

Blockhouse Bay Intermediate Strategic Plan

Ruia Taitea

We Stand Tall by our Values

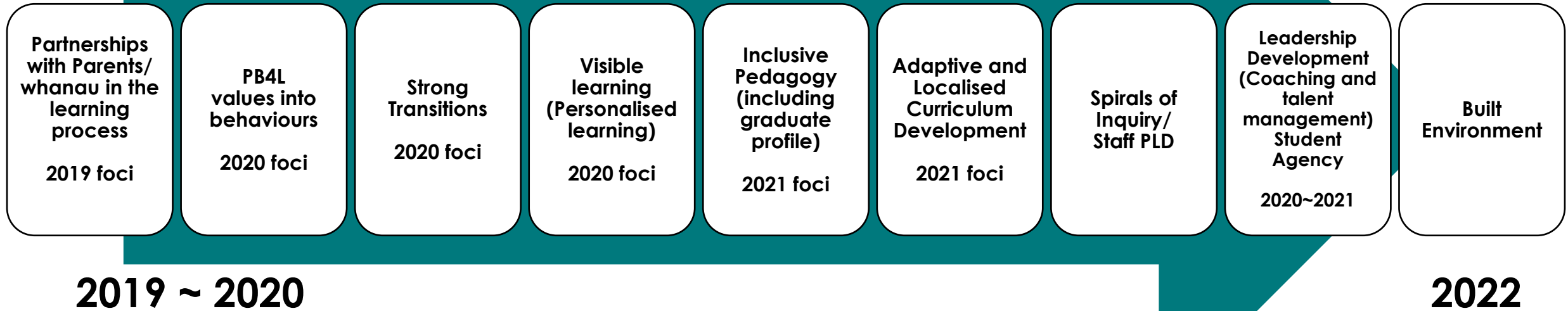
Manaakitanga Wairuatanga Whanaungatanga Rangatiratanga

Strategic Goals 2020 - 2022

Wairuatanga Hauora (Well-being)	Whanaungatanga (Culturally responsive and respectful)	Manaakitanga Akonga (Learning to Learn)	Rangatiratanga Leadership
Learners take care of their own and others: <ul style="list-style-type: none">- Physical- Mental- Emotional- Social and- Spiritual well-being	Learners celebrate their identity and that of others. They are aware of and value difference, diversity, culture and language	Learners respect and value learning and are active agents in their learning journeys who strive to achieve personal and collective excellence	Learners are self-motivated, and use their initiative to lead themselves and others with mana. Learners appreciate the influence they have on their own lives, that of others as well as the school and community

3 Year Strategic Programmes Roadmap

2020 ~ 2021



Overarching measures across all strategic goals			
Progress Measures		Outcome Measures	
Student well-being Staff well-being	Parent attendance at SLCs (98%) Staff participation in inquiries	Cohort shift in sub-levels across Reading, Writing and Maths (4)	Cohort shift in graduate profil (2)



Horizon Planning

2020 Establish Foundations

- Values into behaviours
- Partnership with Parents
- Strong Transitions
- Standardise data and develop measurement tools
- Develop new senior leadership team
- Upskill digital teaching
- Launch Visible Learning

2021 Refine and Improve

- Measure and improve engagement & well-being
- Collaborate to improve alignment with High schools
- Inclusive pedagogy
- Teacher PLD
- Whanau leaders as change agents
- Analyse data to improve core processes, programmes and metrics

2022 Analytics to support Engaged Learning

- Full implementation of Te Rito
- Student agency and leadership
- Talent management aligns with students pedagogic needs



