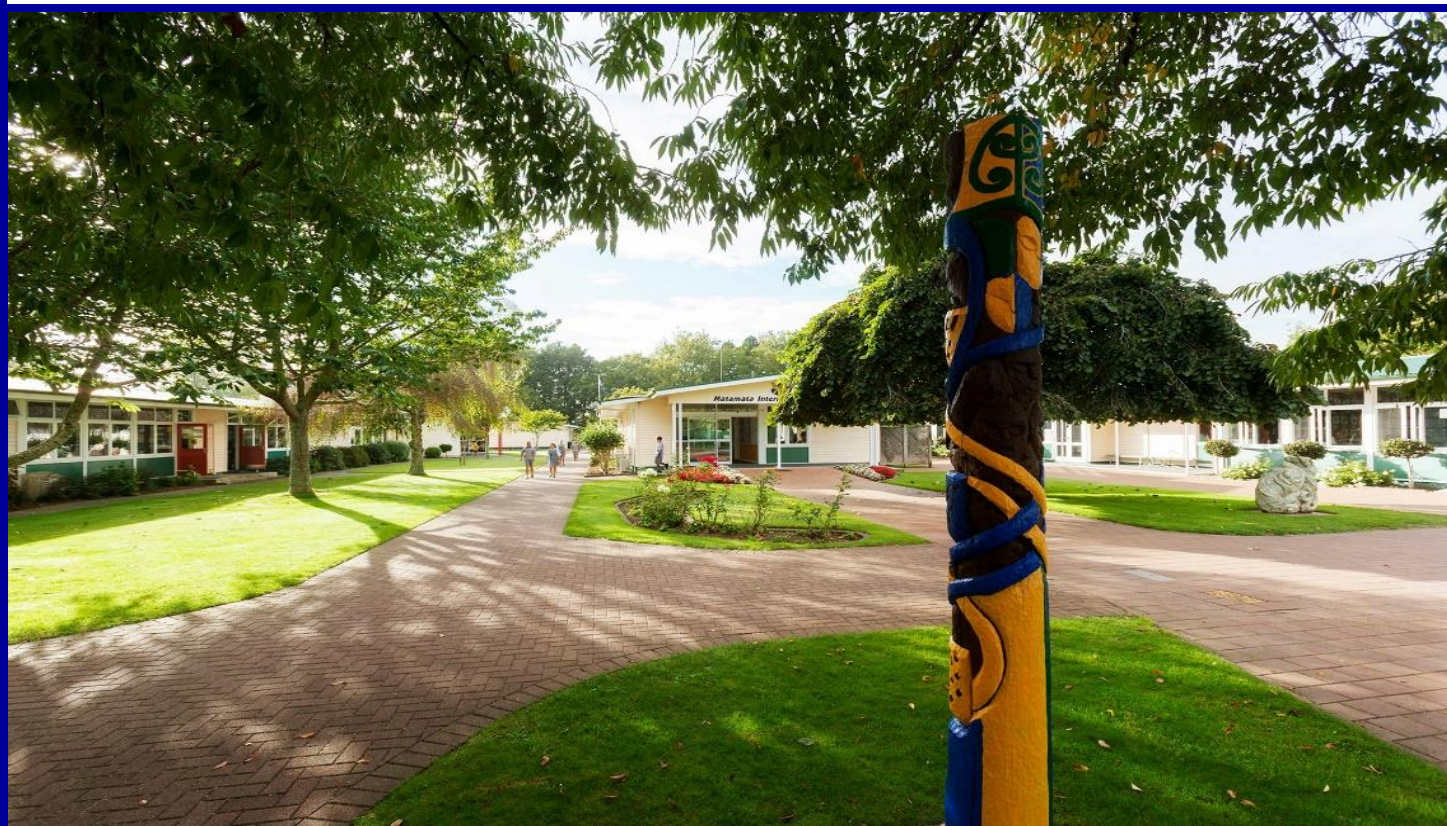


# Matamata Intermediate School



## 2019 Charter and Strategic Plan 2018 - 2020



School Address: Smith Street Matamata  
School Phone: (07) 888 7221  
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- Inspired Learners. Empowered to Achieve -

# Matamata Intermediate School



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# INTRODUCTION

## ***Who we are:***

Matamata Intermediate is a state, decile 5 school located in the heart of the Waikato. It shares a school site with Firth Primary School and has a shared boundary with Matamata College. Matamata Intermediate was originally attached to Matamata College gaining its own identity in 1961 with its own buildings and separate school site.

