



MANUREWA INTERMEDIATE SCHOOL

'Adventurous Risk Takers: Persistent, Focussed Achievement!'



"Adventurous risk takers; persistent focussed achievement"

2023 – 2027

2024



Winner: Supreme Award - Takiri Ko Te Ata
Winner: Excellence in Engaging - Atahāpara Award

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ADVENTURE BEING OUT THERE
BOLD CHALLENGING **DARING**
COURAGEOUS EXCITING
BRAVE CONFIDENT **EXPLORER**
ADVENTUROUS
FREE SPIRIT GOING TO THE LIMITS
FUNGO GETTER HAVING A GO
MOTIVATION
LEADERS NOT BEING AFRAID

ACHIEVEMENT ATTEMPTING
BEATING THE ODDS
BEING SCARED **BRAVE**
DOING THINGS YOU THOUGHT YOU'D NEVER DO FACING FEARS
RISK TAKERS
COURAGEOUS CHALLENGING
DARE DEVIL **DARING** **CHARISMATIC**
EXCEEDING THE BOUNDARIES GIVING YOUR ALL
GO-GETTER HIGH EXPECTATIONS JUST DO IT

ACHIEVING GOALS AGAIN AND AGAIN
ALL THE TIME, EVERY TIME, ALL OF US!
COMMITTED **CONSISTENCY**
COMPLETING TASKS **DETERMINED**
PERSISTENT
DON'T GIVE UP
ENDURING KEEP ON, KEEPING AT IT
FOLLOW THROUGH NEVER GIVE UP KEEP GOING
PATIENCE **PERSEVERANCE**
REFLECTIVE REPETITION RESILIENT SETTING NEW GOALS

ABSORBED **ALERT**
ACHIEVABLE **ATTENTIVE**
AIMING HIGH BELIEVING IN YOURSELF
CLARITY **COMMITMENT**
FOCUSSED
CONCENTRATING **DILIGENCE**
CONCISE **DIRECTED**
CONSISTENT **DRIVEN**
FINISHED TASKS **ENERGETIC**
GOAL ORIENTATED **HAPPY** **ENGAGED**
FOLLOW INSTRUCTIONS AND SYSTEMS
HAS A MIND SET INDEPENDENT INTERESTED

ACADEMIC **ADDED VALUE** **FIRST**
AFFIRMATIONS **EXCELLENCE**
ACCOMPLISHED **ATTAINMENT**
AWARDS **EFFORT** GET STUFF DONE
ACHIEVEMENT
COMPLETION OF TASKS **HIGH STANDARDS**
DOING SOMETHING **HIGH EXPECTATIONS**
HOUSE POINTS **INCREASED CONFIDENCE**
INCREASING LEARNING LEVELS **JOB-SATISFACTION**
LEARNING TO LEARN **LIFE LONG LEARNERS** **MEET IT/BEAT IT!**

INTRODUCTION

The Manurewa Intermediate School Whakaruruhau provides the foundation for the school's development and sets out the relationship between the school's Strategic Goals, Strategic Plan Overview and the specific years Operational Plans. It is a series of aims and objectives that will guide the work of the school specifically for 2024 and in an on-going way through to the end of 2027. The principal will lodge a copy of the board's triennially updated Strategic Plan with the Ministry of Education and publish on the school's website by 1 March.

The Whakaruruhau includes all specific plans for the current year, as well as longer-term vision and strategy, cognisant of the NELPS:

- (A) Vision and Values
 - (B) Strategic Goals
 - (C) Strategic Plan Overview
 - (D) Strategic Goals Operational Plan – Appendix 1
 - (E) Inclusion Objectives – Appendix 2
 - (F) Curriculum Achievement Targets – Appendix 2
 - (G) Curriculum Objectives – Appendix 3
 - (H) Digital Integration Operational Plan – Appendix 4
 - (I) Māori Achievement Operational Plan – Appendix 5
 - (J) Pasifika Achievement Operational Plan – Appendix 6
 - (K) Professional Learning Operational Plan – Appendix 7
 - (L) Attendance Operational Plan – Appendix 8
 - (M) Education for Sustainability Operational Plan – Appendix 9
 - (N) EEO and Good Employer Operational Plan – Appendix 10
 - (O) Self Review: Programme Overview/2024 Focus – Appendix 11
 - (P) Manurewa Kāhui Ako Operational Plans – Appendix 12 and 13
- These plans are supported by 2024 Financial Plan/Budget, 10YPP and Board Policies, and Procedural and Administrative Guidelines.

WHY A WHAKARURUHAU?

Whilst we realise charters are no longer required, we are continuing to have one as such, called 'MI WHAKARURUHAU'. This signifies a shelter or shield, like an umbrella, representing an overarching document with all the relevant parts within it, as we believe it places everything that is important in one place and focuses our efforts and time in order that we can achieve the various goals within the NELPS and make a positive difference for our children. We welcome all learners in our community and are a fully inclusive school ensuring all learners, including those with special education needs, come to school (attend), enjoy school (engage), participate and achieve. We provide a high-quality education, in a safe, respectful learning environment that is tailored to suit the individual needs of learners. Also refer to Appendix 1.

Malcolm Gladwell's book, *Outliers*, about getting to the top of your game is well worth reading for everyone involved in nurturing talent in young. 'Don't just rely on the accomplishment of natural growth' he urges us. Children need to be consciously exposed by parents and teachers to a 'constantly shifting set of experiences' where they will learn 'teamwork and how to cope in highly structured settings ... to interact comfortably with others and to speak up when they need to'.

Our Whakaruruhau sets out to address such things, and we all use this as a real working document to ensure we focus on learning and teaching and to help us maintain a stimulating teaching and learning environment with effective professional leadership, assisting in our endeavours to raise student achievement.

CONSULTATION & COLLABORATION

The school community which identifies with Manurewa Intermediate School, will be consulted every three years to inform the school's strategic goals, as well as annually as we review our annual or operational plans. The 2023 – 2027 MI Whakaruruhau contents were devised during term 4 2022, after much community and staff consultation and review during terms 1 – 3 2022, using the 2016 – 2022 Charter as a focus. The consultation to develop this revised 2023 – 2027 MI Whakaruruhau was done via:

- Staff Development Meetings
- Staff Mid-Year Check Stock Take
- Staff Focus Groups
 - Health and Safety
 - EEO
 - Education for Sustainability
 - Performance Management
 - Management Retreat
- Board Meeting Open Forums
- Student Forums
- Student Surveys
- Community Cultural Hui and Fono
 - Māori
 - Pasifika – encompassing: Asian, Indian, Samoan, Tongan, Niuean and Cook Island
- Community Consultation Surveys
- Consultation on draft document
- Curriculum Reviews
- Curriculum Objectives setting

An annual report, compiled as our 'Review and Analysis' document, is completed every year and it is this that enables the specific plans for the following year to be developed i.e. from mid-year 2023, our self-review and evaluation processes started, based on 2023 statements of variance, achievement data of student progress and reviews of Operational Plans, Achievement Targets and suchlike, as well as the various community and student surveys and consultations, to develop the 2024 operational plans.

WHY HAVE OUR 'MI WHAKARURUHAU'?

OBJECTIVE:

- What is the purpose?
- To provide the vision, guidance and an in-depth working document of our strategic goals and how we will work towards achieving them. The **how** being the most important!
 - To provide SMART (Specific, Measurable, Attainable, Relevant, & Timely) school-wide objectives to meet the strategic goals, by developing various Operational Plans
 - To ensure full compliance with the Ministry of Education NELPS.

DOCUMENT OUTLINE:

- What has discussed within this document?
- The vision that represents our school
 - The description and values that make Manurewa Intermediate School unique.
 - The strategic goals for 2023 – 2027, taking into account the NELPS.
 - The annual operational plan for 2024 with objectives, actions and measurements/outcomes.

CONTEXT:

- How and when is this document to be used?
- It is a reference document for the board and leadership team to drive the development and implementation of systems and processes that underpins the attainment of the strategic plan and specific annual goals.
 - To enable leaders to be professionally up to date and to implement the plans, the board provides appropriate professional development via conferences, study tours, courses etc.

MINISTRY & SCHOOL PRIORITIES

The school will follow the Education School Planning and Reporting Regulations 2023 that include the National Education Learning Priorities and gives effect to Te Tiriti o Waitangi. We have an on-going commitment to engaging with the wider community to ensure the school reflects both the direction of schooling in New Zealand and the beliefs and values of the community, which it serves. This is achieved by on-going self-review of the NELPs and literacy and numeracy programmes in particular, through effective use of student achievement information and regular reporting to parents and caregivers. We have been successfully working with our community towards embedding e-learning and the principles of modern learning environments across our school curriculum and within our physical layout for many years. This is critical in helping us achieve the vision we hold for our students.

The Board is fully committed to improving educational outcomes for all learners and gives emphasis to priority learners and this is reflected within this document, and more specifically by our Curriculum Delivery Plan, which outlines our teaching and learning strategies, and is updated annually within our Learning and Teaching Handbook.

CULTURAL DIVERSITY & MĀORI DIMENSION

New Zealand's Cultural Diversity:

Our school shall reflect New Zealand's cultural diversity. Our students are encouraged to value differences in each other by:

- Celebrating cultural days and cultural performances
- Participating in school exchanges with other multi-cultural schools
- By experiencing integration of Te Reo and Tikanga Māori whenever appropriate in class programmes as well as within the specialised Languages Programme and Te Ao Māori programme.

The school comprises NZ Māori 36%, Cook Island Māori 13%, Samoan 18%, Tongan 9%, Niuean 3%, Fijian 5%, Asian 8%, European 2% and Other (African, Middle Eastern etc) 6%.

Māori Culture:

The unique position of the Māori culture is an important and vital element of our school ethos. Māori parents have identified their children's desire for identity – their place in the world, their sense of belonging and connection, their integration, their understanding, and their acceptance. Māori spirituality is also an integral part of our kaupapa.

The provision and maintenance of our school marae, Te Kahurangi, is a vital part in our endeavors to fulfil many of these aspirations. There has also been a lot of professional development with staff over the past fifteen years around Angus MacFarlane's work, the Educational Wheel; Ka Hikitia Accelerating Success 2013 – 2017; Tātaki – Cultural Competencies for teachers and more recently Hautū: Māori Cultural Responsiveness Self Review Tool.

Steps to incorporate Tikanga Māori:

We take the following steps to incorporate Tikanga Māori (Māori culture and protocol) into the school's curriculum:

- Fully integrating Tikanga Māori into all class programmes where appropriate and relevant
- Including Te Ao Māori as a timetable compulsory language programme for all students
- Including Māori culture, waiata, powhiri and protocols in all school routines and celebrations when appropriate
- Providing opportunities for any interested student to be involved in our Kapa Haka group
- Involving parents and students in a wide array of cultural activities
- Māori culture will be reflected in our physical environment through appropriate native planting, signage and murals
- Providing a marae complex ensures a focal point of identity for all things Māori and this reflects our commitment to that.

Provision for instruction in Te Reo Māori:

Parents of full-time students who ask for instruction in Te Reo Māori will be referred to our Board, who will discuss the application and respond to the request taking into consideration current finances, personnel and property. However, there are a number of other opportunities which all students participate in, and in addition other opportunities that students can opt into as outlined above.

Views and Concerns of the Schools Māori Community:

Throughout the year we regularly consult with our Māori community to discover their views and concerns. This will be done via hui, SIC's and panui, to ensure maximum participation from our whānau. In addition, we communicate on at least three occasions each year with Māori whānau regarding achievement and learning of their children.

We are represented on our Board by Māori and enjoy the support of a committed and involved kaumātua.

WHO ARE WE?

Our School Community

- Decile 1 (ranked from 1-10, with 10 being highest in socio economic factors)
- Diverse cultural, social and economic backgrounds
- Over 25 ethnic groups
- Pasifika 51%, Māori 36%, European 4%, Asian 7%, Other 2%
- Superb interest and involvement in our school from parents/whanau and community



Our People

- Intermediate School from Year 7 – 8 (11 – 13 yrs)
- Approximately 920 enthusiastic, motivated and delightful students.
- A significant advantage we have over most other intermediate schools is the access our students have to all specialist teaching staff eg. Humanities (Reading and Writing), Math, Science, Sustainable Enterprise, Languages, Dance & Drama, Music, Art, ICT, PE, Food Tech, X-PLO Tech (Wood, Metal and Plastics), Learning Support Teachers AND Specialist Support Staff e.g. Social Worker, Counsellor, Learning Assistants



Board of Trustees

- Comprising up to 5 elected parent representatives
- Responsible for school governance ie: policy
- Meets at 5.30pm twice per term – in staffroom on the last Wednesday of the month. (reminder dates advised via newsletter). Visitors welcome!
- Meetings include an "Open Forum", a "Curriculum presentation" by staff and a "Student Presentation" by specific classes
- Contact can be made with the Presiding Member, via the School Office
- See Prospectus insert

Support Services

- Community Dental Hub + Health Centre
- Speech Language Therapists
- Resource Teachers of Learning & Behaviour
- Coordinated by our Deputy Principal: Guidance & Support.
- Contact can be made directly to her or via classroom teachers if you require further information



Our School itself

- 43 classrooms
- Art Room
- Performing Arts: Music Room and Music Auditorium; Dance & Drama Studio
- MI Professional Learning Hub
- Fitness Hub
- Four Science Labs
- Hall/Auditorium – with Lighting rig
- MiTV Studio
- Gymnasium
- ICT Lab
- Digi-Comp Lab
- Café
- Food Tech Room
- X-PL0 Tech Room – Wood, Metal, Plastic
- Numerous Learning Support Rooms
- School Marae, and Fale
- InterChallenge Adventure Playground
- Guidance Suite
- Two Artificial Sports Turfs - One with a roof
- Basketball, Netball, Tennis and Hockey Courts
- Outdoor Cricket Wicket
- Fields for soccer/rugby/athletics track
- Landscaped Garden areas
- Worm Farm
- Peace Garden; Native Medicinal Garden; Edible Garden
- Recycle System: Plastics, Glass, Cans and Paper/ Card
- Chicken Coops, Piggery, Beehive and Goat Pen
- Skatersphere – Skate Park
- See Prospectus insert

A SCHOOL FOR EVERYONE ---AS SEEN BY THE STUDENTS---

Manurewa Intermediate School is really caring and it celebrates our differences! It's a fun, crazy, diverse, happy and most of all committed place - M.I. is the type of place where everyone looks out for one another; everybody loves it here. Everybody wants to be here at M.I! - *Coditee Siasau*

Our staff work so hard for us students to be able to do things like trips, school camp, sports tournaments, free lunches and so much more!
- *Adi Ana Navarabota*

M.I. isn't like other schools - the teachers are here to help; they don't care if you have to ask for help 10 times! You're taught to have fun while learning. It makes it different because of how diverse it is and how many opportunities there are for the students here. For example, the wide range of sport opportunities, cultural groups, student councils and also our period six activities. - *Anita Malo*

I like M.I. because there are a lot of opportunities for kids and everyone is a friend here. Teachers have connections to kids that make us feel like they are friends of our own. - *Iosefa Pati*

Our school also gives students opportunities to finish their homework after school with clubs like homework club. Manurewa Intermediate has made my learning experiences better and has made me improve my risk taking skills so much!
- *Jessica Finau*

The teachers are very caring and passionate about their students. Being at M.I. has helped me with my self esteem and built my confidence up. The support that you get at M.I. is amazing - *Mark Murray*

We have more than two turfs with lots to do on them! Our school has laptops and a TV in every classroom with teachers that are always there for you! Everyone has high expectations in all of our classes! - *Cortez Gatava*

M.I. is different from other schools because I can tell that all the teachers want to be here to teach qualities that you need when you're older like Respect, Communicator and all the other. Graduate Profiles. Our attendance here is always great because students want to be here!
- *A'aone Yandall*

I like M.I. because this school has lots of committed Learning Assistants and really awesome Teachers. This school has amazing students and leaders to guide others in the right direction. - *Hamuera Cribb*

Manurewa Intermediate is so different because we aren't just limited to such specific things like Reading, Writing and Math etc. but the school has so many different subjects that are fun. It gives us the opportunity to find out our uniqueness about ourselves! It even teaches us to not always be inside the box but to think outside of it! - *Romeo-King Leauanae*

M.I. has amazing lessons where we can express ourselves more than we could in school hours. We don't have hardly any bullying, fights or drama in our school, which is amazing! - *Danielle Steven*

M.I. has awesome module classes, which allow us to explore things throughout all of the NZ school curriculum. With this it allows us to find hobbies, interests, and learn about things we didn't know before and normally wouldn't in the average school. We also celebrate peoples' achievements, cultures, and kindness. We make it known that we appreciate those who make M.I. a better place! - *Juhi Ram*

I like how everyone is included and no one is left out at M.I., also how the staff are kind and encouraging and work really hard; we all appreciate it! So our school is a lot different to many other schools - we get lots of opportunities and what I love the most is how vibrant it is! - *Benjamin Ye*

There's loads of cool things at Manurewa Intermediate like Boys Night Out, Girls Night in and, of course, Survival Camp. - *Axle Whare*

The Statement of National Education and Learning Priorities (NELP)

The Statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that will ensure the success and wellbeing of all learners. It is a statutory document issued under the [Education and Training Act 2020](#) (the Act) that directs government and education sector activities towards the actions that will make the biggest difference, and ensure that we are able to strengthen the education system to deliver successful outcomes for all learners and ākonga.

