



Christchurch
SOUTH
Intermediate

SCHOOL CHARTER

Updated 2019

CONTENTS

Charter	
Vision	3
The South Way - Shared Values	3
Governance	4
Management	4
Education Act 1989 - Section 75 and 76	4
The School and its Community	4
National Education Priorities	5
Cultural Diversity	5
Procedural Information	6
Summary of Self Review 2018	7
Strategic Plan 2018 - 2020	8
Strategic Goal 1 (Teaching)	8
Strategic Goal 2 (Learning)	8
Strategic Goal 3 (Māori)	9
Strategic Goal 4 (Engaging Community)	9
Strategic Goal 5 (Other)	9
Annual Plan 2019	10
Domain 1: Stewardship	10
Domain 2: Leadership of conditions for equity and excellence	11
Domain 3: Educationally powerful connections and relationships	12
Domain 4: Responsive curriculum, effective teaching and opportunity to learn	13
Domain 5: Professional capability and collective capacity	14
Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation	15
Student Achievement Targets 2019	16
Summary of Student Achievement Data 2018	16
Target 1 – Māori Students' Writing	18
Target 2 – Boys' Writing	19
Target 3 – Competencies	21

Vision

"Developing a Passion for Learning, Building Independence, Celebrating Diversity, Embracing Challenge"



"South Way" Values

Our shared values are the important qualities we try to live by as we go about our work and relate to others in our school.

Aim High @ CSI

Aim High
Commitment
Support
Integrity

Governance

The board emphasises strategic leadership rather than administrative detail, has a clear distinction of board and staff roles, concentrates on the future rather than the past or present, and is pro-active rather than reactive.

Management

The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal.

Education Act 1989, Section 75 and 76

The legal responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

s.75 Boards to control management of schools –

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals –

(1) A school's principal is the board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the principal –

Shall comply with the board's general policy directions; and

Subject to paragraph (a) of this subsection, has complete discretion to manage as the principal thinks fit the school's day to day administration.

The School and its Community

Christchurch South has a long tradition of fostering positive partnerships with the community it has served since 1939. The school delivers quality educational, cultural and recreational activities for early adolescent students and has earned an enviable reputation.

Christchurch South Intermediate is situated in Selwyn St approximately 2.5kms from the city centre. The students are middle school age children from a wide geographical area including Governors Bay, Lyttleton, Cashmere Hills, Lower Cashmere, Thorrington, Somerfield, Spreydon, Addington and Hoon Hay.

The school is set on 3.72 hectares of attractive grounds featuring student murals, native and exotic plantings and a wide open playing field. A programme of classroom replacement has seen the main block of classrooms replaced with four north facing "pods" of 'open air' classrooms. Each of these "pods" of four modern home room teaching spaces open into a large shared space enabling collaborative 21st Century learning in flexible environments. Specialist classrooms include a Library with attached ICT suite, Performing Arts, Science Laboratory, Visual Arts, Digi-technology, Hard Materials, Food and Fabric Technology spaces. All the schools facilities are linked by a fibre optic network and high speed wireless network. The school is very well resourced with hardware and software to support the ever expanding and rapidly changing 21st Century learning environment.

National Education Priorities

Christchurch South Intermediate School recognizes the Government's priorities:

- Success for all
- A safe learning environment
- Improving Literacy and Numeracy
- Improving Māori student outcomes
- Improving Pasifika student outcomes
- Improving outcomes for students at risk
- Providing career guidance (year 7 and above)
- Improved use of student achievement information

The school is also committed to the goal of all students achieving to their potential through three identified priorities of:

- All students experience effective teaching
- Children's learning is nurtured by families and whanau
- Evidence based practices are used by all involved in schooling

The school integrates the National Educational Guidelines at governance and operational levels by giving them full consideration when planning school developments or school/class programmes. Literacy and numeracy are currently recognized as curriculum priorities, (see strategic goals). Achievement results are carefully analysed each year to identify students or groups of students at risk. Planning ensures that strategies are put in place to improve achievement outcomes. Career education is addressed in discrete modules in Year 7 and 8 programmes. See "Cultural Diversity" below.

