

STRATEGIC PLAN 2024-2025

TE ATATŪ INTERMEDIATE



TeAtatū
INTERMEDIATE SCHOOL

WHANAUNGATANGA
CONNECTION/BELONGING

ATAWHAI
CONSIDERATION/KINDNESS

KAITIAKITANGA
RESPONSIBILITY

AKO
RESPECTFUL PARTNERSHIP

TE ATATŪ INTERMEDIATE SCHOOL - A PLACE TO BELONG!

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OUR MISSION

Me whakamana ai nga tauira kia tu tangata
Kia tu pakari ratou i roto i tenei ao hurihuri
he tauira akono mo ake tonu atu
Kia kaha hoki ngā ākonga ki te whakatutuki
I to ratou ake

Equipping students to stand tall:
To be the best people they can be
and as lifelong learners,
Achieving at their personal best.



TeAtatū
INTERMEDIATE SCHOOL

STRATEGIC GOALS

Improving outcomes for all

WHICH BOARD PRIMARY OBJECTIVE DOES THIS STRATEGIC GOAL WORK TOWARDS MEETING?

Objectives of boards in governing schools.

A board's primary objectives in governing a school are to ensure that—

(a) every student at the school is able to attain their highest possible standard in educational achievement; and

(b) the school —

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

(c) the school is inclusive of, and caters for, students with differing needs; and

(d) the school gives effect to Te Tiriti o Waitangi, including by—

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and

(iii) achieving equitable outcomes for Māori students.

LINKS TO EDUCATION REQUIREMENTS

- NELPS
 - Learners at the centre
 - Barrier Free Access
 - Quality Teaching and Leadership
- Action Plan for Pacific Education (key shifts)
- Ka Hikitia (guiding principles)

WHAT DO YOU EXPECT TO SEE?

- Shifts in acceleration for all students, particularly Māori and Pacific students, and those at risk of not achieving.
- Curriculum refresh support for teachers, increase in knowledge and confidence in curriculum delivery.
- Early intervention programmes
- Prioritising equity and inclusion
- Data and 'hearta' driven approach (qualitative and quantitative data) to identify needs and inform direction.
- Teacher PLD
- From community survey: respond to social and emotional needs (hauora) of students. Support available for students.
- Resource allocation to support this goal.

HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOALS?

- Focus on building a warm school community feel
- Focus on positive school culture for students and establishing and recognising core WAKA values (Whanaungatanga/ Atawhai / Kaitiakitanga / Ako) Setting effective learning targets and target groups. Identifying and setting up of target students, Tracking and monitoring of students across the year. Longitudinal tracking from Y7 to Y8 to check progress / accelerated progress.
- Setting individual formative learning goals
- Set active annual plans and targets for all cohorts
- Priority for 2024/25 learner focus - engaging students, especially those at risk or disengaged from learning. Focus around Statement of Variance goals to support teaching and learning.
- Effective practice to support acceleration of student progress. Continue to Improve attendance and punctuality for all students
- Networking and collaboration – Te Atatu CoL
- SENCO role separated out to DPs for year 7s / year 8s to support and provide assistance for at risk students and behavioural needs of our cohorts
- Utilise our systems to monitor student engagement via home pathways and school.
- Continuing a positive, supportive and productive relationship with the board
- Transition – ease the way between schools for at risk students both on to college and into TAI
- Use effective data gathering to drive targets and student goal setting. Reporting back to parents at key checkpoint times across the year in plain speak.

HOW WILL YOU MEASURE SUCCESS?

- Academic assessment data, including longitudinal tracking
- Attendance data
- Behavioural data
- Accelerated progress analysis
- Whānau / student surveys, hui, fono
- IEPs and IBPs
- SENCO data
- Kahui ako partnerships

STRATEGIC PLAN 2024 - 2025

CURRICULUM/MARAUTANGA

STRATEGIC GOALS

A Living, Developing Curriculum

WHAT DO YOU EXPECT TO SEE?

- Students engaged, motivated in learning
- An educational curriculum that adapts to the changing needs of students.
- Supported by teachers
- Students that are confident, capable, connected.
- A living curriculum that is connected to and supports our school WAKA values and NZC values
- Whānau and community engagement, consultation, outreach
- Student agency, choice and voice
- A curriculum that has allows room for teacher and student innovation and experimentation
- Kahio ako involvement

HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOALS?