From January 2023 the new strategic planning and reporting framework came into being, and the NEGs and NAGs were removed. This new planning and reporting framework requires us to show how we are reflecting the NELPs into our strategic plans.

The NELP objectives are:

- Learners at the centre
- Barrier-free access
- Quality teaching and leadership
- Future of learning and work
- World class inclusive public education

The NELP objectives will help us ensure we are always learner-centred and will contribute to more of our learners being successful. They are then broken down into five priority areas, which are incorporated into a number of our various operational plans and/or achievement targets for 2023, as described below in brackets. They are also reflected in our three Kaahui Ako Achievement Challenges. They will support us in 2023 to:

- Be safe and inclusive and free from racism, discrimination, and bullying
(Operational Plans: Maori, Pacific, Develop community, Develop potential, Develop an effective school culture: living our vision and values, Develop students who are socially aware, socially active; Kaahui Ako Achievement Challenge 1: to improve achievement through the development and sustainment of cultural identity)
- Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life
(Operational Plans: Develop academically powerful students, Digital Integration Plan, Professional Learning Plan; Achievement Targets: math, reading and writing; Kaahui Ako Achievement Challenge 3: to improve achievement by developing and strengthening an integrated approach to learning through the application of STEAM)
- Collaborate more with whānau, hapū, iwi, employers, industry and communities
(Operational Plans: Maori, Pacific, Develop community, Develop potential, Education for Sustainability Plan; Kaahui Ako Achievement Challenge 1: to improve achievement through the development and sustainment of cultural identity, Kaahui Ako Achievement Challenge 2: to increase student and

whanau engagement through effective transition)

- **Take account of learners' needs, identities, languages and cultures in their practice**
(Operational Plans: Develop academically powerful students, Develop potential, Develop community, Maori, Pacific; Inclusive Achievement Targets; Kaahui Ako Achievement Challenge 1: to improve achievement through the development and sustainment of cultural identity)
- **Incorporate te reo Māori and tikanga Māori into everyday activities.**
(Operational Plans: Maori, Develop academically powerful students, Develop potential; Languages Curriculum Objectives; Kaahui Ako Achievement Challenge 1: to improve achievement through the development and sustainment of cultural identity)

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.



In particular, focused 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.

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 kōwhiriwhiri, schools and kura.

Board Objectives

Information on the objectives for school boards in governing a school

School boards play a central role in the educational achievement of children and young people. Under the Education and Training Act 2020, the objectives for boards have been amended.

Board objectives

Under [section 127\(1\) of the Education and Training Act 2020](#), which was enacted on 1 August 2020, the primary objectives of a school board have been amended. There are now four primary objectives, to help boards focus on what matters most for learners and their whānau.

A board's primary objectives in governing a school are to ensure that:

(a) every student at the school is able to attain their highest possible standard in educational achievement; and

(b) the school:

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

(c) the school is inclusive of, and caters for, students with differing needs; and

(d) the school gives effect to Te Tiriti o Waitangi, including by:

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo

Māori; and

(iii) achieving equitable outcomes for Māori students.

To meet the primary objectives, the board must:

(a) have particular regard to the statement of national education and learning priorities issued under section 5; and

(b) give effect to its obligations in relation to:

(i) any foundation curriculum statements, national curriculum statements, and national performance measures; and

(ii) teaching and learning programmes; and

(iii) monitoring and reporting students' progress; and

(c) perform its functions and exercise its powers in a way that is financially responsible; and

(d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and

(e) comply with all of its other obligations under this or any other Act.

What the law says about your board objectives

Section 127 of the Education and Training Act 2020 specifies board objectives. Strategic plans need to include strategies which cover each of the four objectives.

Education and Training Act 2020 – Section 127: Objectives of boards in governing schools

(1) A board's primary objectives in governing a school are to ensure that—

- (a) every student at the school is able to attain their **highest possible standard in educational achievement**; and
- (b) the school—
 - (i) is a **physically and emotionally safe** place for all students and staff; and
 - (ii) **gives effect to relevant student rights** set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and
 - (iii) takes all reasonable steps to **eliminate racism, stigma, bullying, and any other forms of discrimination** within the school; and
- (c) the school is **inclusive of, and caters for, students with differing needs**; and
- (d) the school **gives effect to Te Tiriti o Waitangi**, including by—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
 - (iii) achieving equitable outcomes for Māori students.

(2) To meet the primary objectives, the board must—

- (a) **have particular regard to the statement of national education and learning priorities** issued under section 5; and
- (b) **give effect to its obligations** in relation to—
 - (i) any foundation **curriculum** statements, national curriculum statements, and **national performance measures**; and
 - (ii) **teaching and learning** programmes; and
 - (iii) **monitoring and reporting students' progress**; and
- (c) perform its functions and exercise its powers in a way that is **financially responsible**; and
- (d) if the school is a member of a community of learning that has a community of learning agreement under clause 2 of Schedule 5, comply with its obligations under the agreement; and
- (e) comply with **all of its other obligations under this or any other Act**.

Section 204(5) of the Education and Training Act 2020 specifies objectives for boards of special character schools. With regard to strategic planning, strategic plans of designated character schools must also include strategies that cover part (5) and give regard to part (9).

Education and Training Act 2020 – Section 204: Designated character schools

(5) The board of a designated character school must ensure,—

(a) for Kura Kaupapa Māori, that—

- (i) te reo Māori is the principal language of instruction at the school; and
- (ii) the school operates in accordance with Te Aho Matua:

(b) for any other type of designated character school, that—

- (i) the aims, purposes, and objectives of the school's different character are set out in the school's strategic plan; and
- (ii) the school operates consistently with its different character.

(9) Except as provided in this section, clause 16 of Schedule 20, and any regulations made under this Act regarding enrolment schemes for designated character schools, the Act applies to every designated character school as if it were not a designated character school.

Questions | Pātai

Bringing together what we have heard before and what is written in the Act about planning and reporting we want to hear what you think is important – especially if we haven't heard it before! As you think about these questions, ask yourself: If I could wave a magic wand and create a perfect system where schools and kura and their communities work together to make plans for all learners, the school or kura and report back to each other on how things are going, what would it look like?

Questions – Making plans

When answering these questions consider what you currently do, including:

- how you implement board objectives
 - how you use the National Education Goals (NEGs) and National Administration Guidelines (NAGs)
 - how you apply the National Education Learning Priorities (NELP)
 - how you give effect to the National Curriculum and monitor and evaluate student progress
 - how you support your whānau and community to contribute to your school or kura planning
 - how you represent your school's designated character or special features in your school or kura planning
1. Is there anything that you currently must do for school planning that you don't think is useful for your ākonga (learners)?
 2. Is there anything missing from current school planning processes that should be included?
 3. How will you partner with your whānau, ākonga (learners) and community to create your school plans?
 4. Is there anything that should be compulsory for every school/kura strategic plan or annual implementation plan?
 5. What strategic or annual implementation plan content should schools be able to decide for themselves?
 6. Do you have any more comments about school planning?

Questions – Reporting back to your community on school performance

When answering these questions, think about how you use reporting to:

- provide transparency about the progress made towards achieving the goals in your plans and your primary objectives
 - provide information to your community on the performance of your school's students
 - support discussions about how well your school or kura is meeting learner/ākonga and community needs, and to work together to identify what the priorities and next steps for improvement should be
 - represent your school's designated character or special features in your school or kura's reporting
7. What could you do to ensure your annual reporting is fit-for-purpose to report to the people in your community?
 8. Is there anything that should be compulsory for every school/kura to report back on in your annual report, particularly around board primary objectives?
 9. What annual report content should schools and kura be able to decide for themselves?
 10. Do you have any more comments about school's annual reporting?

STRATEGIC PLANNING UPDATE - Information about school planning and reporting processes

I am providing this information to encourage your interest in looking at our current strategic and operational planning, and to get involved in our future planning, as we review what we currently do. This can come in the form of attending our hui we organise during the year for whanau and aiga or even popping into school and seeing me, Iain, the Principal.

The Detail

Under the Education and Training Act 2020, a new planning and reporting framework came into effect on 1st January 2023. Regulations that set out the details of the new framework have now been made.

At Manurewa Intermediate we have already been doing our planning and reporting in a very similar way to the guidelines so there needs to be very little change for us. We have always had a 3-5 year strategic plan, an annual (or what we call an operational plan) plan with annual targets and actions, whanau and aiga have always been consulted through the development phase and been able to contribute and comment on this. We have also always shared our review and analysis of the plans, reporting on our progress, success and finances at the end of each year. The purpose of all of this is so:

- We continuously improve our practices to deliver equitable and excellent outcomes for all learners
- We can support learners, whanau + aiga, and indeed our wider community to be involved in the planning process
- We reflect our local context
- You can hold us to account for the state of our school and the outcomes for all our learners

Our planning and reporting processes underpin all the other work we do, and enables us to "intentionally" plan and evaluate our performance so that we:

- Give effect to Te Tiriti o Waitangi and support Maori-Crown relationships
- Meet legislated board primary objectives and show how the school has had a particular regard for the NELP
- Ensure the needs of all learners are met
- Ensure the voices of all learners, whanau and aiga are heard
- Implement teaching and learning programmes, that give effect to the New Zealand Curriculum or Te Marautanga o Aotearoa, to improve outcomes for all learners

Developing, but more importantly, delivering a high-quality local curriculum is the reason we do this planning and with your voice and experience, you can help shape our school into a place where all people thrive and we are even better than we were yesterday! By working together with you and our community to plan for the future we can reflect the needs of all learners and support them to succeed.

Keep an eye out for further details as Term 4 continues and as we review the current plan and set the new one for 2024! In the meantime feel free to contact me or any staff member you feel comfortable talking to about this and we will ensure you can be involved

A MODEL OF ACTION



NB:

- (A) **The Whakaruru Hau** - is the overriding document encompassing the school's vision, values, strategic goals, annual and operational plan, as well as the governments National Education and Learning Priorities.
- (B) **The Strategic Goals** - reflects the direction set over a five-year period, encompassing the BIG picture.
- (C) **The Strategic Plan Overview** - is the overview of the plans and objectives for the five-year period, under the strategic goals headings.
- (D) **The Operational Plan** - is the detail for the annual plan with the specific actions for the year, taken from the strategic plan overview. It sets out specific objectives stating who is responsible for the goals, the budget and the monitoring and review of the objectives.

An appendix of the operational plan includes specific curriculum area objectives, and a number of various specific operational plans eg. Maori Achievement Plan, Pasifika Achievement Plan, Digital Integration Plan and the Attendance Plan.

Dovetailing with the operational plan are:

- (E) **Achievement Targets** – for the specific year. There are between 3-4 targets derived from reliable data in an attempt to improve student achievement.

Selection may be whole school, year (age) group; gender based or specific groups eg. Maori students.

At the end of the year an annual review is conducted based on the Annual Plan and Achievement Targets from the actual outcomes. This is completed by asking such questions as:

- Did we reach our goals this year?
- Do we need to adjust our Strategic Plan in light of this?
- What does the analysis of our targets tell us about student achievement this year?
- Considering this, what area of student improvement shall we aim for next year?
- Do we have the base line data to work from? If not, how will we gather it?
- Have we all the information we need to prepare our annual and set targets for next year?

ADMINISTRATIVE DOCUMENT SCAFFOLDING

MI Whakaruruhau

- Vision
- Strategic Plan
- Annual Plan
- Operational Plan
- Achievement Targets
- Curriculum Objectives

Policy Folder

- ### Professional Learning
- Online Appraisal Folio (OAF)
 - Professional Learning Educative Mentoring and Coaching Handbook
 - MI MANA MI TOA

Pedagogy

- Learning and Teaching Handbook
- Guidance and Support Handbook
- Gifted and Talented Handbook
- MI aMizing Environment Handbook

WHAKARURUHAU 2024 - 2027

VISION

Adventurous risk takers; persistent focussed achievement!

OUR MORAL VALUES

- Fairness
- Honesty
- Manaakitanga
- Pride
- Respect
- Responsibility
- Tolerance
- Trust

QUALITIES

- Confidence
- Energy
- Enthusiasm
- Flexibility
- Friendliness
- Inspiration
- Leadership
- Motivation
- Optimism
- Passion
- Resilience
- Versatility

OUR EDUCATIONAL VALUES

- Challenge + Competition
- Communication
- Creativity + Innovation
- Effort + Commitment
- Engagement + Teamwork
- Excellence
- Fun
- Self Management + Independence

STRATEGIC GOALS

Develop academically powerful students

Develop an effective School Culture: Living our vision and values

Develop students who are socially aware and socially active

Develop Potential

Develop Community

OPERATIONAL PLANS

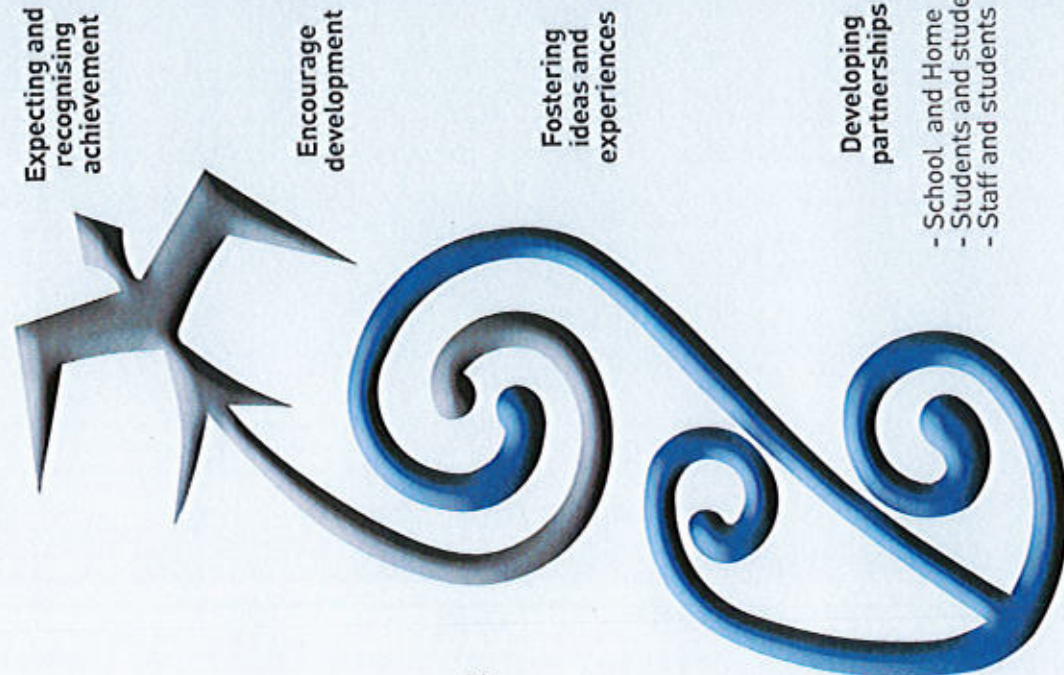
(specific years, goals and objectives)

- Plans for all areas of school operations
- Achievement Targets

OUR ESSENCE

Broadening horizons;
seeking dreams

DREAM



Expecting and
recognising
achievement

Encourage
development

Fostering
ideas and
experiences

Developing
partnerships

- School and Home
- Students and students
- Staff and students

Achievement

Challenging
viewpoints

Cultural
interaction and
acceptance

Supporting
effort

Instilling
values

Nurturing Growth

ATTAIN

EMBARK

OUR GRADUATE PROFILE

Our kids will leave Manurewa Intermediate with...



