p>3.13 Second language learning will be part of classroom programmes.</p>	<p>3.13 Ākonga will develop an understanding of how other languages are an important link to understanding our own language</p>
<p>Goal 4 - Success</p> <ul style="list-style-type: none"> ● Wānānga - communication, problem solving, innovation ● Academic and other achievements are personalised, recognised and celebrated. ● Members of our school community feel a sense of PRIDE 		

2022 - Core	2023 - Strength	2024 - Exceptional
<div data-bbox="71 172 699 532" style="border: 1px solid black; padding: 5px;"> <p>Objective 3 - Quality Teaching and Leadership - <i>Quality teaching and leadership make the difference for learners and their whānau</i> NELP 5 - Meaningfully incorporate te reo and tikanga Māori into the everyday life of the place of learning NELP 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> </div> <p>4.1 Teachers will continue to share practice to ensure high quality learning programmes for all students</p> <p>4.2 Student engagement is a priority when developing learning programmes. We will continue to learn more about what makes students excel and be more flexible to cater to a diverse range of students.</p> <p>4.3 Universal design for learning is embedded in learning programmes throughout the school. We will look at ways we can ensure that UDL is an integral part of the learning process in every class. We will also investigate ways we can make UDL sustainable over time with teacher changes and other distractions.</p> <p>4.4 A variety of successes will be celebrated in many forms ie. prize giving, blues, assembly awards and presentations, newsletter, facebook, Seesaw. Staff will work together to ensure that we acknowledge that success comes in many forms and find further ways to celebrate non-traditional forms of success</p> <p>4.5 To ensure that all students experience success, the students who are not achieving at the expected curriculum level will be closely monitored by the classroom teacher and their progress will be documented in Edge. This information will be discussed in learning teams and with the whole staff in scheduled meetings</p>	<p>4.1 The quality of learning programmes continues to improve and teaching practice continues to diversify through sharing what is successful</p> <p>4.2 Diversity of learning programmes ensures that all students enjoy their learning and see purpose in it.</p> <p>4.3 All teachers feel comfortable with incorporating the principles of UDL into their learning programmes. New staff members are supported in learning about UDL and the principles and how to use it in classroom programmes.</p> <p>4.4 Students will learn that there are many ways to be successful and are a part of sharing in this success and celebrating it.</p> <p>4.5 The progress of all students not achieving at the expected curriculum level is closely monitored and steps are taken to ensure their progress is accelerated.</p> <p>4.6 Students have the ability to be able to identify areas in the PRIDE values that they feel they can work on to improve and they can expect teacher support for this.</p> <p>4.7 The whole school community develop a shared understanding of how we can all support each other to ensure the success of our tamariki</p> <p>4.8 All teachers will be able to engage all their ākonga in writing through ākonga being able to see a clear purpose for writing.</p> <p>4.9 Attendance statistics show all ākonga are attending school regularly.</p> <p>4.10 Teachers will be using effective teaching strategies to improve the surface features in students writing</p>	<p>4.1 A culture of trust is developed through teachers working collectively towards constant improvement without judgement.</p> <p>4.2 The learning in the school is individualised and meets the needs of all students with engagement being the number 1 component.</p> <p>4.3 Learning is designed to fit the needs of all students with agency being actioned through UDL principles.</p> <p>4.4 All students experience success in some form and see it being acknowledged and celebrated.</p> <p>4.5 All students are achieving at their expected curriculum level and feel good about their “whole” schooling - they feel a sense of personal gratification.</p> <p>4.6 The PRIDE values are an important component in students identifying their own success.</p> <p>4.7 The success of our tamariki is the responsibility of the whole school community working together.</p> <p>4.8 All ākonga are engaged in their writing and are monitoring their own progress.</p> <p>4.9 Attendance of all ākonga is regular and is supporting positive achievement results.</p> <p>4.10 Students are using the surface features correctly in their writing.</p>

to support teachers in identifying what is working well and what we need to improve.

4.6 The graduating profile will be used for students to identify what success will look like for them as individuals through self evaluation.

