

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023



VISION: Akonga engaged on a voyage to success

WAIRUA: Ko ngā ākonga i hiwaia i te haerenga ki te momoho.

MISSION: To nurture haoura, challenge and equip ākonga for independent lifelong learning within a safe and stimulating environment.

WHAKATAKANGA: Ki te awahi hauora, Ki te wero, whakatika hoki i ngā ākonga ora katoa i te āo haumarū, te āo whakamanawa hoki.

VALUES: Respect – self, others and the environment; Success – pride, excellence and attitude; Whanaungatanga – co-operation, caring, equity, community and participation.

NGĀ WHAI TIKANGA: Whakamiha – Ahau. Ētehi atu tangata. Te āo. Piki – Te whakahīhī. Te kairangatira. Te wairua. Whanaungatanga – Te paheko. Te manaakitanga. Te mana taurite. Te iwi. Te whakauru

INCLUSION AND EQUITY - At Evans Bay Intermediate School we accept differences and value people as individuals. The strictest confidentiality will be adhered to in accordance with the Privacy Act 1993. We aim to cater for the needs of all children regardless of gender, ethnicity, culture, physical, social and academic abilities.

TE URU ME TE MANA TAURITE: Ka pai ki a mātou katoa te Kura o te Ākautangi i ngā tangata rerekē. Ka āta tautoko mātou i te Privacy Act 1993. Ahakoa he tama, he kōtiro, te iwi, ngā tikanga, ngā tohu tinana, ngā tohu pāpore, ngā tohu hinengaro rānei, ka manaaki mātou i ngā tohu katoa o ngā tamariki,

MĀORI AND PASIFIKA – At Evans Bay Intermediate School we acknowledge New Zealand’s cultural diversity and in doing so acknowledge the unique position of Māori as tangata whenua. Our school will provide opportunities that support its students in te reo and tikanga Māori. (Education Standards Act 2001).

At Evans Bay Intermediate School we have high expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve educational success as Māori.

Evans Bay Intermediate School aims to enhance communication and endeavours to develop a willing partnership with the Māori and Pasifika Communities to ensure the learning needs of Māori and Pasifika students are being met.

TE MĀORI ME NGĀ IWI O TE MOANA-NUI-A-KIWA: Ka tautoko mātou te Kura o te Ākautangi i ngā iwi maha o Āotearoa, ā, ka āta tautoko i te iwi Māori, nā te mea ko rātou te tangata whenua. Ka mahi te kura ki te manaaki i ngā ākonga kit e ako i te reo me ngā tikanga Māori. (*Education Standards Act 2001*).

Kei a mātou te Kura o te Ākautangi ngā tūmanako teitei mō ngā ākonga katoa i ō rātou tohu katoa i te kura. Ka manaaki mātou i nga ākonga Māori kit e piki tonu i te āo Māori. (*Ka Hikitia*).

Ka hapai mātou te Kura o te Ākautangi i ngā kōrerorero nō te kura ki te iwi Māori me ngā iwi katoa o te Moana-Nui-a-Kiwa. Ka hapai hoki i te kohikohinga o ngā iwi ki te whakapai i ngā tohu akoranga o ngā ākonga Māori me ngā ākonga o te Moana-Nui-a-Kiwa