RESPECTFUL
A respect for self, others and property.

S.U.S.T
A strong set of personal beliefs, with a social conscience and an acceptable level of self-belief/self-esteem that makes them capable of dealing with success and/or disappointment in a realistic way.

CURIOUS
A love of learning, with a thirst for knowledge and curiosity about life - to have ambition. They will have a continual desire to strive to be the best they can be with a strong and responsible work ethic and attitude.

OPTIMISTIC
A positive, optimistic and confident attitude and approach with a sense of fun.

RISK TAKER
A comfort with risk, be industrious and persistent with challenges.

COMMUNICATOR
Effective communication and collaboration skills with a well-rounded outlook on life.

ADVENTUROUS
A good grounding in the academic basics and experiences across a broad curriculum.

COMPASSIONATE
Compassion, honesty, initiative and be trustworthy.



MANUREWA INTERMEDIATE SCHOOL

The Essence of what we teach

At respective year levels and/or at chronological ages or better, all students will display "constructive energy" (motivation, passion, commitment, diligence and enthusiasm) and be able to:

Dance & Drama

Explore and express thoughts and feelings through physical movement, and perform and appreciate in a public forum.

Education for Sustainability

Develop the knowledge, skills and attitude to confidently demonstrate positive and sustainable change around environmental and community issues.

Information Communication Technologies

Apply knowledge and skills to access, communicate and manipulate information using technology.

Maori

Learn to value personal cultures, through a Maori perspective.

Mathematics

Develop a range of thinking strategies to effectively estimate and solve operational problems and use mathematical concepts in everyday situations.

Music

Discover the wonder and fun of music through listening, playing, moving and creating.

Physical Education & Health

Develop confidence and fitness within active and competitive physical education experiences whilst participating positively in order to maintain a healthy lifestyle.

Reading

Understand and make use of what we read, and do so using a variety of different reading material.

Science

Question and make sure of the real world through relevant, scientific investigation which will foster curiosity and deeper understanding.

Social Studies

Understand the world and be able to fulfil a worthwhile role in society through knowledge and understanding of the past, present and future.

Speaking

Create and express ideas to communicate with clarity, with others.

Technology

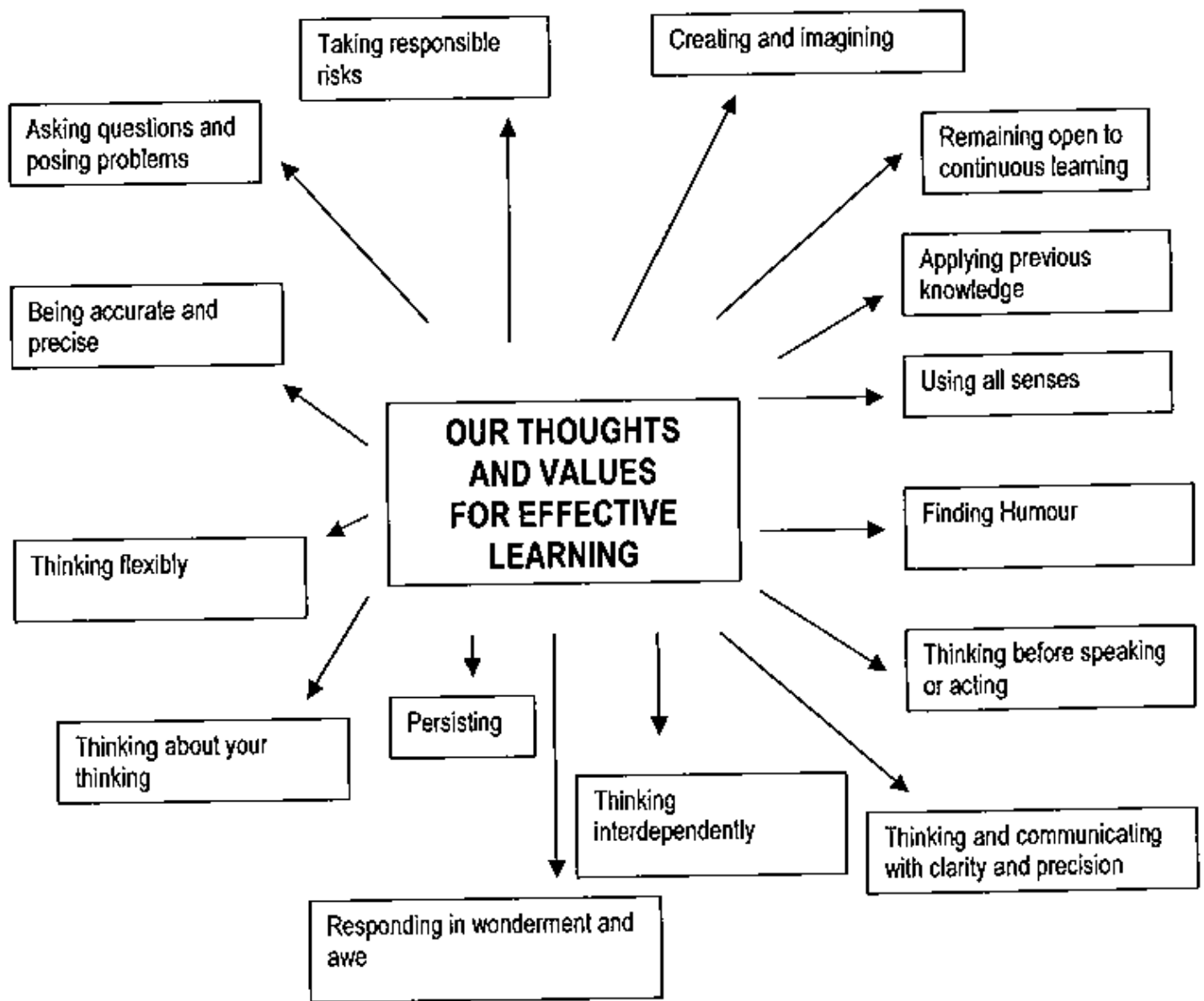
Use knowledge and skills to design and modify possible solutions to real life situations, issues or problems.

Visual Art

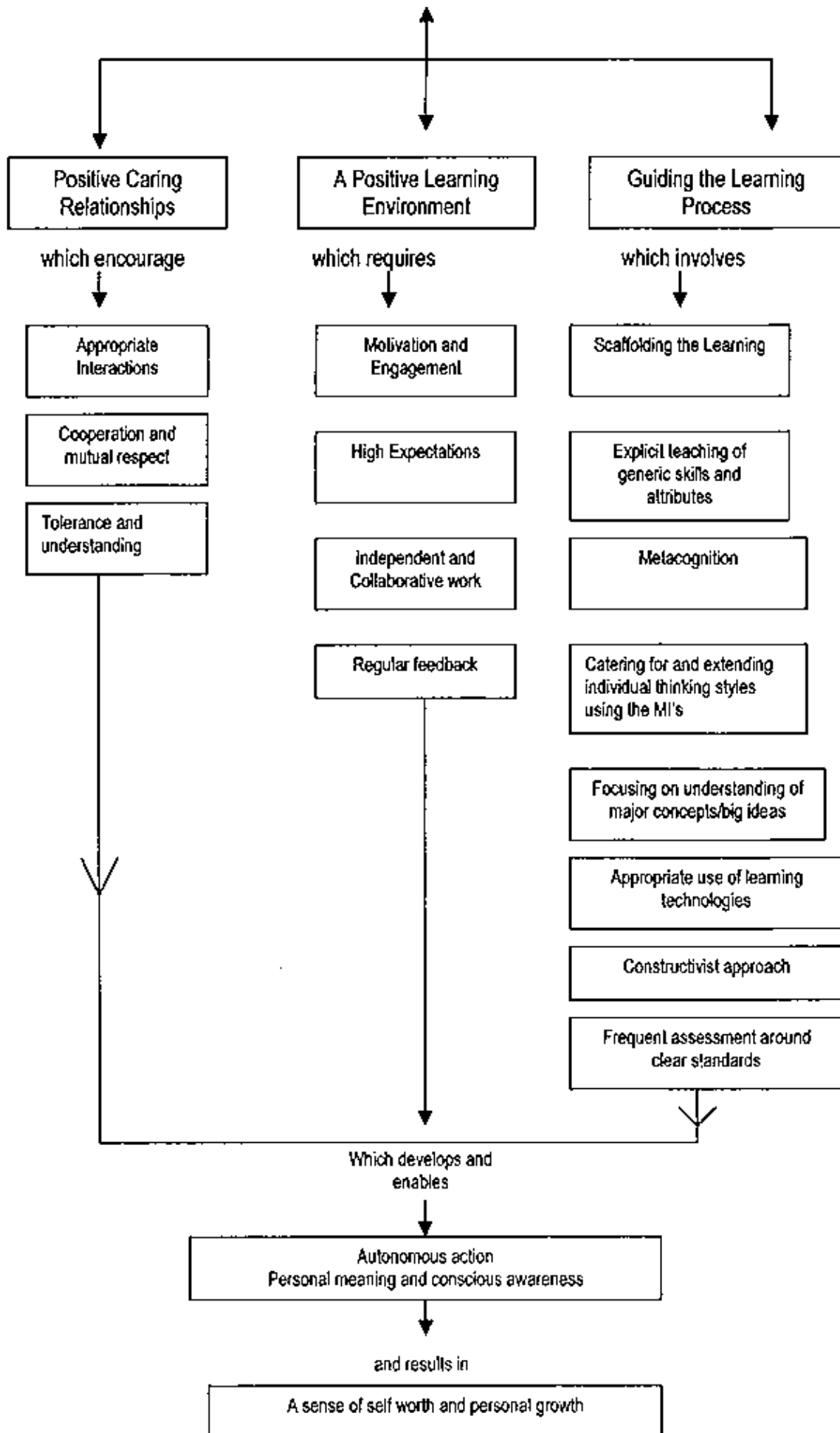
Develop an appreciation of the aesthetic qualities of objects around them and express themselves and communicate through a variety of media.

Writing

Create and record ideas to communicate with others in a range of ways.



POWERFUL LEARNING IS PROMOTED BY



STRATEGIC GOALS

<p>Develop academically powerful students We will achieve this by ensuring each child:</p> <ul style="list-style-type: none"> Is equipped with skills needed for lifelong learning Loves learning Is a critical thinker Is an effective problem solver Is taught what they need to learn Is ICT savvy Is able to articulate and demonstrate what they learn 	<p>Develop an effective School Culture: Living our vision and values We will achieve this by ensuring each child's:</p> <ul style="list-style-type: none"> Teacher is committed to the school culture, vision and values Teacher is competent, supported and has access to high quality professional learning Teacher is recognised and acknowledged Teacher is provided with appropriate resources Learning space is attractive and fit for purpose 	<p>Develop students who are socially aware and socially active We will achieve this by ensuring each child:</p> <ul style="list-style-type: none"> Is environmentally aware and active Is a good citizen Respects and celebrates cultural diversity Has a healthy sense of competition Has a future focus 	<p>Develop Potential We will achieve this by ensuring each child:</p> <ul style="list-style-type: none"> Has the opportunity to actively participate and excel in a wide range of activities and programmes Is encouraged, cared for and respected as an individual and as a vital member of our school and community Is willing to stretch themselves, and is prepared to take risks that are both calculated and sensible 	<p>Develop Community We will achieve this by ensuring each child's:</p> <ul style="list-style-type: none"> Family is communicated with openly, frequently and relevantly Family is engaged; actively and positively Experiences in the wider community will be celebrated
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National Education and Learning Priorities (NELPs)

The Statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that will ensure the success and wellbeing of all learners. It is a statutory document issued under the Education and Training Act 2020 (the Act) that directs government and education sector activities towards the actions that will make the biggest difference and ensure that we are able to strengthen the education system to deliver successful outcomes for all learners and ākonga.

Since January 2023 the new strategic planning and reporting framework came into being, and the NEGs and NAGs were removed. This new planning and reporting framework requires us to show how we are reflecting the NELPs into our strategic planning, as shown here. The NELP objectives are; Learners at the centre, Barrier-free access, Quality teaching and leadership, Future of learning and work, World class inclusive public education. The NELP objectives will help us ensure we are always learner-centred and will contribute to more of our learners being successful. They are broken down into five priority areas, which are incorporated into a number of our various operational plans and/or achievement targets, and have been since 2023.

