

Strategic Plan for period 1 January 2024 to 31 December 2026



HOPE · STRIVE · ACHIEVE

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

Vision Statement:

For our students to be confident, connected, actively involved and becoming lifelong learners.







Summary of the information used to develop this plan




Regular community consultation since 2011 identified and confirmed seven key strategic goals of importance to parents and the school community. These have been linked to the National Education Learning Priorities.




To give effect to Te Tiriti o Waitangi, the board commissioned Te Raukura Rangahau to consult with the school's Māori Community in identifying issues and solutions for Māori taura engagement and achievement at Ōtūmoetai Intermediate School. These are being implemented over a five-year timeframe.

Formative and summative student achievement data plus in-depth analysis of student progress is used to inform the next steps in student learning at all levels throughout the year. This data is used to develop school goals going forward.




Strategic Goals	Board Primary Objective this strategic goal works towards meeting <i>Refer to Section 127 of the Education and Training Act, 2020, Regulations 7(1)(b)</i>	Links to Education requirements <i>Refer to Regulations 7(d)</i>		What we expect to see <i>Refer to Regulations 7(g)</i>		How we will achieve or make progress towards our strategic goals <i>Refer to Regulations 7(e),7(f)</i>		How we will measure success <i>Refer to Regulations 7(g)</i>
1. All students will experience effective learning in a positive environment.	<p>Every student at the school is able to attain their highest possible standard in educational achievement.</p> <p>The school will take all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.</p>	<p>National Education Learning Priorities 1,3,4</p> <p>Te Mātaiaho, the refreshed NZ curriculum.</p>	➡	<p>Te Mātaiaho: English</p> <p>By the end of year 8, for 70 to 85% of our students to achieve at or above Phase 3 in reading. To lift and accelerate the students who have entered school below and well below phase 2 in Te Mātaiaho, the refreshed curriculum.</p> <p>By the end of year 8, for 70 to 85% of our students to achieve at or above Phase 3 in writing. To lift and accelerate the students who have entered school below and well below Phase 2 in Te Mātaiaho the refreshed curriculum.</p> <p>Te Mātaiaho: Mathematics and statistics</p> <p>By the end of Year 8, for 70 to 85% of our students to achieve at or above phase 3 in mathematics and statistics. To lift and accelerate the students who have entered school below and well Phase 2 in Te Mātaiaho the refreshed curriculum.</p>	➡	<ol style="list-style-type: none"> Learning is connected to the lives of the students in a meaningful way. Each student has a strong voice in their learning. Learning is student focused. Regular feed- back and feed- forward is given to each student orally and in writing (student workbooks) Each student is provided with regular, evidence based purposeful and direct instruction. Each student learns in a stimulating and supportive environment. Every student is made to feel valued. Each student's culture and ethnicity is recognised, valued and they feel included. Each student experiences positive relationships with his / her teacher (s) Each student is taught all areas of the NZ curriculum. Each student is achieving and progressing in their learning. Te Mātaiaho, the refreshed NZ curriculum, is phased in school wide. 	➡	<ol style="list-style-type: none"> All teachers demonstrate they are accountable for ensuring that every student in their class makes good progress against school goals and expectations. All teachers use formative assessment to inform teaching practice. Summative and formative assessment evidence gathered for each student on their learning needs and their progress in core curriculum areas. (English, Mathematics and Statistics.) Focussed learning programmes based on student needs evident in each class. Te Mātaiaho, the refreshed NZ curriculum learning areas of English, Mathematics and Statistics are being implemented and assessed from the start of 2025.