Cultural Diversity

The Board takes all reasonable steps to provide instruction in Tikanga Māori (Maori culture) and Te Reo Māori (Māori language).

When developing policies and practices for the school every endeavour is made to reflect New Zealand Cultural diversity and the unique position of the Māori culture.

The school promotes and supports a Whānau group linked to the school. Parents of the students identified as Māori are consulted as to how the school should support their achievement. In recent years the families, using achievement data and in conjunction with the teaching staff, have agreed to specific targets. These are based around:

- ensuring Māori students are given opportunities equal to non Māori.
- lifting the levels of literacy and numeracy achievement.

As well, it has been agreed that the following existing measures are to be fully maintained across the whole school. They are:

- the present teaching staff continue to be encouraged and fully supported with professional development to extend their current abilities in Te Reo
- the components of Tikanga Māori and Te Reo Māori integrated into all appropriate aspects of the school curriculum.

When a parent of a full-time student requests that their child(ren) be provided with instruction in Te Reo Māori, the Principal, on behalf of the Board, will take all reasonable steps and:

- refer to our Resource Teacher of Māori for advice and assistance
- discuss with the parents the ways the school currently involves Te Reo and Tikanga Māori in our life and programmes
- discuss with the parents whether the student would have access to Te Reo in the home
- explore other schools who may offer programmes closer to their expectations
- where appropriate support an application for dual enrolment at Correspondence School for the student/s, and provide support staff assistance.

Procedural Information

The planning year for the board will be from 1 January to 31 December.

The updated charter and annual report (excluding annual financial statements) will be lodged with the Ministry of Education by 1 March each year.

The annual report (including audited annual financial statements) will be lodged with the Ministry of Education by 31 May.

The strategic plan was reviewed in 2016 and annual plans updated for 2017. The Strategic Plan will be fully reviewed including community consultation early in 2017 at which point an updated Charter will be adopted, made public and submitted to the MOE.



SUMMARY OF SELF REVIEW 2018

The **Annual Report 2018** is available on the school website (www.chchsouth.ac.nz) and provides detailed reviews of the following;

- Annual Plan 2018
- General Student Achievement 2018
- Analysis of Variance of Student Achievement Targets 2018
- Analysis of National Standards Data

The Annual Report 2018 along with curriculum, procedural, financial and property reviews and other community, student and staff consultations completed during 2018 provide information necessary for the Board to develop the strategic and annual planning outlined in this charter.



STRATEGIC PLAN 2018 - 2020

Strategic Goal 1 (Teaching)

All students experience quality **teaching** through Flexible and Responsive Environments for Deep Learning (FREDL).

- 1.1 All staff understand, support and have the capacity to work in Flexible and Responsive Environments for Deep Learning (FREDL)
- 1.2 Collaborative practice (focusing on pairs) between staff raises student learning and achievement;
- 1.3 Professional practice is strengthened through membership of the local educational cluster;
- 1.4 The School's spaces and equipment enable collaborative teaching and learning.

Strategic Goal 2 (Learning)

The school delivers a broad education that ensures every student has access to **learning** experiences that grow their emotional, social, physical, academic and cultural development.

- 2.1 Evaluate and develop the broad range of co-curricular, extra-curricular activities.
- 2.2 Ensure access to opportunities for as many students as possible.
- 2.3 Develop the school curriculum to reflect 2 year cycle.
- 2.4 Fully document school competency based curriculum (scaffold, planning, assessment, using deep learning processes)
- 2.5 Ensure student leadership development opportunities are broad and accessible.
- 2.6 Review health curriculum to ensure focus on personal growth, wellbeing and engagement - develop processes and use tools to regularly evaluate student well-being and respond to findings. Wellness becomes a precursor to learning. (Use wellbeing@school resources as key measures of development in this area)
- 2.7 Ensure PB4L principles align with and drive the restorative practice based relationship management procedures which are fully documented and implemented.
- 2.8 Review and develop opportunities to strengthen the GATE programme

Strategic Goal 3 (Cultural Responsiveness)

The school is culturally responsive.

