



Otahuhu
Intermediate
School

Strategic Plan 2024-2025



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Our Vision

Excellence for all

Our vision of excellence underpins our drive and aspirations for not only the students and staff, but for the community of Ōtāhuhu.

Our Values

Respect Personal Responsibility Passion

Our students consistently strive to demonstrate these school values – which are woven into daily school life, our curriculum, and learning experiences.

Our Goals



1 Curriculum Development

Initiatives

- Implement authentic and relevant learning opportunities for all
- Promote and build teacher capacity
- Upskill teachers' knowledge of the NZC refresh

Outcomes

- OIS inspires a love of curiosity and discovery for all
- All learners are equipped and empowered to succeed



2 Inspiring Environment

Initiatives

- Strengthen connections within our community
- Ensure school environment supports optimal learning and teaching

Outcomes

- OIS environment promotes a sense of belonging and pride for all



3 Cultural Responsiveness

Initiatives

- Acknowledge and implement Te Ao Māori within the school
- Celebrate and value the bilingual classes (Tongan & Samoan)

Outcomes

- OIS supports all with a sense of identity, language and culture while celebrating the unique diversity of our community



4 Student Wellbeing

Initiatives

- Provide opportunities to build resilience and wellbeing at OIS
- Promote and encourage the importance of positive relationships and effective communication

Outcomes

- OIS students and staff are equipped with life-long skills to support their own physical and mental wellbeing

Strategic Goal 1: Curriculum Development

NELP Focus:

Learners at the Centre

Barrier Free Access

Quality Teaching and Leadership

Future of Learning and Work

World Class Inclusive Public Education

Initiative 1

Introduce practices to ensure that staff have knowledge of the New Zealand Curriculum Refresh

Actions

- Ongoing professional development regarding the NZC Refresh
- Providing opportunities for teachers to 'tutu' with the NZC and reflect on it

Responsibility

- Staff
- Leadership Team
- AP: Teaching + Learning

Outcomes

- Teachers understand the NZC
- Teachers feel confident planning and delivering the NZC

Analysis

Initiative 2

Continually develop teaching capacity

Actions

- Ensure there is quality control of planning
- Ensure there are opportunities for teachers to do observations on teachers of best practice
- Learning Leaders and Leadership to ensure that regular walkthroughs/observations are done on teacher practice
- Provide opportunities for professional development to upskill teacher practice eg. R3T3
- Regular opportunities for robust discussion around teaching and learning
- Support all staff with ongoing reflective practices

Responsibility

- Staff
- Leadership Team
- AP: Teaching + Learning
- Learning Leaders
- R3T3 facilitators

Outcomes

- Planning is relevant and informs teacher practice
- Teachers of "Best Practice" are valued
- Teachers see models of best practice and can introduce/try new things in their own teaching
- All Leaders in the school feel confident knowing each teachers strengths and work ons and can put in appropriate supports if needed
- Teachers can use different skills and strategies to support their practice in class
- Teachers can share what is working and what support they need in a professional setting which supports them being better
- Staff see reflection as a way to know where to go to next

Analysis

Initiative 3

Develop a local curriculum that includes resources from our community

Actions

- Gather information about the local community, particularly around its history, that can be included in the learning programme
- Utilise local resources to enrich learning opportunities for students

Responsibility

- Staff
- Leadership Team
- AP: Teaching + Learning
- Learning Leaders

Outcomes

- Students feel proud of their community
- Learning is relevant and engaging
- Positive connections within the community are created

Analysis

Initiative 4

Ensure achievement data practices are embedded

Actions

- Ensure assessment tools are relevant and valued
- Develop teachers understanding of assessment tools
- Moderation practices to be implemented to support a more rigid and accurate OTJ process

Responsibility

- Staff
- Leadership Team
- AP: Teaching + Learning
- Learning Leaders

Outcomes

- Informs teacher practice and next steps for students
- Teachers use assessment tools and data appropriately and see how they can support their practice
- Assessment data is more valid and realistic

Analysis

Initiative 5

Students are active participants in their learning

Actions

- Curriculum is relevant to students
- Locus of control is shared with students
- Students are aware of their assessment data and can make sense of their strengths and next steps

Responsibility

- Staff
- Leadership Team
- AP: Teaching + Learning
- Learning Leaders
- Students

Outcomes

- Students are more engaged and motivated in their learning
- Learning behaviour is promoted and behaviour in classes is positive
- Students feel empowered in their learning

Analysis

Strategic Goal 2: Inspiring Environment

NELP Focus:

Learners at the Centre

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Future of Learning and Work

World Class Inclusive Public Education

Initiative 1

Make Ōtāhuhu Intermediate a place where students and staff are proud to be

Actions

- Come up with a Property List that can be actioned immediately introduce signage around the school that is relevant and inspiring
- Fix up damaged parts of the environment
- Create an inviting entrance to OIS

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- Students
- Property Manager + Caretaker
- Property Consultants

Outcomes

- Staff and students feel valued
- Whānau and the community want to visit OIS
- Staff, students, whānau and community feel empowered and valued because the property is looked after and is relevant to them

Analysis

Initiative 2

Ensure property projects support better outcomes for students

Actions

- Look where upgrades are needed
- Identify damaged property which needs to be fixed
- Kauri Syndicate classes are refurbished and ready for students early 2024
- Water taps are all fixed

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- Property Manager + Caretaker
- Property Consultants

Outcomes

- Expectation is that property is looked after and maintained by ALL
- Students and staff feel valued because damaged property is fixed
- Students get their basic rights met

Analysis

Initiative 3

Maintain high expectations in regards to the cleanliness of classrooms

Actions

- Teachers and students take pride in their surroundings
- Teachers identify and inform Property Manager/Caretaker when something is broken/damaged in their classroom

Responsibility

- Staff
- Principal
- Leadership Team
- Students
- Property Manager + Caretaker
- Cleaner

Outcomes

- Teachers and students enjoy their classroom environment and feel proud of it
- Teachers and students are in an environment conducive and supportive of learning and teaching

Analysis

Initiative 4

Maintain high expectations in regards to the cleanliness of the outside environment

Actions

- Property Manager/Caretaker take pride in the outside environment and ensure that the maintaining of the property and buildings is paramount and done in a timely manner
- Property Manager/Caretaker use their initiative to ensure the environment is well looked and maintained to a high standard
- Staff and students take personal responsibility to pick up rubbish, remove gum and report any breakages and damages

Responsibility

- Staff
- Principal
- Leadership Team
- Students
- Property Manager + Caretaker
- Property Consultants
- Cleaner

Outcomes

- Property lasts longer because it is maintained
- Staff and students feel proud of OIS because the environment is welcoming and relevant to them
- Community are invited into school
- Property Manager/Caretaker ensure they are keeping the school environment looking great!

Analysis



Strategic Goal 3: Cultural Responsiveness

NELP Focus:

Learners at the Centre

Barrier Free Access

Quality Teaching and Leadership

Future of Learning and Work

World Class Inclusive Public Education

Initiative 1

Ensure various aspects of Te Ao Maori are embedded in everyday life for staff and students

Actions

- Te Ao Maori is a part of the programme of learning
- Staff ensure they use Te Reo terms in everyday life eg. Greetings, giving instructions etc.
- Use Te Reo (where applicable) in school signage and school documents
- A Maori Action Plan is developed in 2024

Responsibility

- Staff
- Principal
- Board
- Leadership Team

Outcomes

- Students learn the importance of Te Ao Maori
- Staff and students understand the significance of the use of Te Reo in their everyday life
- The school environment reflects the importance of Te Reo Maori in New Zealand
- Feedback is sought from Maori whānau/students and staff to support the MAP

Analysis

Initiative 2

Introduce Bilingual Units

Actions

- Samoan and Tongan Enrichment classes are open with Year 7 and 8 students
- The Bilingual Enrichment learning programme runs alongside the school programme but with the Pasifika context integrated
- The teachers of the Samoan and Tongan Enrichment Classes are involved in ongoing professional development to support their bilingual journey

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- Students
- Vaatele
- Tau Tai Ole Moana
- Whānau
- Community

Outcomes

- There are students from aiga who want their children to be in either the Tongan or Samoan Enrichment Classes
- All students are participating in the same curriculum but with a context which is relevant to them and their culture
- The teachers feel supported and are upskilled in their knowledge of being the teachers in a Bilingual class

Analysis

Initiative 2 cont.