- Hauora: support for student hauora through in school programmes
- Continue implementing the Digital technologies curriculum and adopt refreshed curriculum / PLD to support Continue developing Local Curriculum and matauranga Māori into TAI programme,
- Te Reo in all classes – continue to see progressing beyond level one
- Consolidating and expanding the use of tikanga in classes across the school
- Providing teacher development/ PD support in core areas
- Effective use of 1-1 school owned/leased devices to across the curriculum for Digital Technologies and to eliminate barriers of students not having access to their own device.
- Use of Linewize and online safety focus to structure effective and safe use when on devices
- Best practice and individual teacher development
- Personal development within Code of Practice and the Professional Standards, support teachers within their professional growth cycle.
- Assessment of the success and added value of learning reviews
- Reporting to parents regularly across year

HOW WILL YOU MEASURE SUCCESS?

- Curriculum reviews
- Community consultation feedback
- Soft data on student engagement
- Cross curricula connections, 21st century skill development, including creative, critical, collaborative, computational and caring thinking. Fostering curiosity (from community survey)
- Community and whanau partnerships
- Clear communication of student achievement with whanau
- Teachers that are culturally competent
- Student feedback

STRATEGIC PLAN 2024 - 2025

COMMUNITY/HAPORI

STRATEGIC GOALS

Engaging with Community

HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOALS?

- Whanau day to meet, build relationships and connections right from the outset.
- Continued emphasis on whanau involvement eg Student - Led Conferences - to the ideal of 90% attendance
- Parent nights / SLC to provide communication between home and school to support the student/teacher/family involvement
- Website and newsletters used as an effective communication line between home and school to strengthen the partnership
- Community Survey / Student Survey/ Health Survey (2025)
- Implement ideas from the community, student and other surveys
- Sharing /mentoring across the CoL- ASL to work collegially with WSLs.
- Establish good relationships across the CoL- leaders and staff
- Goals set in line with the CoL community of learning CoL main focus in 2024 continues with math.
- Continuing to develop effective parent and student voice - information, suggestions and ideas
- Sharing of schoolwide behaviour approaches via PB4L support programmes.

STRATEGIC PLAN 2024- 2025

COMPLIANCE/TAUTUKUNGA

STRATEGIC GOALS

Safe and Compliant Environs

HOW WILL WE ACHIEVE OR MAKE PROGRESS TOWARDS OUR STRATEGIC GOALS?

- Review and regularly update policies as they come up through School Docs. Provide introduction to staff and BOT
- *Office and audit procedures – continue to embed the Financial Procedures Manual
- Review documentation, processes, policies and procedures in the three-year cycle (review the cycle annually)
- Review and adjust programmes - all programmes - as changes or legislation require amendments
- Implement changes required by legislation
- Annual review of curriculum in October each year
- Annual Review of International Student Code of Practice
- ESOL and SEG grants spent to employ staff and provide resources and support for students
- Policies to support a positive staff culture of co- operation and communication.
- Review the H&S plans as required and ensure that the school is a safe place
- Regular practices, staff meetings etc around H&S and ensure staff and visitors know the processes
- Managing teacher stress: mentoring etc -wellbeing budget supports this alongside EAP if required.
- Zone: maintain the regulations around out of zone procedures



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SUMMARY OF THE PLAN

Improving outcomes for all: identifying best practice in order to build teacher capacity - **CULTURE**

A living, developing curriculum: to identify best practice in order to build student success - **CURRICULUM**

Engaging with the community: to partner with whānau / community to best support student learning - **COMMUNITY**

Safe and compliant environments: to ensure all legislation and procedures comply to benefit the learning environment - **COMPLIANCE**

WHERE WE ARE CURRENTLY AT

- Ongoing professional learning and development to support the implementation of refreshed curriculum, including Aotearoa New Zealand Histories.
- Support from Kirstin Hensman (Sharp Kinane) in curriculum development.
- Professional growth cycle of teachers linked to developing skills and strengths
- Digital, local, and maturaanga Māori curriculum continues to be developed, with support from Dion Pou (outside facilitator), Science teacher on RSNZ leadership award in 2024.
- Focus on assessment and collaboration within assessment for consistency amongst staff, and to enable us to identify learners requiring support, personalizing learning for these students/extension. Assessment information shared with whanau regularly.
- Core targets focused around kahui ako – specifically maths (term 1 focus) followed by literacy focus from term 2 on, our Māori / Pacific and 'at risk' students
- Based on feedback from community survey- continued focus on student social and emotional well-being, alongside academic focus to develop confident, capable, connected learners. Support from PB4L integration.
- Continue to develop tikanga within our kura and address equitable outcomes for all.
- Internal evaluation – ways in which we support Māori learners / Pacific learners / at risk learners.
- Building teachers adaptive capacity to respond to student learning needs effectively.