- 3.1 All students feel welcome and accepted and experience a sense of belonging at the School;
- 3.2 The School continues the development of the 'cultural narrative' within the local educational cluster;
- 3.3 Staff are skilled and competent with Te Reo, tikanga and te ao Māori;
- 3.4 Pasifika culture is supported through the re-establishment of a Pasifika cultural group.

Strategic Goal 4 (Community Engagement)

The School community is well-informed, engaged and supportive.

- 4.1 The School educates parents and whānau in restorative practice, parenting teenagers, and 'digital citizenship'.
- 4.2 Parents and whānau understand Flexible and Responsive Environments for Deep Learning (FREDL).
- 4.3 Parents and whānau understand and support the role of digital technology for learning.
- 4.4 Digital technologies are fully utilised to support constructive and effective learning partnerships with parents and whānau.

Strategic Goal 5 (Other)

To achieve other identified priorities.

- 5.1 Recommendations from previous reviews



ANNUAL PLAN 2019

Domain 1: Stewardship

Defined by ERO as:

- The board of trustees represents and serves the education and school community in its stewardship role
- The board of trustees scrutinises the work of the school in achieving valued student outcomes
- The board of trustees evaluates the effectiveness of board performance in its governance and stewardship role
- The board of trustees effectively meets statutory requirements

Strategic Goals	Actions
<ul style="list-style-type: none">• The school's spaces and equipment enable collaborative teaching and learning (SG 1.1)• The school continues the development of the 'cultural narrative' within the local educational cluster (SG 3.2)	<ol style="list-style-type: none">1. Resource the school appropriately to achieve goals related to FREDL.2. Work with the MOE as the school enters the Christchurch Schools Renewal Programme. Complete Education Brief and move to Master Planning phase.3. Work alongside cluster schools to identify and engage support for advice on things Māori.4. Fully implement "School Docs" as the platform for the school's policies and procedures.

Domain 2: Leadership of conditions for equity and excellence

Defined by ERO as:

- Leadership collaboratively develops and enacts the school's vision, values, goals and priorities for equity and excellence
- Leadership establishes and ensures an orderly and supportive environment conducive to student learning and wellbeing
- Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching
- Leadership promotes and participates in a coherent approach to professional learning and practice
- Leadership builds capability and collective capacity in evaluation and inquiry for sustained improvement and innovation
- Leadership builds relational trust and effective participation and collaboration at every level of the school community

Strategic Goals	Action
<ul style="list-style-type: none"> ● All staff understand, support and have the capacity to work in Flexible and Responsive Environments for Deep Learning (FREDL) (SG 1.1) ● Collaborative practice (focusing on pairs) between staff raises student learning and achievement. (SG 1.2) ● Professional practice is strengthened through membership of the local educational cluster. (SG 1.3) ● Develop the school curriculum to reflect 2 year cycle. (SG 2.3) ● Fully document school competency based curriculum (scaffold, planning, assessment, using deep learning processes) (SG 2.4) ● Review health curriculum to ensure focus on personal growth, wellbeing and engagement - develop processes and use tools to regularly evaluate student well-being and respond to findings. Wellness becomes a precursor to learning. (Use wellbeing@school resources as key measures of development in this area) (SG 2.6) ● Ensure PB4L principles align with and drive the restorative practice based relationship management procedures which are fully documented and implemented. (SG 2.7) ● Pasifika culture is supported through the re-establishment of a Pasifika cultural group. (SG 3.4) ● The School educates parents and whānau in restorative practice, parenting teenagers, and 'digital citizenship'. (SG 4.1) ● Parents and whānau understand Flexible and Responsive Environments for Deep Learning (FREDL). (SG 4.2) ● Parents and whānau understand and support the role of digital technology for learning. (SG 4.3) 	<ol style="list-style-type: none"> 1. Senior Leadership Team ensures clarity, coherence and connection. <ol style="list-style-type: none"> a. The schools middle leadership is restructured to support clarity, coherence and connecting. Membership includes SLT, Kaihautū and when relevant PB4L team members. b. Roles and responsibilities of the new of role of Kaihutū leaders (Learning and Culture Coaches) are well defined and supported. c. Kaihautū are well supported to deliver team based PLD that supports schoolwide coherence in learning and culture. d. Kaihautū complete Kahukura Middle Leader training. e. Opportunities to grow and develop leadership capacity for all teachers are maximised. f. Action Plans for key areas/initiatives are developed and reviewed (Pasifika, Māori, ICT and digital technologies, G&T, Math, Literacy, Music, Digital Citizenship, PB4L) g. Relationship Management Procedures, incorporating PB4L principles, are fully implemented and in class strategies strengthened.