Teachers will work together to identify ways that students can be supported to do this.

4.7 The school will identify ways in which we can work with our community to improve our profile as a highly successful school.

4.8 All teachers will take part in the Kahui Writing PLD. This will be led by Canace. This will focus on raising the achievement of all ākonga to ensure that success in writing is experienced by everyone.

4.9 Attendance will be closely monitored to ensure ākonga have the best opportunity to succeed.

4.10 Staff will work closely with Lauren Lattimer (Writing PLD provider for the Kahui Ako) to explore the use of surface features in writing and possible practices to improve these in the students' writing.

Annual Plan 2023

Action	Who is responsible and when	Notes
Goal 1: Wellbeing		
<div data-bbox="69 313 701 743" style="border: 1px solid black; padding: 5px;"> <p>Objective 1 - Learners at the Centre - Learners with their whānau are at the centre of education NELP 1 - Ensure places of learning are safe, inclusive and free of racism, discrimination and bullying. NELP 2 - 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> </div> <p>1.1 The whare tapa wha model will be used to build a common understanding of how the wellbeing of all stakeholders will be supported. This model shows Hauora (wellbeing) being supported by taha wairua (spiritual wellbeing) taha hinengaro (Mental and emotional wellbeing) taha tinana (physical wellbeing) and taha whānau (family and social wellbeing)</p> <p>1.2 All teaching staff will take place in the Kahui Ako Cultural Responsiveness PLD with Raiha Johnson as the provider. This will be led by Yvonne.</p> <p>1.3 Exploration into ways to effectively communicate with the school community will continue with input from the community and the other school stakeholders. This will include the development of a new website and the addition of parent comments.</p> <p>1.4 More te reo will be used in day-to-day interactions to normalise the use of the language and create a greater sense of manaakitanga</p> <p>1.5 Ways to further enhance whānau and school</p>	<p style="color: blue;">Throughout the year 2023</p> <p>Leadership (develop some documentation)</p> <ul style="list-style-type: none"> • Staff <p>Whole Staff</p> <p>BOT Whole Staff Principal leading / Ren</p> <p>Everyone</p> <p>Principal</p>	

<p>community involvement in the school will be explored. This will include a more active growth around the understanding of cultural responsiveness and what that means in our school.</p> <p>1.6 As a school we will learn more about who we are and our place in the world. We will do this in collaboration with the Kahui Ako and with the support of the Hokonui Runanga. A large focus of this will be learning the stories of the past.</p> <p>1.7 School staff will work together to ensure that the opportunities for the ākongā are diverse so that all ākongā can find an area where they can experience personal growth and success.</p> <p>1.8 Wellbeing will be a focus of budget spending to ensure the needs of all ākongā are being met. This includes; at risk ākongā working with Valoa Jack, Kiwican, Breakfast Club and school lunches from term 2.</p> <p>1.9 The board will support extra funding to ensure that the Deputy Principal/SENCO has the time to be able to support all the ākongā and their whānau.</p> <p>1.10 The school will provide a wide variety of opportunities for ākongā to be involved in events that enhance their wellbeing such as the disco, waka team events, and staff vs students games.</p> <p>1.11 The staff will work together with the support of the board to ensure that the wellbeing of all staff members is supported. This will include out of school events as well as finding ways to support staff within the school day.</p> <p>1.12 The wellbeing programme “Skodal” will be introduced to monitor the wellbeing of ākongā throughout the year.</p>	<p>Leadership Whole Staff</p> <p>Principal (MAC) Curriculum Practitioner Leaders</p> <p>Whole Staff</p> <p>Principal and BOT</p> <p>BOT</p> <p>Whole Staff</p> <p>Leadership BOT Whole Staff</p> <p>Whole Staff</p>	
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Goal 2 - Transitions

<p>Objective 4 - Future of Learning and Work - <i>Learning that is relevant to the lives of New Zealanders today and throughout their lives.</i></p>		
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NELP 7 - Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

2.1 There will be a focus on improving induction of year 7 ākonga into the school to ensure ākonga are learning at their optimum level as soon as possible

2.2 We will explore ways to strengthen our relationship with Gore High School. This will include continuing our PLD work together using the LPF and PaCT and developing ways to share effective teacher practice.

