



# School Charter

## 2022 - 2024

Learning today – Leading tomorrow

Kei te ako i tēnei rā - Ka rangatira āpōpō

**Goal One – Whanaungatanga – Build Student and Teacher Agency**

Teacher: Charlotte Ironside

Students: Taya Thomson, Sophie Walter, Nikau Thorpe, Max Browne

**Goal Two – Manaakitanga – Develop Student and Teacher Wellbeing**

Teacher: Louisa Pielichaty

Students: Nina Worrall, Rehaan Bhikha, Chloe Fischer, Luke Matushka, Jess Holmes

**Goal Three – Whakamana – Achievement**

Teacher: Ashley Triana

Students: Imogen Lamont, Shriya Joshi, Annabel Sigley, Milly Ruddenklau



# Our Vision Statement

Our vision is to have internationally minded, inquiring, knowledgeable and confident life-long learners.

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# Our Mission Statement

ANI aims to provide quality education for all students to ensure their highest possible individual achievement and fulfilment.

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# Our Beliefs

## **Reflective (Whaiwhakaaro)**

The learner gives thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Confident Communicators (Kaikōrero māia)**

The learner understands and expresses ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

## **Principled and Caring (Mauri Manaaki)**

The learner acts with integrity and honesty, with strong sense of fairness, justice and respect for the dignity of the individual, group and community. They take responsibility for their own actions and the consequences that accompany them.

## **Connected (Ngā hononga)**

The learner is able to relate well to others, use communication tools effectively. They are connected to their communities to their environment and internationally.



# Guide to our Charter

Our charter is divided into three sections:

## Part One: Who We Are (Ko wai mātou)

This section provides background information about the school, what we stand for and what we believe and value.

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## Part Two: Our Strategy (Ko mātou rautaki)

The strategy outlines our long term goals and outcomes, for 2020, 2021 and 2022 and a roadmap to show when this will happen.

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## Part Three: What's happening now? (Ngā kaupapa o te wā)

This section talks about what will happen in the current year to achieve our goals and meet our outcomes.

Targets have been set to ensure we identify our priority students for the year, challenge them in their learning and support them to accelerate achievement.

E kore au e ngaro, he kākano i ruia mai i Rangīātea  
I will never be lost, for I am a seed sown in Rangīātea



# Part One

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Who We Are  
(Ko wai mātou)

# Part One: Who We Are (Ko wai mātou)

## Background information about the school

Auckland Normal Intermediate (ANI) is a high performing decile 9 co-educational school situated in Central Auckland. The school opened in February 1945, after the government agreed to upgrade the existing primary school facilities on the site to a full intermediate school. It was linked with the teachers training college.

The schools current population reflects the multicultural nature of central Auckland. Ethnic make-up is as follows:

NZ Pākehā	32%	Indian	18%
Māori	3%	Korean	5%
Pasifika	4%	Other	15%
Chinese	23%		

Approximately 700 students attend the school with an additional 20 to 25 international students enrolled each year. The age range of students at ANI is 10 - 13 years. The school is divided into five teaching teams - two at each year level and a specialist team. With the exception of the specialist team there are six classes in each team. We have a total of 12 Year 7 classes and 12 Year 8 classes.

We have a strong focus on providing learning opportunities that empower and encourage students to be responsible for their learning, for other people and the environment. Special features include personalised learning, student agency, transdisciplinary learning, future focused programmes and a culture of collaboration.

## What we stand for:

- Cultural diversity
- Collaboration
- Connections

### Cultural Diversity

We want all students to experience educational success no matter what gender, race, skills or abilities they have. Their identity, language and culture will be valued and included in all teaching programmes.

The bicultural foundations of our country must be recognised and our programmes delivered to ensure Māori students enjoy and achieve success as Māori. The school acknowledges the unique position of Māori through the provision of Te Reo and Tikanga Māori. We are fortunate to have a fluent speaker of Māori on our staff who can provide instruction in Te Reo Māori and through Tikanga Māori should parents request this. Improved outcomes for Māori students will come about through integrating elements of students' identity, language and culture into the curriculum and school culture. Productive partnerships with parents, whānau, hapū, iwi and communities will retain high expectations and support our Māori students to succeed in education as Māori.

We also want to ensure we have teaching and learning programmes in place that are relevant and engaging for our Pasifika students. This will support Pasifika learners to succeed and provide them and their families with the tools to increase their learning capabilities.