Domain 3: Educationally powerful connections and relationships

Defined by ERO as:

- Learning centred relationships effectively engage and involve the school community
- Communication supports and strengthens reciprocal, learning centred relationships
- Student learning at home is actively promoted through the provision of relevant learning opportunities, resources and support
- Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners

Strategic Goals	Action
<ul style="list-style-type: none"> ● All students feel welcome and accepted and experience a sense of belonging at the school. (SG 3.1) ● Pasifika culture is supported through the re-establishment of a Pasifika cultural group. (SG 3.4) ● The School educates parents and whānau in restorative practice, parenting teenagers, and 'digital citizenship' (SG 4.1) ● Parents and whānau understand Flexible and Responsive Environments for Deep Learning (FREDL). (SG 4.2) ● Parents and whānau understand and support the role of digital technology for learning. (SG 4.3) 	<ol style="list-style-type: none"> 1. Extend effective virtual space access for parents and caregivers to engage with and support their children's learning. 2. Develop opportunities to enhance learning partnerships between home and school through Deep Learning Design and implementation with special focuses on: <ol style="list-style-type: none"> a. Valuing whanau and student voice in the design of learning b. Concluding each learning Trimester with a significant whanau engagement event 3. Facilitate at least one parent engagement/education opportunity per term (restorative practice, parenting teenagers, and 'digital citizenship' focusses) 4. Grow the Pasifika cultural group 5. Work with Kahukura Community of Practice schools to achieve shared strategic goals (Kahukura Annual Plan 2019) including supporting Lead Teachers to achieve Kahukura strategic goals in: <ol style="list-style-type: none"> a. Music b. Deep Learning c. Māori d. Leadership e. Learning Support (SENCO) 6. All staff to participate fully in opportunities to engage with Māori students' whānau to build positive, respectful relationships aimed at better understanding whānau expectations for Māori achieving as Māori.

Domain 4: Responsive curriculum, effective teaching and opportunity to learn

Defined by ERO as:

- Students learn, achieve and progress in the breadth and depth of The New Zealand Curriculum and Te Marautanga o Aotearoa
- Students participate and learn in caring, collaborative, inclusive learning communities
- Students have effective, sufficient and equitable opportunities to learn
- Effective and culturally responsive pedagogy supports and promotes student learning
- Effective assessment for learning develops students' assessment and learning to learn capabilities