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

STRATEGIC PLAN

	2021	2022	2023
Future focused learning	Woven through all focuses		
Strategic Goal 1: Curriculum development, delivery and future focused learning aligned to support all.			
Embed Schooltalk to develop student agency and future focused learning.	Continue to implement and embed SchoolTalk at EBIS. Major focus	Ensure School Talk is embedded schoolwide as per plan. Minor focus	Monitor use of Schooltalk reflecting and adapting as necessary. Business as usual
Developing student agency through development of a reading/writing programme.	Continue to develop a reading/writing programme, providing student agency through Inquiry and SchoolTalk. Minor focus	Complete reading/writing focus and review subject focus moving forward. Business as usual	A new focus to continue developing student agency. Major focus
Develop digital citizenship to grow digitally safe future focused learners.	Continue to develop and introduce digital curriculum, embedding digital citizenship across the school. Minor focus	Continue digital curriculum work and evaluate digital citizenship plan. Major focus	Monitor digital curriculum and citizenship work for student wellbeing. Business as usual
Develop a local EBIS curriculum that works towards future focused and culturally responsive teaching.	Review the new inquiry model, revise EBIS curriculum and continue to develop flexible learning opportunities for learners. Minor focus	Review, revise EBIS curriculum and continue to develop flexible learning opportunities for learners. Minor focus	Review, revise EBIS curriculum and continue to develop flexible learning opportunities for learners. Business as usual
Goal 2: Develop a culturally responsive school supportive of students, staff and community wellbeing.			
Develop wellbeing and resilience for staff and students.	Develop a wellbeing programme to create a learning environment that supports creative, fun teaching and learning, while supporting RP and PB4L. Major focus	Evaluate/adapt the wellbeing programme from 2021 that supports creative, fun teaching and learning, while supporting RP and PB4L. Minor focus	Maintain the wellbeing programme from 2021 that supports creative, fun teaching and learning, while supporting RP and PB4L. Business as usual
Developing a culturally responsive school.	Review the 2020 plan and integrate resources into local curriculum, while continuing to support staff and students. Minor focus	Evaluate the resources used in the local curriculum, while supporting new staff to integrate. Major focus	Maintain/update the resources used in the local curriculum, while supporting all staff (especially those new to the school). Business as usual
Development of opportunities for students to engage globally.	Due to the effects of COVID-19 in 2020 and the impact on international students, the focus will be on maintaining the department and continuing relationships	Rebuild the international department, sourcing opportunities for students to gain greater global awareness. Implement reciprocal school relationships with schools	Rebuild the international department, sourcing opportunities for students to gain greater global awareness. Implement reciprocal school relationships with schools

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

	with agencies. Business as usual	outside NZ providing opportunities for travel globally. Minor focus	outside NZ providing opportunities for travel globally. Minor focus
Use fundraising activities to foster staff and student well being.	Continuing the work started on a safe entryway/driveway to school. Supporting the funding of additional staff in areas of need, ie intervention teachers. Minor focus	Maintain facilities for staff and students to enjoy sporting and leisure activities in their break times. Business as usual	Maintain facilities for staff and students to enjoy sporting and leisure activities in their break times. Business as usual

ANNUAL PLAN

Goal 1 Curriculum development, delivery and future focused learning aligned to support all.

Action	What does this require	Who?	When
Embed Schooltalk to develop student agency and future focused learning WSL	<ul style="list-style-type: none"> Update the plan of implementation plan for SchoolTalk Action implementation plan through into 2021 across the school Continue to discuss what evidence is and what evidence we will use at EBIS Reconsider the assessments we use at EBIS and how and when they are used by teachers Ensure all 2021 assessment and reporting is prepared and in place schoolwide in consultation with SMT Plan for how to onboard the parent community with the planned new reporting system [possibly 2022] Link with Kahui Ako as appropriate Feedback once a term to SMT about aspects of the JD that have and have not been covered and be prepared to discuss any support required. Work alongside other curriculum leads within the school in matters relating to SchoolTalk 	Jayne Taylor	<p>2021 Major focus</p> <p>2022 Minor focus</p> <p>2023 Business as usual</p>