<p>2. The school will foster the partnership between whanau (families) and school where learning is nurtured.</p>	<p>The school gives effect to Te Tiriti o Waitangi by working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.</p>	<p>National Education Learning Priorities 2,3</p>		<p>The school is working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and Te Ao Māori.</p> <p>The school is taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.</p> <p>The school is achieving equitable outcomes for Māori students.</p> <p>Key staff have a specific leadership focus on Te Ao Māori and Pasifika schoolwide.</p> <p>All parents are actively encouraged and engaged in two-way interactive communication with school. Māori parents in particular have a greater involvement with their child's learning.</p> <p>To strengthen communication between home and school so that all students are supported by home and school in their learning.</p>		<ol style="list-style-type: none"> 1. Parents and families feel welcome in the school. 2. Parents and caregivers are actively engaged in a learning partnership with the school. 3. Participation by all ethnic and cultural groups is evident in the school. 4. Student attendance rates are increasing compared to previous years. 5. Strong relationships are forged with local iwi and whanau and in particular: Ngāti Ranginui Iwi and Ngāi Tamarāwaho Hapu. 6. Effective reporting processes implemented school wide. 7. Effective and consistent homework system across the school. 8. School has an inclusive approach to students with special needs and their parents / caregivers. 9. Staff leaders have a specific focus on Te Ao Māori and Pasifika schoolwide. 10. Te reo Māori. and local tikanga is taught by a kaiaarahi i te reo school wide. 11. Māori students are able to access Māori medium instruction. 12. The establishment of a designated whare for Te Ao Māori. 		<ol style="list-style-type: none"> 1. Principal, senior management and board focus on Māori achievement and receive feedback on school practices and policies. 2. All staff have inclusive approach to students with learning needs and their parents / caregivers. Monitored and managed by Learning Support Coordinator: Julie Filipo, Associate Principal: Lisa Chappell and Deputy Principal: John Stanley. 3. Teaching staff led by senior management review current practices for reporting to parents and to implement improvements. 4. Key staff leaders have a specific focus on Te Ao Māori and Pasifika schoolwide. Monitor school's implementation of Te Ao Māori school wide. 5. Evidence seen of: <ul style="list-style-type: none"> • Te Reo Māori delivery in all classes. • Māori Medium instruction. • Local tikanga in designated whare and practiced school wide.
<p>3. The school will recruit and enable staff with the ability to meet school expectations.</p>	<p>The school is a physically and emotionally safe place for all students and staff.</p> <p>The school will take all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.</p>	<p>National Education Learning Priorities 6</p> <p>Te Mātaiaho, the refreshed NZ curriculum.</p>		<p>All staff demonstrate positive relations with all students and colleagues.</p> <p>All staff have high expectations for student achievement school wide.</p> <p>Teacher competency is at a high level of attainment and demonstrated daily.</p> <p>Each teacher is able to demonstrate high levels of student achievement in their class.</p> <p>All students are valued as individuals and actively involved in their learning.</p> <p>All staff understand and support school and Kāhui Ako priorities for student learning. . (Achievement Challenge)</p> <p>Staff welfare is nurtured.</p>		<ol style="list-style-type: none"> 1. All staff demonstrate positive relations with all students and colleagues. 2. Teachers are interested in children of this age and capable of connecting with them. 3. All staff have high expectations for student achievement school wide. 4. Teachers have the skills to implement Te Mātaiaho, the refreshed NZ curriculum. 5. Teacher competency is at a high level of attainment and demonstrated daily. 6. Each teacher is able to demonstrate high levels of student achievement in their class. 7. Teachers value students as individuals and actively encourage students to be involved in their learning. 8. All staff understand and support school priorities for student learning. 9. Teachers demonstrate active engagement in independent teacher inquiry and knowledge building. (Professional Growth Cycles) 		<ol style="list-style-type: none"> 1. Staff recruited on the basis of this requirement and appraised regularly. Observations of staff interactions with colleagues to be included in professional development. 2. Restorative practices promoted and modelled school wide. 3. School wide expectation put in place that teachers will make personal efforts, in their own time, to up skill themselves as part of their teacher inquiry, in addition to professional development provided by the school. 4. Staff who seek innovation and demonstrate a willingness and ability to implement 21st century learning using new technology and modern learning environments, will be encouraged and provided with resourcing within school's resources to do so. 5. Teacher mentoring and coaching continued school wide. 6. Robust recruitment, induction, teacher professional development and performance monitoring in place.

