

Titahi Bay Intermediate School

Charter and Annual Plan 2021

School I.D Number 3043

Period: 2021 - 2023



FIND • KNOW • LEAD
T H E W A Y



VISION STATEMENT

Find the Way, Know the Way, Lead the Way

MISSION STATEMENT

At Titahi Bay Intermediate, we will promote and empower our students to become confident, active, lifelong learners.

TREATY OF WAITANGI PRINCIPLES

Titahi Bay Intermediate School will:

- continue to acknowledge Tangāta Whenua, the Treaty of Waitangi and Te Reo me ōna Tikangā
- acknowledge and respect all cultural and spiritual beliefs within the school and the wider community
- implement a schoolwide Māori programme to all students with an emphasis on Tikanga Māori and Te Reo
- consider the views and concerns of our Māori Community

EQUITY PRINCIPLES

Titahi Bay Intermediate School is committed to:

- providing fair opportunities for all students irrespective of their abilities
- welcoming and including all learners in our community
- all learners engagement in all school activities and committed to their achievement
- Transition for all students and priority learners

VALUES

Our practices, procedures and behaviours must reflect our core values:



Tikangā



Empathy



Ako



Rangātiratangā



Ambition



Our T.B.I Year 8 Graduate will:

- explore and establish a pathway and vision for their future
- have a sense of belonging, success, pride and confidence
- have strategies to cope in a variety of situations
- be a confident leader with good judgement who has the ability to care for the wellbeing of themselves and others
- Have had the opportunities to widen their horizons and interests

DESCRIPTION OF SCHOOL

Titahi Bay Intermediate School is a Decile 4j state co-educational school catering for students in Years 7 and 8. It is situated approximately three kilometres from Porirua City in an urban zone adjacent to the Porirua harbour.

THE HISTORY OF THE SCHOOL

Titahi Bay Intermediate School was built on reclaimed land and opened in 1970 with Ken Prankerd as the founding Principal. The school is on the old pā site of Koangāumu, meaning spring oven or referring to a charm depriving one's enemies of strength and removing tapu.

SYMBOLISM

The blue heron on the school's monogram was chosen because of the number of blue heron that come into Porirua harbour. In earlier years they were a very common sight on the playing fields and today herons can still occasionally be seen around the school buildings. Historically, the group of stars symbolises the rising of Rigel in Oriens Belt which to Māori people indicates the North of New Zealand and signifies the beginning of the new Māori year.

Our new school logo (2019) includes our blue heron reflecting the original design in 1970 – standing strong, looking to the future. The 3 symbols within the heron represent our 3 strategic goals:

- Poutama – steps of knowledge, pathways of progress and future learning
- The Whare – whānau, school/education
- The Koru – wellbeing, resilience, nurturing, hauora

Prankerd's rock in front of the hall came from the quarry at Hongoeka Bay. It reminds us that the school is new, but the land on which it is built is very old.

The mural and carved panels in the foyer represent the history of the area from the earliest times to the arrival of the Europeans. The first carved panel on the left is the Taniwha of Porirua. The second shows Kupe killing the giant octopus in Cook Strait (Raukawa). The third represents Toa Rangātira and his wife Te Moana, founders of the dominant tribe, Ngāti Toa. The final panel on the right portrays Te Rauparaha, Chief of Ngāti Toa at the time of the arrival of the Europeans.

*In the days of old the school was the mooring place of the canoe.
Now it is the mooring place of knowledge.
There are many tribes, but they learn as one.*

Kaumātua: Uenuku Rene opening day speech 1971



Titahi Bay Intermediate School Strategic Plan 2021 – 2023

Strategic Goal 1: Quality Teaching and Leadership

3-Year Success: Effective teaching programmes are being delivered by all staff – December 2023