2.3 We will explore ways to strengthen our relationship with our contributing schools. This will include ways to strengthen transitions from year 6 to year 7 as well as ways to clarify pathways of data sharing. Ākonga will benefit from all schools being willing to make the transition from one school as seamless as possible.

2.4 We will trial ways to enhance a feeling of belonging to Longford Intermediate earlier in the year to lessen the negative effects of transitions. These will include a day of team building off site and more activities in waka groups to enhance tuakana teina and build relationships - Whanaungatanga.

2.5 Year 8 ākonga will be given a number of opportunities to be involved in further transition visits to ensure that the anxiety around this move is as minimal as possible so achievement is not negatively affected.

2.6 Ākonga will be involved in learning about career opportunities beyond school years.

Throughout the year 2023

Leadership - Nicky to lead
Whole Staff

Curriculum Practitioner Leaders
Principal

Nicky
Leadership and BOT support

Nicky
Leadership and whole staff support

Nicky
Leadership support

Goal 3 - Purposeful

Objective 2 Barrier Free Access - Great education opportunities and outcomes are

within reach for every learner

NELP 3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learner/ākonga and those with learning support needs

NELP 4 - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

3.1 Professional Learning will be designed to enhance the learning experience for every ākonga and improve the achievement of every ākonga in the school.

3.2 The PRIDE values will continue to be an integral part of our PB4L with the continuation of developing further ways to embed them in our culture. An example of this will be finding ways to use the developed graduation profile for ākonga to monitor their own development of the PRIDE values

3.3 Learning pathways will continue to be developed through the use of learning progressions so that ākonga develop the capacity to monitor their own progress and know what their next steps are.

3.4 Teachers are developing their capacity to make their learning programmes meaningful to ākonga so that they see purpose in what they are doing.

3.5 Throughout the year we will investigate ways to raise our public profile in the community. We will look into using a marketing company to assist us with this.

3.6 We will continue to develop our understanding of effective digital learning so that we can develop consistent practice across the school. An example of this is ensuring that Seesaw is used as an effective way of monitoring ākonga achievement and sharing progress with whānau.

3.7 Long term planning goals will be shared and discussed to develop transparent planning of next steps and a shared responsibility for their

Leadership

Whole Staff

Curriculum Practitioner Leaders

Whole Staff

BOT
Leadership
Whole Staff

Curriculum Practitioner Leaders
Whole Staff

Leadership
Whole Staff

<p>success. This will include learning team meetings, leadership meetings and staff meetings.</p> <p>3.8 Teachers will continue to develop ways for PRIDE values to be supported in our school culture. This will include identifying a value to focus on each week</p> <p>3.9 Community voice will be sought through effective consultation.</p> <p>3.10 We will continue to revise the school curriculum and have this finished by the end of the year.</p> <p>3.11 Leadership capability will be extended by teachers working in pairs to be curriculum practitioner leaders. Their responsibilities will be clearly identified in a job description.</p> <p>3.12 The Key Competencies will be at the forefront of our teaching and learning programmes. Rubrics and practice will be visible in all classrooms.</p> <p>3.13 Ākonga will have a taste of a variety of second languages</p>	<p>Whole Staff</p> <p>Leadership and BOT Whole Staff</p> <p>Curriculum Practitioner Leaders</p> <p>Leadership</p> <p>Everyone</p>	
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Goal 4: Success