HOW WILL OUR TARGETS AND ACTIONS GIVE EFFECT TO TE TIRITI O WAITANGI

Staff meetings around what Partnership, Protection and Participation looks like, feels like, sounds like at TAI to support equitable outcomes for Māori. Developing and growing tikanga awareness across our kura. Building our school culture. Partnership with Dion Pou and supporting external groups (Wild about Te Atatu and RSNZ) re local environment to support maturaanga Maori principles.

ANNUAL IMPLEMENTATION PLAN 2024 - 2025

CULTURE/TIKANGA

STRATEGIC GOALS

To monitor and track outcomes for priority learners, identify supports required (and implement)

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

Working towards achieving equitable outcomes for all. Raising student achievement of all students, particularly Māori / Pacific / at-risk students through accelerated learning.

ACTIONS

- Connection for new students Tuakana/teina model and explicit teaching of school WAKA values Professional Growth Cycle
- Continuation of professional growth cycle. Teachers reflect current and best practice
- Support of teacher criteria/standards
- Incorporating tikanga/reo practices
- Curriculum Plan for under-achievement
- Data analysis to identify the groups not achieving at target levels or significantly below other cohorts - focus on acceleration
- Quick identification of students who will need support, SEN register.
- Assessment results will be used and shared formatively at core learning points throughout the year.
- Analysis Statement of variance goals (Boy's writing, Maori and Pacific math and Māori students in reading) Support through resources to accelerate learning for our students most in need.
- Identification of students requiring support as well as resources such as Tataiako, Action Plan for Pacific Education 2020 - 2030, Ka Hikitia, Tapasa, will be utilised
- Data will be used to report progress to the Board three times a year
- Whanau hui for new year 7 families at beginning of the year.
- Embracing cultural considerations to promote te ao Māori / Matauranga Maori
- Reporting to parents will take place via SLCs, comprehensive reports and other parent meetings.

WHO IS RESPONSIBLE?

- Board
- SLT
- Class teachers

RESOURCES REQUIRED

- 1:1 devices, loan devices for whānau in need Support measures in place for uniform, lunches. Donation school
- School counsellors
- Activ8 programme, TYMS
- Teacher Aide support
- PB4L
- Waka values focus
- Curriculum refresh resources, Tāhūrangi
- Core documentation for Pacific / Māori learning.

HOW WILL YOU MEASURE SUCCESS?

- Academic assessment data, including longitudinal tracking
- Attendance data
- Behavioural data
- Accelerated progress analysis
- Whānau / student surveys, hui, fono
- IEPs and IBPs
- SENCo data
- Kahui ako partnerships

ANNUAL IMPLEMENTATION PLAN 2024 - 2025

CURRICULUM/MARAUTANGA

STRATEGIC GOALS

Develop an engaging, relevant, responsive curriculum for our akonga.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

Increased teacher confidence, knowledge and capacity to deliver curriculum that draws upon local curriculum and matauranga Māori.

ACTIONS

- **Teaching and Learning**
 - Implementation of ANZH and support for curriculum refresh - Te Mātaiaho
 - Local Curriculum – includes Matauranga Maori
 - Digital Curriculum - includes Linewize filter system and monitoring support and online competency
- Focus on assessment and a collaboration around assessment for consistency amongst staff / added value
- Targets/focus linked into the Community of Learning targets - **Maths** Culturally responsive and relational pedagogy around priority learners (Kahui Ako focus to switch to English curriculum and supporting implementation from term 2)
- Professional Development for groups and individuals take part in all PD
- Actively support wellbeing of staff and students
- TAI ASL to work alongside WSLs and the wider community. In Kahui Ako
- Challenging targets set for all cohorts and groups
- TAI model of setting school target groups using NZC
- Inquiry goals link into staff within te ao Māori, specifically reo and tikanga processes/ sharing amongst staff/ collaborative feedback to support whole staff development - support Māori students within Ka Hikitia and framework of Tataiako.
- Support of Pasifika students linked around Action Plan for Pacific Education and Tapasa.
- *Maths Buddy and Smartlab* used to set target groups
- Refresher for staff around DT Linewize/Classwise continue to monitor and support digitech - Google class. (All students issued with school
- Hauora support for students through in school programmes, linked with SENCO e.g. TYMs, Activ8, counselling

WHO IS RESPONSIBLE?

