

STRATEGIC & ANNUAL PLAN 2023-2025

# TE ATATŪ INTERMEDIATE

WHANAUNGATANGA  
CONNECTION/BELONGING

ATAWHAI  
CONSIDERATION/KINDNESS

KAITIAKITANGA  
RESPONSIBILITY

AKO  
RESPECTFUL PARTNERSHIP

TE ATATŪ INTERMEDIATE SCHOOL - A PLACE TO BELONG!

## 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

## IMPROVING OUTCOMES FOR ALL

### CULTURE / TIKANGA

- 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.
- Setting individual formative learning goals
- Set active annual plans and targets for all cohorts
- *Priority for 2023 learner focus - engaging students, especially those at risk or disengaged from learning.*
- Effective practice to support acceleration of student progressContinue 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

## A LIVING DEVELOPING CURRICULUM

### CURRICULUM / MARAUTANGA

- 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 into TAI programme,
- Te Reo in all classes – 2023 continues 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

## ENGAGING WITH COMMUNITY

### COMMUNITY / HAPORI

- 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 (2023/2025)*
- 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 2023 continues with math.*
- Continuing to develop effective parent and student voice - information, suggestions and ideas



## SAFE AND COMPLIANT ENVIRONS COMPLIANCE / TAUTUKUNGA

- 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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## CULTURE / TIKANGA

### WHY?

#### **BARRIER FREE ACCESS**

*Education opportunities / outcomes within reach for all learners*

### HOW?

**Best Practice:** *to identify best practice in order to build teacher capacity*

- **Connection for new students** Tuakana/teina model and explicit teaching of school WAKA values
- **Professional Growth Cycle**
- Implementation of professional growth cycle. Teachers reflect current 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
- Analysis 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, PEP, 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 / Mātauranga Maori
- Reporting to parents will take place via SLCs and comprehensive reports

### WHAT?

- 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

## CURRICULUM /MARAUTANGA

### WHY?

#### **LEARNERS AT THE CENTRE**

*Accelerate progress of all learners*

### HOW?

**Best Practice:** *to identify best practice in order to build student success*

#### **Teaching and Learning**

- Implementation of ANZH and support for curriculum refresh
- Te Mātaiaho
- Local Curriculum
- Digital Curriculum
- Focus on assessment and a collaboration around assessment for consistency amongst staff
- Targets/focus linked into the Community of Learning targets - **Maths** Culturally responsive and relational pedagogy around priority learners
- 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 CoL

#### **Challenging targets set for all cohorts and groups**

- TAI model of setting school target groups using NZC

# ANNUAL PLAN 2023

- 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 PEP and Tapasa.
- *Maths Buddy and Writer's Toolbox* used to set target groups
- Coding/Robotics implemented into Technology programme -refresher for staff around DT
- Linewize/Classwize continue to monitor and support digitech - Google class.

## WHAT?

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

## COMMUNITY/HAPORI

### WHY?

#### LEARNERS AT THE CENTRE

*Learners and their whānau are at the centre of educational outcomes*

### HOW?

**Best Practice:** to identify best practice in order to partner with whānau/community to best support student learning

#### 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 - one class to two in 2023
- Continued involvement of Kaumatua /whanau hui
- 90% plus attendance at Student Led conferences
- Whanau hui day established for start of year 2023
- 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 learning and achievement.
- Students setting own learning goals each term – SLCs reinforce goals - shared to whānau
- Community and health survey –communication to create key areas of learning and teaching at TAI.
- Continued use of Online learning programme tools used to support students in math/writing- at school/home.
- Continue to seek and strengthen partnership with whanau of target students.
- Effective communication between school and home to develop partnership approach

## WHAT?

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



## COMPLIANCE/TAUTUKUNGA

### WHY?

#### QUALITY TEACHING AND LEADERSHIP

*Policies/procedures completed to benefit learning environment*

### HOW?

**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

#### CoL positions

- WSL link and working with ASL to support workstreams of CoL

#### 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 Houora survey – student
- Well-being survey online review for students (annual)
- Bullying survey (NZCER)
- School counselors/ link with Laidlaw College
- First aid for key staff as certificates expire
- Outside facilitators to support programmes eg NEST
- Zone regulations- MoE process followed

### WHAT?

- 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