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

<p>Developing student agency through writing and reading development</p>	<ul style="list-style-type: none"> ● <i>Maintain the Spelling programme and ensure it is used throughout the year by all classes and teams.</i> ● <i>Maintain the use of Sheena Cameron’s Writing Book and Reading Book, ensuring ideas are included in unit plans and in-class programmes to integrate writing and reading into our term focus areas.</i> ● <i>Plan for and provide relevant PLD for 2021, supporting the information covered above.</i> ● <i>Explore PD opportunities to bring into EBIS, inviting our feeder schools to join (Sheena Cameron, Murray Gadd, or other relevant speakers).</i> ● <i>Source and supply resources for teachers and teacher aides.</i> ● <i>Implement the 2021 targets for the school.</i> ● <i>Feedback once a term to SMT about aspects of the JD that have and have not been covered and be prepared to discuss any support required within reading.</i> ● <i>Continue to build connections with other schools and leads within the Kahui Ako, particularly secondary schools in order to understand requirements in transition.</i> ● <i>Work alongside assessment leads to implement reading tests that support our focus, targets and needs across the school.</i> 	<p>Shula Webb</p>	<p>2021 Minor Focus</p> <p>2022 Business as usual</p> <p>2023 Major Focus</p>
<p>Develop digital citizenship to grow digitally safe future focused learners</p>	<ul style="list-style-type: none"> ● <i>Develop a long term plan and implement the Digital Curriculum</i> <ul style="list-style-type: none"> ○ <i>Explore use and improvement of the digital citizenship programme to assist with cyber safety</i> ○ <i>Decide on Digital Citizenship Award & Merit - meeting with interested parties TBA</i> ○ <i>Look at what platforms that we use and why</i> ○ <i>Introduction of new app system (etap)</i> ● <i>Provide PLD and advice as required to staff and students - new staff induction for school systems and digital literacy</i> ● <i>Work with the promotion and marketing group to promote BYOD</i> ● <i>Work with the assessment lead to ensure the information is prepared for staff and accessible for the parent community</i> <ul style="list-style-type: none"> ○ <i>Parent portal for assessment information and reports for our reporting cycle</i> ○ <i>eTap accessibility for staff</i> ○ <i>Schooltalk Implementation</i> ● <i>Feedback once a term to SMT about aspects of the JD that have and have not been covered and be prepared to discuss any support required.</i> 	<p>All staff</p>	<p>2021 Minor focus</p> <p>2022 Major focus</p> <p>2023 Business as usual</p>

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

<p>Ensure that EBIS delivers a curriculum that works towards future focused learning</p>	<ul style="list-style-type: none"> ● <i>Continue to align curriculum with new national strategies</i> ● <i>Ensure all curriculum areas are documented including digital curriculum and NZ history</i> ● <i>Work with SchoolTalk lead and develop classroom planning</i> ● <i>Continue to provide PLD for teacher curriculum knowledge to understand how we incorporate the new inquiry model</i> ● <i>Liaise with unit holders involved with the curriculum</i> ● <i>Look at ways to develop more authentic learning eg financial literacy</i> ● <i>Teacher reflection of units taught in class on a termly basis</i> ● <i>Feedback once a term to SMT about aspects of the JD that have and have not been covered and be prepared to discuss any support required.</i> ● <i>Ensure curriculum coverage is mapped and recorded over the 2 year cycle.</i> ● <i>Ensure the curriculum document is introduced to staff and implemented schoolwide.</i> ● <i>Ensure New Zealand History is integrated into units from 2021.</i> ● <i>Provide PLD for staff around the new inquiry cycle and processes, ensuring this is implemented in the classroom.</i> 	<p>Paul Chalk</p>	<p><i>2021 Minor focus</i></p> <p><i>2022 Minor focus</i></p> <p><i>2023 Business as usual</i></p>
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Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

<p>Update and improve the schools PE/Sport/EOTC and Health programme and opportunities</p>	<ul style="list-style-type: none"> ● <i>Review the plan of work for 2021 for the unit and update where needed</i> ● <i>Consider the changes to the Health Programme from 2021 and decide if we move forward with those in 2022 - review, update and collate KOS for 2021 and provide PLD for staff.</i> ● <i>Order equipment and organise.</i> ● <i>Continue to support Staff to implement our PE Curriculum in their classrooms, use of outside providers is encouraged.</i> ● <i>Provide PLD for staff for sports not well known</i> ● <i>Working with Sports Coordinator, continue to promote sport and provide opportunities for students to engage in a wide variety of after school and inter-intermediate sports.</i> ● <i>Provide coordinators for the following sport and ensure these sports are offered to our students:</i> <ul style="list-style-type: none"> ○ <i>Netball - Terms 2 & 3</i> ○ <i>Basketball - Terms 2, 3, & 4</i> ○ <i>Floorball - Terms 1 & 4</i> ○ <i>Badminton Terms 1, 2, 3, & 4</i> ○ <i>Touch Rugby Terms 1 & 4</i> ○ <i>Water polo Term 1 & 4</i> ○ <i>Underwater Hockey Term 1, 2, 3, & 4</i> ○ <i>Or other activities as they arise</i> ● <i>Develop our planning around the AIMS games and develop EBIS participation in the AIMS Games - move to parent coordination</i> ● <i>Continue to seek parental & community engagement in sport to assist with coaching and managing</i> ● <i>Communicate regularly with the school community about sporting opportunities offered at school</i> ● <i>Build involvement in community events eg triathlon and round the bays, Tough Guy and Girl Challenge.</i> ● <i>Develop and implement the school health programme in conjunction with SMT, Puberty unit taught in 2021.</i> ● <i>Promote and market the school through PE, Sport and EOTC</i> ● <i>Arrange student/staff competitions</i> ● <i>Organise William Pike and oversee implementation in the school</i> ● <i>Decide on EOTC - plan/implement 2021 EOTC Week and Camp in 2021 if it is still going to happen.</i> ● <i>Feedback once a term to SMT about aspects of the JD that have and have not been covered and be prepared to discuss any support required.</i> 	<p>Paul Chalk, Johan Balzer, Sam Johnston, Campbell Garrett</p>	<p>2021 - 2023 Minor focus</p>
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Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