<div data-bbox="69 938 699 1304" style="border: 1px solid black; padding: 5px;"> <p>Objective 3 - Quality Teaching and Leadership - <i>Quality teaching and leadership make the difference for learners and their whānau</i></p> <p>NELP 5 - Meaningfully incorporate te reo and tikanga Māori into the everyday life of the place of learning</p> <p>NELP 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> </div> <p>4.1 Teachers will continue to share practice to ensure high quality learning programmes for all students</p> <p>4.2 Student engagement is a priority when developing learning programmes. We will continue to learn more about what makes</p>	<p>Whole Staff</p> <p>Whole Staff</p>	
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<p>students excel and be more flexible to cater to a diverse range of students.</p> <p>4.3 Universal design for learning is embedded in learning programmes throughout the school. We will look at ways we can ensure that UDL is an integral part of the learning process in every class. We will also investigate ways we can make UDL sustainable over time with teacher changes and other distractions.</p> <p>4.4 A variety of successes will be celebrated in many forms ie. prize giving, blues, assembly awards and presentations, newsletter, facebook, Seesaw. Staff will work together to ensure that we acknowledge that success comes in many forms and find further ways to celebrate non-traditional forms of success</p> <p>4.5 To ensure that all students experience success, the students who are not achieving at the expected curriculum level will be closely monitored by the classroom teacher and their progress will be documented in Edge. This information will be discussed in learning teams and with the whole staff in scheduled meetings to support teachers in identifying what is working well and what we need to improve.</p> <p>4.6 The graduating profile will be used for students to identify what success will look like for them as individuals through self evaluation. Teachers will work together to identify ways that students can be supported to do this.</p> <p>4.7 The school will identify ways in which we can work with our community to improve our profile as a highly successful school.</p> <p>4.8 All teachers will take part in the Kahui Writing PLD. This will be led by Nicky . This will focus on raising the achievement of all ākonga to ensure that success in writing is experienced by everyone.</p> <p>4.9 Attendance will be closely monitored to ensure ākonga have the best opportunity to succeed.</p>	<p>Whole Staff</p> <p>Whole Staff</p> <p>Leadership Whole Staff</p> <p>Whole Staff and Students</p> <p>Everyone</p> <p>Curriculum Practitioner Leaders</p> <p>Nicky and Principal</p>	
<p>Finance</p> <ul style="list-style-type: none"> The draft budget will be finalised and 	<p>BOT and Principal</p>	

<p>minuted at the first board meeting for 2023</p> <ul style="list-style-type: none"> • Budget spending will be prioritised to achieve strategic and annual plan goals • All spending will be within finance policy guidelines • Monthly expenditure will be monitored and shared with all board members through the board website • Banking staffing will be monitored and reported to the board through principals reports • The finance committee will draft the budget for 2024 in term four 		
<p>Property</p> <ul style="list-style-type: none"> • Plans for 5YA projects and 10YPP will be actioned on schedule • School grounds will be maintained through employing tradespeople when needed 		
<p>Reviews</p> <ul style="list-style-type: none"> • Student achievement and curriculum reviews will be presented to the board as per the triennial plan. • All staff will be part of an on-going Professional Growth Cycle • Policies will be up-dated as per the schedule. • The board will undertake a self review programme by reflecting on ERO's School Evaluative Indicators as per the Triennial Review Cycle 		
<p>Health and Safety</p> <ul style="list-style-type: none"> • Annual electrical testing as per schedule • Building warrant of fitness checks • RAMs forms completed for all EOTC events • Evacuation drills held termly and reported to the board via principals report. • Attendance will be reported on in each principals report 		

- Standowns and suspensions will be reported on in each principal's report.



2023 Targets

Targets	Why this target?	How will we achieve this target?	What will success look like?
<p>1. All Year 8 ākonga who are just below the expected level of achievement for mathematics will be at the expected level by the end of the year.</p> <p>From the data received from the year 7 students at the end of 2022, 21 out of 78 (27%) of ākonga who are now in year 8 are achieving just below the expected level in mathematics.</p> <p>These ākonga have been identified as working at the beginning of level 3 and towards the middle of level 3</p>	<p>There are a large number of students who have not yet achieved their expected level in mathematics, but with the accelerated progress of two years instead of one, they will meet the expected level.</p>	<p>Staff will explore ways to ensure that learning is meaningful for our students and directed towards accelerating progress.</p> <p>As part of the Professional Growth Cycle teachers will be observing the practice of others.</p> <p>Regular school wide moderation will be scheduled and led by the team leaders.</p> <p>Reflective conversations to discuss the progress of the target students will be scheduled in staff meetings</p> <p>In school PLD for all staff on quality teaching, moderation and assessment</p> <p>PLD working on the LPF and PAcT to ensure cohesion of OTJ's and better transition to Gore High School.</p> <p>Target students monitored regularly in learning teams and full staff meetings</p>	<p>The identified students will be at their expected level in mathematics.</p> <p>Ākonga will be able to monitor their own progress and be able to follow a learning pathway in mathematics.</p>