STRATEGIC PLAN OVERVIEW 2024 - 2027

<p>2024 1.1 Empower students as leaders of their own and other's learning through the promotion of student agency and leadership.</p> <p>1.2 Utilise the Graduate Profile as a vehicle to promote and enact Manurewa Intermediate's definition of success for students.</p> <p>1.3</p>	<p>2024 1.1 Continue to investigate and implement further initiatives that will reignite and service the development of</p> <ol style="list-style-type: none"> I. Passion for and use of Keys To Success II. Anti-bullying initiatives that involve ALL stakeholders in recognising and combating bullying III. Combatting the evergrowing cyber-bullying and cyber protection 	<p>2024 1.1 Continue to provide meaningful learning experiences outside of the classroom. (Various trips and visits that enable students to develop social skills in a range of settings)</p> <p>1.2 To build on staff Future Focus capabilities and implementation programmes</p> <p>1.3</p>	<p>2024 1.1 Each child's potential is realised through careful class placement.</p> <p>1.2 Gain support from outside agencies to strengthen academies/councils, eg. Counties Netball, CIMSport, Auckland Council.</p> <p>1.3 Ensure that learners with their whānau are at the centre of education</p> <p>1.4</p>	<p>2024 1.1 Establish opportunities that are relevant and engaging with local Primary Schools, ECEs and High Schools.</p> <p>1.2 Ensure there are opportunities for students to engage with the community through Performances outside of Manurewa Intermediate eg. competitions</p> <p>1.3</p>
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<p>Clearly report student progress to parents (including progress against curriculum levels).</p> <p>1.4 Provide succinct, clear analysis of progress towards targets, informed through analysis of student data.</p> <p>1.5 Build on innovative pedagogies using site-based inquiry, building on areas of need and direction.</p> <p>2.1 Continue to develop strategies to identify and cater for learners at all levels.</p> <p>2.2 Raise the capacity of all teachers in delivering a differentiated programme to promote accelerated progress for all learners.</p> <p>2.3 Allocate funds to reflect and support the school's strategic plan.</p> <p>2.4 Review allocation of funding.</p> <p>2.5 Ensure great educational opportunities and outcomes are within reach for every learner.</p> <p>3.1 Refine targeted teacher inquiry process to accelerate progress.</p> <p>3.2 Continue using the revised Graduate Profile conceptual module overview and the layering of concept and topic/context.</p> <p>3.3 Execute whole school PLD to increase rigour of learning and teaching and student outcomes.</p> <p>3.4 Implement the Triple Operating System with a view to fostering innovation and creativity.</p> <p>3.5</p>	<p>cyber-bullying and cyber protection</p> <p>1.2 Remind staff of child protection policies and guidelines</p> <p>1.3 Promote and maintain effective enrolment and induction for all students including students with high needs</p> <p>1.4 Provide peer-to-peer support for student well-being through MI, MATES</p> <p>1.5 Continue to promote a safe and caring learning environment</p> <p>1.6 Establish ongoing programmes to promote cyber-safety and digital citizenship</p> <p>1.7 To continue to provide authentic forums for student voice through MI, Community Council, MI Eco Council, MI Curriculum Council and the MI Pastoral Care Council</p> <p>1.8 Develop our Service programme to allow more engagement within the wider community</p> <p>3.1 Provision and maintenance of small class sizes will afford optimum conditions for teaching and learning, for achieving all vision and values in our charter</p> <p>3.2 Continue to ensure a safe learning environment by maintaining strong pastoral care systems already established</p> <p>3.3 To further develop understanding of Te Ao Maori - the language and the culture - for all stakeholders (teachers, children and our community)</p> <p>3.4</p>	<p>Provide specific lessons to students relating to the importance of cyber safety and an awareness of the potential risks and hazards when socialising online</p> <p>1.4 Review systems and structures that promote safe practices while using digital devices</p> <p>1.5 To empower all Council groups to ensure student voice and decision-making is student inclusive.</p> <p>1.6 Develop and empower a Community Council to promote all aspects of healthy eating and lifestyles by instilling cultural intelligence community-wide.</p> <p>1.7 Continue to actively ensure the well-being of all students.</p> <p>1.8 Continue to create and maintain positive relationships with the local community, exploring the impact of the school's involvement.</p> <p>1.9 Empower students to lead new initiatives relating to sporting experiences for all learners.</p> <p>2.1 Create opportunities where Whānau/aiga/family members can run workshops relevant to their culture.</p> <p>2.2 Continue to provide students with ongoing and meaningful opportunities to develop communication and collaboration skills in a variety of settings.</p> <p>2.3 To provide students with opportunities to lead established programmes such as lunchtime and after school groups that cater to a range of students' abilities.</p>	<p>Review how the five councils have influenced the rest of our students.</p> <p>1.5 Review how social media can inhibit potential.</p> <p>2.1 Maintain participation and promotion of staff and students in extracurricular activities. This could include cultural, councils, academies and sports.</p> <p>2.2 Continue to employ stringent stocktakes of programmes that develop and identify potential.</p> <p>2.3 Continue to use technology as a tool for students to reach their potential and maximise their learning experiences at school and also at home which will, in turn, increase their digital fluency.</p> <p>3.1 Continue to raise the capacity of the teaching staff by promoting and enabling the teaching as an inquiry process</p> <p>3.2 Continue to employ staff (when appropriate) with skills required by the school</p> <p>3.3 All teachers are empowered to meet the needs of Maori, Pasifika and Gifted and Talented students</p> <p>3.4 Ensure all learners and whānau are provided with quality teaching and leadership</p> <p>3.5 Review whether we have been successful in employing staff with the skills required for our students.</p> <p>4.1</p>	<p>Ensure there are ongoing effective Transition processes and systems for Yr 6 to Yr 7 and Yr 8 to Yr 9</p> <p>1.4 Capture Whānau voice regarding the vision and future thinking regarding digital technologies at Manurewa Intermediate</p> <p>1.5 Continue to develop and put 'in action' other opportunities where MI can be a central part in the Community</p> <p>1.6 Maintain effective communication with Whānau</p> <p>1.7 Review Home/School Partnership opportunities- what do Whānau want/need?</p> <p>3.1 IT developments are effective and in use for relevant and authentic opportunities to provide information on student's learning</p> <p>3.2 Ensure if there is a disruption to face-to-face learning ie. Pandemic Lockdown systems are in place for effective online learning</p> <p>3.3 Review the effectiveness and use of MI PLH</p> <p>3.4 To ensure the correct policies and guidelines are in place and can be easily accessed as necessary</p> <p>3.5 Main areas of review in 2024 - Gifted and Talented, The Arts (Performing Arts, Music and Visual Arts)</p> <p>3.6 Strategic Goals are updated every year in the School Whakaruruhau (charter)</p> <p>4.1 Continue to engage the community on a digital level</p> <p>4.2</p>
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<p>Ensure a contextually and culturally relevant and authentic curriculum that meets the unique needs of our students.</p> <p>3.6 Ensure a contextually and culturally relevant and authentic curriculum that meets the unique needs of our students.</p> <p>3.7 Review documentation to ensure coherence.</p> <p>3.8 Clearly report to the Board baseline and endpoint achievement data.</p> <p>4.1 Maintain the implementation of a 1:1 device ratio in Humanities, Math and Science classes.</p> <p>4.2 Implement Te Kaahui Ako o Manurewa achievement challenges.</p> <p>4.4 Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life.</p>	<p>To continue to significantly improve all teachers capacity to cater for Maori and Pasifika children and in doing so embed culturally responsive processes in all areas of learning and teaching.</p> <p>3.5 Maintain and review the ability in cultural intelligence and it's valued implementation for all stakeholders</p> <p>3.6 Continue to develop, grow and embed a shared understanding of cultural intelligence and its importance.</p> <p>4.1 To continue to ensure our school environment reflects our positive school culture</p>	<p>2.4 Utilise funding to support ongoing initiatives that have been planned to develop student social skills, such as Vibe and Nature Club.</p> <p>2.5 Ensure aspects of the CHILD AND YOUTH WELLBEING STRATEGY are being implemented in our school. Strategy framework</p> <p>3.1 Continue to maintain and develop positive partnerships with local iwi to support Māori ākonga in authentic contexts.</p> <p>3.2 Provide professional development for staff to explicitly teach leadership and social skills.</p> <p>3.3 Provide professional development for staff in the complex needs of neurodiverse learners and how they can be explicitly supported to develop and function as effectively in society as they are capable.</p> <p>4.1 Create links with local political and environmental groups so students can have a voice in the wider community.</p> <p>5.1 Continue to provide opportunities for other schools to use our school as a model.</p>	<p>Provide relevant learning that caters to the circumstantial needs and lives of our local community</p> <p>4.2 Review how our influence as a school has helped to enhance potential after primary and what has happened to our students as they go through high school using COL data.</p>	<p>Collaborate more with Whānau, iwi, hapu, iwi, employers, industry and communities</p>
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<p>2025</p> <ul style="list-style-type: none"> Build on innovative pedagogies looking at the integration of SAMR and our Inquiry Process Review curriculum areas and effective teaching with the view to innovating on current and researched pedagogies that are contextually appropriate Track the use of IT integration across the curriculum areas to enhance the use of IT Review Graduate Profile curriculum approach Consult with the community to gain any new perspectives. 	<p>2025</p> <ul style="list-style-type: none"> Review transition systems in light of technological advancements that have occurred to help improve hauora. Continue to ensure a safe learning environment by maintaining strong pastoral care systems already established. Continue to understand how social media can affect our tamariki. Make sure our digital policies are in line with Netsafe regulations. Continue to ensure that teachers have positive relationships and that students feel like they have a voice. Continue to ensure students are able to connect to lots of different people. EG: Options, Culture, Period 6, and LunchTime Sport. 	<p>2025</p> <ul style="list-style-type: none"> Develop relations with Auckland Council from a 'sit in' like approach for our students Conceptualise and plan targeted trips that enable students to interact with future versions of themselves in a council like manner Provide specific workshops and outreach on cyber safety and an awareness of the potential risks and hazards. Make this highly visible and engaging to community Create opportunities where whanau/aiiga/family members can run workshops relevant to their culture Continue to work with EnviroSchools and continue our ongoing reflection for the year 	<p>2025</p> <ul style="list-style-type: none"> Review participation and promotion of staff and students in extracurricular activities. Review our Maori and Pacific Achievement Plans. Are they still relevant? Review whanau perception on developing potential for their tamariki 	<p>2025</p> <ul style="list-style-type: none"> Review whanau/school connection: specifically what part the Whanau play? What level of review do they collaborate on? How can we achieve this more outside of Charter inclusiveness Review cultural, service and performance based initiatives within the community. How can these be built on? Have more inclusive connectivity and outcomes? Better and more targeted opportunities for our students? SIC language and empowering our whanau here. What can we do to make our whanau feel more empowered to help their learners at home? How can our learner talk/speak be translated into home chat for more helpful and targeted home learning outcomes?
<p>2025</p> <ul style="list-style-type: none"> Implement entire new Curriculum (based on refresh) Look at how new assessment information given to support Curriculum refresh is going within the school Build on the innovative use of Digital Technologies Curriculum and its integration across all subjects. Refine the implementation of the Graduate Profile conceptual programme of inquiry and the layering of concept and topic. 	<p>2025</p> <ul style="list-style-type: none"> Continue to promote student agency around K2S and Hauora. Look at and review student wellbeing initiatives such as MITEY, SKODEL, MI MATES etc. Build on systems to continue to promote safe use of Social Media, including whanau voice. 	<p>2025</p> <ul style="list-style-type: none"> Continue to maintain positive relationships with local council and utilise them as a resource to support our leadership councils through work experience. Conceptualise and plan outreach programmes to engage with the community to support parental engagement with the child's learning. Provide specific workshops and outreach on cyber safety and an awareness of the potential risks and hazards. Make this highly visible and engaging to community Develop a realistic action plan for further growth and share it with the community in conjunction with the EnviroSchools team 	<p>2025</p> <ul style="list-style-type: none"> Maintain participation and promotion of staff and students in extracurricular activities. Review what other agencies can provide opportunities for our students to partake in Continue to review our Maori and Pacific Achievement Plans. What changes need to be made? Continue to review whanau perception on developing potential for their tamariki 	<p>2025</p> <ul style="list-style-type: none"> Build and maintain relationships/connections with local Preschools, Primary Schools and High Schools - Where to next? Continue to develop the relationship with Manurewa Marae Review the effectiveness and use of MI PLH - Does it serve its original purpose? What other expertise could be included? Review community opportunities and engagement for our students e.g performances, celebrations

<p>2022</p> <ul style="list-style-type: none"> • Review how the new Curriculum has gone • Review curriculum areas and effective teaching with the view to innovating on current and researched pedagogies that are contextually appropriate • Look at how new assessment information given to support Curriculum refresh is going within the school • Track the use of IT integration across the curriculum areas to enhance the use of IT • Review Graduate Profile curriculum approach • Consult with the community to gain any new perspectives. 	<p>2022</p> <ul style="list-style-type: none"> • Explore successful elements of COL work further, maintaining and developing networking from school to school to support cultural development but also to enhance community working together for peer support, collegial support and transitioning etc • Review systems around behaviour management and use of within the school • Consult with the community around the transitioning of their kids into ML • Review school systems around, uniform, attendance, lates, MoneyBooks etc. 	<p>2022</p> <ul style="list-style-type: none"> • Continue to maintain positive relationships with the local council and utilise them as a resource to support our leadership councils through work experience. • Maintain new outreach programmes to engage with the community to support parental engagement with the child's learning. • Provide specific workshops and outreach on cyber safety and an awareness of the potential risks and hazards with special emphasis on social media. Make this highly visible and engaging to community • Continue to develop and implement a realist action plan with the EnviroSchools team. 	<p>2022</p> <ul style="list-style-type: none"> • Review social media platforms - what other ways do we utilise this? • Review how we are developing potential - which areas do we need to target more? • Provide PD for staff to enrich their practice of Maori and Pasifika education • Provide relevant learning that caters to the circumstantial needs and lives of our local community - what does this look like? 	<p>2022</p> <ul style="list-style-type: none"> • Ensure opportunities for whanau engagement with the school is effective and worthwhile • Continue getting our 'name' out into the community through PD opportunities for others in education • Capture Whānau voice regarding the vision and future thoughts at Manurewa Intermediate • Ensure learning is relevant to the lives of New Zealanders today and throughout their lives - What does this look like today? What skills are most important for them to succeed in life?
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2024 OPERATIONAL PLAN MATRIX

'the interaction of our strategic goals and the new National Education and Learning Priorities (NELPs)'

STRATEGIC GOAL					
NELP OBJECTIVES <i>(National Education and Learning Priorities)</i>	Develop Academically Powerful Students	Develop an effective school culture - living our vision and values	Develop Students who are socially aware and socially active	Develop Potential	Develop Community
1. Learners at the Centre <i>'Learners with their whānau are at the centre of education'</i>	✓	✓	✓	✓	✓
2. Barrier Free Access <i>'Great education opportunities and outcomes are within reach for every learner'</i>	✓	X	✓	✓	X
3. Quality Teaching and Leadership <i>'Quality teaching and leadership make the difference for learners and their whānau'</i>	✓	✓	✓	✓	✓
4. Future of Learning and Work <i>'Learning that is relevant to the lives of New Zealanders today and throughout their lives'</i>	✓	✓	X	✓	✓
5. World Class Inclusive Education <i>'New Zealand education is trusted and sustainable'</i>	X	X	✓	X	X

2024 OPERATIONAL PLAN

2024 STRATEGIC GOAL: Develop Academically Powerful Students

BUDGET: \$200,000.00

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the Centre 'Learners with their whānau are at the centre of education'	1.1 Empower students as leaders of their own and others learning through the promotion of student agency and leadership.	<ul style="list-style-type: none"> Assessment for Learning frameworks will be used as a basis for student identification of their own learning needs and development of self and peer-assessment tools Student Voice will be regularly recorded and used to inform assessment of the relevance and effectiveness of teaching and learning. Actively share and unpack assessment data with students. Students will set goals for themselves within the core subject areas (reading, Writing and Maths) based on assessment data. Analysis of Passion Pod Inquiries will inform reviews of effective practice 	DP: Learning and Teaching DP: Pastoral Care Leadership Team All teachers Students Pastoral Care team	✓	✓	✓	✓	
	1.2 Utilise the Graduate Profile as a vehicle to promote and enact Manurewa Intermediate's definition of success for students.	<ul style="list-style-type: none"> Continue to collect pre and post student self-assessment of their own achievement relative to Graduate Profile Indicators. Continue to use Graduate Profile as a vehicle for communicating progress within Key 	All Leadership	✓	✓	✓	✓	