<p>Develop the EBIS staff appraisal structure based on the new collective</p>	<ul style="list-style-type: none"> ● <i>Revise the current structure against the new criteria</i> ● <i>Undertake PLD if required</i> ● <i>Rewrite our system including updating templates</i> ● <i>Ensure staff are clear on what is required so appraisal is in place from the start of the year</i> ● <i>Evaluate through discussion throughout the year and modify as we require</i> ● <i>Feedback once a year to Board using the school template</i> 	<p>Wikus Swanepoel</p>	<p>2021 Minor focus</p>
<p>Participation in the Motu Kairangi Kahui Ako</p>	<ul style="list-style-type: none"> ● Attend Kahui Ako management meetings ● Attend Motu Kairangi principal meetings ● Implement appropriate Kahui Ako targets amended for EBIS context ● Appoint Kahui Ako WSL positions where appropriate to implement initiatives ● Support kahui ako PLD at EBIS which aligns to kahui ako goals ● Support kahui ako goals in consultation with staff and BOT 	<p>Wikus Swanepoel</p>	<p>2021 - 2022 Minor focus</p>
<p>Move Towards Innovative Learning Environments</p>	<ul style="list-style-type: none"> ● <i>Identify ILE team/s and place in appropriate rooms</i> ● <i>Develop the pedagogy for ILE's in our school</i> ● <i>Feedback via team minutes to SMT once a month the developments that have been made</i> ● <i>Look to purchase further furniture appropriate to the spaces and future focused learning</i> ● <i>Feedback once a year to Board using the school template</i> 	<p>All Staff</p>	<p>2021 - 2023 Minor focus</p>
<p>Maintain IT systems across the school</p>	<ul style="list-style-type: none"> ● <i>Maintain School Systems</i> ● <i>Manage student and staff Google accounts</i> ● <i>Ensure RUA's are in place for all staff and students</i> ● <i>Chromebook stocktake - end of each term</i> ● <i>Liaise with Norrcom, N4L and eTap as required</i> ● <i>Troubleshoot and assist staff to sort out ICT issues as they arise</i> 	<p>Kelvin Fah</p>	<p>2021 - 2023 Minor Focus</p>

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

Goal 2: Develop a culturally responsive school supportive of students, staff and community wellbeing

Action	What does this mean?	Who?	When
<p>Develop and implement a plan for cultural responsiveness developing staff capability over the next 3 years</p>	<ul style="list-style-type: none"> ● Further develop a plan for the implementation of cultural responsiveness over the 2021 - 2022 period - introduce staff and ensure plan is implemented. ● Ensure staff have a key liaison person for questions and advice and guidance on cultural responsiveness ● Ensure that all classes use the EBIS Maori Curriculum Plan in classes at least twice a week - continue to trail options for ensuring use in school. ● Ensure kawa document is followed throughout the school ● Ensure that through the EBIS curriculum different cultures are promoted including Māori and Pasifika ● Promote the use of Maori and Pasifika greetings and farewells in classes and assemblies ● Include Te Reo in our new signage ● Promote and celebrate local, national and international cultural days and collaborate with the curriculum team ● Create a student cultural matrix which will eventually be uploaded to school talk. ● Plan a multi-cultural day celebration. ● Begin planning for a future Marae stay. ● Ensure Akauwaiata and extension languages are available to students throughout the year. ● Liaise with Performing Arts for Akauwaiata and performance opportunities. ● Lead Korero Whanau evenings with a focus on community connections. Promoting the Korero Whanau evenings amongst the Maori and Pasifika communities to ensure we have greater participation from these communities ● Encourage staff to take PLD in Te Reo to increase confidence - search for and promote ● Assist staff to make links for the children with their learning through culture - performing arts? ● Introduce the cultural competition/sharing event on an annual basis ● Liaise with ESOL and international departments ● Provide tikanga pld for staff and leaders ● Feedback once a term to SMT about aspects of the JD that have and have not been covered and be prepared to discuss any support required. 	<p>Suzanne Trye</p>	<p>2021 Minor focus</p> <p>2022 Major focus</p> <p>2023 Business as usual</p>

