

STRATEGIC PLAN 2024-2026

# TE ATATŪ INTERMEDIATE



## TeAtatū INTERMEDIATE SCHOOL

### OUR VISION : TŪ TANGATA

Me whakamana ainga tauira kia tu tangata  
Kia tu pakar i ratou i roto i tenei ao hurihuri  
He tauira akono mo ake tonu atu  
Kia kaha hokingā ākongā ki te whakatutuki  
I to ratou ake

*Equipping all students to stand tall;  
To be the best people they can be  
And as lifelong learners,  
Achieving at their personal best.*

WHANAUNGATANGA  
CONNECTION/BELONGING

ATAWHAI  
CONSIDERATION/KINDNESS

KAITIAKITANGA  
RESPONSIBILITY

AKO  
RESPECTFUL PARTNERSHIP

TE ATATŪ INTERMEDIATE SCHOOL - A PLACE TO BELONG!

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## CULTURE / TIKANGA

PROMOTING AND IMPROVING OUTCOMES FOR ALL

### HELPING

every student succeed by embracing our WAKA values, celebrating culture & tikanga, ensuring that achievement is within reach for all.

## CURRICULUM / MARAUTANGA

LIVING, AUTHENTIC DEVELOPING CURRICULUM

### LIVING

our curriculum designed with our learners at the heart, reflecting our local community and the unique needs of our ākongā.

## A T.A.I COMMITMENT TO OUR TE HIRANGA WHĀ

## COMMUNITY / HAPORI

ENGAGING AND COLLABORATING

### BELIEVING

in the power of partnerships, working closely with whānau and the wider community to ensure that all are central to our educational goals.

## COMPLIANCE / TAUTUKANGA

INCLUSIVE AND SAFE FOR ALL

### STRIVING

to create a safe, nurturing environment that enables quality teaching and strong leadership, helping every student to thrive and grow.



## 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.
- Early intervention programmes
- Students who are confident, capable, and connected.
- Prioritising equity and inclusion
- Data and 'hearta' driven approach (qualitative and quantitative data) to identify needs and inform direction.
- Respond to social and emotional needs (hauora) of students. Support available for students, eg Mitey/Pulse
- Resource allocation to support this goal.

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

- Schoolwide culture of acceptance and celebration of differences in an inclusive environment
- 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) creating a sense of belonging
- Hauora: support for student hauora through in school programmes
- Consolidating and expanding the use of tikanga in classes across the school
- Engaging students, especially those at risk or disengaged from learning.
- Continue to Improve attendance and punctuality for all students
- SENCO role separated- 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
- Providing opportunities and leadership to develop student participation and voice

### HOW WILL YOU MEASURE SUCCESS?

- Attendance data
- Behavioural data
- IEPs and IBPs
- SENCO data
- Soft data on student engagement
- Teachers who are culturally competent
- Student feedback/voice
- Kahui ako partnerships



## **STRATEGIC GOALS**

A Living, Developing Curriculum

### **WHAT DO YOU EXPECT TO SEE?**

- Students engaged, motivated in learning
- Staff respond quickly to learner needs
- Agentic students able to identify their own learning needs
- A range of programmes across core areas and specialist, technology curriculum
- An educational curriculum that adapts to the changing needs of students.
- Supported by teachers
- Teacher PLD
- A living curriculum that is connected to and supports our school WAKA values and NZC values
- Student agency, choice and voice
- A curriculum that has allows room for teacher and student innovation and experimentation
- Opportunities for students to develop student achievement in strengths within academic, cultural, sporting or the arts.

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

- Integrated, authentic local curriculum
- Curriculum refresh support for teachers, increase in knowledge and confidence in curriculum delivery.
- 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
- Focus around Statement of Variance goals to support teaching and learning.
- Set active annual plans and targets for all cohorts
- Effective practice to support acceleration of student progress
- Continue implementing the Digital technologies curriculum
- Focus around STEM and increasing student curiosity and critical thinking
- Continue developing Local Curriculum and matauranga Māori into TAI programme,
- Te Reo in all classes – continue to see progressing beyond level one
- 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.
- Use effective data gathering to drive targets and student goal setting.
- Assessment of the success and added value of learning reviews

### **HOW WILL YOU MEASURE SUCCESS?**

- Curriculum reviews
- Identify shifts in practice across years
- Quantative and qualitative data on evaluation of schoolwide teacher consistency, collaboration and learner agency
- Academic assessment data, including longitudinal tracking
- Community consultation feedback
- Accelerated progress analysis
- Cross curricula connections, 21st century skill development, including creative, critical, collaborative, computational and caring thinking. Fostering curiosity
- Clear communication of student achievement with whānau
- Student feedback

## 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
- Whānau / student surveys, hui, fono
- Community and whanau partnerships
- Parent nights / SLC to provide communication between home and school to support the student/teacher/family involvement.
- Support and maintain consistent attendance in collaboration with whānau for those needing support
- Website and newsletters used as an effective communication line between home and school to strengthen the partnership
- Reporting to parents regularly across year
- Community Survey / Student Survey/ Health Survey
- Implement ideas from the community, student and other surveys
- Sharing /mentoring across the Kahui Ako - WSLs working on programmes to develop TAI.
- Establish good relationships across the Kahui Ako - leaders and staff
- Goals set in line with the Kahui Ako community of learning Kahui Ako main focus in 2025 continues with English.
- Practices and processes to effectively monitor and connect with whanau on learner outcomes
- Continuing to develop effective parent and student voice - information, suggestions and ideas
- Sharing of schoolwide behaviour approaches via PB4L support programmes.
- Whānau and community engagement, consultation, outreach

## 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.
- Reporting back to parents at key checkpoint times across the year in plain speak.
- 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