Approximately 45% of students enrolled at Matamata Intermediate come to school by bus from outlying rural areas. There are nine contributing schools, with six of them located in rural settings. The school roll for 2019 is currently sitting at 363 with a teaching staff of 24 full and part time, and 9 support staff. 23% of our students identify as Māori, the majority of these students identify with Matamata's two main iwi, Ngaati Haua and Naati Raukawa. The non-Māori students in our school identify as 68% NZ European, 3% Asian and 6% of other nationalities (fig. rounded).

## ***What makes us unique:***

Matamata Intermediate aims to provide an environment with a wide range of opportunities to develop the potential talents, confidence and independence of emerging adolescents in years 7 and 8. We believe the well-being of each of our students is central to the way in which we celebrate commitment, progress and achievement.

Our school culture is based on the core virtues of courtesy, common-sense and consideration, and a vision of 'Inspired Learners. Empowered to Achieve'. In line with our Core Beliefs, we aim to create a stimulating environment for adolescents to feel connected to and thrive. We also encourage a growth mind set to support the development of perseverance and resilience. Visit [www.ero.govt.nz](http://www.ero.govt.nz) to view our latest ERO report (2018).

The key competencies of the NZC will underpin all curriculum programmes at MIS to provide opportunities for our students to become confident, connected, actively involved, lifelong learners.

The quality of education we provide for each child at Matamata Intermediate will always be the focus of our vision, creating a caring and nurturing environment within which your child can develop strong relationships and flourish as an emerging adolescent is highly important.

## ***Our commitment to our community:***

Matamata Intermediate enjoys a positive reputation in the community and we pride ourselves on having open and effective two-way communication with parents, whānau and the wider community. Our students are offered a wide range of academic, cultural and sporting activities by teachers who are focused on high standards of best practice in teaching and learning. We are committed to providing high quality professional learning programmes for our staff to ensure we offer a curriculum, and physical and online environments to support innovative learning pedagogy.

We strongly encourage your child to grasp the many opportunities offered at Matamata Intermediate School and that you, as parents and caregivers take the opportunity to share with your children, their learning journey with our school.

Nga mihi nui

Debbie Currie  
**PRINCIPAL**

Tracy Brown  
**CHAIRPERSON BOT**



# School Vision

**- Inspired Learners. Empowered to Achieve –**

## Matamata Intermediate School Core Beliefs

### Collaboration

*We recognise that working together can help students and teachers create a better outcome.*

### Connections and Belonging

*We create an environment where the perspectives and uniqueness of all learners is valued and celebrated.*

### High Expectations

*We believe in fostering a love of learning and we support each other to achieve our best, to grow from the person we were yesterday.*

### Relevance

*We believe all learners develop understanding by creating links between knowledge and aspects of their current and future lives.*

### Innovation

*We empower learners to seek creative solutions to problems, and express themselves in new and meaningful ways.*

## Developing a Quality Learning Community

All members of the school's learning community will consistently use courtesy, common sense and consideration in their interactions with each other while striving to reach their personal best. Students will be provided with in-depth quality learning experiences and "rich topics" to explore deeply rather than wide coverage of a vast curriculum.

Evidence of student achievement will be collated and analysed to determine appropriate next steps and to inform planning and teaching on an individual basis as well as school wide.

Strategies to improve identified key areas, in student well being and learning, will be addressed through the development of a school wide professional development model.

A team approach to the organisation of our learning environment will have all members feeling valued and significant and using their strengths. Our school structures ensure conditions for excellence and equity are provided.



## Te Reo Maaori me oona Tikanga & New Zealand's Cultural Diversity

Matamata Intermediate will nurture the dual heritage and multi-cultural nature of New Zealand society.

