

What we want our students to become

Confident Students that are:

- Motivated and reliable.
- Resourceful.
- Positive in own identity.
- Enterprising and entrepreneurial.
- Resilient.
- Strive for excellence.
- Able to be independent and manage Themselves.
- Able to think with clarity.

Connected Students that:

- Relate well to others. (show values)
- Gather information through all senses.
- Effectively use communication tools. (learning can happen anywhere)
- Are connected to the land and environment (work towards a sustainable environment)
- Are community minded. (actively engaged with the community)

Actively involved students that:

- Participate in a range of life contexts. (provided with a range of academic, sporting and cultural opportunities)
- Contribute to the well being of the school and community.
- Are involved in co-constructing their learning.

Becoming Life long learners that are:

- Literate and numerate.(working at curriculum level for age)
- · Critical and creative thinkers. (understand how they learn through metacognition)
- · Active seekers, users and creators of knowledge.
- Informed decision makers.
- Innovative.

Office resources / strategic Plan and Annual Reports / 2026

Strategic Plan 2026-2028 synopsis

OVERALL STRATEGIC GOALS Whānaungatanga

BUILDING RELATIONSHIPS

We will continue to actively engage with and build strong relationships with all those involved in our students' education.

We will endeavour to build a strong inclusive environment and support network for and

- Students.
- Parents, caregivers. whānau / families.
- Tauranga Moana Iwi, local
- Ōtūmoetai Cluster Schools.
- Community groups and agencies.
- Government agencies.

- 1. All students will experience effective learning in a positive environment.
- 2. The school will foster the partnership between whānau and school where learning is nurtured.
- 3. The school will recruit and enable staff (kaiako) with the ability to meet school expectations.
- 4. The school will ensure all students will develop the skills and competencies to live in a global community.
- 5. The school will ensure all students are given opportunities to develop to their full potential.
- 6. The school will focus on the emerging adolescent and the unique needs of this age group in their development.
- 7. The school will seek ways to be innovative and develop a culture of self improvement.

O.I.S. LEARNER

At the heart of what we do

CORE VALUES

UNDERPINNING ASSUMPTIONS

- Students of this age need teaching and classroom interactions that connect with their developmental needs and personal experiences
- All students can achieve
- Every student learns at a different rate
- Regular feedback and feed forward is critical for learning to occur
- Intelligence can change and grow and is multi faceted
- Profound learning requires self motivation and collaborative action
- Information and communication technology will continue to have a significant role in how people communicate, access and manipulate information
- Emerging adolescents need to be provided with a wide variety of opportunities and experiences
- Mentoring is a powerful learning strategy

Each student's experience involves:

QUALITY LEARNING IN

CLASS ROOMS

- Knowing the school wide expectations..
- Knowing specific learning intentions and success criteria for their learning.
- Learning that is connected to their real world
- Challenging goals to ensure progress.
- Being given frequent verbal and written feed back and feed forward on their learning and
- High expectations by the teacher of all students
- Effective teaching.
- Regular, direct, purposeful instruction .
- within an integrated programme.
- Having their culture and ethnicity recognised and valued. Wairuatanga.
- Being in an orderly, tidy, purposeful learning
- equipment.
- Being reflective on own learning in an emotionally safe environment.
- Being affirmed for success.
- Positive relations with teacher and other students. Whānaungatanga
- Feeling safe emotionally and physically. Hauora

SCHOOL CURRICULUM

Implementation of Te Mātaiaho, the New Zealand Refreshed Curriculum

Emphasis on:

- Mathematics, Reading and Writing
- Connecting with the lives of our students in a meaningful way.
- Creativity.
- Increasing student voice.
- Integration of learning areas.
- Increasing collaboration.
- Values.
- Digital technologies.
- Emerging adolescent developmental stages.

Manaakitanga Kaitiakitanga

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.

Wairuatanga

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.

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.

Whānaungatanga

At Ōtūmoetai Intermediate we will value difference. Diversity is illustrated in many forms, culture, beliefs, and life experiences. If will be recognised in actions and interactions appropriately. We will work at developing strong relationships within our school.

Mana Motuhake

At Ōtūmoetai Intermediate we will be proud of ourselves and our

• Unrelenting focus by all staff, students and parents on high levels of achievement

DELIBERATE ACTIONS FOR

HIGH STUDENT ACHIEVEMENT

- Entrepreneurial approach to school organisation and
- Learning that is connected to the students' real world (21st century) eg: e-learning
- All students develop challenging goals to ensure progress All students being given frequent verbal and written feed back and feed forward on their learning and achievement
- Parents receive personalised communication regularly
- High expectations by the teacher of all students
- Effective learning in every class room
- Regular, direct, purposeful instruction in all curriculum
- Priority given to literacy and numeracy skills within an integrated programme
- All students valued as individuals and actively involved in their learning and decision making
- All students have their culture and ethnicity recognised
- Differentiated Professional Learning for teachers
- Teachers actively engaged in independent teacher inquiry and knowledge building

(21st century).

- achievement.
- Priority given to literacy and numeracy skills
- Being valued as an individual.
- · Access to our well resourced facilities and
- Having models of excellence displayed.
- Being in a motivating and stimulating environment.

- Being treated fairly and consistently.

2026 Focus Areas

- Priority given to student achievement in Literacy and mathematics.
- 2. Student Attendance and sense of belonging.
- 3. Reporting to parents and caregivers using the new national Student Monitoring Assessment and Report Tool (SMART) plus Progress and

Achievement Tests. (PAT)

- Student and teacher collaboration.
- 5. By the end of year 8, for 85% of our students to achieve at or above phase three in English (Reading and Writing) and Mathematics.
- 6. To lift and accelerate the students who enter our school below and well below phase two in Te Mātajaho, the refreshed curriculum.
- 7. Providing students with a wide range of opportunities across the wider curriculum.

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