2021	2022	2023
Initiative 1a: Strengthen teaching and leadership to support capability		
<i>NELP Objective 3:6a</i>		
Systems and processes are strengthened to align teaching practice with our professional learning development, appraisal and schoolwide learning targets to accelerate student achievement in English.	Systems and processes are consolidated with the alignment of teaching practice with our professional learning development, appraisal and school wide learning targets to accelerate student achievement.	Systems and processes are embedded with alignment of teaching practices and professional learning development to accelerate student achievement.
Year 1 measure: Schoolwide systems and processes are strengthened to support accelerated student achievement by aligning our PLD.	Year 2 measure: School wide systems and processes are consolidated to support accelerated student achievement. Effective teaching strategies are enhanced through alignment with PLD.	Year 3 measure: Systems and processes are embedded to support accelerated student achievement.
Initiative 1b: use student data based teaching for learning		
<i>NELP Objective 3:6b</i>		
Teachers use consistent effective research based teaching practice and understanding of assessment tools to plan to meet the needs of the students in the COL. Development of teachers/leaders to critical self-reflective practitioners to improve student achievement.	Consolidate their practices of using effective research based teaching and assessment tools to plan and meet the needs of students in our COL. Consolidation of teacher/leaders critical self-reflective practices to improve student achievement.	Embed effective teaching and assessment practices to meet the needs of students in our COL. Critical self-reflective teaching practices are embedded to improve student achievement.
Year 1 measure: Research based teaching practice and a collaborative understanding of assessment tools are being developed and used to plan to meet the needs of the students in our COL. Teachers/Leaders are developing their critical self-reflective skills to improve student achievement.	Year 2 measure: Teachers are using research based teaching practices and a collaborative understanding of the assessment tools to guide their planning to meet the needs of learners. Critical self-reflection is a common practice by teachers to improve students achievement.	Year 3 measure: Effective teaching and assessment practices are being used effectively for all students in our COL. Critical self-reflective teaching practices are common practice to improve student achievement.

Strategic Goal 2: Learners at the Centre

3-Year Success – Increased whānau engagement in student learning

2021	2022	2023
Initiative 2a: Strengthen our inclusive school culture		
<i>NELP Objective 1:1c</i>		
PB4LSW Tier 1 strategies are implemented consistently schoolwide with the consolidation of our new TE ARA values.	Staff are confident in implementing Tier 1 and Tier 2 strategies are being implemented.	Tier 2 strategies are being implemented by all staff.
Year 1 measure: At least 70% achievement in the Schoolwide PB4LSW TFI.	Year 2 measure: At least 80% achievement in the School wide PB4LSW TFI.	Year 3 measure: At least 90% achievement in the Schoolwide PB4LSW TFI.
Initiative 2b: Learners with their whānau are at the centre of education		
<i>NELP Objective 1:2a</i>		
Develop partnerships with family and whānau to engage and support student learning.	Build on strategies and systems to partner with family and whānau to engage and support student learning.	Family and whānau are engaged and support student learning.
Year 1 measure: There is an increased involvement/partnership with whānau in supporting their child's learning.	Year 2 measure: Targeted whānau are involved/partnered with the school in supporting their child's learning.	Year 3 measure: Partnerships with whānau are engaging with students learning.
Internal evaluation processes are strengthened through a review cycle.		
Year 1 measure: Internal evaluation processes are part of a regular cycle.	Year 2 measure:	Year 3 measure:

Strategic Goal 3: Thinking Locally, Succeeding Globally

3-Year Success – Students and staff have the skills to be lifelong learners

2021	2022	2023
Initiative 3a: Build resilience and a strong sense of self		
<p>Resilience and well-being is developed through integration in the context of our local curriculum – student inquiry</p> <p>Well-being strategies are being implemented to actively support both staff and students with resilience and positive hauora.</p>	<p>Consolidate processes to continue to develop resilience and well-being within our local learning context.</p> <p>Processes and strategies are being consolidated to support staff and student Well-Being.</p>	<p>Lifelong learning skills are being developed through connection with our local area.</p> <p>Systems are being imbedded to support staff and student well-being.</p>
<p>Year 1 measure: Local curriculum is integrated in our curriculum with students resilience and well-being being improved.</p>	<p>Year 2 measure: Local curriculum learning processes are consolidated to support improved resilience and well-being. Staff feel valued and are celebrated.</p>	<p>Year 3 measure: Connections with our local context are part of our programmes at Titahi Bay Intermediate. Staff are valued and recognized with retention of staff.</p>

SCHOOL WIDE TARGETS

Reading: A majority of our students will make accelerated progress by the end of the year in reading.

Definition of Acceleration – Students will make a shift of 18 months progress within 12 months.