Strategic Goal	Wairuatanga - Hauora
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2022 Outcome/ Measures	<p>Strong Transitions in and out reflected through Y7 well-being survey and Y9 capture transition survey</p> <p>Staff well-being focus</p> <p>Well-being survey (end T2 and T4)</p> <p>School-wide attendance (target of 96%)</p>
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2020 -2022 strategic Plan			
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Strategic programmes	2020	2021	2022
Strong Transitions in and out reflected through Y7 well-being survey and Y9 capture transition survey	<ul style="list-style-type: none"> Set up effective communication channels with primary schools Interviews with teachers from contributing primary schools Class placements based on data and interviews with primary schools School tours and Intermediate Experience days for Y6 students Transitional Reading/Maths programmes Prepare and support teaching staff Seek parent input for whanau needs/concerns College Report - eTAP generate for high schools from our current Y8 data High school experience days Inducting school leaders: transitional responsibility Staffing response to soft/hard data collected (talent management) 	<ul style="list-style-type: none"> Review effective communication channels with primary schools Interviews with teachers from contributing primary schools Class placements based on data and interviews with primary schools Review of School tour exchanges Prepare and support teaching staff Seek parent input for whanau needs/concerns Leaders collaborate with Primary and High to use Te Rito effectively to drive transitions. Develop common understanding with primary schools around what kind of assessment we need Set up a transition team with the colleges 	<ul style="list-style-type: none"> Continue effective communication channels with shared understanding of data standardisation (use and analytics) with contributing primary schools Learning support register (tool) transition through the Kahui Ako Continuation of interviews and data collation from contributing schools to determine class placements School tours Continue to prepare and support teaching staff Seek parent input for whanau needs/concerns Develop common understanding on effective use of Te Rito data to transition and place students.
Staff well-being focus	<ul style="list-style-type: none"> PB4L for staff (how staff communicate with each other - creating a learning culture amongst staff) Collaborative learning Talent management programme - distributed leadership (developmental pathway made clear) Well being survey for staff Sharing of data Optimise CRT (e.g. staff release from some assemblies) Fortnightly focus to be shared Reinstate recognition process, weekly check in on all staff 	<ul style="list-style-type: none"> Review of PB4L systems and practices PB4L for staff Well being survey for staff Sharing of data Continue to optimise CRT Fortnightly focus to be shared Reinforce/review/ build on the established recognition process Succession planning 	<p>Review of PB4L systems and practices</p> <p>Review of succession plans</p>

Setup Measurement			
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Well-being survey (end T2 and T4)	<ul style="list-style-type: none"> Analyse and collate T2 survey data (via NZCER) Implement strategies to effectively promote student well being based on data Analyse and collate T4 survey data and complete school self-review against Term 2 data. 	<ul style="list-style-type: none"> Analyse and collate T2 survey data Implement strategies to effectively promote student well being based on data Analyse and collate T4 survey data and complete school self-review against Term 2 data. 	<ul style="list-style-type: none"> Analyse and collate T2 survey data Implement strategies to effectively promote student well being based on data Continue to Analyse and collate T4 survey data and complete school self-review against Term 2 data.
School-wide attendance (target of 96%)	<ul style="list-style-type: none"> Using eTap analytic tool to track individual students' attendance throughout the year Set up sustainable processes for tracking and monitoring attendance Find patterns and preempting poor attendance (in the transitions) to overcome this 	<ul style="list-style-type: none"> Regularly monitor attendance patterns that may show a student or group is in risk of disengaging Review processes for tracking and monitoring attendance Consider student and family circumstances that may explain patterns of poor attendance 	<ul style="list-style-type: none"> Continue to regularly monitor attendance patterns that may show a student or group is in risk of disengaging Review processes for tracking and monitoring attendance Continue to support families through proven intervention strategies

Strategic Goal	Wairuatanga - Hauora
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2021 Outcome	All staff and students feel that their well-being as a “whole person” is a priority (by 2021)
Measure	Well-being survey (end T2 and T4) Strong Transitions in and out reflected through Y7 well-being survey and Y9 capture transition survey Staff well-being focus School-wide attendance (target of 96%)



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2020 Annual Plan					
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Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Student wellbeing initiative arising from survey	Learners feel a sense of belonging	Well Being survey using NZCER Whanau leader time Mental Health education and Hauora	2020	Whanau Leaders	
Strong Transitions in and out reflected through Y7 well-being survey and Y9 capture transition survey	We have a baseline for improving the experience of learners in transition Work with the CoL to improve alignment through transitions	Ti Rito & LSR SENCO and DP/AP at Primary Schools BBI classroom teachers College Deans and DPs	2020	Mat/Emma/ Michael	
Staff well-being focus	Build a culture where positive behaviour and learning is a way of life.	Edwin PB4I budget	2020	Angelique/ Michael	
School Wide attendance (target of 96%)	Promote and maintain high levels of attendance through whole school strategies	ETAP School Counsellor- Jules ACES- Lisa Chandler	2020	Mat/Karen	