							<p>7. Through regular teacher planning, effective, focused pedagogy including direct acts of teaching, student feed- back and feed- forward, assessment that is analysed and acted upon to inform future teaching and learning.</p> <p>8. Student voice used to gauge student self - efficacy and involvement in learning decisions within class and beyond.</p> <p>9. Unrelenting focus on a school wide culture of care.</p> <p>10. All teachers complete their Professional Growth Cycle annually.</p>
<p>4. The school will ensure all students will develop the skills and competencies to live in a global community.</p>	<p>The school will have particular regard to the statement of national education and learning priorities.</p>	<p>National Education Learning Priorities 7</p> <p>Te Mātaiaho, the refreshed NZ curriculum.</p>		<p>Collaboration and relationship building a focus across the school.</p> <p>Students demonstrate competent use of ICT in their learning.</p> <p>Each student experiences learning in practical life skills including self- sufficiency.</p> <p>School Health curriculum includes cyber safety and this is taught regularly under our <u>Keeping Safe</u> programme.</p> <p>Students are creative and critical thinkers.</p> <p>Students show they are independent and able to manage themselves.</p> <p>Students show they care for and have empathy towards others.</p> <p>Students feel included through school wide recognition and acknowledgement of their individual culture. (Kāhui Ako Achievement Challenge)</p> <p>The following values promoted schoolwide:</p> <p>Manaakitanga Kaitiakitanga Respect</p> <p>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.</p>		<ol style="list-style-type: none"> 1. Students demonstrate competence in the use of ICT in their learning. 2. Clear focus school wide and for individual students, evident on core skills in reading, writing and mathematics. 3. Each student experiences learning in practical life skills including self- sufficiency. 4. Key competencies and school values integrated at all levels of school life. 5. School Health curriculum includes cyber safety and this is taught regularly under our <u>Keeping Safe</u> programme. 6. All students feel included through school wide recognition and acknowledgement of their individual culture. 7. Students demonstrate second language skills. 8. Students are creative and critical thinkers. 9. Students show they are independent and able to manage themselves. 10. Students show they care for and have empathy towards others. 	 <ol style="list-style-type: none"> 1. Summative and formative assessment evidence gathered for each student on their learning needs and their progress in core curriculum areas. (reading , writing and mathematics.) Focussed learning programmes based on student needs evident in each class. 2. All students participate in practical activities either in home classes or specialist classes. 3. All learning programmes incorporate key competencies and values in their implementation as evidenced by teacher planning and practice. 4. School wide: <u>Keeping Ourselves Safe</u> health programme to include learning about Cyber safety and safe internet use. 5. Each teaching team to ensure class programmes reflect inclusive practices for student ethnicity and culture. There are school wide practices and events that promote recognition and acknowledgement of our ethnic and cultural diversity. 6. All students to participate in and demonstrate knowledge and skill in a second international language. 7. All students to learn Te Reo Māori. 8. Every student is encouraged to participate in sporting, cultural and academic activities. Staff are actively promoting and enabling students to participate in sporting, cultural and academic activities within class programmes and as extra-curricular activities. School wide culture of expectation for student participation and success in these areas maintained. 9. Student voice is encouraged through use of mind-mapping and other creative thinking tools. 10. School wide systems and expectations encourage student independence and self- management.

				<p>Wairuatanga Integrity</p> <p>At Ōtūmoetai Intermediate we will act ethically by showing; honesty, responsibility and accountability in all our actions. We will acknowledge and respect each other's beliefs and cultures.</p> <p>Kotahitanga Excellence</p> <p>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.</p> <p>Whānaungatanga Diversity</p> <p>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.</p> <p>Mana Motuhake Pride</p> <p>At Ōtūmoetai Intermediate we will be proud of ourselves and our achievements.</p>			11. A culture of care and school values are promoted at all levels of school organisation and built into school norms.	
<p>5. The school will ensure all students are given opportunities to develop to their full potential.</p>	<p>The school is inclusive of, and caters for, students with differing needs and gives- effect to its obligations in relation to: Teaching and learning programmes and monitoring and reporting students' progress.</p> <p>The school will take all reasonable steps to eliminate racism, stigma, bullying and any other forms of discrimination within the school.</p>	<p>National Education Learning Priorities 4,5</p> <p>Te Mātaiaho, the refreshed NZ curriculum.</p>		<p>Students with learning support needs are supported in their learning so that they can progress in relation to the New Zealand Curriculum and fully participate in and contribute to the school and their community environment. (Kāhui Ako achievement challenge)</p> <p>Each student experiences positive relationships with his/her teacher</p> <p>The school has a fully inclusive environment.</p> <p>Culturally responsive pedagogy is evident in every class room. (Kāhui Ako achievement challenge)</p>		<ol style="list-style-type: none">At least 85% of students achieving expectations for English, Mathematics and Statistics by the end of year 8.Each student has a strong voice in their learning and shows significant gains in their learning and skill acquisition.Regular feed-back and feed-forward is given to each student orally and in writing (student work books or digitally)Students with learning support needs are provided with appropriate support.All students experience an inclusive emotional, social and academic environment where they feel valued. Culturally responsive pedagogy is evident in every class room.All students are given opportunities to and actively participate in a wide range of sporting, cultural and academic activities.		<ol style="list-style-type: none">Highly competent staff using evidence based teaching to deliver a differentiated programme of learning for their class. (classes if a specialist teacher)Whole school culture and expectations are focussed on effective learning, high student engagement and minimising disruptions.Unrelenting focus school wide on what quality learning looks like and expectations for this in every class, every lesson. Clear school wide expectations articulated regularly through use of visual media such as class vision posters.All students with learning support needs identified at entry and monitored throughout their time at OIS. Individual education plans implemented where required for high needs students. Class programmes differentiated to meet student needs.