Strategic Goals	Action
<ul style="list-style-type: none"> ● Ensure access to opportunities for as many students as possible (SG 2.2) ● Develop the school curriculum to reflect 2 year cycle. (SG 2.3) ● Ensure student leadership development opportunities are broad and accessible. (SG 2.5) ● Review health curriculum to ensure focus on personal growth, wellbeing and engagement - develop processes and use tools to regularly evaluate student well-being and respond to findings. Wellness becomes a precursor to learning. (Use wellbeing@school resources as key measures of development in this area) (SG 2.6) ● Ensure PB4L principles align with and drive the restorative practice based relationship management procedures which are fully documented and implemented. (SG 2.7) ● Review and develop opportunities to strengthen the GATE programme (SG 2.8) 	<ol style="list-style-type: none"> 1. The trimester based learning approach is consolidated school wide 2. Document processes to ensure student voice is a key driver for Leisure Education Programme development. 3. Use of the Wellbeing@school tool across the school to support the introduction of Mana Ake Kaimahi (support workers). 4. Document approaches to supporting Tier 2 and 3 learners within the school's Relationship Management framework using PB4L guidelines. 5. Further develop school wide approaches to competencies assessment and reporting 6. Paired collaborative practice is sustained focusing on: <ol style="list-style-type: none"> a. relationship development b. planning for Deep Learning c. analysing student achievement data d. shared strategies for supporting students identified on the SEN and GATE registers e. shared strategies for achieving student achievement targets f. approaches to achieving effective FREDL g. approaches to achieving the schools digital strategy h. completing a collaborative teaching as inquiry cycle

Domain 5: Professional capability and collective capacity

Defined by ERO as:

- A strategic and coherent approach to human resource management builds professional capability and collective capacity
- Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities
- Organisational structures, processes and practices enable and sustain ongoing learning, collaborative activity and collective decision making
- Access to relevant expertise builds capability for ongoing improvement and innovation

Strategic Goals	Action
<ul style="list-style-type: none"> ● All staff understand, support and have the capacity to work in Flexible and Responsive Environments for Deep Learning (FREDL) (SG 1.1) ● Collaborative practice (focusing on pairs) between staff raises student learning and achievement. (SG 1.2) ● Professional practice is strengthened through membership of the local educational cluster (SG 1.3) ● Staff are skilled and competent with Te Reo, tikanga and te ao Māori. (SG 3.3) ● Digital technologies are fully utilised to support constructive and effective learning partnerships with parents and whānau. (SG 4.4) 	<ol style="list-style-type: none"> 1. Through inquiry into practice, teachers develop their own pedagogical understanding/application of 'how can we develop students' agency, especially in digital spaces?' 2. Consolidate shared Understanding of Deeper Learning Planning and Assessment schoolwide. 3. PLD Programme focuses on coherence of: <ol style="list-style-type: none"> a. PB4L through Relationship Management b. Consolidating Deep Learning planning, implementation and assessment approaches c. Supporting the development of Collaborative Practice (pairs) d. Taha Māori with a focus on te reo programmes, place based learning and the school's cultural narrative. 4. Strengthening Cluster relationships - supporting: <ol style="list-style-type: none"> a. the TLIF focus on student agency b. deep learning principles applied to all strategic areas (Māori, Performing Arts) c. the introduction of Mana Ake support workers across the cluster. 5. Ensure equity of opportunity for students in digital environments to support learning (Analytics checkpoints - Hapara, Seesaw and Mathletics) 6. All staff have professional goals that are aligned to the Strategic Plan 7. Teachers of GATE clustered students receive support and PLD in how to effectively meet their needs. 8. A 3-5 year strategic plan for Māori is drafted which will map out future specific priorities including: <ol style="list-style-type: none"> a. baseline expectations for classroom te reo and tikanga b. place based learning c. development and understanding of a school and the local area cultural narrative.