Links to other initiatives				
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PB4L	Parent/whanau engagement in learning	Graduate Profile	Kauri awards	Coaching skills for staff and students
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Strategic Goal	Whanaungatanga (Culturally responsive and respectful)
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2022 Outcome	Educationally powerful connections and relationships between students, teachers and families
Measures	<ol style="list-style-type: none"> Each student has their identity reflected in their learning environment – set up measure and target for environmental checklist Teachers make positive connections with families of students they teach in term 1 (Target 98%) PB4L - build a culture where positive behaviour and learning is a way of life. (SET Score) Parent /caregiver attendance at student conferences (Target 98%)



2020 -2022 strategic Plan			
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Strategic programmes	2020	2021	2022
Build a culture of inclusive and culturally responsive pedagogy.	<ul style="list-style-type: none"> Well being survey data reflects students attitudes towards their classroom and school environment. They feel connected and that their identity is valued. Student identities are evident in classroom environments through: <ol style="list-style-type: none"> Artefacts of work on walls The consistent use of Visible Learning strategies 	<ul style="list-style-type: none"> Working group to develop BBI definition of culturally responsive practice and continuum (use Tātaiako cultural competencies and Trial Rongohia Te Hau snapshots to identify how culturally responsive BBI is Targeted PD based on snapshot data/findings 	<ul style="list-style-type: none"> Review, modify and reintroduce Rongohia Te Hau snapshots repeated to see shift Develop school-wide personalised learning definition to reflect students identities, interests, cultures and needs
Teachers make engagement and buy-in (positive connections) with families of students they teach <ul style="list-style-type: none"> Term 1 whanaunga time and student conferences (Target 98%) 	<ul style="list-style-type: none"> Teachers use whanaungatanga time and other opportunities to make contact with families throughout the year (during Term 1) SPEC staff contact families throughout the year as students cycle through their classes Parent check-in survey to capture their engagement and buy-in (there are springboard trust survey* and NZCER) Teachers to monitor parent attendance at student conferences and follow-up via face-to-face conference or phone conference Attendance data at conferences to be gathered and collated by SMT Develop common language of learning to shared with parents 	<ul style="list-style-type: none"> Teachers use whanaungatanga time and other opportunities to make contact with families SPEC staff contact families throughout the year as students cycle through their classes Teachers to monitor parent attendance at student conferences and follow-up via face-to-face conference or phone conference Attendance data at conferences to be gathered and collated by SMT 	<ul style="list-style-type: none"> More sophisticated use of tools Parental involvement in planning the local curriculum More options for parents to engage with their child's learning in between SLC e.g online portfolios or goal setting and reporting platforms like Hero from Linc-Ed or Spotlight Parent evenings around curriculum e.g Kahui team runs a Maths night or Pasifika team run a night. Foci- how parents can better support their students with their learning
PB4L - build a culture where positive behaviour and learning is a way of life (everybody)	<ul style="list-style-type: none"> Schoolwide PB4L team identified and meet regularly Review of current PB4L systems and practices Develop a shared understanding of PB4L Use of data from SMS to identify hotspots and foci areas as needed School-wide lessons developed and taught based on identified needs SET score used to plan next step 	<ul style="list-style-type: none"> PB4L team reviews current practices and identifies trends, hotspots and areas causing concern School-wide lessons developed and taught based on identified needs SET scores indicate we have implemented the core features of PB4L Staff professional development as required 	<ul style="list-style-type: none"> Review of current PB4L systems and practices Student agency - students leading the PB4L programme (empowering, equipping and engaging students to step up)

Strategic Goal	Whanaungatanga (Culturally responsive and respectful)
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2021 Outcome	Educationally powerful connections and relationships between students, teachers and families
Measures	<ol style="list-style-type: none"> 1. Each student has their identity reflected in their learning environment – set up measure and target for environmental checklist 2. Teachers make positive connections with families of students they teach in term 1 (Target 98%) 3. PB4L - build a culture where positive behaviour and learning is a way of life. (SET Score) 4. Parent /caregiver attendance at student conferences (Target 98%)



