



TOKOROA INTERMEDIATE SCHOOL
PRINCIPALS ANNUAL REPORT 2022

VISION STATEMENT

Together in Success
Ko te Angitu ite Whakakotahi

Mission Statement

Together with families and community Tokoroa Intermediate School develops students who are honest, respectful, motivated learners who can meet challenges, take responsibility and contribute positively to our community

This is enacted through doing our best for:

- **Pono** – doing their best with integrity
- **Manaakitanga** – doing the best for others
- **Tika** – to be responsible for what they say, do and how they do it
- **Honore** – to be true and honest with genuine sincerity



Kahui Ako School – Strong Heart, Strong Mind, Strong Community

This Annual report covers the 2022 school year. It is designed to complement the financial statements, and other school documentation such as monthly board reports, newsletters, self review reports and the school's Charter, Strategic Plan and Annual Plan, to provide an overview of 2022 and to indicate future directions for 2022 and beyond. These reports are presented with reference to the National Administration Guidelines.

Introduction

Transition of students in 2020 was thorough, with full engagement of parents and pupils. Our composite set up for classes was helpful when placing Year 7 students. Teachers had a good handle on their Y8 students which was able to influence class placements. We started the year with a full powhiri to welcome our new students and staff. We were able to start the year with the full belief Covid was in the past.

We have introduced a new class timetable. Each Whare has a day for Huarahi - which has less impact on teaching time. The timetable will be reviewed at the end of each term.

Free school lunches were introduced this year. By term 2 we realised that by changing the lunch eating time to the end of lunch meant there was an even higher chance of food being eaten. An incidental discovery was the social occasion and positive interaction among the students.

The school launched the new school website - the site has been redesigned to enhance our school and the messages we want to send.

Term 1 ticked along as usual - with all the expectations of term 1.

Assessments were implemented, assessed and teaching planned to the needs.

The main Professional learning was the introduction to Puotama, Pounamu team. Colonisation, and its impact on the development of New Zealand was the main theme. A confronting but cleansing experience had by all staff including the Board of Trustees.

This professional development also included walkthroughs by the senior management team, and our guests from Poutama Pounamu. Setting the foundations for our cultural pedagogical plan.

Tokoroa Intermediate School Behaviour Support plan was reviewed and modified to meet the needs of our children of today. This plan is shared with parents, students and staff. It is the plan everyone follows to support students with their behaviour. The programme Te Ako Ora was introduced as a lunchtime coaching programme for students with the senior management. This programme was introduced to support and teach students how to manage their behaviour in the classroom. This programme has been redesigned to replace finishing school.

In terms of school organisation and class numbers, this increased range of classes also provides greater balancing of class numbers. Less down time of learning between new teachers. The key to high quality teaching and learning remains with the quality of the relationship and engagement developed with the teacher.

Compliance summary

December Roll Numbers

2022 - 315

2021 - 345

2020- 350

2019 – 306

2018 - 263

2017 – 299

2016 – 320

2015 - 324

Other information

14 students stood down in 2022. Of the 14, they only had the one stand down

1 for verbal, 3 physical, 2 for shoplifting, the rest for vaping at school.

6 students were suspended to appear in front of the board.

3 for weapons and fighting. 3 for a police issue.

No students were excluded.

Confirmation of Legal Compliance

In 2022 the following compliance actions were completed:

Building Warrant of Fitness

The necessary processes were completed that showed our compliance under the Building Act for correct documentation, maintenance and display of the school's Building Warrant of Fitness.

Audited Accounts

Four copies of final audited accounts for the year ended 31 December, along with the Principal's Annual Report for 2022; and put onto the school website.

March and July Roll Returns

These Roll Returns were completed and submitted to the Ministry of Education within the expected time.

Trial Evacuations

Fire evacuations were held once a term and the correct documentation kept. These evacuations went smoothly and all systems were effective. We have worked on a lockdown procedure alongside our high school as they are on the same grounds. We have had one practice. It seems when one school goes into lock down both schools need to be in lockdown. We will need to practice more in 2022. The new emergency procedures booklet was updated for every room in the school. In 2022 they will continually be reviewed at staff meetings per term.

Microsoft Licence renewal

The school licences were renewed.

Reporting Requirements

Whanau hui took place earlier in the year Face to face and a mid year report was held. A written report on the achievement of students against the Curriculum levels was issued at the end of the year.

