

# Strategic Plan 2022-2024

<b>Vision :</b> For our students to be confident, connected, actively involved and becoming life long learners.		<b>QUALITY LEARNING IN CLASS ROOMS</b>	
<b>VISION EXPANDED</b> What we want from our students ( reference: New Zealand Curriculum )	<b>Whānaungatanga</b>	<b>OVERALL STRATEGIC GOALS</b>	<b>UNDERPINNING ASSUMPTIONS</b>
	<b>BUILDING RELATIONSHIPS</b>  We will continue to actively engage with and build strong relationships among all those involved in our students' education.  We will endeavour to build a strong inclusive environment and support network for and with: <ul style="list-style-type: none"> <li>• Students</li> <li>• Parents, caregivers, whānau / families</li> <li>• Tauranga Moana Iwi, local hapu</li> <li>• Ōtūmoetai Kāhui Ako</li> <li>• Community groups and agencies</li> <li>• Government agencies</li> </ul>	<ol style="list-style-type: none"> <li>1. All students will experience effective learning in a positive environment.</li> <li>2. The school will foster the partnership between whanau and school where learning is nurtured.</li> <li>3. The school will recruit and enable staff ( kaiako ) with the ability to meet school expectations.</li> <li>4. The school will ensure all students will develop the skills and competencies to live in a global community.</li> <li>5. The school will ensure all students are given opportunities to develop to their full potential.</li> <li>6. The school will focus on the emerging adolescent and the unique needs of this age group in their development.</li> <li>7. The school will seek ways to be innovative and develop a culture of self improvement.</li> </ol>	<ul style="list-style-type: none"> <li>• Students of this age need teaching and classroom interactions that connect with their developmental needs and personal experiences</li> <li>• All students can achieve</li> <li>• Every student learns at a different rate</li> <li>• Regular feedback and feed forward is critical for learning to occur</li> <li>• Intelligence can change and grow and is multi faceted</li> <li>• Profound learning requires self motivation and collaborative action</li> <li>• Information and communication technology will continue to have a significant role in how people communicate, access and manipulate information</li> <li>• Emerging adolescents need to be provided with a wide variety of opportunities and experiences</li> <li>• Mentoring is a powerful learning strategy</li> </ul>
<b>Confident Students are:</b> <ul style="list-style-type: none"> <li>• Motivated and reliable</li> <li>• Resourceful</li> <li>• Positive in own identity</li> <li>• Enterprising and entrepreneurial</li> <li>• Resilient</li> <li>• Strive for excellence</li> <li>• Able to be independent and manage themselves</li> <li>• Able to think with clarity</li> </ul>	<b>O.I.S. LEARNER</b> At the heart of what we do		
<b>Connected Students:</b> <ul style="list-style-type: none"> <li>• Relate well to others ( show values)</li> <li>• Gather information through all senses</li> <li>• Effectively use communication tools (learning can happen anywhere)</li> <li>• Are connected to the land and environment ( work towards a sustainable environment)</li> <li>• Are community minded ( actively engaged with the community)</li> </ul>	<b>SCHOOL CURRICULUM</b>	<b>CORE VALUES</b>	<b>DELIBERATE ACTIONS FOR HIGH STUDENT ACHIEVEMENT</b>
<b>Actively involved students:</b> <ul style="list-style-type: none"> <li>• Participate in a range of life contexts. ( provided with a range of academic, sporting and cultural opportunities)</li> <li>• Contribute to the well being of the school and community</li> <li>• Are involved in co-constructing their learning</li> </ul>	Implementation of the New Zealand and Ōtūmoetai Intermediate School Curriculum  <b>Emphasis on:</b> <ul style="list-style-type: none"> <li>• National Education and Learning Priorities. (NELP)</li> <li>• Connecting with the lives of our students in a meaningful way.</li> <li>• Curriculum Refresh</li> <li>• Integration of learning areas.</li> <li>• Increasing collaboration.</li> <li>• Mixed ability grouping, teaming.</li> <li>• Key competencies.</li> <li>• Values.</li> <li>• Digital technologies.</li> <li>• Emerging adolescent developmental stages.</li> </ul>	<b>Manaakitanga Kaitiakitanga Respect</b>  In all contexts as a learning community we will demonstrate respect and care for each other, our differences and our property. All of our actions will develop respect for our Environment and contribute towards a global community that benefits all life.  <b>Wairuatanga Integrity</b>  At Ōtūmoetai Intermediate we will act ethically by showing; honesty, responsibility and accountability in all our actions. We will acknowledge and respect each others beliefs and cultures.  <b>Kotahitanga Excellence</b>  At Ōtūmoetai Intermediate we will strive together for excellence in all that we do. All learners both staff and student will demonstrate high expectations of themselves and others and a strong belief that we can achieve as one.  <b>Whānaungatanga Diversity</b>  At Ōtūmoetai Intermediate we will value difference. Diversity is illustrated in many forms, culture, beliefs, and life experiences. It will be recognised in actions and interactions appropriately. We will work at developing strong relationships within our school.  <b>Mana Motuhake Pride</b>  At Ōtūmoetai Intermediate we will be proud of ourselves and our achievements.	<ul style="list-style-type: none"> <li>• Unrelenting focus by all staff, students and parents on high levels of achievement</li> <li>• Entrepreneurial approach to school organisation and culture</li> <li>• Learning that is connected to the students' real world ( 21st century ) eg: e-learning</li> <li>• All students develop challenging goals to ensure progress</li> <li>• All students being given frequent verbal and written feed back and feed forward on their learning and achievement</li> <li>• Parents receive personalised communication regularly</li> <li>• High expectations by the teacher of all students</li> <li>• Effective learning in every class room</li> <li>• Regular, direct, purposeful instruction in all curriculum areas</li> <li>• Priority given to literacy and numeracy skills within an integrated programme</li> <li>• All students valued as individuals and actively involved in their learning and decision making</li> <li>• All students have their culture and ethnicity recognised and valued</li> <li>• Differentiated Professional Learning for teachers</li> <li>• Teachers actively engaged in independent teacher inquiry and knowledge building as their Professional Growth Cycle.</li> </ul>
<b>Life long learners are:</b> <ul style="list-style-type: none"> <li>• Literate and numerate ( working at curriculum levels for age)</li> <li>• Critical and creative thinkers ( understand how they learn through metacognition )</li> <li>• Active seekers, users and creators of knowledge</li> <li>• Informed decision makers</li> <li>• Innovative</li> </ul>	<b>2023</b>		
<b>School Focus:</b>			
<b>Collaboration and Relationship building</b>			
<b>Building student sense of belonging and self efficacy.</b>			
<b>Collective Teacher Efficacy</b>			
<b>Student management built around mixed ability groupings , teaming, collaborative tasks</b>			
<b>School inclusive practices and student attendance</b>			

**MOTTO:**

**WHAKATAUAKI:**

**HOPE STRIVE ACHIEVE**

**Kia oke ngātahi tātou, ka ekea te taumata o angitu**  
**When we strive as one, we ascend the pinnacles of success**