2020 Annual Plan					
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Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Inclusive pedagogy	<ul style="list-style-type: none"> • Develop a shared understanding of inclusive and culturally responsive practice • SPEC staff use and reflect on CR/RP continuum and shadow coaching model as part of appraisal process • Personalised learning focus in Matai whanau - Karen Masters 	NZCER surveys Poutama Pounamu Money for PD	Ongoing throughout 2020	Karen/Whanau leaders	
PB4L	<ul style="list-style-type: none"> • Schoolwide PB4L team identified and meet regularly • Review of current PB4L systems and practices • Develop a shared understanding of PB4L • Use of data from SMS to identify hotspots and foci areas as needed • School-wide lessons developed and taught based on identified needs • SET score used to plan next step 	Edwin - PB4l facilitator Kendra PB4L team	Ongoing throughout 2020	Mat/Angelique	
Build parent/whanau partnerships in learning	<ul style="list-style-type: none"> • Teachers use whanaungatanga time and other opportunities to make contact with families throughout the year (during Term 1) • SPEC staff contact families throughout the year as students cycle through their classes • Parent check-in survey to capture their engagement and buy-in (there are springboard trust survey* and NZCER) • Teachers to monitor parent attendance at student conferences and follow-up via face-to-face conference or phone conference • Attendance data at conferences to be gathered and collated by SMT • Develop common language of learning to shared with parents 	Stakeholder analysis Teacher engagement (SLCs) 2 days per teacher for parent engagement NZCER	Ongoing throughout 2020	Pata/Adam/Cath	
Events programme	Kauri Awards Language and culture week Variety Show	Purchasing the STARS and badges Guest performance? Teachers dinner.	All year Term 2, Wk 10 Term 3, Wk 9	Pata/Adam/Cath	

Links to other initiatives				
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Staff leadership development	Parent/whanau engagement in learning	Graduate Profile	Kauri awards	Coaching skills for staff and students
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Strategic Goal	Manaakitanga – Akonga (Learning to Learn)
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2022 Outcome/ Measures

All students have progressed 4 sub-levels or more across Reading, Writing and Maths by end of Year 8 or are at or above expected standards
 Each cohort makes a one level shift in the graduate profile by end of Year 8



2020 -2022 strategic Plan			
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Strategic programmes	2020	2021	2022
Adaptive and Localised Curriculum Development	<ul style="list-style-type: none"> Distance learning programme established and maintained for most (all) learning areas Assessment and reporting timeline and method - consistently reviewed due to COVID-19 disruption Consistency across the school in relation to Visible learning (student goal setting, evaluation of goals and knowing their next steps) Visible learning embedded in teaching practice, including student self-reported grades a key driver for all teaching and learning Data analysis to identify areas of strength and need for our students, including priority learners across all subject areas Teachers to use learner maps, data walls and whanaungatanga time, to improve learning outcomes for priority learners 	<ul style="list-style-type: none"> More streamlined approach after a 2020 review in relation to student goal setting, evaluation of goals and knowing their next steps using student self-reported grades. Actively collect and implement student, staff & community voice so that teaching programme includes concepts relevant to students Data analysis to identify areas of strength and need for our students, including priority learners across all subject areas Teachers to use learner maps, data walls and whanaungatanga time, to improve learning outcomes for all learners 	<ul style="list-style-type: none"> Access end of year 9/10 data from main feeder high schools to analyse how students are tracking - at/above expected curriculum levels Effective cross-pollination of strong teaching practice on staff Continue to analyse data to identify areas of strength and need for our students, including priority learners across all subject areas
Developing and implementing a coherent graduate profile	<p>*Establishment and inducting leadership year*</p> <ul style="list-style-type: none"> Reporting home (SLC) against GP and tracking the shift(s) in data across two years Data analysis to identify areas of strength and need for our students, including priority learners across all subject areas 	<ul style="list-style-type: none"> Review and refine the graduate profile statements Integration of school values and graduate profile lessons at the start of school year Analyse data shift for new cohort Data analysis to identify areas of strength and need for all students across all subject areas and take action 	<ul style="list-style-type: none"> Continue to review and refine the graduate profile statements for effective application Continue to track and analyse cohort data across their intermediate years
Staff PLD	<ul style="list-style-type: none"> Teachers to embed improved teacher pedagogy in curriculum teaching as well as their content knowledge across all strands through teaching as inquiry (spiral of inquiry) Focused PLD investment on coaching, student well-being, learning support, post grad quals & curriculum (Maths for 2020 by COL) 	<ul style="list-style-type: none"> Identify strengths in staff to support workshop staff meeting PD Teachers to effectively use spirals of inquiry to improve practice PLD investment teacher development 	<ul style="list-style-type: none"> Continue to identify strengths in staff to support workshop staff meeting PD Developmental pathways provided to teachers meet the needs of our students
Build programme that facilitate learning programmes	<ul style="list-style-type: none"> Provide safe and creative learning environment to all students 	<ul style="list-style-type: none"> Upkeep a safe and creative learning environment to all students 	<ul style="list-style-type: none"> Evaluate the safe and creative learning environment to all students