End of Year/ Beginning of Year Staffing Forms

These have been completed as per requirements and will ensure that all staff members are paid at the correct rate and in a timely manner when resuming work in 2022. The teachers' aides' new pay rates have been honoured. The provisional role was predicted to be 314. Enrolments are indicating we will reach this or be close to it when starting in 2023.

Staff Information

2 Associate/ Deputy Principals

10 class teachers 6 specialist teachers

11 teacher aids

Health and Safety

Wormald completed a full annual check for all procedures and equipment under the Fire Safety and Evacuations of Buildings Regulations.

New method of informing on hazards - it feeds onto a shared google for BOT.

Strategic Planning / Annual Goals – General Discussion

A review of the school charter, vision, and future direction was ongoing throughout the year. The new vision and mission statement have been incorporated across all material from the school.

The strategic and annual plans are organised under each of the National Administration Guidelines. The Charter has been set for 2022-2023.

Student achievement targets were set using the format of 'Improvement plans' that clearly identified children, and had specific strategies as to how learning was going to be undertaken. In teams teachers contributed fully in the process of monitoring progress toward the meeting of these. Our ERO advisor has made a suggestion to the Board in 2022 we ensure the measures for identified students are specifically reported on for the board who have an opportunity to monitor progress closely.

These students were clearly identified in our learning support team.

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2022 the school received total Kiwisport funding of \$4,477.91 (excluding GST). We were fortunate that all our WIMS sports went ahead. We have also employed a sports coordinator to support these students and organise the coaching and trips. We also had a team attend AIMS, a girls basketball team.

NAG 1: CURRICULUM AND STUDENT ACHIEVEMENT

The board and staff recognise the importance of providing high quality programmes based on the New Zealand Curriculum framework.

Achievement is promoted by providing a balanced curriculum which implements learning programmes based upon the underlying principles, the learning areas and skills, and the national achievement objectives.

Delivery

The curriculum is delivered by way of curriculum delivery policies, year overview, specific unit plans, and the teacher's individual planning, comprehensive assessment and evaluation procedures.

Information on Curriculum and Student Achievement

Curriculum and student information is provided to the board and school community in a variety of ways.

These include the Principal's monthly board reports, formal and informal parent-teacher interviews, school newsletter, written pupil reports, OTJ and assessments.

Student data was collated on a summary OTJ sheet, over the year. Interim data was analysed mid year and then data continued to be collated for the end of the year information. This sheet required gathered data to be compiled and used to inform OTJ's that then informed the 'best fit' for achievement against the curriculum.

Student progress was measured using the Easstle assessment in Maths. Ron collates achievement and progress information and presents to the BOT. This is a new task for Ron Creigh-Smith .

The school uses Etap, as its student management system, it is in this system student data is collated and teachers write student reports .

Specific Programme and Curriculum Delivery

The board and staff recognise the value of promoting whole school activities, involving outside personnel in programmes, giving cultural opportunities and providing programme highlights for our pupils which focus on specific curriculum and cross curricular areas. We are currently working with the Dingle foundation, STARS teina. The programme supports and grows our students in the skills needed to be resilient, courageous, thoughtful and growing leadership in all students, not just the few. This programme is evaluated 6 monthly by the foundation.

The school had a school wide theme at the start of the year - Ko Au. Also during the weeks of Matariki there was a collapsed timetable to enable cross curricular activities to take place. In term 3 we had the initiative - push play - this was organised in place of Friday sport - with a range of activities from across codes that children may not know - squash, golf, indoor bowls, dance, gymnastics, badminton, volleyball. WE were able to use a variety of our local community resources both venues and personnel.

EOTC and Cultural Opportunities: This year our cultural groups were actively practicing for the community cultural festival. WE entered a kapa haka and poly group. All teams were able to have EOTC trips related to their curriculum topics.

Literacy Support: Great library learning centre with regular class time allocated promotes reading. In addition to regular classroom programmes our teacher aides have supported identified students. The teacher aides work in collaboration with all parties involved, and this year our SENCO has analysed data with teachers to identify specific students and their needs. In collaboration with the RTLB a literacy programme using 'the blue box' to support low reading learners. RiTL (Reading teacher of literacy) has been part of the support programme, and picked up 2 students whom she worked with directly.