Asian learners make up 46% of the school population. One of the key factors in their success is providing a diverse range of learning experiences that incorporate the celebration of language and culture. Personalised learning opportunities ensure Asian students identity, language and talents are recognised and affirmed.

### **Collaboration**

The Auckland Central Community of Schools (ACCOS) is an initiative we commenced in 2015. Eleven schools from ECE to high school joined together with the purpose of raising achievement for students in our local area and sharing expertise in teaching practice. This community of schools has made excellent progress and we intend to work closely over the next three years to grow a culture of collective and collaborate inquiry resulting in:

- Solid evidence driving collective goals
- A greater focus on learners with priority needs
- Strengthened leadership and teaching and learning practices
- Community goals shaping school priorities and decisions about resource allocation
- Collaborative inquiry and knowledge building
- Sharing of ideas and expertise

Further information can be found in the Auckland Central Community of Schools (ACCOS) Achievement Challenge Plan.

### **Connections**

Global connections are an important focus for the school and it is one of the reasons we became an accredited International Baccalaureate World School (2012). The IB programme provides us with an educational framework based upon what is currently known about how young people learn. It is conceptually based and draws on best international practice. Students gain a world view and are provided with opportunities to explore themes of global significance with a powerful emphasis on inquiry-based learning. Further information can be found on our website.

## **What we believe:**

Everyone is capable of learning and everyone learns in a different way. Our school fosters learning through:

- Inclusion and partnerships (Pono)
- Student and teacher agency (Whanaungatanga)
- Student and teacher wellbeing (Manaakitanga)

### **Inclusion and partnerships (Pono)**

As an inclusive school we have developed programmes and practices that maintain high levels of inclusiveness and support for students with special education needs. We recognise and celebrate the progress and achievement of these students and include them in every aspect of school life. Developing partnerships that focus on learning, with whanāu and community goes beyond simple relationships between leaders, teachers and family to a position of shared professional accountability in a spirit of reciprocity. Support from these partnerships and the contribution they make to a connected local, regional and national system is high on our list of priorities.

### **Student and teacher agency (Whanaungatanga)**

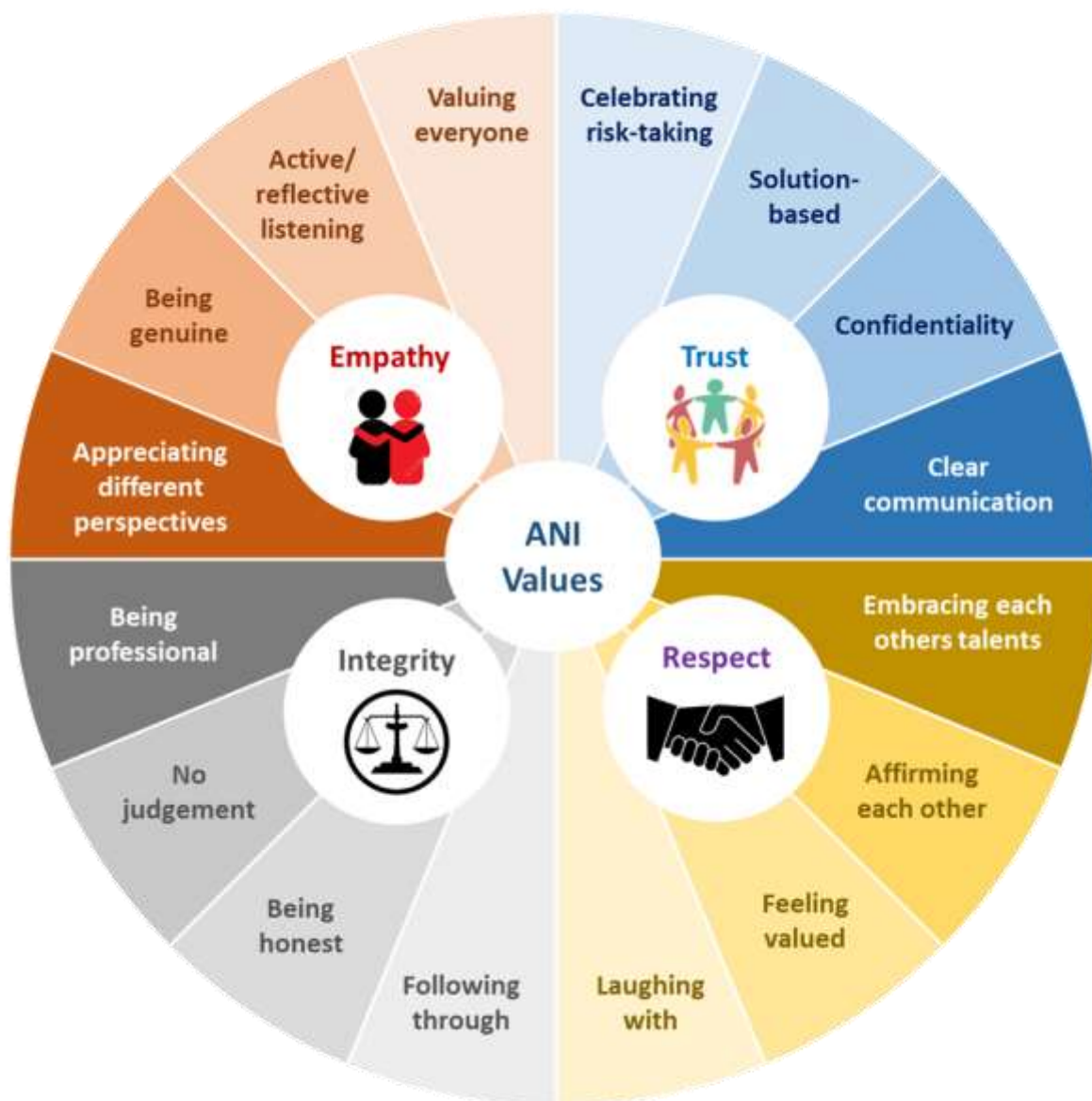
Students take an active role in the educational direction of the school. We call this student agency. They are encouraged to build leadership capacity and responsibility for their learning in addition to shared accountability for the strategic direction of the school. Teacher efficacy (John Hattie 2017) and agency are the number one factors in maximising learning potential. When teachers believe they are capable and there are high levels of trust present in the learning environment we see teachers collaborating across classes, across schools and across networks. Collaboration brings diverse thinkers together who engage in authentic conversation - this helps shift our thinking and inspires us to grow as learners, this is true teacher agency.