Strategic Goal Manaakitanga – Akonga (Learning to Learn)

2021 Outcome/ Measures

All students have progressed 4 sub-levels or more across Reading, Writing and Maths by end of Year 8 or are at or above expected standards
 Each cohort makes a one level shift in the graduate profile by end of Year 8



2020 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Distance learning (flexible learning)	<ul style="list-style-type: none"> Distance learning programme established and maintained for most (all) learning areas Assessment and reporting timeline and method - consistently reviewed due to COVID-19 disruption 	G suite School chromebooks	Throughout COVID-19 pandemic in NZ	Karen/Emma/Julie Whanau leaders Teachers	
Fully implement a visible learning approach schoolwide	<ul style="list-style-type: none"> Consistency across the school in relation to Visible learning (student goal setting, evaluation of goals and knowing their next steps) Visible learning embedded in teaching practice, including student self-reported grades a key driver for all teaching and learning Reporting home (SLC) against GP and tracking the shift(s) in data across two years 	Learning journey booklets SLC eTap	By end of 2022	Whanau leaders Emma/ Julie Karen	To be reviewed and refined at EOY 2020 & 2021
Curriculum design refresh, planning and implementation	<ul style="list-style-type: none"> Teaching programme includes concepts relevant to students that include student, staff and community voice Data analysis to identify areas of strength and need for our students, including priority learners across all subject areas 	Strategic team staff meeting 2020 Budgets eTap One Plan Mark book	Ongoing throughout 2020	Emma/ Julie Karen COL Head of Curriculums	
Teachers to effectively use spirals of inquiry to improve practice	<ul style="list-style-type: none"> Teachers to embed improved teacher pedagogy in curriculum teaching, especially in Maths, as well as their content knowledge across all strands Teachers to use learner maps, data walls and whanaungatanga time, to improve learning outcomes for priority learners 	Outside facilitator Staff meeting time TLI documentation Whanaungatanga time	By end of 2020 Ongoing	COL team All staff	
Regular staff PLD to improve teaching efficacy	<ul style="list-style-type: none"> Focused PLD investment on coaching, student well-being, learning support, post grad quals & curriculum (Maths for 2020) Draw on strengths of staff through workshop style PD in house 	PLD budget Staff meetings Mentor teachers	Ongoing	Michael Julie/ Emma/ Karen Mentor teachers	
Build programme	<ul style="list-style-type: none"> Provide safe and creative learning environment to all students 	Ministry budget	Ongoing	Michael/ BOT	

Links to other initiatives

Staff leadership development	Parent/whanau engagement in learning	Graduate Profile	Kauri awards	Coaching skills for staff and students	Inclusive pedagogy (PLD)
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Strategic Goal	Rangatiratanga - Leadership
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2022 Outcome

Measure

Effective distributed leadership with collective ownership of strategic plan by full leadership team
Learners have the confidence to lead their own learning and support others' learning

Attendance and engagement with leadership development training
Evidence of effective distributed leadership
Shift in graduate profile for each cohort of students