Maths: In 2022 the focus was to continue to build on the assessment and data analysis, teacher inquiry, curriculum specific. Easttle – Our maths curriculum programme has been designed using assessment data to inform practice, needs and next steps. The timetable is strict to ensure Maths is delivered everyday for a minimum of 50 mins @ day. Teachers pedagogy in Maths is strong. We have good practice for teachers, using E-asstle assessments to inform next steps and engage the students in knowing where they are at and where to next. A specialist math teacher was introduced for those students identified at the top of Level 4 and Level 5 in algebra. Students were extended.

Supported learning:

2022 certainly proved how valuable our supported learning programmes have been. Students are identified from data, and are supported in the class to enable them to grow the confidence in being a learner. They delivered programmes designed for teacher aids.

Tautoko programmes were introduced to support learners in their wellbeing which supported their attendance at school, and engagement in learning.

The programmes delivered: Pathfinder (several groups from Leadership to at risk students), Life skills programme designed collaboratively by our SENCO and RTLB. Our teacher aides delivered the programme. Mana Wahine, Makau Ra, Kids Shed, kids kitchen. Outside groups provided - Rangitahi (Youth mental health), BLAST (NZ Police), Starfish (counselling), SWIS, Te Whatu Ora (Health NZ) 2 Rangitahi workers. Check In/Check Out - LSC

A register of students needing support developed and all teachers know who from their classes. Teachers are always kept up to date with concerns. Teachers know their students and their needs.

Tier 3 – is part of the PB4L group, it involves all our external providers who give support to our students. We have around the table – SWIS, RTLB, LSC, Senco, senior management, OT, Public Health Nurse, Rangitahi team. This group is extremely resourceful and supports the school to implement the best programmes for our students who are of concern. A unique group of support.

Transition

Year 8 to High school.

- The TIPs programme (STAR Teina) mentoring programming involving Year 9 students from both our highs. They buddied up with our Year 8 students for three sessions.
- Orientation days – happened in a controlled environment. We wanted to continue giving the students a physical experience.
- School visits – there were several visits to schools. Meeting with teachers to discuss students coming to us, meeting with students but most importantly meeting with parents of students who had been red flagged by their schools. These meetings were straight talking, ensuring we would have all the information and supports in place. Also to reassure parents of the support their child would be getting.
- Learning support coordinators transition students to Tokoroa High school unit.

Year 6 to Intermediate school

- Principal and SENCO made time to meet teachers of year 6 students coming to our school
- Then they met with students – and enabled them to ask questions
- A revisit to the schools with year 8 leaders to talk with students (this was excellent – they reassured the students and alleviated the fears).
- From the notes taken from the teachers – interviews were set up with parents to discuss their child further to what the teachers had shared.
- Orientation / open days – parents and students were shown around the school. Parents were also invited to make time to meet with us if they felt we needed to know things. At these interviews the SENCO made key notes that could be shared with teachers.
- Students identified with parent and MOE involvement for graduated starts and support plans written.
- Learning support coordinators specifically identified students from primary to support transition to intermediate - this involved one to one visits to met with people they will be working with, and several visits to lessen the anxiety.

Year 7 to Year 8

- Students OTJ sheets are shared
- Year 8 teacher meets with Year 7 teacher
- Year 8 Class compositions were compiled with all key people involved. There were several students identified as needing to separate due to behaviours.
- SENCO met with the learning support coordinator, SENCO from both high schools. Very informative meetings and sharing of data were had. Both the SENCOS at either school are new and our SENCO has been of great support.

NAG 2: DOCUMENTATION AND REVIEW

The school had an annual plan for 2022 based on the strategic plan. The strategic plan was set from 2021 – 2023, with the ability to modify as time goes on. School docs have been engaged to cover our school Policies. They have a thorough review process and the school has adopted the three year review plan for 2022.

NAG 3: PERSONNEL

2022

Leaving teachers: Giselle McMahon, Amanda Clothier Mason, John Noke

Newly appointed teacher for 2023

Rachel Toy - Maanaki Lead

Chloe Pomare - Rm 9

Tavae Letoa-Palea - Teacher aid

Board of Trustees:

A new board was elected. We have a full board.

A new staff rep will be appointed in 2023 due to the departure of John Noke.

Professional Development:

Maths PLD - Bronwyn - continuing to support Ron with assessment data gathering and presentations.

Poutama, Pounamu - Ako: Critical Contexts for Change

PB4L - a review of our processes was completed. Ron attended the conference.