## Student and teacher wellbeing (Manaakitanga)

Through the lens of wellbeing we are able to improve student achievement, grow self-efficacy and manage teacher workload in a proactive way. An organization is stronger when people pull together and connect.

## What we value:

These values highlight what we stand for. They are at the core of all we do – they guide our teachers and students behaviours, decisions and actions. They determine the way we work together (Mahi Tahī).



# Part Two

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**Our Strategy**  
(Ko mātou rautaki)  
and

**Roadmap**  
(Mahere)



# Part Two: Our Strategy and Roadmap (Ko ta tatou rautaki a Mahere)

## Strategy

The strategy outlines our long term goals and outcomes for 2022, 2023 and 2024.



## Strategic Goal One: Build Teacher and Student Agency (Whanaungatanga)

2022	2023	2024
<b>Teacher Agency</b> 1.1 All teachers are able to describe and explain what agency is with clarity and understanding.	Use our understanding of agency to design a rubric that explains levels of teacher agency.	Implement ANI teacher agency rubric to facilitate changes to teacher practice in order to raise learner agency.
<b>Student Agency</b> 1.2 All students are able to describe and explain what agency is with clarity and understanding.	Use our understanding of student agency to design a rubric that explains levels of student agency.	Use the student agency rubric to create cross sector connections.
<b>Growth Coaching Model</b> 1.3 Increase the number of teacher and student coaches.	Develop a personalised coaching framework that connects to local curriculum.	Personalise coaching framework rolled out across our school and the Community of Learning.
<b>PaCT (CoL Initiative)</b> 1.4 PaCT is used across the school in three curriculum areas – Reading, Writing and Maths to inform OTJ.	PaCT is used for planning and assessment in three curriculum areas – Reading, Writing and Maths.	PaCT used across school in five curriculum areas – Reading, Writing, Maths, ESOL and the Arts.

**Outcome:** All learners are equipped and confident in creating agency.

Values: Trust and Respect | Whakawhirinaki and Whakakoha



## Strategic Goal Two: Develop Student and Teacher Wellbeing (Manaakitanga)

2022	2023	2024
<b>Teacher Wellbeing</b> 2.1 Develop a wellbeing strategy for a healthy workplace.	Link Hauora (Physical, Spiritual, Family and Mental Health) to our wellbeing strategy.	Implement Hauora as our wellbeing strategy.
<b>Student Wellbeing</b> 2.2 Enhance student wellbeing through the development of individualised key competency framework.	Enhance student wellbeing by including a mindfulness programme as part of the individualised key competency framework.	Enhance student wellbeing by including a resilience programme as part of the individualised key competency framework.
<b>Wellbeing (CoL Initiative)</b> 2.3 Create a definition of wellbeing for the Community of Learning.	Develop a shared understanding of wellbeing.	Share and compare our work/ initiatives in wellbeing with other Kahui Ako schools.
<b>Recruitment and Retention Strategy</b> 2.4 Staff turnover is managed strategically and in line with our retention plan which is a 13% turnover.	Staff turnover is managed strategically and in line with our retention plan which is a 12% turnover.	Staff turnover is managed strategically and in line with our retention plan which is an 11% turnover.