- Board
- SLT
- Class teachers
- Outside facilitators

RESOURCES REQUIRED

- Curriculum support / PD Formative/summative assessment Courses /outside facilitators/ PD Cultural competency / tikanga focus Wellbeing support
- Extra curricular opportunities

HOW WILL YOU MEASURE SUCCESS?

- Curriculum reviews
- Community consultation feedback
- Soft data on student engagement
- Cross curricula connections, 21st century skill development, including creative, critical, collaborative, computational and caring thinking. Fostering curiosity (from community survey)
- Community and whanau partnerships
- Clear communication of student achievement with whanau
- Teachers that are culturally competent and effective practitioners
- Student feedback
- Qualitative and quantitative data
- Student voice (surveys etc)
- Teacher self assessments and surveys (review procedures)

ANNUAL IMPLEMENTATION PLAN 2024 - 2025

COMMUNITY/HAPORI

STRATEGIC GOALS

Continued consultation and connection with whanau / school.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

Community consultation and feedback- engaged community, whanau have access to information and voice towards school direction.

ACTIONS

- **Whanau engagement**
- Pacific and Maori whanau hui /fono around a range of topics - action plans documented.
- Tikanga based classes to develop tikanga./reo and support other classes within the school
- Continued involvement of Kaumatua /whanau hui
- 90% plus attendance at Student Led conferences
- Whanau Hui Day continues at the beginning of the year
- Implementation of PB4L and continuation of school-wide Zones of Regulation to support self-regulation for students.
- **Student Engagement / Voice / Parent Feedback/ Surveys**
- Annual student survey to be completed and analysed enabling teachers to create an action plan for supporting student student learning and achievement.
- Students setting own learning goals each term – SLCs reinforce goals - shared to whānau
- Follow up on consultation and feedback provided by whanau/community and students-communication to create key areas of learning and teaching at TAI. Continued use of Online learning programme tools used to support students in core learning areas at school/home.
- Continue to seek and strengthen partnerships with whanau of target students. Effective communication between school and home to develop a partnership approach

WHO IS RESPONSIBLE?

- Board
- SLT
- Class teachers

RESOURCES REQUIRED

- Effective communication to whānau
- Website/newsletters updated regularly
- SLCs / Whanau hui days / Parent hui/meetings Community surveys /feedback
- Connection to other local schools via Kahui Ako

HOW WILL YOU MEASURE SUCCESS?

- Continued consultation and review cycles.
- Ongoing parent feedback (student-led conferences, hui)

ANNUAL IMPLEMENTATION PLAN 2024 - 2025

COMPLIANCE/TAUTUKUNGA

STRATEGIC GOALS

A safe and compliant learning space.

WHAT DO WE EXPECT TO SEE BY THE END OF THE YEAR?

Ongoing safety reviews and processes to identify any health and safety requirements.

ACTIONS

- Best Practice: to identify best practice to make sure all legislation and procedures comply Policy and Procedure Review
- School Docs - policies regularly reviewed by Board
- Community and health survey /Int Student policy

Annual Review

- Curriculum Review October Data review Terms 1, 2 and 4 Compliance reviews

New staff appointments

- Appointments made in reference to the EEO
- Orientation of new teachers
- Kahui Ako positions
- WSL link and working with ASL to support workstreams of Kahui Ako
- Professional Growth Cycles
- All staff follow PGC, support staff follow support staff matrix.
- Job descriptions updated to reflect new responsibilities

Principals' report to board:

- Principal to reflect board report around key components of NELPs includes Finance, Property, Health and Safety
- Regularly review and minimise risks to provide a safe and healthy environment
- Regular training / walk through practices - fire /lockdown

Student Care and Safety

- Orientation of all students re WAKA values
- Staff Hauora survey – student
- Well-being survey online review for students (annual) Bullying survey (NZCER)
- International Student review and attestation
- Police safety checks for teacher aides, parent helpers (camp)
- School counselors/ link with Laidlaw College
- First aid for key staff as certificates expire
- Outside facilitators to support programmes eg Life Ed / TYMS regulations- MoE process followed

WHO IS RESPONSIBLE?

- Board
- SLT
- Class teachers
- MOE directives

RESOURCES REQUIRED

- Regular review of policies/procedures
- Health and safety processes
- Wellbeing support - staff/students eg surveys Compliance via government organisations Principal/Board responsibilities via finance etc

HOW WILL YOU MEASURE SUCCESS?

- Ongoing compliance as per school wide regulations and procedures.
- A safe environment for all.