Our school will reflect this diversity by:

- respecting and honouring the traditions of the various ethnic groups of students
- employing staff from a range of ethnic backgrounds where suitable, qualified personnel are available
- exploring traditions and values of other cultures through curriculum contexts
- developing in students an attitude of tolerance and respect for others, through the virtues programme
  - meeting the needs of ESOL students

Our school will reflect the unique position of the Maaori culture by:

- respecting and honouring the traditions of Maaori students and their whānau
- supporting the development of a kapa haka performance group
- employing staff from a Maaori background where suitable personnel are available
- providing all students with learning opportunities about Maari culture through the Te Ara Matauranga programme and across curriculum areas supported by e-learning
- provide instruction in Te Reo Maaori where there is sufficient demand and suitable personnel available
- endeavour to have a Maaori representative on the Board of Trustees
- demonstrate Culturally Responsive practice incorporating the principles of Ka Hikitia and Taataiako
- we recognise as a school that we will operate consistently with the principles of the Treaty of Waitangi:

1. Partnership
2. Protection – language, knowledge (curriculum), transmission of knowledge (pedagogy)
3. Participation – access to resources, visibility of Māori language and culture.

Consultation with the Tangata Whenua and parents of Maaori students will be ongoing to ensure their wishes and requests are taken into consideration in school strategic and annual planning. Hui will be held every term for parents of kapahaka & Maaori students.

## Board of Trustees Undertakings

### Community Consultation

Matamata Intermediate School Board of Trustees and Senior Leadership team consults annually with the community. This consultation helps us to target any areas for improvement and highlights things we are doing well as a school. Responses help to inform our strategic planning for continuing to improve learning outcomes for students.

*Some processes for consultation are:*

- Regular contact via Social Media
- Hui for parents of Maaori students. A panui is always sent home prior to the hui.
- The PTA of Matamata Intermediate School meets twice per term.
- Regular Parent Partnership/Whaanui hui are held and are based on caregiver indicated needs.
- SurveyMonkey online questionnaire (hardcopies available)
- The Principal and staff are always available to meet with parents. There is an open door policy.
- There will be regular reporting to parents/caregivers on student achievement, progress and welfare.

*In addition to the above processes:*

- Parental and whaanau involvement with numerous learning and wider school activities is encouraged.
- School achievements and events will be publicised in the local press.
- Local resources will be used to enhance learning wherever possible.

### SCHOOL CHARTER

The Charter and Strategic Plan will be reviewed and updated by the end of each year, presented to the BoT for ratification and sent to the MOE by 1<sup>st</sup> March.

### ANNUAL PLAN

The Board will send the annual report to the Ministry of Education annually by May 31.

### KAAHUI AKO

Matamata Intermediate is an active member in our Kaahui Ako. The achievement challenges are based on areas of identified needs across the district and align with our own strategic aims. Within our school, we have 1 teacher in an across school role and 2 in school teachers. Our focus is on building teacher capability around Cultural Relationships for Responsive Pedagogy through the effective use of inquiry which also aligns with our schools strategic aims.



# MATAMATA INTERMEDIATE SCHOOL

INSPIRED LEARNERS. EMPOWERED TO ACHIEVE

## STRATEGIC PLAN 2018-2020



### Ako

To develop teacher capability and leadership frameworks.



### Wānanga

To develop a learning framework that is challenging, relevant, engaging and future focused.



### Te Taiao Akoranga

Create innovative and flexible learning environments.



### Whanaungatanga

Continue to strengthen home/school and wider community partnerships.



# MATAMATA INTERMEDIATE SCHOOL

Inspired Learners. Empowered to Achieve.

## Strategic Goals 2018-2020

## 2018-2020 Initiatives

## 2019 Outcomes

## 2020 Outcomes

### Ako

To develop teacher capability and leadership frameworks

1a. Create structures to develop leadership and career pathways

1b. Implement a coaching and mentoring framework to develop capability

1c. Deepen teacher capability with the inquiry learning process

- a. A leadership development framework is being implemented. PLD is supporting the development of leadership
- b. Teams are being used effectively alongside shadow coaching to increase teaching capability
- c. There is a schoolwide approach to teaching as inquiry

a. There are structures in place for teachers to develop their career pathways and take up leadership opportunities

b. A coaching and mentoring framework is being used to increase teacher capability

c. Teachers are effectively implementing the inquiry learning process

### Waananga

To develop a learning framework that is challenging, relevant, engaging and future focused

2a. Develop a pedagogy for learning at MIS

2b. Design and implement a learning framework that is innovative and has links to the real world

3a. Redesign the Culture Room to be flexible spaces for curriculum delivery

- a. 100% of students have increase capability to use the Core Beliefs High Expectations and Relevance to support their learning.
- b. A Concept Based Framework for Learning is being embedded
- b. A process has been developed to ensure planning and assessment is based on the MIS Framework for Learning
- b. 53(80%) of students Year 8 who start the year below expectation, in Mathematics, will be at expectation by the end of 2019

a. A learning framework has been developed and is the foundation of learning at MIS

b. Our MIS curriculum is innovative and links with the real world, increasing student outcomes