<p>2 Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner'</p>	<p>2.1 Continue to develop strategies to identify and cater for learners at all levels.</p>	<ul style="list-style-type: none"> • Revisit a whole school understanding of differentiation, progress and the need for a wider and deeper understanding of catering to diverse needs. • Analyse achievement information at individual and class level • Implement revised changes to assessment protocols in Math and Humanities to provide a deeper understanding of student needs and how to teach them effectively. • Investment in lower than funded student: teacher ratio • Use teacher inquiry cycle to plan for and meet the needs of students who require additional support • Promote, access and make use of Learning Support Coordinators through DP Guidance and Support to support all learners. • Weekly meetings held by the Guidance and Support team to identify and cater to the needs of lower ability learners • Implement interventions to accelerate progress for at risk learners. • Investment in Students with Higher Abilities register to recognise and cater for those in each class who require extending. • DP: GaS to oversee the programme Ml Breakout Buzz interventions run throughout the year focussing on the inquiry model. • Oversee and review the Marine Studies programme to ensure 	<p>DP: Learning and Teaching DP: Guidance and Support Learning Support Coordinator DP: PLL</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
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	<p>the lead teacher is empowered to make it effective.</p>	✓	✓	✓	✓	
<p>2.2 Raise capacity of all teachers in delivering a differentiated programme to promote accelerated progress for all learners.</p>	<ul style="list-style-type: none"> Develop a clear and concise set of review indicators to identify effective teacher practice across all areas of the curriculum. Ensure there is differentiation and the use of multiple teaching strategies to engage students and ensure a balance of surface, deep and conceptual learning incorporating Universal Design for Learning and Assessment for Learning principles. Continue the refinement of Raising Capacity Groups (RCG's) to inquire into best practices to accelerate identified target learners. Practice Leader Math continues to support teachers in meeting the needs of students by being a model of best practice. Whānau Leaders support teachers in providing deliberate feedback around differentiation in form time programmes - H/MM/Life Skills/FF In line with the Digital Integration Plan, provide opportunities for co-teaching, peer observations and modelling for all teachers based on Passion Pod Digital Integration goals. Continue with the implementation of 'Speed Dating' meetings each term to provide insight into the line of teachers' understanding of students in classes and plan collaboratively to meet these needs. 	Principal	DP: Learning and Teaching	DP: Professional Learning Leader	DP: Guidance and Support	Learning Support Coordinator

<p>3 Quality Teaching and Leadership</p> <p>‘Quality teaching and leadership make the difference for learners and their whānau’</p>	<p>3.1 Refine targeted teacher inquiry process to accelerate progress.</p>	<ul style="list-style-type: none"> • Continue with the use of baseline data to inform progress, or lack, of throughout inquiry and possible next steps. • Shared professional reading on targeted learning areas • Recording of formal passion pod or group focussed inquiries • Capturing of evidence of teacher practice within classrooms • Professional dialogue within groups to discuss evidence of teacher practice • Provide professional development aligned through the above run by relevant senior staff members • Through directed Inquiry managed by Passion Pod leader. • Build on innovative pedagogies using site-based inquiry, building on areas of need and direction • Embed effective integration practices focussing on meshing subjects together - math and science etc. 	<p>AP: Learning and Teaching</p> <p>DP: Professional Learning Leader</p> <p>Leadership team</p>	✓	✓	✓	✓	
	<p>3.2 Continue using the revised Graduate Profile conceptual module overview and the layering of concept and topic/context.</p>	<ul style="list-style-type: none"> • Teachers plan collaboratively using the Broadening Horizons Model 2.0 as a framework. • Passion Pods meet to discuss opportunities to integrate between subjects regularly. • Passion Pods use module overviews to guide a deliberate approach to planning programmes to ensure curriculum depth and coverage are considered. • Maintain a more rigorous, simplified inquiry learning approach targeting areas of need, particularly knowledge building and ‘using’. 	<p>DP: Learning and Teaching</p> <p>Passion Pod Leaders</p> <p>All teachers</p> <p>Students</p>	✓	✓	✓	✓	

		<ul style="list-style-type: none"> Promote higher-order thinking in all subjects by planning engaging topics that cause students to synthesise and build perception and understanding as well as knowledge. Promote students as empowered leaders in their inquiry and share opportunities to use skills from various subject areas with teachers. Build on innovative pedagogies using site-based inquiry, building on areas of need and direction 						
	<p>3.3 Execute whole school PLD to increase the rigour of learning and teaching and student outcomes.</p>	<ul style="list-style-type: none"> Promote staff involvement and ownership by including all Passion Pods and staff in PLD sessions. Ensure evidence is collected by teachers proving PLD is being embedded and practised in classrooms. In literacy - ensure Te Ao Tangata gain an understanding of early literacy development and uses this knowledge to enhance programmes. Develop assessment practices in Te Ao to promote needs-based and aspirational teaching in reading and writing. Develop a whole school oral language approach by ensuring it is part of ALL teachers planning and learning programmes Maintain teacher's digital technologies integration in their learning programmes Review researched assessment and data collection models and innovations identified 	<p>AP: Learning and Teaching DP: Guidance and Support DP: Professional Learning Leader Learning Support Coordinators Passion Pod Whanau Leaders</p>	✓	✓	✓	✓	

	<p>3.4 Implement the Triple Operating System with a view to fostering innovation and creativity.</p>	<ul style="list-style-type: none"> • Pedagogy: Foster innovation and creativity in developing pedagogy. • Future Focus: Foster innovation and creativity with a focus on the future • Operational: Foster innovation and creativity with a focus on school systems and operations. 	<p>Principal Leadership Team All teachers All staff Passion Pod Leaders Whanau Board</p>	✓	✓	✓	✓	
	<p>3.5 Ensure a contextually and culturally relevant and authentic curriculum that meets the unique needs of our students.</p>	<ul style="list-style-type: none"> • Passion Pods critique their programmes for improved student outcomes • Review, and where necessary, improve relevant documentation, particularly those areas of review for 2024 i.e Gifted & Talented, Science and The Arts: Music, Drama and Art. • This will include the continuation of module overviews as a tool to guide teachers forethought regarding their programmes including programme mapping. • Seek student voice and guidance through the student Curriculum Council 	<p>DP: Learning and Teaching DP: Student Programmes</p>	✓	✓	✓	✓	
	<p>3.6 Ensure a contextually and culturally relevant and authentic curriculum that meets the unique needs of our students.</p>	<ul style="list-style-type: none"> • Upskill teachers in understanding the three key concepts of the curriculum refresh • Understand/Know/Do where appropriate • Where appropriate and relevant share any updates about the curriculum refresh • DP: L+T to introduce the Curriculum Refresh at Staff Only Week • Common Practice Model will be introduced through RCGs • Common Practice Model will be aligned with School Appraisal Systems over course of 2024 	<p>Associate Principal: Learning and Teaching Passion Pod Leaders</p>	✓	✓	✓	✓	

	<p>4.2 Implement Te Kaahui Ako o Manurewa achievement challenges.</p>	<ul style="list-style-type: none"> • Adhere to achievement challenge operational plans. • Involve ASCoL and appropriate WSCoL in PLD opportunities throughout the year. • Implement new Te Kaahui Ako o Manurewa achievement challenge operational plans. 	Principal ASCoL and WSCoL's	✓	✓	✓	✓	
	<p>4.4 Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life.</p>	<ul style="list-style-type: none"> • DP:PLL's working alongside PCT's and other teachers to support their teacher practice • Regular walkthroughs and observations to be done on teachers in order to identify teachers of best practice and teachers who need support • Ensure all teachers are part of regular Professional Learning Meetings which support them being 'better' teachers eg. RCG's, relevant PD at Staff Meetings. • Passion Pod Leaders to ensure meetings are used to enhance teacher practice and professional knowledge NOT administrative duties or tasks 	Principal Leadership Team All teachers All staff Passion Pod Leaders	✓	✓	✓	✓	

STRATEGIC GOAL: Develop an effective school culture - Living our vision and values

BUDGET: \$150,000

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the centre	1.1 To investigate and implement further initiatives that will reignite and service the development of I. Passion for and use of Keys To Success II. Anti-bullying initiatives that involve ALL stakeholders in recognising and combating bullying III. Combatting the ever growing issues surrounding cyber-bullying and cyber protection	<ul style="list-style-type: none"> MI MONEY book will be formatted and printed for each term, only so that it can be reviewed further if necessary and adapted to suit the goals of engagement and success in learning, in our Keys To Success and in our Term values and SMART targets. Continue to involve staff in designing initiatives that will engage all stakeholders in combating any form of bullying and ensure that ALL staff are similarly responsive. PC Council to be supported 'in the field' by Community Council in toilet duties, MI MATES training etc. Promote student agency to improve student happiness and hauora adhering to our K2S and student values. Make sure the PC Council & M.I. Mates understand how to execute their job in a safe and non threatening manner to students. Introduce and implement student cyber safety programme through Media Studies. 	DP: PC, Pastoral Care team, All leadership team and all staff	✓	✓	✓	✓	
	1.2 Remind staff of child protection policies and guidelines	<ul style="list-style-type: none"> Continue to ensure all new staff read, understand and sign our Child Protection Policy upon employment. Address all concerns regarding Child Protection according to these guidelines and in a timely manner. Review policies each year by the end of T1. Let teachers know how child protection incidents can affect attendance. Induct new staff in Child Protection policies and guidelines Continue to remind staff of the sensitivity surrounding disclosures and appropriateness surrounding all tamariki 	Principal All Staff, DP: PC, Guidance Counselor	✓	✓	✓	✓	

	<p>1.3 Promote and maintain effective enrolment and induction for all students including students with high needs.</p>	<ul style="list-style-type: none"> Continue to use the Enrichment AUU to induct new students and further develop these systems in a conducive environment 	<p>DP: PC DP: GrS</p>	✓	✓	✓	✓	
	<p>1.4 Provide peer to peer support for student well-being through MI MATES</p>	<ul style="list-style-type: none"> Each class will continue to be trained (on the Monday in form time) to be MI MATES for the whole week by DP: PC Each class member will get a MI MATES jacket to wear throughout the day for each day of the week The Pastoral Council will provide daily leadership and supervision of this activity through a duty roster Ensure that this system is used, promoted and developed throughout the year. Pastoral Council/MI MATES will provide a small report on Friday on MITY about their MI MATES work for the week. 	<p>DP: PC</p>	✓	✓	✓	✓	
	<p>1.5 Continue to promote a safe and caring learning environment</p>	<ul style="list-style-type: none"> Be safe and inclusive and free from racism, discrimination, and bullying. 	<p>DP: PC</p>	✓	✓	✓	✓	
	<p>1.6 Establish ongoing programmes to promote cyber-safety and digital citizenship</p>	<ul style="list-style-type: none"> Design and implement modules for cyber-safety within the school Google drive Explore the use of online resources (NetSafe) within core learning areas Promote and host parent/caregiver information evenings in relation to online safety Regular communication via the school newsletter about online safety and responsibility 	<p>DP: PC DP: Learning and Teaching</p>	✓	✓	✓	✓	
	<p>1.7 To continue to provide authentic forums for student voice through MI Community Council, MI Eco Council, MI Curriculum Council and the MI Pastoral Care Council.</p>	<ul style="list-style-type: none"> MI Community Council to continue to lead Service across the school as well as gather student ideas through fortnightly meetings. They will also supervise and support MI MATES. Service efforts across the school and across the year will be recognised and reinforced through Silver Card awards. This will happen 	<p>DP: PC and DP: Learning and Teaching, SWIS, School Counsellor</p>	✓	✓	✓	✓	

<p>3 Quality Teaching and Leadership</p>	<p>3-1 Provision and maintenance of small class sizes will afford optimum conditions for teaching and learning, for achieving all vision and values in our charter.</p> <p>3-2 Continue to ensure a safe learning environment by maintaining strong pastoral care systems already established</p>	<ul style="list-style-type: none"> • In conjunction with the DP: Student Programmes. • MI Curriculum Council to be further developed and lead decisions about learning. This will happen in consultation with the DP: Learning and Teaching and weekly through their leadership in the MI Learning Competition • MI Eco Council is to lead the school in reducing waste and guide our school on how to best sustain our school. • Pastoral Care Council to continue to support children with abuse or mental health issues and connect them with appropriate adults for help. Pastoral Care Council to set up an Anti-Bullying Panel early in Term 1. This includes cyber-bullying related issues. • The Senate has two students from each council in it and will develop their school profile through: <ul style="list-style-type: none"> a) Supporting school events including sports events, being ambassadors and collecting info for website and/or newsletters b) Provide student agency by expressing their view of the school to our visitors etc. They will embody the values of our school. 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>1.8 Review Service and how our children and community engage in this.</p>	<p>3-1 Provision and maintenance of small class sizes will afford optimum conditions for teaching and learning, for achieving all vision and values in our charter.</p> <p>3-2 Continue to ensure a safe learning environment by maintaining strong pastoral care systems already established</p>	<ul style="list-style-type: none"> • DP: Student Programmes to promote the use of MI ONA when speaking about Service. • Get staff and student voice around the Service Programme. • Get community voice around the Service Programme. • The budget for this strategic goal (\$150,000.00) will be spent on personnel. • The provision of small class sizes will service the goals identified in strategic plans across the school. • Maintain weekly PC meetings • Maintain accurate attendance records and effective tracking of absence • Analyse wellbeing systems such as the use of Skodel. • Keep on top of Cyber-Bullying 	<p>DP: Student Programmes</p>	<p>All staff, all Leadership team, All stakeholders</p>	<p>OP: PC, Pastoral Care Team</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

	<ul style="list-style-type: none"> Think of ways to help teachers to follow the right systems with Pastoral Issues. Remind staff and whānau of links on our website to helping students and family. 								
3.3 To further develop understanding of Te Ao Māori - the language and the culture - for all stakeholders (teachers, children and our community).	<ul style="list-style-type: none"> Continue to teach Te Rep through a context, tikanga based approach. Encourage more students, in particular boys to join Te Mānu Ka Rewa still needs more students represented across the school and across whānau. 	Specialist teacher, Te Ao Māori, All stakeholders	✓	✓	✓	✓	✓	✓	✓
3.4 Continue to significantly improve all teachers capacity to cater for Māori and Pasifika children and in doing so embed culturally responsive processes in all areas of learning and teaching.	<ul style="list-style-type: none"> Practice Leaders for MAP and PAP will continue to develop a targeted action plan that will serve this goal. This will be shared with all staff at SOW each year. Continue with a practice leader for MAP and for PAP who will oversee and support the embedding of culturally responsive teaching. Practice Leaders for MAP and PAP will be aware that having access to more professional development in this area may be useful for some teachers. Align our work in this area with the COL Achievement Challenge relating to culture. 	DP: PC Practice Leader MAP and Practice Leader PAP	✓	✓	✓	✓	✓	✓	✓
3.5 Maintain and review the ability in cultural intelligence and it's valued implementation for all stakeholders	<ul style="list-style-type: none"> Gather whanau voice around values imbedded at home. Liaise with MAP and PAP when Iono's and hui's are held to gather data from whānau. Use the data to better inform and enhance Māori and Pacific initiatives within the school. <p><i>"Cultural intelligence is the ability to engage in a set of behaviours that uses skills (i.e., language or interpersonal skills) and qualities (e.g., tolerance for ambiguity, flexibility) that are tuned appropriately to the culture-based values and attitudes of the people with whom one interacts."</i></p>	Practice Leader MAP and Practice Leader PAP	✓	✓	✓	✓	✓	✓	✓
3.6 Continue to develop, grow and embed a shared understanding of cultural	<ul style="list-style-type: none"> MAP and PAP to deliver cultural Tapasa to staff at staff meetings. Māori tikanga to be taught to all staff. Continue to emphasise fale values to all students and staff. 	Practice Leader MAP and Practice Leader PAP	✓	✓	✓	✓	✓	✓	✓

4	Future of learning and work	intelligence and its importance.	<ul style="list-style-type: none"> • Cultural Council to lead school cultural initiatives. 						
4.1	Continue to ensure our school environment reflects our positive school culture	<ul style="list-style-type: none"> • Continue to embed the use of 'I am grateful for....' blackboards. Align this duty to MI. Maters so classes do not forget. Purchase a class set of chalks for each class and give these out on the Monday to the class on duty. • The Eco Council keeps the DP: eLi aware of any areas that need to be kept up to standard. 	Principal, DP: PC DP: eLi	✓	✓	✓	✓		