					<div><div>7. All students show a strong sense of pride and self-efficacy.</div><div>8. Student creativity is encouraged and nurtured.</div><div>9. School policies and management support student and staff welfare whilst maximising student learning.</div><div>10. Student engagement is high school wide with minimal disruptions to learning.</div><div>11. Gifted and talented students are able to participate in the incredible minds programme on a Friday. Each teaching team to ensure remaining students are provided with a robust learning programme that extends them across the eight learning areas. Fridays not to be seen as a fill in day but carefully monitored by assistant principals and senior management to ensure regular and robust learning continues on the fifth day of the week and provides opportunities for extension.</div></div>	<div><div>5. Learning support register in place for start of every year and managed by Julie Filipo as the school Learning Support Coordinator. (LSC) Close liaison between LSC outside agencies and teachers to provide appropriate support for all students with learning support needs. A range of intervention/ support programmes in place to target students needing additional support with their learning.</div><div>6. School wide expectations for positive learning environments clearly articulated and seen to be implemented by all staff. Teachers seen to foster a warm, inclusive climate within their class or classes if a specialist teacher.</div><div>7. School seen to provide a wide range of opportunities for all students across the arts, technology, media arts, sport and culture. This will be achieved through the Friday programme, additional tutors, before school, after school and lunchtime groups.</div><div>8. Each teaching team ensures class programmes reflect inclusive practices for student ethnicity and culture.</div><div>9. All staff encouraged to find interesting and creative ways to engage students in their learning. School openness and encouragement of creativity by students at all levels of the school maintained.</div><div>10. School policies and management practices not only comply with all relevant legislation and employment contracts but promote staff and student hauora / welfare.</div><div>11. Consistent acknowledgement and personal feed- back given to students and staff for their successes.</div><div>12. Systemic processes school wide, promote acknowledgement and celebration of successes by staff and students.</div><div>13. The quality of learning is evident through the Literacy and Numeracy reports compiled by each teacher and collated by teaching team leaders and Richard Smith.</div></div>	
<div>6. The school will focus on the emerging adolescent and the unique needs of this age group in their development.</div>	<div>The school will give effect to relevant student rights set out in the Education and training Act,2022, the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993.</div> <div>The school will take all reasonable steps to eliminate racism, stigma, bullying and any other</div>	<div>National Education Learning Priorities 1,2,4</div> <div>Te Mātaiaho, the refreshed NZ curriculum.</div>	<div></div>	<div>Each student's developmental needs recognised and understood by staff.</div> <div>Neurological development in the adolescent brain recognised and understood by staff.</div> <div><div></div><div>Pastoral care practices at all levels reflect sensitivity towards the emerging adolescent and their needs.</div></div>	<div></div>	<div><div>1. Each student's developmental needs recognised and understood by staff.</div><div>2. Neurological development in the adolescent brain recognised and understood by staff.</div><div>3. Pastoral care practices at all levels reflect sensitivity towards the emerging adolescent and his or her needs. (Effect of social media understood, monitored and mitigated)</div><div>4. Communication practices are strong yet sensitive to the needs of the student.</div></div>	<div></div> <div><div>1. Each teacher's class room environment: (physical, social and emotional) reflects they understand and cater for emerging adolescents and their needs.</div><div>2. Teachers at this school are aware of and actively show they understand the nature of adolescent neurological development.</div><div>3. All staff are knowledgeable about restorative practices and use these when resolving behavioural and social issues presented by students in class and in the playground.</div></div>