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

<p>Develop opportunities for students to improve transitions and engage globally</p>	<ul style="list-style-type: none"> ● Complete all documentation - policies and procedures and ensure these are kept up to date ● Develop school procedures and link with Kahui Ako schools and ESOL: ● Year 6 and college transition - work towards online transition of information where possible ● International student transition ● Migrant and refugee transition ● Work with teachers to ensure programmes are in place to support students and staff ● Liaise with Korean Center and Confucius Institute for all language teaching assistant work and other agencies for language work in school ● Find and sign MOU with an Asian school/s and take a group of our students overseas for 1 - 2 weeks ● Continue marketing starting with website international page ● Take part in on/ off-shore marketing opportunities ● Working towards a goal of 10 long term students and 4 short term groups ● Focus on delivering quality ESOL program ● Focus on being part of WISE ● Implement an admin system to improve systems ● Employ someone to assist with the international dept funded through international dept ● Develop community links and partnerships for assistance to benefit our students: <ul style="list-style-type: none"> - ESOL community - WISE - Kahui Ako - Refugee – red cross ● Feedback once a term to SMT about aspects of the JD that have and have not been covered and be prepared to discuss any support required. 	<p>Wikus Swanepoel</p>	<p>2021 Business as usual</p> <p>2022 Minor focus</p> <p>2023 Minor focus</p>
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Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

<p>Develop well being and resilience for staff and students</p>	<p>Wellbeing Focus</p> <ul style="list-style-type: none"> ● Implement and maintain school wellbeing model ● Maintain existing and develop relationships with experts in the community ● Strengthen culture of wellbeing amongst the staff ● Investigate parenting workshops and advertise ● Continue to offer existing and develop new wellbeing activities for students to include: Travellers, Bonoba resilience, rock and water, well being class programmes and extension ● Share Wellbeing through bulletin and korero whanau evenings ● Link with Kahui Ako as opportunities arise ● Feedback once a term to SMT about aspects of the JD that have and have not been covered and be prepared to discuss any support required. <p>PB4L focus</p> <ul style="list-style-type: none"> ● Maintain, lead and run all Tier 1 systems of PB4L ● Promote PB4L during school assemblies ● Organise all rewards for the PB4L systems ● Maintain the recording of the yellow slips ● PLD of all PB4L, RP systems during TOD at the start of each year. ● All staff to be upskilled with ‘Classroom Management Strategies’ prerequisite for Tier 2 PB4L. ● Maintain tracking teacher PLD gaps and organising needs based PLD and support for teachers. ● RP ‘Fundamentals and understanding’ PLD delivered midyear. ● Dialogue Circles to be modeled and used widely across the school. ● EBIS Matrix refreshed and lessons linked to teach expectations. ● Fortnightly entry into the school Bulletin of the PB4L and RP systems ● Use data to make changes to the behaviour management within EBIS ● SLT to establish a ‘check in check out’ system with priority students ● Start the 3 year signage plan using the EBIS Matrix as the signage guidelines. ● Update the behaviour flowchart to a student friendly version. ● Survey staff beginning and end of year to give directions for areas of need ● Have teachers reflect on their own practice using the BenchMarks of Quality. BMoQ 	<p>Liza Bergantino-Mitu</p>	<p>2021 Major focus</p> <p>2022 Minor focus</p> <p>2023 Business as usual</p>
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Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