STRATEGIC GOAL: Develop Students who are socially aware and socially active

BUDGET: \$100,000.00

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the Centre 'Learners with their whānau are at the centre of education'	1.1 Continue to provide meaningful learning experiences outside of the classroom. (Various trips and visits that enable students to develop social skills in a range of settings)	<ul style="list-style-type: none"> • Create and maintain new community links and initiatives • Explore the impact of community involvement initiatives • Maintain effective and engaging EOTC experiences (including Survival Camp) • Provide meaningful service opportunities that allow students to be good citizens • Establish and maintain effective and engaging Education for Sustainability initiatives. • Reestablish the Sports Academy to promote a variety of sports that they wouldn't necessarily have access to 	All Leadership DP: Ops DP: SP DP: ERC	✓	✓	✓	✓	
	1.2 To build on staff Future Focus capabilities and implementation programmes within their respective programmes	<ul style="list-style-type: none"> • Continue to develop an awareness of sustainability in the community • Develop and maintain an awareness of sustainability in personal wellbeing, Whānau and cultural context. • Promote key ideas during whole school assemblies • Make links during Sustainable Enterprise lessons • Make links during the Eco break-out lessons. • Upskill staff with specific skills that will support new programs and initiatives • Develop and implement a robust Environmental Education Enrichment Programme. • Look to grow and maintain our current Environmental Education Enrichment Programme • Explore procedures and protocols for the use of the pool. • Upskill staff in the use of the pool. 	All Leadership DP: SP Teacher of Environment Education	✓	✓	✓	✓	

<p>1.3 Provide specific lessons to students relating to the importance of cyber safety and an awareness of the potential risks and hazards when socialising online</p>	<ul style="list-style-type: none"> • Develop awareness of cyber safety • Develop student awareness of the necessary steps to follow if they are engaging in online interactions • Ensure students are taught to be digitally responsible citizens and explicitly teach the skills to do so in a social media context • Continue to develop and maintain the Digital Integration Plan implemented in 2020 	<p>Principal All Leadership AP: Lnt DP: Ops</p>	✓	✓	✓	✓	
<p>1.4 Review systems and structures that promote safe practices while using digital devices</p>	<ul style="list-style-type: none"> • Maintain a log of all incidences involving devices and the follow up • Maintain robust systems for logging damage to devices and review these regularly • Upskill staff on how to effectively and safely use devices • Ensure online protocols are followed 	<p>Principal DP: PC DP: Ops ICT Manager</p>	✓	✓	✓	✓	
<p>1.5 To empower all Council groups to ensure student voice and decision making is student inclusive.</p>	<ul style="list-style-type: none"> • DPs in charge of councils to meet with their councils regularly • DPs in charge of councils to report back during leadership meetings • Councils to develop a local vision statement and achievement goals as part of their opening agenda • Council student voice to be captured and shared with staff (either during assemblies or as part of BOT presentations) • Ensure that the Senate receives specialist upskilling and development throughout the year • Review the five student Council programmes. 	<p>Principal All Leadership</p>	✓	✓	✓	✓	
<p>1.6 Develop and empower a Community Council to promote all aspects of healthy eating and lifestyles by instilling cultural intelligence community-wide.</p>	<ul style="list-style-type: none"> • Empower Community Council to lead initiatives that will affect change in the student community (E.g. Bike to school days etc...) • Empower the Community Council to promote all aspects of healthy eating and healthy lifestyles 	<p>All Leadership DP: Ops DP: SP</p>	✓	✓	✓	✓	

		<ul style="list-style-type: none"> Encourage and develop the use of the Pataka community pantry by actively contributing to it using produce developed on our property. Engage with outside agencies to support healthy lifestyle initiatives Ensure Kori Tinana continues to have a strong, effective structure, making clear links to a healthy lifestyle and overall Hauora 						
1.7	Continue to actively ensure the wellbeing of all students.	<ul style="list-style-type: none"> Be safe and inclusive and free from racism, discrimination, and bullying Offer opportunities for students to speak with a councillor if required 	The Board Principal All Leadership All teachers All staff	✓	✓	✓	✓	
1.8	Continue to create and maintain positive relationships with the local community, exploring the impact of the school's involvement.	<ul style="list-style-type: none"> Explore opportunities to engage with the local community Maintain already established connections within the community Report back to the Leadership Team and Board about the effectiveness of these implementations Review impact of community engagement initiatives 	All Leadership DP: SP DP: ERC	✓	✓	✓	✓	
1.9	Empower students to lead new initiatives relating to sporting experiences for all learners.	<ul style="list-style-type: none"> Utilise the Sports Enrichment Classes on a Tuesday after school Students from the Sports Enrichment collectively develop the Rec rotations and effectively run them and manage scoring 	Principal DP: SP	✓	✓	✓	✓	
2 Barrier Free Access 'Great education opportunities and outcomes for every learner'	2.1 Create opportunities where Whānau/aiga/family members can run workshops relevant to their culture	<ul style="list-style-type: none"> Through the Cultural Council and scheduled culture months and meet and greets Whānau/aiga/family will be invited to be involved in the planning and execution of school events. To engage Whānau/family as cultural group helpers, implementing their skills and attributes to extend the level of these performance groups Invite Whānau in to help maintain our plants for Sustainable Enterprise Use the fono and hui as an opportunity to develop with whānau initiatives that support tamariki using whānau as leaders 	All Leadership DP: SP	✓	✓	✓	✓	

<p>3 Quality Teaching and Leadership 'Quality teaching and leadership make the difference for learners and their whānau'</p>	<p>3.1 Continue to maintain and develop positive partnerships with local iwi to support Māori ākonga in authentic contexts.</p>	<ul style="list-style-type: none"> • Invite Māori Leaders to MI to support with ensuring local tikanga are observed. 	Principal DP: Ops	✓	✓	✓	✓	
	<p>3.2 Provide professional development for staff to explicitly teach leadership and social skills</p>	<ul style="list-style-type: none"> • Utilise the PCT meetings to discuss opportunities for students to develop leadership within the classroom • Provide and upskill staff on the skills of Executive Function and how they can teach and role model it for students • Review the Communication Literacy module and determine its effectiveness at supporting student socialisation 	All Leadership DP: PLLJ DP: PLLC DP: GaS DP: LnT	✓	✓	✓	✓	
	<p>3.3 Provide professional development for staff in the complex needs of neurodiverse learners and how they can be explicitly supported to develop and function as effectively in society as they are capable.</p>	<ul style="list-style-type: none"> • Provide ongoing short workshops on the specific diagnoses that are present across the school, and how they can be supported to develop socially • Maintain consistent lines of communication with staff on the latest research with regard to students' specific needs as they change 	All Leadership DP: GaS	✓	✓	✓	✓	
	<p>4.1 Create links with local political and environmental groups so students can have a voice in the wider community</p>	<ul style="list-style-type: none"> • Establish and maintain contact with local MPs. • Invite MPs into our school to work with our Senate. • Explore opportunities to travel to Wellington with our Senate (is this ongoing) • Explore opportunities for local visits to enrich our students in relation to local politics. • Establish and maintain contact with local Environmental groups, including Enviroschools. • Develop a plan of ongoing in school development with support and consultation with environmental groups. • Reconnect with Enviroschools and bring their expertise back into the school 	All Leadership DP: ERC DP: SP	✓	✓	✓	✓	
<p>4 Future of Learning and Work 'Learning that is relevant to the lives of New Zealanders today and through their lives'</p>								

<p>5 World Class Inclusive Public Education "New Zealand education is trusted and sustainable"</p>	<p>5.1 Continue to provide opportunities for other schools to use our school as a model</p>	<ul style="list-style-type: none"> • Be receptive to professional visits by other schools. • Provide bespoke and collegial discussion with others schools to support their development. • Host Sports Events within the school 	<p>Principal All Leadership DP: ERC</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
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STRATEGIC GOAL: Develop Potential

BUDGET: \$200,000.00

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the Centre "Learners with their whānau are at the centre of education"	1.1 Each child's potential is realised through careful class placement.	<ul style="list-style-type: none"> Leadership team members complete effective class placement, seeking advice from other staff where required. Leadership team and appropriate staff to participate in robust transition discussions with contributing schools. Teachers of all classes to be responsive to the needs of all of their students. Provide adapted learning units for students who are identified as priority learners (Learning Support Class, Sports Enrichment classes, E4S, Enrichment Class, G+T Programmes) 	Principal Leadership team DP: G & S DP: PC	✓			✓	
	1.2 Gain support from outside agencies to strengthen academics/councils; eg. Counties Netball, CW5port, Auckland Council.	<ul style="list-style-type: none"> Staff members in charge of academies and councils to build relationships with appropriate external agencies. Improve relationships with Clubs and encourage us to support our school. Continue to use social media to improve the bond with clubs and kahui ako schools. Use external agencies to benefit our existing programmes. 	DP: SP Leadership Team	✓	✓	✓	✓	

	<p>1.3 Ensure that learners with their whānau are at the centre of education</p>	<ul style="list-style-type: none"> Maintain positive relationships with whānau through consistent Form Teacher contact. Ensure MAP and PAP is catering for our students 	<p>Leadership team DP: PLLS DP: PC</p>	✓			
	<p>1.4 Review how the five councils have influenced the rest of our students.</p>	<ul style="list-style-type: none"> Conduct a robust review of the councils and their respective responsibilities. Ensure that whānau, student and staff voice is accessed with regard to the review. 	<p>Leadership team DP: Gas</p>	✓			
	<p>1.5 Review how social media can inhibit potential.</p>	<ul style="list-style-type: none"> Conduct an independent review with students, staff and whānau on the relationship between social media and student participation in school, both learning and extra curricular. 	<p>Leadership team DP: PC</p>	✓	✓	✓	
<p>2 Barrier Free Access "Great education opportunities and outcomes are within reach for every learner"</p>	<p>2.1 Maintain participation and promotion of staff and students in extracurricular activities. This could include cultural, councils, academies and sport.</p>	<ul style="list-style-type: none"> Provide a high number of high interest, engaging extra curricular activities Promote and advertise all extracurricular activities Promote a culture of "giving it a go" in regards to new endeavours, including "Badges of Honour" displays in classes Ensure zone sports teams are organised and coaches have the capacity 	<p>Leadership Team DP: SP</p>	✓	✓	✓	
	<p>2.2 Continue to employ stringent stakeholders of programmes that develop and identify potential.</p>	<ul style="list-style-type: none"> Create lists of all Discovery Programmes (Sports and ECA groups for example) and gather data to see which programmes our kids are getting involved in. Identify gaps and make plans to revitalise those areas if appropriate. 	<p>DP: Student Programmes Leadership Team</p>	✓		✓	

<p>3 Quality Teaching and Leadership 'Quality teaching and leadership make the difference for learners and their whānau'</p>	<p>2.3 Continue to use technology as a tool for students to reach their potential and maximise their learning experiences at school and also at home which will, in turn, increase their digital fluency.</p>	<ul style="list-style-type: none"> • Offer professional development for our staff to make authentic connections to their programme of learning. • Make sure teachers are using devices as a learning tool through planning, observation and video analysis • Ensure that devices are used in line with the advanced stages of the SAMR model. • Promote the use of technology in extracurricular ways to capture our students and community. • Review the influence of how technology and the digital technologies curriculum have affected student and teacher confidence and capability to reach their potential goals. 	<p>Leadership Team DP: cLI</p>	✓	✓	✓	✓	
	<p>3.1 Continue to raise the capacity of the teaching staff by promoting and enabling the teaching as an inquiry process</p>	<ul style="list-style-type: none"> • Offer high-quality professional development in the area of teaching as inquiry so teachers are able to continually develop their own practice 	<p>Leadership team DP: PLLs DP: PLLC</p>	✓	✓	✓	✓	
	<p>3.2 Continue to employ staff (when appropriate) with skills required by the school</p>	<ul style="list-style-type: none"> • Complete a thorough and wide-ranging recruitment process to ensure high-quality teachers apply to work at MI • Continue to employ staff with desired skills and knowledge along with a passion and zest for educating. • Ensure we induct new staff effectively 	<p>Principal Leadership team</p>	✓	✓	✓	✓	
	<p>3.3 All teachers are empowered to meet the needs of Māori, Pasifika and Gifted and Talented students</p>	<ul style="list-style-type: none"> • Practice Leaders to oversee and support the embedding of effective practice • Provide high-quality professional development in these areas 	<p>Leadership team DP: PLLC DP: PLLs</p>	✓	✓	✓	✓	

	<ul style="list-style-type: none"> • Share and promote examples of effective practice • Ensure our Cultural Focus Group are well resourced to lead staff in Pacific and Māori endeavours 								
3.4 Ensure all learners and whānau are provided with quality teaching and leadership	<ul style="list-style-type: none"> • Continue to effectively utilise the RCGs to ensure continued professional growth. • Maintain the current appraisal systems to ensure there is oversight and support for quality teaching practice. • Support staff with the implementation of the MAP and PAP. • Provide PD for staff around connecting with and engaging Māori and Pacific students 	✓	✓	✓	✓	✓	✓	✓	Leadership team DP: PLLj
3.5 Review whether we have been successful in employing staff with the skills required for our students.	<ul style="list-style-type: none"> • Stock the diversity of skills that our staff offer to their roles. • Review with staff to identify any gaps and collaborate to rectify them if any are identified. 	✓	✓	✓	✓	✓	✓	✓	
4 Future of Learning and Work <i>'Learning that is relevant to the lives of new Zealanders, today and through their lives'</i>	4.1 Provide relevant learning that caters to the circumstantial needs and lives of our local community	✓	✓	✓	✓	✓	✓	✓	Leadership team DP: Student Programmes DP: PLLj
4.2 Review how our influence as a school has helped to enhance potential after primary and what has happened to our students as they go through high school using COL data.	<ul style="list-style-type: none"> • Have a fono/hui to get whānau voice • Have programmes running that cater for the strengths and needs of our students • Gain community voice through feedback and social media, on how we can develop potential further by working together. • Collect, collate and analyse the pathways of students as they leave MI and go forward into the future using CoL data • Analyse the effectiveness of the programmes run at MI. • Report the findings to the Board and wider community. 	✓	✓	✓	✓	✓	✓	✓	

STRATEGIC GOAL: Develop Community

BUDGET: \$50,000.00

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1. LEARNERS AT THE CENTRE	1.1 Establish opportunities that are relevant and engaging with local Primary Schools, ECEs and High Schools.	<ul style="list-style-type: none"> Cultural Groups to perform/mentor local Primary Schools Ensure working relationships with local Early childhood centres are established and maintained. Strong relationships and connections are evident and actioned on with visits and liaison. COL - Community of Learning Schools to promote opportunities across the schools in Te Kahui Ako O Manurewa Review community links surrounding student-based sharing of learning and performances i.e. cultural groups, 'road-show', learning-talk 	All teachers All Staff Students Local Primary Schools Local ECEs Local High Schools COL	✓	✓	✓	✓	
	1.2 Ensure there are opportunities for students to engage with the community through Performances outside of Manurewa Intermediate eg. competitions	<ul style="list-style-type: none"> Staff to use their initiative and find opportunities for students to perform Initiate contact with community organisations that students can engage with through performance etc Cultural Groups to find opportunities to perform 	All teachers All Staff Students COL	✓	✓	✓	✓	