Domain 6: Evaluation, inquiry and knowledge building for improvement and innovation

Defined by ERO as:

- Coherent organisational conditions promote evaluation, inquiry and knowledge building
- Capability and collective capacity to do and use evaluation, inquiry and knowledge building sustains improvement and innovation
- Evaluation, inquiry and knowledge building enable engagement with external evaluation and contribution to the wider education community

Strategic Goals	Actions
<ul style="list-style-type: none"> • Evaluate and develop the broad range of co-curricular, extra-curricular activities. (SG 2.1) • Ensure access to opportunities for as many students as possible. (SG 2.2) • Ensure student leadership development opportunities are broad and accessible. (SG 2.5) • Review health curriculum to ensure focus on personal growth, wellbeing and engagement - develop processes and use tools to regularly evaluate student well-being and respond to findings. Wellness becomes a precursor to learning. (Use wellbeing@school resources as key measures of development in this area) (SG 2.6) • Ensure PB4L principles align with and drive the restorative practice based relationship management procedures which are fully documented and implemented. (SG 2.7) • Review and develop opportunities to strengthen the GATE programme. (SG 2.8) 	<ol style="list-style-type: none"> 1. Relationship Management procedures modified to include PB4L principles and procedures. 2. Document and implement revised processes and provision of opportunities for GATE students. 3. Clarify purpose and develop resources to support coherent approaches to learning conversations with parents - Team Up, Learning Conferences and Reporting processes.



STUDENT ACHIEVEMENT TARGETS 2019

Summary of Student Achievement Data 2018

Areas of Strength

Mathematics

- Year 7 achieved target, with 87% of Students achieving “At” or “Above” curriculum level.
- Māori and Non-Māori in Year 7 have achieved at very similar levels

Reading

- Year 8 have achieved target four years running, 88% achieving “At” or “Above”, Year 7 have similar results (84.4%)
- Māori students achieving at same level as Non-Māori in Year 7
- Girls reading achievement in Year 7 and Year 8 are very strong, Year 7, 90.1% and Year 8, (91.9%)
- Consistently high levels of “At” or “Above” over the last five years
- 100% of Pasifika students are achieving “At” or “Above” expected curriculum standard.

Writing

- Achievement “At” or “Above” is continuing to improve, particularly in Year 7 age group.
- Year 7 and Year 8 girls are showing excellent levels of achievement, Year 7, 90%, Year 8, 89%

Māori Achievement

- 87% of Year 7 Māori students “At” or “Above” in Mathematics
- 84% of Year 7 Māori students “At” or “Above” in Reading

Key Competencies (measured on a five point scale - Limited Evidence>Emerging>Developing>Accelerating>Advanced)

Year 7 & 8 combined data

- Communication - 64.6% (Accelerating or Advanced)
- Collaboration - 68.8% (Accelerating or Advanced)
- Thinking - 70.3% (Accelerating or Advanced)
- Citizenship - 73.5% (Accelerating or Advanced)
- Character - 73.8% (Accelerating or Advanced)

Areas for improvement

1. Boys Writing
2. Māori Reading in Year 8
3. Māori Writing
4. Key Competencies - further development of understanding, teaching and assessment of competencies.

Basis for Identifying Areas for Improvement

1. Boys Writing
 - Year 7 Boys, 72.8% “At” or “Above” compared to 90% of Girls
 - Year 8 Boys, 66.9% “At” or “Above” compared to 89.4% Girls
2. Māori Writing
 - Year 7 - 65.8% “At” or “Above” compared with 83% for Non-Māori
 - Year 8 - 72.5% “At” or “Above” compared with 78.9% for Non-Māori
3. Māori Reading - Year 8
 - Year 8 - 77.5% “At” or “Above” compared with 90.2% for Non-Māori
4. Key Competencies
 - To have a truly competency based curriculum we want competency achievement levels to be closer to 80% of students achieving Accelerating or Advanced.

Planned Interventions for Student Achievement

- ALL programme to continue in 2019, targeting students identified
- Collaborative descriptions continue to be used as a collaborative document between teaching partners and Team wide. Building knowledge and accountability for targeted students progress.
- Continuation of Cultural Competency building
- Numeracy and Literacy Progressions to be explored during PLD
- Sharing and knowledge building of successful strategies for motivating and accelerating Boys writing achievement
- Consolidation, exploration and building of approaches in using Mathletics within Mathematics programmes
- A focus on Key Competency development through the Kahukura TLIF Programme with lead teachers and experts Pam Hook and Sue McDowell supporting teachers.