- A Bilingual Curriculum is created with the bilingual teachers and the Leadership Team
 - Ensure there are regular opportunities for aiga involvement in the bilingual journey
 - Aim for a Term 4 2024 start of the Bilingual Classes for both Tongan and Samoan
 - Continue to develop plans and think ahead for the creation of a Maori Bilingual class
- A robust bilingual curriculum is created that the teachers, staff, aiga and students can understand and participate in
 - Aiga are at school supporting the creation, naming and opening of the Bilingual Classes
 - Samoan and Tongan Bilingual Classes are open in Term 4 2024
 - Involve whānau/students and staff in aspirations for a Maori Bilingual class
 - Look at recruiting a suitable teacher for the Maori bilingual class for 2025

Initiative 3

Upskill staff in understanding and knowledge of the different Pasifika cultures at our school

Actions

- Ensure staff are aware of the Bilingual pathways journey the school is undertaking
- Provide opportunities for staff to take part in professional development to support their understanding of Pasifika cultures eg. Tau Tai Ole Moana
- A Pasifika Action Plan (PAP) is developed in 2024

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- Students
- Vaatele
- Tau Tai Ole Moana
- Whānau
- Community

Outcomes

- All staff are active participants in understanding the bilingual journey
- Staff ask questions and seek knowledge to upskill themselves in understanding different Pasifika cultures
- Feedback is sought from pasifika aiga/students and staff to support the PAP

Analysis

Initiative 4

Ensure there are opportunities to build effective and respectful relationships with Maori and Pasifika communities

Actions

- Provide opportunities for consultation with whānau hui/aiga fono
- Identify and seek out organisations who we can connect with and build connections

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- Students
- Vaatele

Outcomes

- Aiga and whānau feel welcome and valued to share their knowledge in supporting their child's educational journey at OIS (and beyond).

Analysis

Initiative 4 cont.

- Ensure Samoan and Tongan aiga are an ongoing part of the journey to opening the Bilingual Classes
- Invite whānau into school to share their skills eg. carving, cooking, cultural performances etc.
- Tau Tai Ole Moana
- Whānau
- Community
- Make positive and valued links with community that can support the ongoing bilingual journey
- Whānau and Aiga become part of the Otahuhu Intermediate School whānau where we all support each other for the betterment of the children

Initiative 3

Include, acknowledge and celebrate our community's cultural diversity so all students and whanau feel valued

Actions

- Be proactive when we celebrate different cultures language weeks
- Increase the visibility of other cultures within the school not just Pasifika and Maori

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- Students
- Whānau
- Community

Outcomes

- Language Week Celebrations are an opportunity for ALL to be learn and be involved
- Language Week Celebrations roles and responsibilities are divided out across the school to support others understanding and knowledge of different cultures and their languages
- All students feel that their identity and culture is valued regardless

Analysis



Strategic Goal 4: Well-being

NELP Focus:

Learners at the Centre

Barrier Free Access

Quality Teaching and Leadership

Future of Learning and Work

World Class Inclusive Public Education

Initiative 1

Ensure there are opportunities to build meaningful positive relationships with whānau so students, whanau and staff feel supported

Actions

- Whānau are invited to weekly assemblies
- Students receiving assembly certificates to have a letter/contact made to their whānau inviting them to assembly
- Students who attend school a hundred percent - a week, a term, a year to be acknowledged at either Syndicate or School level
- Students who attend school a hundred percent for the term and year to date to be put into a draw for a wider recognition eg. lunch, laptop etc.

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- AP: Pastoral Care
- PB4L Facilitators
- Students
- Whānau
- Community

Outcomes

- Whānau feel more welcome and valued in the part they play in their child's educational journey at OIS
- Students want and strive to be at school everyday
- Students overall attendance increases
- School roll number increases

Analysis

Initiative 2

Provide more opportunities to acknowledge and celebrate students

Actions

- Weekly assemblies used as a way to acknowledge students
- Certificates to be handed out at weekly school assemblies
- Honours Badges to continue
- School newsletter, Facebook and school website to be used to

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- Students
- Whānau
- Community

Outcomes

- ALL students feel valued and relevant at school NOT just the Honours Badge students
- Students understand more about the school values and vision statement because they model it and get acknowledged for this

Analysis

Initiative 2 cont.

- acknowledge and celebrate students
- Syndicate Assemblies used to acknowledge and celebrate students
- Caught Being Caught (PB4L) tokens reintroduced and a prize draw for these students at school assembly
- Honours Badge still has relevance but should only be for the absolute cream of the crop
- Whānau and the community get to see the positive affirmations and celebrations the students are involved in - Ōtāhuhu Intermediate gets seen as a school where students are valued and celebrated!
- PB4L systems support the better and more conducive to learning behaviours needed in a school

Initiative 3

Continue to work on ensuring school is a safe place for all

Actions

- Ensure the 'norms' created by staff in Term 3 2023 are followed and reflected upon and altered if necessary
- Provide regular opportunities for staff and students to share their ideas and feedback - starting in 2024 Kai Time and Chat Time Week 5 with the Principal
- Health and Safety Team to meet once a term - in 2024 a rep from each Syndicate to be on this team

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- Students
- Whānau
- Community