<p>1.4 Capture Whānau voice regarding the vision and future thinkings regarding digital technologies at Manurewa Intermediate</p>	<ul style="list-style-type: none"> Continue to get Whānau voice at SIC's- What do Whānau want/need? Add to Self Review questions in 2023 	<p>Principal All teachers All staff Leadership Team Whānau Community BOT</p>	✓	✓	✓	✓	
<p>1.5 Continue to develop and put 'in action' other opportunities where MI can be a central part in the Community</p>	<ul style="list-style-type: none"> Get Whānau voice regarding this- what might this look like? How could this work? Capture staff voice as well Investigate ways the community can become more active in the school eg. Volleyball League Continue to promote events that celebrate the students Review and/or develop relationship with Manurewa Marae 	<p>Principal All teachers All staff Leadership Team Whānau Community BOT</p>	✓	✓	✓	✓	
<p>1.6 Maintain effective communication with Whānau</p>	<ul style="list-style-type: none"> Communicate with Whānau students successes and 	<p>Principal All teachers All staff Passion Pod Leaders</p>	✓	✓	✓	✓	

					<p>achievement (Praise Cards/Certificates)</p> <ul style="list-style-type: none"> Whānau receives Manurewa Monthly school newsletters, Class letters etc. Invite Whānau to school assemblies/performances School Nights to encourage Whānau to see children's learning eg. Meet and Greet, Exhibition of Learning in 2023 Parent Surveys done throughout the year to capture Whānau voice Regular phone conversations with Whānau (both positive and negative) Tracking Whānau positive and negative interactions with teachers Celebrate success through the Social Media platforms of the School Website and Facebook Each form teacher sets up a system to support getting parents/Whānau on board for events eg. Night Markets, support in class, Camp etc. Maintain effective AND regular contact with Whānau in times of high need ie. Pandemic, floods Cultural focus group to seek whānau/parent support throughout the year as well 	<p>Leadership Team Whānau BOT</p>				
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<p>3 QUALITY TEACHING AND LEADERSHIP</p>	<p>1.7 Review Home/School Partnership opportunities- what do Whānau want/need?</p>	<ul style="list-style-type: none"> • Gather voice from Whānau and the community around SIC's • Get community voice on inquiry and assessment • Look at what the needs are for Whānau if there was another pandemic and students were not allowed/able to come to school so learning can continue • What do Whānau want/need based on where we have come from in the last five years. What has developed here? What areas are in need of further depth? 	<p>All teachers All Staff All students The community</p>	✓	✓	✓	✓
	<p>3.1 IT developments are effective and in use for relevant and authentic opportunities to provide information on student's learning</p>	<ul style="list-style-type: none"> • Review the implementation and use of ICT in the curriculum • Review the engagement with the community on a digital level with regards to website, Facebook etc • Continue to build on the connection that ICT plays with students → Whānau • Continue to build on SAMR model in the teaching programme 	<p>All teachers All Staff All students DP: eLI</p>	✓	✓	✓	✓
	<p>3.2 Ensure if there is a disruption to face-to-face learning ie. Pandemic Lockdown systems are in place for effective online learning</p>	<ul style="list-style-type: none"> • Having a bank of online learning resources available for all staff to use • Staff are up to date/knowledgeable on how to use IT infrastructure for online learning eg. Google 	<p>All teachers All Staff All students DP: eLI</p>	✓	✓	✓	✓

4 FUTURE OF LEARNING AND WORK	4.1 Continue to engage the community on a digital level	<ul style="list-style-type: none"> • Self-review questions to be answered in Whānau, Passion Pod and whole staff forums • Use Community Events such as Meet and Greet, Night Markets and Whānau Day to capture Whānau voice. • All Strategic Goals are reviewed throughout the year • All staff take part in the review of Strategic Goals through Whānau and Passion Pods • Student's voice is captured (Curriculum Council, student surveys, M1 Chat, review areas etc). • Meet and Greet, SIC's to get Whānau voice specifically around what part the Whānau play - How do we get ALL students whānau to these? What do whānau want out of SIC's? • Recommendations are made for the following year • Strategic Goals are updated yearly • School Website is regularly updated with information parents need • Promote the MI Facebook Page (reminders, links to website and monthly newsletter etc...) 	<p>Nga Toi Passion Pod Whānau Students BOT</p>	✓	✓	✓	✓	
3.6 Strategic Goals are updated every year in the School Whakaruruhau (charter)			<p>Principal Leadership Team All teachers All staff Passion Pod Leaders Whānau BOT</p>	✓	✓	✓	✓	

	<p>4.2 Collaborate more with Whānau, iwi, hapu, iwi, employers, industry and communities</p>	<ul style="list-style-type: none"> • Continue to develop the connection of Whānau to the digital learning of the students • Ensure curriculum objectives and classroom learning are making relevant links to outside agencies • To add depth to real-world learning in connection with students' local knowledge and cultural identity. 	<p>Principal Leadership Team All teachers All staff Passion Pod Leaders Whānau BOT</p>	✓	✓	✓	✓	
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Inclusion Objectives

The following objectives form part of our 2021 Operational Plan and are included within various strategic goal areas. This ensures that our charter reflects our aspirations for learners with special education needs and priority learners. Under each strategic goal there is an objective(s) in bold.

Strategic Goal: Effective School Culture

Maintain an inclusive school culture

- The board of trustees and principal emphasise the importance of an inclusive culture through their comments, policies, processes, resourcing and planning
- The principal provides ethical leadership for the school on the importance of meeting the diverse needs of all students, including students with high needs
- There is a school-wide emphasis on meeting the needs of all students, including students with high needs
- The board has invested in appropriate resources to support inclusion (this includes the board using special education funding and staffing [ORS, Learning Support etc] to support students with high needs)
- The staff and students at the school are positive about the involvement of students with high needs at the school
- Other students have been provided with coaching, support and modelling to appropriately relate to students with high needs
- Students with high needs are not seen in terms of their impairments, but are seen as students who are expected to achieve, contribute to school culture and have strengths worth nurturing
- There is an absence of bullying (especially towards students with high needs)
- There is evidence that the school has adapted its physical environment to meet the needs of current students with high needs
- The success of students with high needs is celebrated
- Teachers openly share with one another the success and challenges in their teaching of students with high needs
- The Board has developed appropriate behaviour management plans for students with high needs

Promote and maintain effective enrolment and induction for all students including students with high needs

- The school welcomes students with high needs
- The school is prepared to make appropriate changes to support a student with high needs (i.e. has not suggested to parents that children would be better off elsewhere)
- The schools induction process is organised and welcoming for students with high needs and their families
- The induction programme works well at all times through the year

Embed culturally responsive processes

- The school has culturally responsive processes to identify and support the needs and aspirations of Maori and Pacific students with high needs and their whanau/families

Strategic Goal: Socially Aware, Socially Active

Foster inclusive student relationships

- The relationships students with high needs have with their peers are supportive
- Students with high needs have their social development supported as required
- Students with high needs have friendships with other students
- Students with high needs are included in social events in and outside of the school (e.g. school socials, ANZAC)
- Students without high needs demonstrate tolerance, warmth, understanding and friendship to students with high needs in their classrooms

Strategic Goal: Develop Potential

Promote and encourage extra-curricular involvement by all students

- Students with high needs take part in sporting and cultural activities alongside other students at the school
- Students with high needs take part in physical activity (where appropriate) and other learning activities outside the classroom
- Students with high needs succeed in a variety of contexts, academic, leadership, sporting and cultural

Strategic Goal: Develop Community

Links with families

- The school respects and values the knowledge parents have of their child's learning, development and achievement
- Relationships are focussed on building a constructive partnership between families and the school, and supporting the on-going inclusion of students with high needs
- The school is proactive in creating positive links with families (i.e. regular home/school contact)
- Feedback to families includes a celebration of success
- Parents are included in IEP processes and provided with regular feedback about their child's progress and how they might complement school-based learning at home

Strategic Goal: Academically Powerful Students

Identifying student needs and strengths

- The school has high quality processes in place for identifying the educational needs of students with high needs
- The school has sought and used the students point of view with regard to what supports their inclusion and learning (decision-making)
- The school has used valid and reliable methods to identify the interests and strengths of students with high needs in order to fully support their learning and development
- The school has processes in place for identifying the needs of students in relation to any physical, sensory, neurological, psychiatric, behavioural or intellectual impairments
- School personnel understand that it is their role to adapt to the needs presented by a student – rather than 'fit' the student to their school

The coordination of services and support

- The school has coordinated an appropriate range of services or personnel in support of any specialised needs presented by students with high needs, for example Special Education, RTLBs, therapists and our two LSCs
- The co-ordination and monitoring of specialist services and support for students with high needs is given high status in

the school e.g. it is overseen by an effective Leadership Team member

- The SENCO (or equivalent) provides support and guidance for teachers and teacher aides to include students with high needs
- The SENCO (or equivalent) oversees the progress of students with high needs
- Teachers share their knowledge of the needs, likes, interests and specialist support requirements of students as they progress through the school, from year to year (i.e. there is a formal process of planning for students as they progress from teacher to teacher)
- Plans are in place to ensure that all students with high needs can attend school if a teacher aide is absent
- Students with high needs learn alongside their peers in regular classes as much as possible
- Learning programmes support the objectives identified in IEPs or other planning
- Students with high needs have well-planned learning experiences, not just 'busy work'
- Teaching is planned and differentiated with the learning of all students in mind
- Lessons encourage students with high needs to participate and interact
- Students with high needs work co-operatively along with other students
- There is evidence of student to student communication and teacher to student communication (and that the teacher aide is not the sole medium of information)
- Learning Assistants support teachers to include students with high needs
- Classroom teaching underlines the importance of diversity

Professional development and support

- Staff receive high quality professional development to understand and support the specific learning needs of particular students with high needs from our two LSCs
- Professional development and support is readily accessible
- Professional development for teachers and teacher aides supports their ability to teach students with diverse needs

Learning support

- The school has resourced high quality physical and educational support for the ranges of needs demonstrated by students with high needs
- There is ongoing evaluation and review of the effectiveness of learning support
- Learning support is co-ordinated with IEPs and well developed objectives for student learning and development
- Students with high needs are making progress in their IEPs and/or any particular academic, intellectual, behavioural, communication, social or physical goals agreed to be appropriate

September 2014



What an inclusive school looks like

Inclusive education is about the full participation and achievement of all learners. In fully inclusive schools, children and young people with special education needs are engaged and achieving through being present, participating and learning.

This information sheet describes what an inclusive school looks like and feels like in the English-medium context. Use this information to help reflect upon and review the inclusive values, policies and practices in your school.

At inclusive schools, children with special education needs:

- ▶ are present at their chosen school, with their siblings and friends
- ▶ are participating and engaged in class and out of class, with their peers, doing what their peers do
- ▶ are learning and achieving, experiencing success, being challenged, learning within the curriculum and enjoying things they're interested in
- ▶ feel like they belong, enjoy school, want to go to school and have friends.

To make this happen, schools:

- ▶ foster the identity, language and culture of all learners
- ▶ have high expectations of all their learners
- ▶ are strongly values-driven and foster these values in learners and adults
- ▶ are innovative and flexible
- ▶ adapt to the child or young person rather than making them adapt to fit the school
- ▶ have processes for identifying and supporting the needs and aspirations of Māori and Pasifika learners with special education needs and their whānau
- ▶ have strong leaders who communicate

and model clear values and expectations

- ▶ have good systems and processes in place for enrolling and welcoming learners with special education needs and identifying their needs and strengths
- ▶ work effectively with parents, families, whānau and their wider communities
- ▶ have self-review processes in place to ensure ongoing improvement of policies and practices
- ▶ support the learning and professional development of their teachers to use *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* to meet the needs of all learners.



Which means our schools will look like this:

PRESENT

- School-wide culture** › The school welcomes all learners and makes sure their transition into school is smooth and well planned.
- The way a school welcomes learners, and the feel of the school*
- › The school fosters a caring, safe and respectful whole-school environment and shares this with the wider school community.
 - › The school fosters the identity, language and culture of all learners.
 - › The school has processes for identifying and supporting the needs and aspirations of Māori and Pasifika learners with special education needs and their whānau.

- School leadership** › The school's leaders foster inclusive values, establish clear expectations, and model desired behaviours.
- The strength of its leaders*
- › The school's leaders create a safe physical and learning environment.
 - › The school's leaders create a collaborative environment that supports teachers and encourages collective responsibility for learners.
 - › The school's leaders support teacher inquiry and development.

PARTICIPATING AND ENGAGING

- School-wide systems and processes** › The school has processes for identifying learners with special education needs and their strengths.
- The way the school runs*
- › The school is clearly willing to adapt the school's physical environment, as well as its systems and processes, to meet the needs of learners with special education needs.
 - › The school identifies, uses, coordinates and manages the services and support available to learners with special education needs.
 - › The school has school-wide systems for planning, monitoring and reporting on the presence, participation, engagement, progress and achievement of learners with special education needs.
 - › The school uses data to inform decisions, problem-solve and monitor school-wide practices.
 - › The school regularly evaluates teaching practice using good-quality school-wide systems and uses data to improve teaching quality for learners with special education needs.

- Parent, whānau and community connections** › The school partners with parents, families and whānau regarding their child's learning and achievements.
- The strength of its relationships*
- › The school respects, values and uses the knowledge parents have of their child's needs, learning, development and achievement.
 - › The school taps into the expertise within its community and the special education sector to understand the best way to provide for learners with special education needs.

Teaching and learning*The knowledge and skills of its teachers*

- ▶ The teachers promote an achievement-oriented culture and have high expectations of all learners, providing challenges that stretch learning.
- ▶ Teachers are skilled at using *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* to meet the learning needs of all learners, inside and outside of the classroom.
- ▶ The classroom learning programme is planned to provide each child with learning experiences and challenges that relate to their interests, needs and goals.
- ▶ Support staff have the knowledge and skills to work within the classroom programme alongside the teacher.
- ▶ Teachers develop constructive and respectful relationships with learners and with others involved in their learning.
- ▶ Teachers inquire into the impact of their teaching on learners.
- ▶ All children take part in a full range of experiences outside the classroom.

What an inclusive school feels like

- ▶ *Children and young people with special education needs* will feel confident, will feel like they belong, will enjoy school, will want to go to school, will have friends, will have a say in what goes on for them, will feel challenged at school and will feel proud of the things they have learned and achieved.
- ▶ *Parents of all children in the school* will be confident that their child or young person receives the attention and support in the classroom to achieve their potential and will appreciate their child's valuing of diversity.
- ▶ *Parents of children and young people with special education needs* will be confident in their child's school and teachers, will enjoy seeing their children learning, achieving and having friends, and will be secure in the knowledge that their children are safe, happy and belong.
- ▶ *Teachers of children and young people with special education needs* will be confident in their teaching and their classroom programme, will feel supported, will enjoy the achievements of all the children in their class and will have professional pride in their own teaching.
- ▶ *Principals and boards* will be confident that their school is a safe and respectful place and will enjoy and have pride in the achievements of all the children and young people in their school.





2024 Achievement Target for Inclusion

School name and number: Manurewa Intermediate, 1353

Focus: Inclusion
Strategic Aim: <ul style="list-style-type: none">• All students are supported to attend school, engage in all activities and achieve against the key competencies and learning areas of the New Zealand Curriculum• All teachers strive for excellence• To develop academically powerful students• To develop potential in all students
Strategic Objectives: <ul style="list-style-type: none">• Improve teacher effectiveness, pedagogy and practice• Develop teachers' confidence and capacity to engage all students• Provide high-quality inclusive support and programmes• Monitor student engagement and provide effective feedback• To develop and maintain the role of the Learning Support Coordinator within the school
Annual Aim: <ul style="list-style-type: none">• Increase the level of connection and commitment students have to school and learning• Provide learning experiences that challenge, are differentiated and empower students• Increase the progress and achievement of students who are not currently achieving as expected
Baseline Data: <p>Please note that with National Standards no longer in place the school has new terminology. This terminology is NEEDS SUPPORT, WORKING TOWARDS, AT and ABOVE. AT and ABOVE remain the same as before. NEEDS SUPPORT would now be comparable to WELL BELOW and WORKING TOWARDS would now be comparable to BELOW.</p>

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Analysis of school-wide data for students who are identified with low learning needs in November 2023 identified:

CURRICULUM AREA	NEEDS SUPPORT		WORKING TOWARDS		AT		ABOVE	
	2023		2023		2023		2023	
READING	48.86%		37.50%		11.36%		2.27%	
WRITING	44.32%		40.91%		14.77%		0%	
MATH	35.23%		40.91%		19.32%		4.55%	

Analysis of school-wide READING and WRITING and MATH data in November 2023 identified:

2.27% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at ABOVE in Reading.