Ongoing Maths PLD - Measurement

Ongoing E-asstle

PACT tool - writing

Cool schools - peer mediation

Digital Technology - one to one sessions for teachers

Teacher aids - LSC workshops on executive functioning

Most of the school's professional development was within the school and taken by staff and senior leadership team.

NAG 4: FINANCE AND PROPERTY

Audits all passed

Painting cyclic planned maintenance – Whakahā

With some leases of the chrome books expiring, the school purchased them to increase the school capacity to one to one devices. They have been well looked after and now with one to one every student has access. Our digital teacher manages them well.

Financial Management

The 2022 budget was set. We had a budget deficit this year where we needed to break one of our investments. We had a large concrete project that the school funded and ministry had not refunded by the end of the year. We plan to recoup this in 2023.

NAG 5: HEALTH AND SAFETY

Fire drills were all completed with efficiency and speed.

Medical incidents are recorded in the file in the sickbay – low level and high level incidents – part of the hazards register.

The Health and safety officer is always monitoring procedures and keeps in close contact with the school caretaker and staff. All staff can report concerns via the Chat app. This is instantly received and dealt with, and transferred to the live Hazards register.

NAG 6: LEGISLATION

Policies and procedures are continuously reviewed to keep up to date.

5 LAT teachers were used for relieving in 2022. They will be LAT in 2023. Two of the Lats are associated with teaching of Te Reo.

Notable achievements in 2022

- Whanau houses are well and truly underway. The school now has 4 whare that work together, and a lot of organisation in the school revolves around the 4 whare.
- Technology rotation has a new name - Huarahi - and 2 new subjects introduced - Research skills, Te Reo
- Timetable was maintained - one day per whare 9.45 - 12.30pm in Huarahi, Wednesday early finish, Wednesday singing then home time, Sports moved to Friday - students now can come to school in sports uniform and can leave school on Friday in sports uniform.
- 1:1 use of devices and online learning - school funded programme - Math Whizz
- Continue composite classes - teachers are finding having the Year 8 for a second year beneficial.
- Friday sports (changed) – Team leadership/ Students taking the lead -House chants are shared.
- WIMS Cross country – all students leaders involved – feedback from participating schools impressed with the organisation and students involvement. The day is highly thought of by our participating schools.
- Student Leadership – school leaders, whare leaders, team leaders, class councillors.
- Continue to have a section for Te Reo in our school speech competition.
- Targeted group learning with Teacher aids – closely working with the classroom teacher/ group
- Improved school culture – good communication, collaborative
- Inclusion of Rāhina hui. This is Monday morning assembly taken by whare leaders - the weeks whakatauki is shared, upcoming events, notices.
- Restorative conversations with students - check in check out introduced to behaviour plan

Areas in which progress is being made

- Teacher inquiry – developing whole school inquiry process
- E-asTTle – testing is now routine for Maths. 2023 we will be focusing on reading and embedding the practice of assessment identifying need.

- Target groups – reading and maths – beginning to deep dive more into what is really going on for these students, this is helped with the SENCO and her investigations.
- Transitions from Primary to intermediate – gathering of information, interviews with parents of children who have red flags (the information gathered has been brilliant), the learned information being passed onto teachers, school visits. 2021 planning to have shared Tabloid day for contributing school students to come to the intermediate, be mixed with others whom they may end up at school with and to meet intermediate students. This was proposed by the SWIS team to help deal with the anxiety some children experience before they come to the intermediate.
- Inquiry was an opportunity to explore practice ... great team support
- Explicit use of Walt's and success criteria but also with children self-reflecting, peer assessment and self-assessment
- Continuing to grow the soft skills of the students through the TIPs programme, getting

Areas for development 2022

- Working with our High Schools in getting a better transition
- Analysis of assessments/ easTTle data at class level – use progress made
- Embed senior management and leadership - middle leaders on a course for support
- Embed student leadership plan - leaders having leadership training from the start
- Work toward Eliminating lateness
- Continue to foster Tuakana/Teina growth
- Develop our cultural kete to be integrated through our Tikanga Te Maori programme

Continue to grow our curriculum with it becoming more localised.

- MASM
- Digital Technology Curriculum – in school training
- Explore the portal of spotlight to report to parents.
- Mana potential – to continue to grow the Mana of all at TIS through a practice that is supportive of Mana
- Curriculum development team - Inquiry to be developed.

Professional Growth Cycles will be developed for all teaching staff including senior staff members.

Suzanne Mariassouce
Principal
2022

It is already clear that 2023 is going to present its own challenges.