	forms of discrimination within the school.			<p>Communication practices are strong yet sensitive to the needs of the student.</p> <p>Each teacher recognises, understands the need for and actively promotes a culturally inclusive learning environment.</p> <p>All students will be encouraged and expected to be active participants in their learning.</p> <p>The school will work closely with the MICAMHs Clinicians in the area of child and adolescent mental and physical health.</p>		<ol style="list-style-type: none"> Each teacher recognises, understands the need for and actively promotes a culturally inclusive learning environment. All students are encouraged and expected to be active participants in their learning. All students will be encouraged and expected to be involved in decision making at individual, class and school level. All students will be actively encouraged to inquire and be creative. Teachers use positive language in their everyday interactions with students. Sarcasm and belittling talk by staff are forbidden school wide. 		<ol style="list-style-type: none"> School wide expectations and restorative practices (Positive Behaviour for Learning) revisited at the start of each year. All staff and particularly the pastoral care team: (John, Ali, Henk, Richard) exercise discretion and sensitivity to each student's circumstances when addressing behavioural and social issues that arise. All staff demonstrate a sensitive and non-confrontational approach to student management. School wide expectations for positive, culturally inclusive learning environments clearly articulated and required to be implemented by all staff. Teachers foster a warm, inclusive climate within their class or classes if a specialist teacher. The school is also further strengthening teachers' cultural competencies in teaching Maori learners. (Resource: <i>Tataiako</i> by NZ Teachers Council and Ministry of Education and <i>Ka Hikitia</i>)
<p>7. The school will seek ways to be innovative and develop a culture of self-improvement.</p>	Every student at the school is able to attain their highest possible standard in educational achievement.	National Education Learning Priorities 1,3		<p>Staff and board actively engage in self- review at all levels of school operations.</p> <p>Staff and students are encouraged to reflect and provide input into how we could do things better.</p> <p>All school personnel keep up to date with current trends and innovations in their area of responsibility. A culture of continuous improvement is reflected by staff and student action.</p> <p>The school is an early adopter of ideas, practices and technologies that enhance student learning. School personnel actively interact and engage in professional learning with internal and external experts.</p>		<ol style="list-style-type: none"> Staff and board actively engage in self- review at all levels of school operations. Staff and students are encouraged to reflect and provide input into how we could do things better. All school personnel keep up to date with current trends and innovations in their area of responsibility. School personnel actively interact and engage in professional learning with internal and external experts. Teachers are actively engaged in their own professional development inquiries. Inquiry and creativity are two areas that will be critical for success in the 21st century. The school plan is to develop teachers with the competency to foster inquiry learning and creativity. This can only be achieved when every teacher is able to understand the way students learn and are able to manage their learning environment for the benefit of all students with a particular focus on Maori, Pasifika and Special Needs students. The role of independent experts and mentors to continue. There are systems and practices in place, led by senior management and school leaders, where the educational environment is constantly being scanned, research read, innovations and trends known and recognised. Where new innovations, teaching strategies, technologies enhance learning, they will be considered for adoption at our school. 		<ol style="list-style-type: none"> Each teacher's class room environment (physical, social and emotional) reflects they understand, have knowledge of and implement up to date pedagogy aimed at meeting the needs of emerging adolescents. The board and senior management have in place processes and procedures for regular review of student achievement, governance and school operations. The board makes provision in the annual budget for adequate professional development and the implementation of technologies that enhance learning. Senior management and staff actively network with other schools, colleagues, experts and agencies to be a leading and progressive organisation within the forefront of educational change and development. Students and staff, receive regular opportunities to: discuss, learn about emerging trends and provide feedback from their perspective on school policies and practices. Each teacher monitored through their Assistant Principal and Richard Smith. (DP Learning), ensures they are actively engaged in their own professional development inquiry.