### Te Taiao Akoranga

Create innovative flexible learning environments

3b. Design and construct new outdoor learning spaces

3c. Use of Digital Technologies aligned to learning framework

4a. Continue to refine and improve transition processes

- a. The Culture Room is being redeveloped as an innovation hub
- b. Stage 1 of the outdoor learning spaces plan has been implemented
- c. With support of an external provider, the review and implementation Digital Technology framework has begun

a. Key facilities are used flexibly in the delivery of the curriculum

2b. Design and implement new outdoor learning spaces

b. Outdoor learning spaces have been created

c. The Digital Technology Framework has been fully implemented

### Whanaungatanga:

Continue to strengthen home/school and wider community partnerships

4b. Deepen and create effective relationships with whanau to support learning

4c. Investigate and create opportunities for wider community engagement to support our curriculum

- a. Y6 students have had multiple opportunities to engage with MIS in meaningful contexts
- b. All whanau will receive regular communication around their child's learning
- b. Regular celebrations and partnership meetings are held to engage whanau in learning
- c. Opportunities for whanau / wider community involvement is being explicitly planned for in learning

a. Students have a seamless pathway to transition through MIS

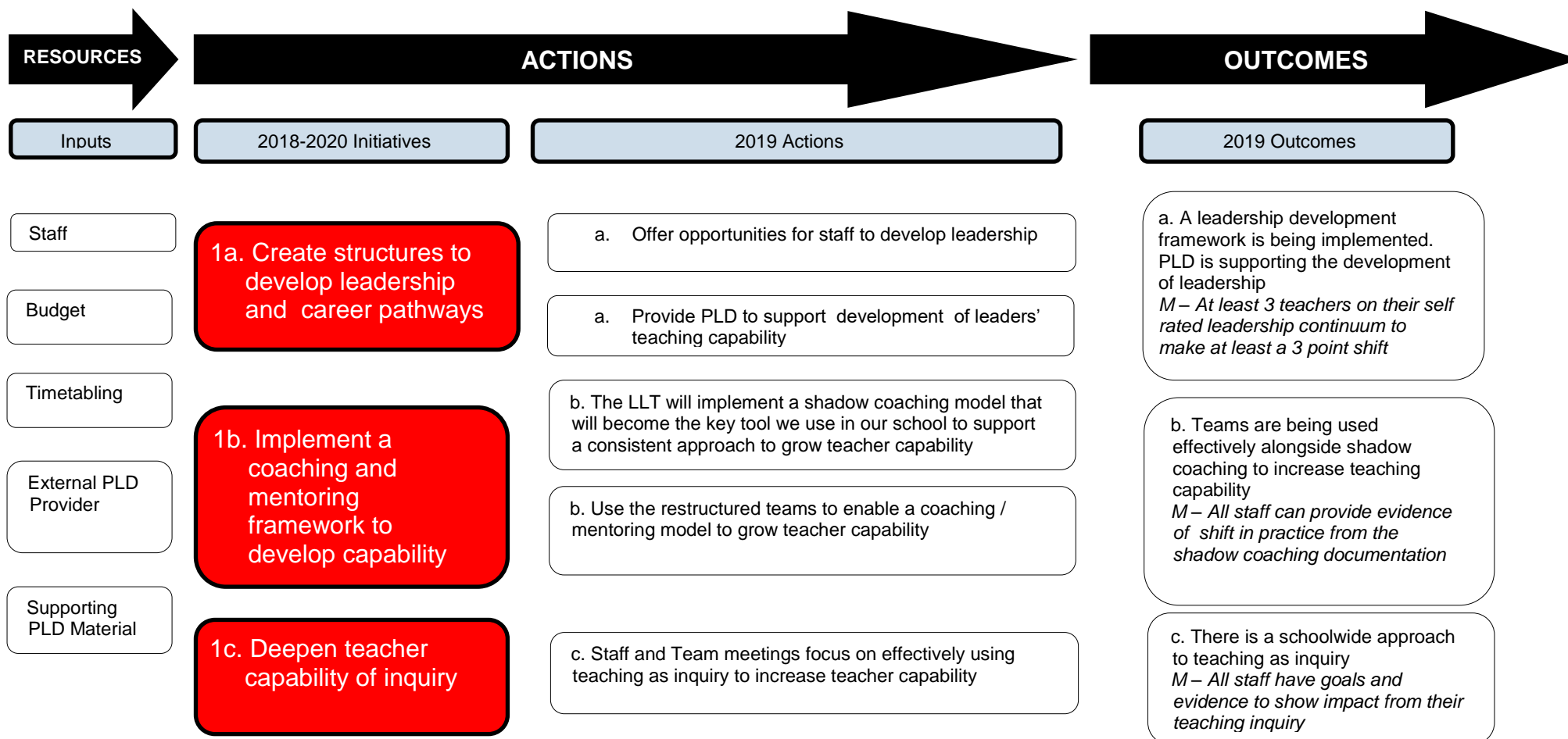
b. Whanau are engaged and supporting learning across the curriculum