<p>Use fundraising activities to improve grounds to foster staff and student well being</p>	<ul style="list-style-type: none"> ● <i>Identify key child centric projects to fundraise for during the year from list</i> <ul style="list-style-type: none"> - <i>Driveway and parking</i> - <i>Mountain bike track</i> - <i>Edible gardens</i> - <i>Shade and trees</i> - <i>Seating and tables</i> - <i>Giant games</i> - <i>Covered court areas</i> - <i>Murals on walls</i> ● <i>Develop a plan for fundraising projects for the year eg fun run</i> ● <i>Organise one large fundraising project for the year</i> ● <i>Establish the Friends of EBIS fundraising group and meet regularly with them</i> ● <i>Offer parent fundraising engagement opportunities eg korero whanau, fundraising, used uniform sale</i> ● <i>Work to access grants from community organisations</i> ● <i>Budget for or fundraise with BoT approval for fundraising projects</i> ● <i>Feedback once a term to SMT about aspects of the JD that have and have not been covered and be prepared to discuss any support required.</i> 	<p>Wikus Swanepoel</p>	<p>2021 Minor focus</p> <p>2022 Business as usual</p> <p>2023 Business as usual</p>
<p>Promotion and marketing to ensure Evans Bay Intermediate is well showcased</p>	<ul style="list-style-type: none"> ● <i>Develop a plan to promote and market the school throughout 2021</i> ● <i>Promote the school to our contributing schools through organised events, activities and correspondence</i> ● <i>Work with social media sites (facebook) to promote the school both locally and nationally</i> ● <i>Website to be continually updated to reflect the activities of the school.</i> ● <i>Using paid and donated advertising opportunities to promote school events</i> ● <i>Promote the ETap app for the community to use.</i> ● <i>Maintain the school Facebook page - have a set team that posts and have a goal of posting once a week.</i> ● <i>Maintain a system for ensuring there is a photo record within the school for all the photos we take.</i> ● <i>Develop a good communication tool between staff and the marketing team to make sure everything that needs advertising can be done.</i> ● <i>Script handout for what needs to be covered in the class interviews for TOD's</i> ● <i>Weekly update of bulletin</i> ● <i>Feedback once a term to SMT about aspects of the JD that have and have not been covered and be prepared to discuss any support required.</i> 	<p>Parent Lead</p>	<p>2021</p> <p>Minor focus</p>

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

Develop staff within the school through coaching and mentoring	<ul style="list-style-type: none"> ● <i>Ensure ongoing coaching or mentoring is made available for staff throughout the year</i> ● <i>Develop and support practices including informal and formal conversations as part of this process</i> ● <i>Ensure that staff reflect on their practice each term and record this appropriately</i> 		2021 - 2023
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Targets 2021

EBIS Achievement Challenge: Reading

Reading underpins all of our learning areas and our experiences of the outside world. Learners use non-fiction reading to get a sense of what is happening in the rest of the world and around our own country in terms of culture, politics, science, sport and entertainment. Learners use fiction reading to develop their own creative thinking in character, setting and plot. Through all of this, students develop a stronger sense of themselves as a learner, enhancing what they do across the curriculum.

Challenge: In our community we want all students to be achieving at, or near, Curriculum Level 4 expectations in Reading by the end of Year 8.

EBIS Targets 2021:

- To improve students' attitude in reading, building on the surveys used in 2020.
- To improve on the proportion of Māori and Pasifika students achieving in Reading at beginning Level 4 and above.
- To improve on the proportion of boys achieving in Reading at end Level 4.
- To decrease the proportion of students in each ethnic group achieving below beginning Curriculum Level 3.

Current Data for Year 7s

Year 7 Overall Data

Y7	
< Level 2	2%
Level 2 beg	1%
Level 2 end	2%
Level 3 beg	5%
Level 3 end	19%
Level 4 Beg	56%
Level 4 end	11%

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

Level 5 beg 5%

Level 5 end 0%

> Level 5 0%

Total Year 7s working at Level 3 end or below = 29%

Gender

	Female	Male
< Level 2	1%	1%
Level 2 beg	0%	1%
Level 2 end	1%	0%
Level 3 beg	1%	4%
Level 3 end	7%	11%
Level 4 Beg	30%	25%
Level 4 end	7%	3%
Level 5 beg	3%	1%
Grand Total	52%	48%

