

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 ākonga 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!

TE ATATŪ INTERMEDIATE

WHANAUNGATANGA
CONNECTION/BELONGING

ATAWHAI
CONSIDERATION/KINDNESS

KAITIAKITANGA
RESPONSIBILITY

AKO
RESPECTFUL PARTNERSHIP

TE ATATŪ INTERMEDIATE SCHOOL - A PLACE TO BELONG!

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 ākonga.

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