		<p>Have high expectations for all ākonga including those with special education needs</p> <p>Staff regularly sharing acceleration strategies</p> <p>The Board will fund TA time to work with identified target students.</p> <p>There is a school-wide focus on the wellbeing/hauora of these ākonga as an indicator of achievement and that if we focus on improving their wellbeing we will raise achievement in these areas</p> <p>Teachers will focus on UDL as a learning and teaching strategy to meet the needs of our diverse range of ākonga and to make learning accessible to all.</p>	
<p>2. All Year 7 ākonga who are just below the expected level of achievement for writing will be at the expected level by the end of the year.</p> <p>From the data received from the year 6 ākonga at the end of 2022, 24 out of 73 (29%) of ākonga who are now in year 8 are achieving just below the expected level in writing.</p> <p>These ākonga have been identified as working at the end of level 2 and towards the beginning of level 3</p>	<p>There are a large number of students who have not yet achieved their expected level in writing but with the accelerated progress of two years instead of one, they will meet the expected level.</p>	<p>Teachers will focus on providing meaningful writing tasks for purpose</p> <p>Teachers will focus on developing ākonga understanding of the complexity of writing concepts as illustrated in the PaCT framework.</p> <p>As part of the Professional Growth Cycle teachers will be observing the practice of others.</p> <p>Regular school wide moderation will be scheduled and led by the team leaders.</p> <p>Reflective conversations to discuss the progress of the target students will be scheduled in staff meetings</p> <p>In school PLD for all staff on quality teaching, moderation and assessment</p> <p>PLD working on the LPF and PAcT to</p>	<p>Ākonga will be engaged in their writing.</p> <p>Ākonga will be making accelerated progress in writing.</p> <p>Ākonga will be able to monitor their own progress and be able to follow a learning pathway in writing.</p>

		<p>ensure cohesion of OTJ's and better transition to Gore High School.</p> <p>Target students monitored regularly in learning teams and full staff meetings</p> <p>Have high expectations for all ākonga including those with special education needs</p> <p>Staff regularly sharing acceleration strategies</p> <p>The Board will fund TA time to work with identified target students.</p> <p>Teachers will focus on UDL as a learning and teaching strategy to meet the needs of our diverse range of ākonga and to make learning accessible to all.</p>	
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Analysis of Variance 2022