c. The wider community are engaged and support our curriculum



## Inspired Learners. Empowered to Achieve.

**Ako:** To develop teachers capability and leadership frameworks





## Inspired Learners. Empowered to Achieve.

**Waananga:** To develop a learning framework that is challenging, relevant and engaging

### RESOURCES

#### Inputs

Staff

Budget

External PLD  
Provider

Supporting  
PLD Material

Classroom  
Consumables

### ACTIONS

#### 2018-2020 Initiatives

**2a. Develop a pedagogy  
for learning at MIS**

**2b. Design and implement a  
learning framework that  
is innovative and has  
links to the real world**

#### 2019 Actions

a. Embed MIS Core Beliefs for learning with a shared understanding of the terminology within them

b. Further develop our Concept Based Framework for Learning as a basis for planning and assessment

b. Collaboratively develop local and globalised relevant and innovative curriculum themes with a shared understanding of responsive, innovative and engaging curriculum delivery

b. Develop an understanding around learning progressions to support student progress

### OUTCOMES

#### 2019 Outcomes

a. 100% of students have increase capability to use the Core Beliefs High Expectations and Relevance to support their learning  
*M – Student voice and teacher observation against Core Belief continuum for High Expectations and Relevance*

b. A Concept Based Framework for Learning is being embedded

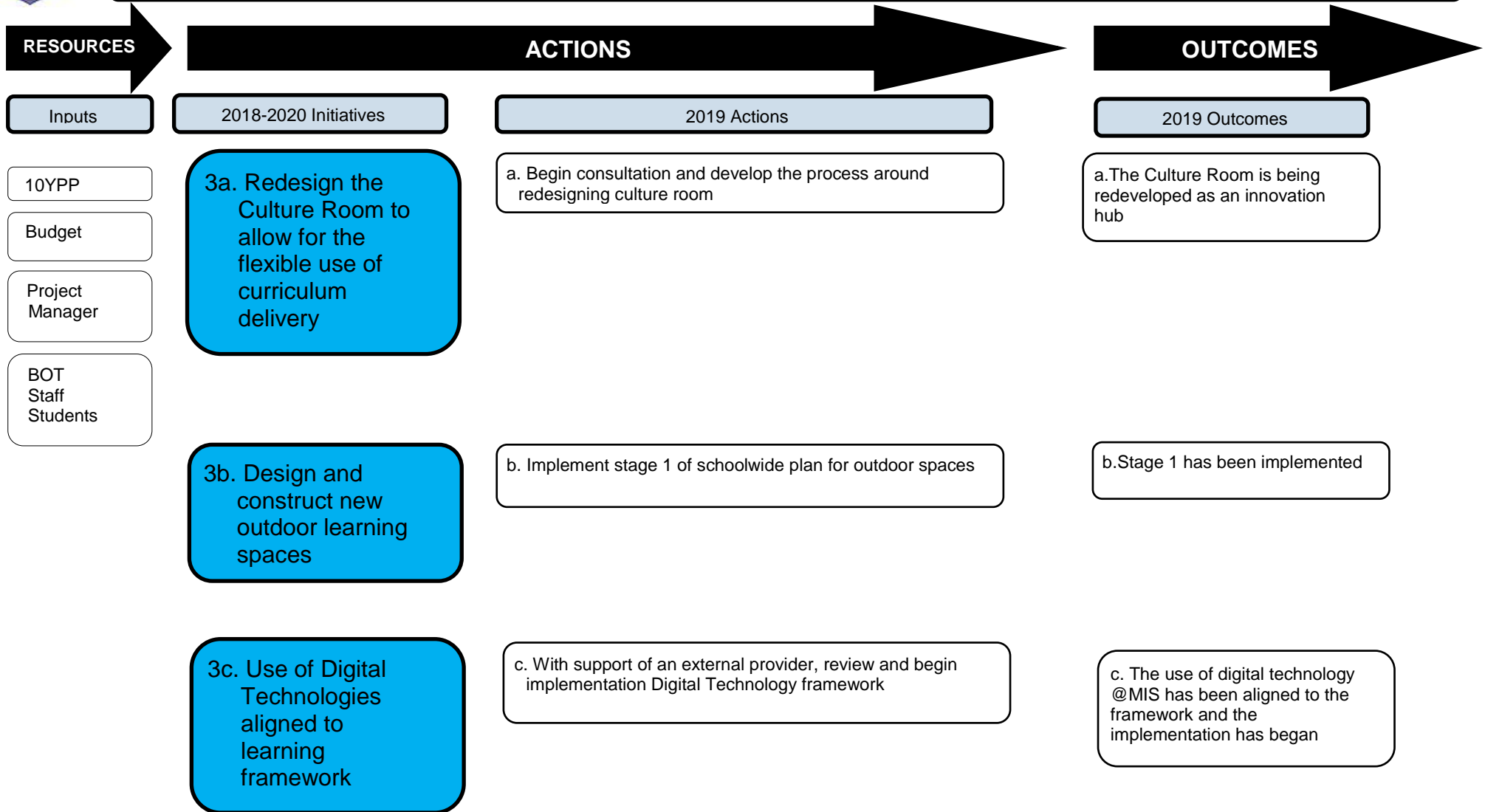
b. A process has been developed to ensure planning and assessment is based on the MIS Framework for Learning  
*M – All teachers are planning and assessing consistently*  
*M - Progressions*