2020 -2022 strategic Plan			
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Strategic Programmes	2020	2021	2022
Effective distributed leadership with collective ownership of strategic plan by full leadership team	<ul style="list-style-type: none"> Coaching (CAP 3) PLD @ 90% of staff Inducting New DP leaders to transitions in and out. Visible learning in leadership (Agentic leadership) - Collective leadership efficacy unpacking strat goals High performing leadership teams PLD for all leaders Layering of inclusive leadership structure - consistent comms from SMT to students. Physical environments reflect line of sight leadership to students - visible learning environment is consistent school-wide Develop common language with staff and leadership via an induction programme Talent management 	<ul style="list-style-type: none"> Coaching (CAP 3) PLD @ 100% of teaching staff Leaders collaborate with Primary and High to use Te Rito effectively to drive transitions. Whanau leaders presenting strategic direction through daily whanau comms 2022 Strategic plan designed by wider leadership team Whanau leaders increasingly confident to coach staff against strat goals Middle leaders share high expectations for physical enviro showing strategic indicators. HPLT PLD used to unpack and develop ownership of strat plan to teachers. Middle leaders leading strategy. Talent management developed into strategic programme 2021 	<ul style="list-style-type: none"> Whanau leaders leading GAP analysis of 2021 plan to form 2022/23 plan Dvlp common understanding on effective use of Te Rito data to transition and place students. 2023 Strategic design embedded as school wide practice with whole staff. Coaching language embedded to support Visible Learning schoolwide. Review the need to re-visit HPLT PLD. VL expectations embedded school wide with consistent evidence school wide. Talent management developed into strategic programme
Learners have the confidence to lead their own learning and support others' learning	<ul style="list-style-type: none"> Graduate profile elevated into planning and reporting to parents Graduate Profile Goal setting introduced (establishment year) Visible learning language introduced to Graduate profile (establishment year) Students as coaches re-established (peer group coaching) PB4L consistent language among students 	<ul style="list-style-type: none"> Graduate profile replaces values statement in class engagement and linked to VL goal setting Graduate Profile comms at assemblies and in newsletters, whanau minutes Develop visible learning tools to support students to achieve set goals and engage parents in this process Refine students as coaches using Graduate profile to assist students in need Students as coaches report back to BOT against Graduate profile and strategic impact for 2022 	<ul style="list-style-type: none"> Teachers support students to coach each other in developing goals against the Graduate Profile. Whanaungatanga time used to support whanau develop deep understanding of the Graduate profile. Student Council supports BOT through GAP analysis of school meeting the GP needs of students.

Strategic Goal

Rangatiratanga - Leadership

2021 Outcome

Measure

Effective distributed leadership with collective ownership of strategic plan by full leadership team
Learners have the confidence to lead their own learning and support others' learning

Attendance and engagement with leadership development training
Evidence of effective distributed leadership
Shift in graduate profile for each cohort of students



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2020 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Leadership development for staff and students (including coaching)	<ul style="list-style-type: none"> Coaching (CAP 3) PLD @ 90% of staff Inducting New DP leaders to transitions in and out. Visible learning in leadership - Collective leadership efficacy unpacking strat goals High performing leadership teams PLD for all leaders Layering of inclusive leadership structure - consistent comms Physical environments reflect line of sight leadership to students - visible learning environment is consistent school-wide Develop common language with staff and leadership via an induction programme 	2020 Budget Coaching facilitation PLD SBT facilitation Internal and external comms	2020 Terms 1 - 3 2020 2020	Michael SMT SLT BOT	
Fully implement Graduate Profile	<ul style="list-style-type: none"> Graduate profile elevated into planning and reporting to parents. Goal setting introduced Visible learning language introduced to Graduate profile Students as coaches refined. PB4L consistent language among students 	Term 1 and 3 reports Student learning journal Student learning journal Coaching facilitation PB4L budget	Term 1 and 3. Term 1 Term 1 and 3 Ongoing Ongoing	Emma/Karen PB4L team SMT - student coaches	

Links to other initiatives

Staff PLD/ spirals of inquiry	Kahui Ako Inquiries	Students as coaches	Visible learning - Goal setting	Inclusive pedagogy - Kauri awards	PB4L – values into behaviours	Built environments
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