Total Year 7s working at Level 3 end or below Female = 10%, Male = 17%

Ethnicity

	Asian	European	Maori	Other	PI
< Level 2	1%	0%	0%	0%	0%
Level 2 beg	0%	0%	0%	0%	0%
Level 2 end	0%	0%	1%	0%	0%
Level 3 beg	0%	3%	1%	0%	0%
Level 3 end	3%	7%	5%	0%	2%
Level 4 Beg	8%	34%	8%	0%	5%
Level 4 end	1%	7%	1%	0%	0%
Level 5 beg	0%	4%	0%	0%	0%

Total Year 7s working at Level 3 end or below: Asian = 4%, European = 10%, Maori = 7%, Other = 0%, PI = 2%

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

Overview Plan to Accelerate Student Learning in Reading for 2021

<i>Developing student agency through development of a reading/writing programme.</i>			
Goals/Targets:	What will we do:	Who:	When:
Continue to develop a reading/writing programme, providing student agency through Inquiry and SchoolTalk.	Search for and provide relevant staff PD.	Literacy lead, SMT and general staff	Ongoing
	Utilise the Sheena Cameron Reading Book alongside the Writing Book to enhance overall Literacy teaching at EBIS.		
	Work alongside the curriculum leader to align and integrate Reading learning opportunities with overall Inquiry/Kaupapa focus.	Literacy lead and curriculum lead	Term planning meetings
	Review (stocktake) overall school resources in Reading to evaluate usefulness and need; school journals, class novel sets, digital resources	Literacy lead, general staff and Library TIC	Ongoing
To improve students' attitude in reading, building on the surveys used in 2020.	Test and collate attitude data each term using the surveys from 2020.	Literacy lead	Middle of each term
	Use surveys and the student voice to learn more about what the students want to read (both nonfiction and fiction).	Literacy lead and Library TIC	Ongoing
	Refresh current projects that celebrate reading for classes and monitor other programs that come up for student engagement.	Literacy lead and general staff	Ongoing
To improve on the proportion of Māori and Pasifika students achieving in Reading at beginning Level 4 and above.	Identify students with greatest need through initial assessment for monitoring throughout the year.	Literacy lead and general staff	Term 1
	Test and collate data from the start of the year, mid year and end of year from asttle testing to assess progress.	Literacy lead, SMT and Assessment lead	Assessment Periods
	Locate reading materials that are in students' home language to	Literacy lead and ESOL TIC/SENCO	Ongoing

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

	promote engagement and achievement of these students.		
	Monitor PD opportunities that focus on this area.	Literacy lead and SMT	Ongoing
	Continue using the STEPS program and WordLab to link reading and writing and improve the base skills for these students.	Literacy lead and TA's	Ongoing
	Research and provide learning intervention guides to support individual student needs across the school.	Literacy lead and SENCO	Ongoing
To improve on the proportion of boys achieving in Reading at end Level 4.	Identify students with greatest need through initial assessment for monitoring throughout the year.	Literacy lead and general staff	Term 1
	Test and collate data from the start of the year, mid year and end of year from asttle testing to assess progress.	Literacy lead, SMT and Assessment lead	Assessment Periods
	Monitor PD opportunities that focus on this area.	Literacy lead and SMT	Ongoing
	Continue using the STEPS program and WordLab to link reading and writing and improve the base skills for these students.	Literacy lead and TA's	Ongoing
To decrease the proportion of students in each ethnic group achieving below beginning Curriculum Level 3.	Identify students with greatest need through initial assessment for monitoring throughout the year.	Literacy lead and general staff	Term 1
	Test and collate data from the start of the year, mid year and end of year from asttle testing to assess progress.	Literacy lead, SMT and Assessment lead	Assessment Periods
	Locate reading materials that are in students' home language to promote engagement and achievement of these students.	Literacy lead and ESOL TIC/SENCO	Ongoing
	Monitor PD opportunities that focus on this area.	Literacy lead and SMT	Ongoing
	Continue using the STEPS program and WordLab to link reading and	Literacy lead and TA's	Ongoing

Evans Bay Intermediate Te Kura o te Akautangi

Charter 2021 – 2023

	writing and improve the base skills for these students.		
	Research and provide learning intervention guides to support individual student needs across the school.	Literacy lead and SENCO	Ongoing