**Outcome:** All learners are engaged in strengthening their wellbeing.

**Value:** Empathy | Ngākau Aroha



## Strategic Goal Three: Grow Innovation and Change (Whakamana)

2022	2023	2024
<b>Local Curriculum (CoL Initiative)</b> 3.1 Develop our local curriculum design to include key competencies and objectives that relate to Te Tiriti o Waitangi.	Develop our local curriculum design so the National Priorities (NELP) are front and centre.	Develop our local curriculum design to respond to learning partnerships with our parents/ whānau and Kahui Ako.
<b>Global Connections and Trends</b> 3.2 Source global connections and future focused trends through an IB lens.	Link the global connections we have sourced to our IB programme of inquiry.	Explore global connections and education trends more fully through the IB global network.
<b>MakerSpaces and STEAM</b> 3.3 Review learning in MakerSpaces and introduce STEAM.	Develop a school-wide pedagogical plan for MakerSpaces, focusing on STEAM integration.	Implement a pedagogical plan in our MakerSpace learning areas including the integration of STEAM.
<b>Personalised Learning (CoL Initiative)</b> 3.4 Students develop their understanding of personalised learning.	Students have personalised learning programmes in place.	Students personalised learning programme includes specialist subjects.

**Outcome:** All learners are active partners in improvement.

**Value:** Integrity | Ngākau Pono



**Roadmap:** The roadmap shows when the strategic goals will be implemented.

		2021				2022				2023			
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Goal 1	1.1												
	1.2												
	1.3												
	1.4												
Goal 2	2.1												
	2.2												
	2.3												
	2.4												
Goal 3	3.1												
	3.2												
	3.3												
	3.4												

# Part Three

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What's happening now?

(Ngā kaupapa o te wā)

Our Annual Plan

2022

# Strategic Goal One: Build Teacher and Student Agency (Whanaungatanga)

Focus	Initiative (what do we want)		Action (how will we do it)	Baseline Data (what is current situation)	Milestone & Measure (what is our target and how do we measure it)	Initiative lead (who are our people leaders)
Teacher Agency	1.1	All teachers are able to describe and explain what agency is with clarity and understanding.	Unpack agentic understandings to come to a common language. Promote and share success stories of agentic practice.	50% of staff can articulate what agentic practice looks like.	90% of staff can articulate and identify agentic behavior in their practice. <b>Measure:</b> Professional Learning Conversations.	Deputy Principal – Shane ASL and ISL PLG Leaders
Student Agency	1.2	All students are able to describe and explain what agency is with clarity and understanding.	Develop an understanding of agency with students and what this looks like at ANI. Link success stories to KC's and IB learner profiles.	20% of students can articulate what student agency means.	50% of students can articulate what student agency means. <b>Measure:</b> Student Leaders.	SLT, ASL, ISL – Agency SLT Team Leaders
Growth Coaching Model	1.3	Increase the number of teacher and student coaches.	Continue training in Growth coaching for both students and staff. Provide opportunities for staff and students to practice their coaching.	5% of staff currently trained in Growth Coaching Model. 0% of students currently trained in Growth Coaching Model.	80% of staff trained in Growth Coaching Model. 50% of students. <b>Measure:</b> Accreditation Records, Student Leaders.	Shane Devery Nicky Knight CoL Leaders Student Leaders
PaCT (CoL initiative)	1.4	PaCT is used across the school in three curriculum areas Reading, Writing and Maths to inform OTJ.	Continue with PaCT with all students in Maths. Introduce PaCT Reading and Writing. Provide drop-in sessions and staff meetings to support PD in this area.	100% of staff use PaCT Maths to determine OTJ. 10% of staff use PaCT Reading and Writing to determine OTJ.	100% of staff use PaCT Reading, Writing and Maths to determine OTJ. <b>Measure:</b> Online data collection – PaCT tool	Shane Devery Bryce Mills ASL's Achievement reports to the BoT