School Name:	Longford Intermediate	School Number:	3979
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Strategic Goal	<p>Goal 4 - Success</p> <ul style="list-style-type: none"> • Wānānga - communication, problem solving, innovation • Academic and other achievements are personalised, recognised and celebrated. • Members of our school community feel a sense of PRIDE
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Annual Goals	<p>4.1 Teachers will continue to share practice to ensure high quality learning programmes for all students</p> <p>4.2 Student engagement is a priority when developing learning programmes. We will continue to learn more about what makes students excel and be more flexible to cater to a diverse range of students.</p> <p>4.3 Universal design for learning is embedded in learning programmes throughout the school. We will look at ways we can ensure that UDL is an integral part of the learning process in every class. We will also investigate ways we can make UDL sustainable over time with teacher changes and other distractions.</p> <p>4.4 A variety of successes will be celebrated in many forms ie. prize giving, blues, assembly awards and presentations, newsletter, facebook, Seesaw. Staff will work together to ensure that we acknowledge that success comes in many forms and find further ways to celebrate non-traditional forms of success</p> <p>4.5 To ensure that all students experience success, the students who are not achieving at the expected curriculum level will be closely monitored by the classroom teacher and their progress will be documented in Edge. This information will be discussed in learning teams and with the whole staff in scheduled meetings to support teachers in identifying what is working well and what we need to improve.</p> <p>4.6 The graduating profile will be used for students to identify what success will look like for them as individuals through self evaluation. Teachers will work together to identify ways that students can be supported to do this.</p> <p>4.7 The school will identify ways in which we can work with our community to improve our profile as a highly successful school.</p> <p>4.8 All teachers will take part in the Kahui Writing PLD. This will be led by Nicky. This will focus on raising the achievement of all ākonga to ensure that success in writing is experienced by everyone.</p> <p>4.9 Attendance will be closely monitored to ensure ākonga have the best opportunity to succeed.</p>
Target 1	1. All Year 7 ākonga who identify as Maori and are not achieving at the appropriate curriculum level in mathematics will show accelerated progress
Baseline Data	<p>From the data received from the contributing schools at the end of 2021, 10 out of 15 (67%) ākonga who identify as Māori are below the expected curriculum level in mathematics</p> <p>These ākonga have been identified as working at the beginning of level 3 and below as at the end of Year 6.</p>
Target 2	2. All Year 8 ākonga who identify as Māori and are not achieving at the appropriate curriculum level in reading will show accelerated achievement.
Baseline Data	From the data at the end of 2021 with this cohort of students, 15 out of 24 (63%) of students who identify as Māori were not achieving at the correct curriculum level in reading

Target 1 Analysis			
Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>

<p>Staff explored ways to ensure that learning is meaningful for our Māori ākonga and that it is culturally responsive so that our Māori ākonga can achieve as Māori</p> <p>As part of the Professional Growth Cycle teachers observed the practice of others.</p> <p>Regular school wide moderation was scheduled and led by the team leaders.</p> <p>Reflective conversations to discuss the progress of the target students was scheduled in staff meetings</p> <p>In school PLD for all staff on quality teaching, moderation and assessment</p> <p>PLD working on the LPF and PACT to ensure cohesion of OTJ's and better transition to Gore High School.</p> <p>Target students were monitored regularly in learning teams and full staff meetings</p> <p>There were high expectations for all ākonga including those with special education needs</p> <p>Staff regularly shared acceleration strategies</p> <p>The Board funded TA time to work with identified target students.</p> <p>There was a school-wide focus on the wellbeing/hauora of these ākonga as an indicator of</p>	<p>While there was 1 of the 10 students (10%) who is now at the expected curriculum level, all the students made progress from the previous years with 3 out of the 10 students (30%) making accelerated progress (more than one year).</p>	<p>The year was an extremely interrupted one with there being large numbers of students and teachers away through isolating with Covid 19. This means that there was very little consistency throughout the year.</p> <p>We have been struggling with the attendance of a number of these students. 60% of the target students attended school less than 75% of the time and only 2 students (20%) attended more than 90%.</p> <p>We have been dealing with Teachers felt that using the PaCT tool greatly increased their understanding of the curriculum and the levels that the ākonga are working at.</p> <p>Teachers have enjoyed taking turns in staff meetings to talk about their literacy and mathematics programmes and this has had the effect of improving engagement in learning and increasing progress.</p> <p>Regular conversations about ākonga progress in learning teams and staff meetings have had the effect of creating cohesion across the school and improving achievement.</p> <p>The intervention that has had the biggest positive effect on achievement in student achievement has been the focus on Universal Design for Learning. This has had the effect of raising student engagement significantly and, in turn, raised achievement.</p>	<p>We will develop an attendance plan that identifies when student attendance is a concern. This plan will begin with the classroom teacher contacting parents.</p> <p>We are going to work closely with Gore High School to identify teaching practice that makes a difference to achievement through a shared PLD application.</p> <p>The gains we have experienced through improved ākonga engagement due to Universal Design for Learning will be further entrenched through sharing practice.</p> <p>We will work on developing sustainability for UDL in our school by sharing practice and working with new staff members to bring them on board</p> <p>Teachers also wish to continue sharing good practice in meetings</p> <p>Moderation is now part of an effective assessment programme and this will continue.</p>
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<p>achievement and that if we focus on improving their wellbeing we will raise achievement in these areas</p> <p>Teachers focused on UDL as a learning and teaching strategy to meet the needs of our diverse range of ākongā and to make learning accessible to all.</p>		<p>We have worked very hard to make the culture of our school inclusive to all students so that everyone feels they have the opportunity to succeed</p>	
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Target 2 Analysis