b. 53 (80%) of year 8 students who start the year below expectation, in Mathematics, will be at expectation by the end of 2019  
*M- Target student assessment against progressions and end of term OTJ's*



## Inspired Learners. Empowered to Achieve.

**Te Taiao Akoranga:** Create innovative flexible learning environments





Inspired Learners. Empowered to Achieve.

**Whanaungatanga:** Continue to strengthen home/school and wider community partnerships

RESOURCES

ACTIONS

OUTCOMES

Inputs

2018-2020 Initiatives

2019 Actions

2019 Outcomes

Staff

Budget

Teacher  
Release

Community  
Members  
and  
Organisation

4a. Continue to refine and improve transition processes

4b. Build and strengthen learning focused relationships with whanau

4c. Investigate and create opportunities for whanau / wider community engagement to support our curriculum

a. Contextual opportunities for Year 6 students to engage with MIS will be developed throughout the year

b. Whanaungatanga Guidelines used within team meetings to create consistency for home learning and teacher expectation

b. Home learning is to be linked to theme planning with the purpose of deepening understanding  
Regular celebrations and partnership meetings to be held to engage whanau in learning

c. Opportunities for whanau / community engagement to be identified during the preplanning phase of a theme

c. Community organisations and individuals to be identified and approached to support additional learning opportunities

a. Y6 students have had multiple opportunities to engage with MIS in meaningful contexts

b. All whanau will receive regular communication around their child's learning  
*M – 100% attendance of learning*

b. Regular celebrations and partnership meetings are held to engage whanau in learning  
*M – 100% have a significant adult attend*

c. Opportunities for whanau / wider community involvement is being explicitly planned for in learning

## Specific Student Achievement Targets within Strategic Goals 2019

**Waananga:** To develop a learning framework that is challenging, relevant and engaging

- a. 100% of students have increase capability to use the Core Beliefs High Expectations and Relevance to support their learning
- b. 53(80%) of Year 8 students who start the year below expectation, in Mathematics, will be at expectation by the end of 2019

These 2 specific Student achievement goals have supporting Improvement Plans and are linked to Collaborative Teaching Inquiries.

# Matamata Intermediate School



## Ratification of the Charter

Minutes of BoT Meeting: 11<sup>th</sup> February 2019

Submitted to MOE: 1<sup>st</sup> March 2019

Signed: \_\_\_\_\_

Debbie Currie (Principal)

Signed: \_\_\_\_\_

Tracy Brown (Chairperson of the BoT)