**Outcome:** All learners are equipped and confident in creating agency.

Value: Trust & Respect | Whakawhirinaki and Whakakoha



## Strategic Goal Two: Develop Student and Teacher Wellbeing (Manaakitanga)

Focus	Initiative (what do we want)	Action (how will we do it)	Baseline Data (what is current situation)	Milestone & Measure (what is our target and how do we measure it)	Initiative lead (who are our people leaders)
Teacher Wellbeing	2.1 Develop a wellbeing strategy for a healthy workplace.	Wellness group used to develop strategy. Research used to inform strategy and action.	There is no wellbeing strategy in place.	100% of staff have an understanding and are involved in the wellness strategy. <b>Measure:</b> Appraisal discussions, team meetings and wellness group meetings.	Bryce Mills and ISL Wellness Team
Student Wellbeing	2.2 Enhance student wellbeing through the development of individualized key competency frameworks.	Use our student leaders to develop our framework. Amalgamation of IB learner profiles, ANI Values and NZC Key Competencies.	Currently our IB learner profiles, ANI values and NZC Key Competencies stand alone.	We have a student developed a matrix which merges the three. <b>Measure:</b> Student feedback and anecdotal comments from students.	Shane Devery
Wellbeing (CoL initiative)	2.3 Create a definition of wellbeing for the community of learning.	Definition and shared understanding developed by wellness group and shared with COL initiative.	Currently we have terms of reference in place for the wellness group at ANI but no collective definition for the COL.	ANI will have a develop definition which is known in our school as well as across our COL. <b>Measure:</b> Conversations with staff during PLC's observations and documentation (CoL).	Bryce Mills and ASLs
Recruitment and Retention Strategy	2.4 Staff turnover is managed strategically and in line with our retention plan which is a 13% turnover.	Recruitment and retention strategy revisited each term. Research around wellness used to inform strategic direction.	Currently our turnover sits at approximately 15% (2020), and we want to maintain or reduce this level of turnover.	Staff turnover at 13%. <b>Measure:</b> Staff exit interviews and discussions.	SLT Wellness Team Staff Trustee

**Outcome:** All learners are engaged in strengthening their wellbeing.

Value: Empathy | Ngākau Aroha





# Strategic Goal Three: Grow Innovation and Change (Whakamana)

Focus	Initiative (what do we want)	Action (how will we do it)	Baseline Data (what is current situation)	Milestone & Measure (what is our target and how do we measure it)	Initiative lead (who are our people leaders)
Local Curriculum <b>(CoL initiative)</b>	3.1 Develop our local curriculum design to include key competencies and objectives that relate to Te Tiriti o Waitangi.	Link in the KC's into the ANI local curriculum. KC's used and weaved through the PYP planner.	Currently the KC's stand alone and are not part of the ANI local curriculum.	The KC's are 100% integrated into the ANI local curriculum. <b>Measure:</b> ANI local curriculum, PYP planner and team meetings.	Charlotte Ironside Shane Devery
Global Connections & Trends	3.2 Review the global connections we currently have for learning and identify what learning trends and findings for NELP are appropriate for ANI.	Strengthen links with existing global connections – using online platforms such as ZOOM. Overseas conference opportunities (online due to COVID) for staff to strengthen pedagogy and networks. NELP evident in planning.	We currently have 2 IB networks globally. We currently use 2 learning trends to influence our teaching and learning. Currently 0% of trends used.	We have 3 IB networks globally. We use 4 trends to influence our teaching and learning. 100% of NELP trends used and integrated.	Bryce Mills Shane Devery
MakerSpaces and STEAM	3.3 Review learning in Makerspaces and introduce STEAM.	Review what worked well in the current Makerspace model in 2020 and what needs to shift or change in 2021. Our Sports teacher, Carlos Kucera to herald in the introduction of STEAM.	Makerspace programme completed its first cycle and due for a review. STEAM programme 0% developed.	Makerspace programme has had a review and is 100% developed across all specialist areas STEAM programme 100% developed.	Bryce Mills Shane Devery Carlos Kucera
Personalised Learning <b>(CoL Initiative)</b>	3.4 Students develop their understanding of personalized learning.	An ANI personalized plan developed for students and by students.	An ANI personalized plan is 0% developed.	An ANI personalized plan is 100% developed.	Shane Devery Bryce Mills Ashley Triana

**Outcome:** All learners are active partners in improvement.

**Value:** Integrity | Ngākau Pono