<p>Actions <i>What did we do?</i></p>	<p>Outcomes <i>What happened?</i></p>	<p>Reasons for the variance <i>Why did it happen?</i></p>	<p>Evaluation <i>Where to next?</i></p>
<p>Teachers focused on providing meaningful writing tasks for purpose</p> <p>Teachers focused on developing ākongā understanding of the complexity of reading and writing concepts as illustrated in the PaCT framework.</p> <p>As part of the Professional Growth Cycle teachers observed the practice of others.</p> <p>Regular school wide moderation was scheduled and led by the team leaders.</p> <p>Reflective conversations to discuss the progress of the target students were scheduled in staff meetings</p> <p>In school PLD for all staff on quality teaching, moderation and assessment</p> <p>PLD working on the LPF and PAcT to ensure cohesion of OTJ's and better transition to Gore High</p>	<p>At the end of 2022, 2 of the target students (13%) were at the expected level for their age group. Of the 15 students, 5 (33%) of the students have made accelerated progress (More than one year) All of the other students made one year's progress.</p>	<p>The year was an extremely interrupted one with there being large numbers of students and teachers away through isolating with Covid 19. This means that there was very little consistency throughout the year.</p> <p>We have been struggling with the attendance of a number of these students. 67% of the target students attended school less than 90% of the time and only 5 students (33%) attended more than 90%.</p> <p>Teachers felt that using the PaCT tool greatly increased their understanding of the curriculum and the levels that the ākongā are working at.</p> <p>Teachers have enjoyed taking turns in staff meetings to talk about their literacy programmes and this has had the effect of improving engagement in learning and increasing progress.</p>	<p>We will develop an attendance plan that identifies when student attendance is a concern. This plan will begin with the classroom teacher contacting parents.</p> <p>We are going to work closely with Gore High School to identify teaching practice that makes a difference to achievement through a shared PLD application.</p> <p>The gains we have experienced through improved ākongā engagement due to Universal Design for Learning will be further entrenched through sharing practice.</p> <p>We will work on developing sustainability for UDL in our school by sharing practice and working with new staff members to bring them on board</p>

<p>School.</p> <p>Target students monitored regularly in learning teams and full staff meetings</p> <p>Teachers had high expectations for all ākonga including those with special education needs</p> <p>Staff regularly shared acceleration strategies</p> <p>The Board funded TA time to work with identified target students.</p> <p>Teachers focused on UDL as a learning and teaching strategy to meet the needs of our diverse range of ākonga and to make learning accessible to all.</p>		<p>Regular conversations about ākonga progress in learning teams and staff meetings have had the effect of creating cohesion across the school and improving achievement.</p> <p>The intervention that has had the biggest positive effect on achievement has been the focus on Universal Design for Learning. This has had the effect of raising student engagement significantly and, in turn, raised achievement.</p> <p>We have worked very hard to make the culture of our school inclusive to all students so that everyone feels they have the opportunity to succeed</p>	<p>Teachers also wish to continue sharing good practice in meetings</p> <p>Moderation is now part of an effective assessment programme and this will continue.</p> <p>A focus on surface features will allow teachers to share understandings around what good writing at level 4 looks like.</p> <p>We will look at effective integration of literacy through all curriculum areas.</p>
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Planning for next year

- Teachers will continue to take part in the Kahui Ako PLD in Literacy and Cultural Competency throughout 2023
- Teachers will continue entering student data through PaCT and will support new teachers through learning teams
- The Curriculum Practitioner leaders will monitor classroom practice to ensure high student achievement.
- We will focus on the surface features of writing as these are a concern for us
- Another focus for 2023 will be the integration of literacy throughout the other curriculum areas, especially the curriculum area of Aotearoa NZ Histories