Outcomes

- The staff feel valued and supported
- There is an expectation about how we treat each other and the students in the school
- Staff hold each other accountable and to high expectations
- Staff and students feel that their ideas and opinions are important and valued
- Kai Time and Chat Time become a part of ongoing review
- School is a safe place for staff, students, whānau and the community

Analysis

Initiative 4

Ensure there are strong links made between the school's Vision, Values and Behaviour Management system (PB4L)

Actions

- Ensure PB4L is front and centre
- Regular opportunities for sharing the school vision and values

Responsibility

- Staff
- Principal
- Board

Outcomes

- Staff understand that there is a system in place to support positive behaviour around the school

Analysis

Initiative 4 cont.

- Beginning of each term there will be a specific focus on the school values
- Each term there will be a specific focus on ONE of the school values which fits in with the term's learning focus
- Weekly Assembly Certificates to be given out based on a school value or the vision statement
- Appoint a new Associate Principal whose portfolio is Pastoral Care
- Leadership Team
- AP: Pastoral Care
- PB4L Facilitators
- Students
- Whānau
- Community
- Staff, students and whānau have a better understanding of what the school values and vision statement are and how to live it each day
- More students are acknowledged and celebrated at weekly school assemblies
- AP: Pastoral Care can support, review and develop behaviour strategies for students and staff
- Behaviour systems are more rigid and are followed
- Students are aware of consequences for not following expectations

Initiative 5

Promote leadership opportunities for students

Actions

- Student Leadership Council continues
- Look at other opportunities for other students leadership groups
- Year 7 and 8 composite classes to be introduced in 2024 to create opportunities for Tuakana/Teina opportunities

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- AP: Pastoral Care
- Students

Outcomes

- Students have opportunities to step up and develop their leadership capacity
- Students have more of a voice on what is happening/not happening in their school
- A positive school culture is created where all students take opportunities to lead and be mentored

Analysis

Initiative 6

Ensure that Syndicate Spirit is valued and there are more opportunities to drive this

Actions

- Syndicate Competition eg. Attendance and Lates
- Syndicate Spirit activities eg. Chants, singing, sports
- Purchase Syndicate wristbands
- Purchase Syndicate Flags

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- AP: Pastoral Care
- Students

Outcomes

- Syndicates drive expected behaviours eg. Correct uniform, attendance and lates
- Positive syndicate cultures are created and in return this creates a positive school culture

Analysis

Initiative 6 cont.

- Staff to design Syndicate T-Shirts/Clothing to support the spirit of the Syndicate
- Whānau
- Community
- Staff feel a part of their syndicate and in return the school
- A positive vibe is created across the school using the syndicates to drive this

Initiative 7

Continue to promote the importance of students attendance and to reduce the amount of late students to school

Actions

- A Leadership person to oversee this through the creation of a new Associate Principal portfolio of Pastoral Care
- New attendance systems and processes to be created and shared and become expected from staff
- New lates systems and processes to be created and shared and become expected from staff
- Ongoing review of new attendance and lates systems
- Whānau buy in needed so they understand the importance of getting their child to school everyday and on time

Responsibility

- Staff
- Principal
- Board
- Leadership Team
- AP: Pastoral Care
- Students
- Whānau
- Community

Outcomes

- AP: Pastoral Care can support, review and develop attendance and lates strategies for students and staff
- Attendance and lates systems are more rigid and are followed
- Students are aware of consequences for not following expectations around attendance and lates
- Attendance numbers increase!
- There is a significant reduction in the number of students who are late to school
- The reasons why students do not attend school school and/or are late are acceptable
- Students understand the importance of being at school everyday
- Whānau understand the importance of their children being at school everyday

Analysis

Initiative 8

Ensure the staff's well-being is nurtured and reflected on

Actions

- Ensure staff are thanked and celebrated
- Opportunities to celebrate staff through events eg. Morning Teas, assemblies etc.

Responsibility

- Staff
- Principal
- Board
- Leadership Team

Outcomes

- Staff will valued for the work they do with the students
- Morale and staff vibe/culture will be happy

Analysis

Initiative 8 cont.

- Leadership Team to participate in PLD to support their continual evolution in their roles for 2024
 - The Board plays an active part in supporting the school through visits to the school, supporting events, acknowledging staff etc.
- Students
 - Whānau
 - Community
- Leadership Team will feel valued and supported in their mahi
 - Staff, students and community will know who the Board are
 - Staff will see the Board as active participants in the school
 - Principal will feel supported by the Board

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES

OBJECTIVE
1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE
2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE
3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE
4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE
5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.



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