Progress Statement

Student Achievement data from 2017 - 2018, shows gains in Mathematics and consistency across Reading and Writing

- Reading (86% - 86%), 0%
- Writing (79% - 79%), 0%
- Mathematics (80% - 84%), +4%

Target 1: Māori Students' Writing

Key for Christchurch South Intermediate expected, End of Year, student achievement against curriculum levels.

For comparison purposes they align closely with previous National Standards.

	Curriculum Level											
	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A
Y6	Well Below		Below		At	Above						
Y7	Well Below				Below	At	Above					
Y8	Well Below					Below	At	Above				

Target: 85% of Māori students will achieve "At" or "Above" the expected curriculum level in Writing (Y7 3A and above, Y8 4P and above)

In 2018 65.8% of Year 7 students and 72.5% of Year 8 students had achieved "At" or "Above" the expected curriculum level in Writing at the end of the year.

Results (Māori Students' Writing)

2019 Intake (2019 Year 7 Students)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2019 (Beg Y7)*40	6	15%	14	35%	12	30%	8	20%
2019 (End Y7)								
2020 (End Y8)								

* This is based on assessments made at the beginning of the year but aligned to the expected levels for the end of Year 6.

2018 Intake (2019 Year 8 Students)

	Well Below		Below		At		Above	
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion
2018 (Beg Y7)*37	3	8%	10	27%	8	22%	16	43%
2018 (End Y7) 38	6	16%	7	18%	12	32%	13	34%
2019 (End Y8)								

* This is based on assessments made at the beginning of the year but aligned to the expected levels for the end of Year 6.

Target 2: Boys' Writing

Key for Christchurch South Intermediate expected, End of Year, student achievement against curriculum levels.

For comparison purposes they align closely with previous National Standards.

	Curriculum Level											
	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A
Y6	Well Below		Below		At	Above						
Y7	Well Below				Below	At		Above				
Y8	Well Below					Below		At		Above		

Target: To accelerate the progress of boys in writing

- Year 7 boys who are at curriculum level 2A and 3B at the start of the year to at least 3A by the end of the year.
- Year 8 boys who are at curriculum level 3P at the start of the year to at least 4P by the end of the year

Results (Boys Writing)

2019 Year 7 Students (2019 Intake)

There are 125 Year 7 Boys of which 39 are in the target group.

Key for progress chart

		2019 (Beginning of Year)	
		2A - 14	3B - 25
2019 (End of Year)	Above	5A	
		5P	
		5B	
		4A	
		4P	
	At	4B	
		3A	
	Below	3P	
	Well Below	3B	
		2A	
		2P	
		2B	

	Outstanding Accelerated Progress
	Accelerated Progress
	Typical Progress
	No Progress

Note: Mid Year data in brackets

2019 Year 8 Students (2018 Intake)

There are 146 Year 8 Boys of which 21 are in the target group.

2019 (End of Year)	Above	5A	2019 (Beginning of Year)
		5P	3P - 21
		5B	
	At	4A	
		4P	
	Below	4B	
		3A	
	Well Below	3P	
		3B	
		2A	
		2P	
		2B	

Note: Mid Year data in brackets

Key for progress chart

	Outstanding Accelerated Progress
	Accelerated Progress
	Typical Progress
	No Progress

Target 3: Competencies

Target: To have a truly competency based curriculum we want competency achievement levels to be closer to 80% of students achieving Accelerating or Advanced.

Results (Competencies)

Competency	2018 Year 7 and 8 Combined % (Accelerating or Advanced)	2019 Year 7 and 8 Combined % (Accelerating or Advanced)
Communication	64.6%	
Collaboration	68.8%	
Thinking	70.3%	
Citizenship	73.5%	
Character	73.8%	