11.36% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at AT in Reading.

37.50% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at WORKING TOWARDS in Reading.

48.86% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at NEEDS SUPPORT in Reading.

0% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at ABOVE in Writing.

14.77% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at AT in Writing.

40.91% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at WORKING TOWARDS in Writing.

44.32% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at NEEDS SUPPORT in Writing.

planning & reporting

4.55% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at ABOVE in Numeracy.

19.32% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at AT in Numeracy.

40.91% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at WORKING TOWARDS in Numeracy.

35.23% of students with identified low learning needs (who have outside agency support or funding e.g. RTLB, MOE, ORs, ESOL, ICS) are at NEEDS SUPPORT in Numeracy.

Curriculum Area	Needs Support					Working Towards					At					Above								
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023				
Reading	66.2%	51.6%	50.8%	53.5%	48.9%	-4.6%	29.9%	30.7%	38.8%	29.1%	37.5%	-8.4%	3.9%	16.1%	7.5%	17.4%	11.4%	-6.0%	NIL	1.6%	3.0%	0%	2.3%	+2.3%
Writing	66.2%	61.3%	52.2%	53.5%	44.3%	-9.2%	27.3%	33.9%	38.8%	34.9%	40.9%	+6.0%	6.5%	3.2%	9.0%	11.6%	14.8%	+3.2%	NIL	1.6%	0%	0%	0.0%	0.0%
Math	53.2%	51.6%	38.8%	55.3%	35.2%	-20.1%	41.6%	38.7%	47.8%	35.3%	40.9%	-5.6%	3.9%	8.0%	10.5%	9.4%	19.3%	+9.9%	1.3%	1.6%	3.0%	0%	4.6%	+4.6%

Comparative Analysis of school-wide data for students who are identified with low learning needs in November 2019 - 2020 identified:

In Reading 2023 students who are achieving at NEEDS SUPPORT appear to have made a good shift, up by 4.6%. All indications are that they have moved from WORKING TOWARDS which is a negative shift. Additionally, of the 6.0% that have moved from AT, 3.7% appear to have moved to WORKING TOWARDS, which is minor negative growth. It is fortunate that there is however a 2.3% shift of students moving from AT to ABOVE.

In Writing 2023 students who are achieving at NEEDS SUPPORT have made some significant growth moving up by 9.2%. There has been an increase in WORKING TOWARDS, by 6.0%. There has also been an increase in AT by 3.2% indicating an overall trend upwards for Writing.

In Math 2023, students have made significant movement trending away from NEEDS SUPPORT with a reduction of 20.1%. While WORKING TOWARDS has increased by 5.6% it is clear the trend is overwhelmingly upward with an increase of AT being 9.9%. Further there has been a increase of ABOVE by 4.6%, the most in the last 5 years.

Overall Math and Writing appears to be trending upwards which is positive and Reading trending towards WORKING TOWARDS which needs to be addressed.



Discussion

The movement of student's academically can be directly linked to decreased attendance across the school generally and lowering of engagement. The increase in Math is a positive indicator of the success that SPRING into Math is having school wide.

Most direct interventions support Math; SPRING into Math, High Fliers; Numicon and the adjustment of the programme to a more didactic approach. Reading has had significant support for lower ability students in the form of; LS: Humanities, AWS and the Reading Millage programme. Teachers require support in class to develop students achieving at WORKING TOWARDS

The targets for 2023 were more successful than in the previous year.

Reading did not achieve its target of lowering students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at NEEDS SUPPORT to 40% but is on the correct trajectory.

Reading did not achieve its target of lowering students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at WORKING TOWARDS to 25%. It currently sits at 37.5%

Writing did achieve its target of lowering students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at NEEDS SUPPORT to 45%, it is now 44.3%.

Writing did not achieve its target of lowering students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at WORKING TOWARDS to 30%..

Math did achieve its target of lowering students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at NEEDS SUPPORT to 35%.

Math did not achieve its target of lowering students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at WORKING TOWARDS to 25%

2023 TARGETS FOR NUMERACY, READING AND WRITING:

The Reading target of students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at NEEDS SUPPORT is 45%, down from 48.9%.

The Reading target of students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at WORKING TOWARDS is 30%, down from 37.5.1%.

The Writing target of students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at NEEDS SUPPORT is 40%, down from 44.3%.

The Writing target of students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at WORKING TOWARDS is 35%, down from 40.9%.

The Math target of students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at NEEDS SUPPORT is 30%, down from 35.2%.

The Math target of students (with identified high learning needs; ORs, ICS, ESOL, MOE) performing at WORKING TOWARDS is 35%, down from 40.9%.



Actions to achieve targets	Led by	Timeframe
Maintain an inclusive school culture	Principal DP: Guidance and Support DP: Pastoral Care All Staff	Ongoing
Support the new DP: Guidance and Support to ensure a continuation of service	Principal DP: e-Learning and Infrastructure Learning Support Coordinator	Ongoing
Foster inclusive student relationships	DP: Guidance and Support DP: Pastoral Care Learning Support Coordinator All Staff	Ongoing
Promote the use of the referral process by creating a digitised version.	DP: Guidance and Support DP: Pastoral Care Whānau Leaders All Staff Learning Support Coordinator	Ongoing
Continue to support LSC with generating relationships with whanau by supporting meetings at the beginning of the year.	DP: Guidance and Support Learning Support Coordinator	Term 2 and Term 4
LA (Learning Assistants) time to be assigned on a needs basis ensuring high needs students are identified early.	DP: Guidance and Support Learning Support Coordinator	Ongoing
Increase the range of skills by providing professional development opportunities for Learning Assistants.	DP: Guidance and Support Learning Support Coordinator	Ongoing
DP: PC to lead this process of placement and to maintain strict systems to ensure that the placements are effective and in line with student needs.	DP: Pastoral Care Enrichment Class Teacher	Ongoing
Transition processes for Year 6 students and Year 8 students	Principal DP: External Relations and Communication DP: Guidance and Support DP: Pastoral Care Learning Support Coordinator	Term 3 and 4

planning & reporting



<p>Students identified as having learning needs or specific needs will be transitioned to high school and Year 6 students identified by contributing schools involved in a supportive transitioning programme (including whānau and relevant support agencies)</p>	<p>DP: Guidance and Support DP: Pastoral Care Learning Support Coordinator ASCOL person - for engagement and transition SWiS School Counsellor Outside agencies e.g RTLB</p>	<p>Term 3 and 4</p>
<p>Regularly review the students on the Guidance and Support Register and students on the TWR wall.</p>	<p>DP: Guidance and Support DP: Pastoral Care ASCOL person - for engagement and transition SWiS School Counsellor Learning Support Coordinator</p>	<p>Ongoing</p>
<p>Guidance and Support Unit meets weekly including specialist support agencies</p>	<p>DP: Guidance and Support DP: Pastoral Care Learning Support Coordinator</p>	<p>Ongoing</p>
<p>Coordinate an appropriate range of specialist services and personnel in support of students with diverse needs</p>	<p>DP: Guidance and Support DP: Pastoral Care SWiS School Counsellor</p>	<p>Ongoing</p>
<p>Teachers will engage in professional learning to build knowledge, skills and confidence to meet the diverse learning needs of students. This support will be provided in school and through outside facilitators as well.</p>	<p>AP: Learning & Teaching DP: Professional Learning Leaders DP: Guidance and Support Learning Support Coordinator</p>	<p>Ongoing</p>
<p>Learning interventions based on need</p>	<p>AP: Learning & Teaching DP: Professional Learning Leader DP: Guidance and Support Learning Support Coordinator Learning Assistants Outside agencies e.g RTLB</p>	<p>Ongoing</p>
<p>Teachers to take more responsibility around early identification of students who need a referral for support and follow set out processes to refer these students ie. Evidence to support referral</p>	<p>Whānau Leaders DP: Guidance and Support Leadership Team Learning Support Coordinator</p>	<p>Ongoing</p>

planning & reporting



Provide professional development for staff on how to raise the capacity of Executive Function in our students	AP: Learning & Teaching DP: Guidance and Support DP: Professional Learning Leaders	Ongoing
Provide professional development for the concept of UDL and how it can be effectively used in the classroom by teachers	DP: Professional Learning Leaders DP: Guidance and Support	Ongoing
Successfully implement and run the MI Breakout Buzz programme..	DP: Guidance and Support DP: e-Learning and Infrastructure DP: Student Programmes DP: Professional Learning Leaders (SAP) DP: Professional Learning Leaders (CKn) DP: Pastoral Care	Ongoing
Analyse year-end data to inform progress and planning for 2023	AP: Learning & Teaching DP: Guidance and Support Learning Support Coordinator Teachers	End of year
Analyse end of learning interventions to inform next interventions	DP: Guidance and Support Learning Support Coordinator Learning Assistants	Ongoing
Budget: \$130,000.00		



2024 Achievement Target for Reading

School name and number: Manurewa Intermediate, 1353

<p>Focus: Reading</p> <p>Strategic Aim: Develop academically powerful students by</p> <ul style="list-style-type: none"> Ensuring all students are equipped with the literacy skills of reading and engaging with text needed for lifelong learning. Effectively solves problems using their written language skills. Apply critical thinking skills in analysing what they read. <p>Strategic Objectives:</p> <ul style="list-style-type: none"> Improve teacher effectiveness, pedagogy and practice Develop teachers' confidence and capacity in the teaching of reading Address the needs of students who <i>Need Support</i> and are <i>Working Towards</i> Curriculum Level Four of the New Zealand Curriculum. Extend those working <i>At Expectation</i> and <i>Above Expectation</i>. Monitor student achievement in reading and react accordingly Utilise staffing capacity to its utmost to cater to the needs of all with a focus on differentiation and effective teaching practice <p>Annual Aim:</p> <ul style="list-style-type: none"> Increase the number of students achieving 'At' or 'Above' Curriculum Level Four for Reading To raise the rate of progress for students who 'Need Support' or are 'Working Towards' Curriculum Level Four for Reading <p>Baseline Data: Analysis of school-wide reading data in November 2022 for Year 7 students identified: 35% of all Year 7 students are achieving <i>At</i> or <i>Above</i> curriculum level four for reading at the end of Year 7 The breakdown for <i>Working Towards</i> and <i>Needs Support</i> is: 35% of all Year 7 students are <i>Working Towards</i> curriculum level four for reading at the end of Year 7 29% of all Year 7 students <i>Need Support</i> to attain curriculum level four for reading at the end of Year 7 38% of all Year 7 boys are <i>Working Towards</i> curriculum level four for reading at the end of Year 7 36% of all Year 7 boys <i>Need Support</i> to attain curriculum level four for reading at the end of Year 7 32% of all Year 7 girls are <i>Working Towards</i> curriculum level four for reading at the end of Year 7 22% of all Year 7 girls <i>Need Support</i> to attain curriculum level four for reading at the end of Year 7 31% of all Year 7 Māori are <i>Working Towards</i> curriculum level four for reading at the end of Year 7 36% of all Year 7 Māori <i>Need Support</i> to attain curriculum level four for reading at the end of Year 7 39% of all Year 7 Pasifika are <i>Working Towards</i> curriculum level four for reading at the end of Year 7 24% of all Year 7 Pasifika <i>Need Support</i> to attain curriculum level four for reading at the end of Year 7</p>
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Targets		Timeframe
<ul style="list-style-type: none"> ● Increase the percentage of all students achieving At and Above curriculum level four by 8% from 42% to 50%. ● Increase the percentage of all 2023 Year 7's achieving At and Above curriculum level four by 4% to 50%. ● Increase the percentage of all 2023 Māori achieving At and Above curriculum level four to greater than 50% ● Increase the percentage of 2023 Year 7 Pasifika achieving At and Above curriculum level four to greater than 50% 		
Actions to achieve targets		Led by
<ul style="list-style-type: none"> ● Maintain collaborative practices such as peer planning review and peer observations of guided reading, Running Records and other in class practice. 	AP: Learning and Teaching Te Ao Tangata Passion Pod Leaders Learning Support Coordinator Humanities Teachers	Ongoing
<ul style="list-style-type: none"> ● Passion Pod Leader, Practice leader and L&T will model guided reading to Humanities passion pod. 	Te Ao Tangata Passion Pod Leaders Humanities Teachers L&T DP Practice Leader	Ongoing
<ul style="list-style-type: none"> ● Social Science needs to become a platform for engaging the students in humanities. 	Te Ao Tangata Passion Pod Leaders Humanities Teachers L&T DP Practice Leader	Ongoing
<ul style="list-style-type: none"> ● Commit regular time of significant length to 'teacher talk' like a PLG in Passion Pod meetings where Humanities teachers can compare approaches, suggest ideas, share work results, discuss levels etc.' 	Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing
<ul style="list-style-type: none"> ● Empowering and teaching children to verbalise and own their learning. Using Speaking and Listening NZC objectives to develop a positive learning environment where questioning and verbalisation of learning is valued and encouraged. 	Te Ao Tangata Passion Pod Leaders Humanities Teachers Form Teachers	Ongoing (look at 2023 for Oral Language PLD)
<ul style="list-style-type: none"> ● Ensure planning shows evidence of questioning and oral language opportunities on a regular basis. 	Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing
<ul style="list-style-type: none"> ● Humanities teachers need to show evidence of new learning, creativity and innovation when using digital technologies. 	AP: Learning and Teaching DP:Operations Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing



<ul style="list-style-type: none"> Humanities teachers will commit to recognising small pieces of progress as 'creates' and will display and/or celebrate the progress this represents when responding to reading written texts. Tracking will be captured in the following ways: <ul style="list-style-type: none"> Student centred planning reflections Summative assessment data Ongoing formative assessment data such as Reading group assessment sheets, learning conversations and work samples. Moderated writing samples Evidence of tracking against the Literacy Learning Progressions. PD on Running Records Moderation of OTJs BEFORE OTJ meetings 	<p>Te Ao Tangata Passion Pod Leaders Humanities Teachers</p> <p>AP: Learning and Teaching Te Ao Tangata Passion Pod Leaders Humanities Teachers</p>	<p>Ongoing within learning cycle - Broadening Horizons 2.0</p> <p>Ongoing</p>
<ul style="list-style-type: none"> A set of key indicators to identify effective practice and NZC tracking in reading will be developed. 	<p>AP: Learning and Teaching DP: PLL Te Ao Tangata Passion Pod Leaders Humanities Teachers</p>	<p>Beginning Term 2</p>
<ul style="list-style-type: none"> Initiate the implementation of intervention programmes to support students who have additional needs including Sharp Reading, High Fliers and ESOL. 	<p>DP: Guidance and Support Learning Support Coordinator ESOL Learning Assistant</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> To utilise learning assistants in a way that supplements learning programmes for students with additional needs but not where they 'become' the teacher. 	<p>DP: Guidance and Support Learning Support Coordinator Learning Assistants</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> Continue to implement relevant skills and knowledge garnered from school wide A4L PLD rolled out in 2021 and 2022 into classroom and school wide reading programmes. 	<p>AP: Learning and Teaching DP: PLL's Te Ao Tangata Passion Pod Leaders Humanities Teachers</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> To continue to implement a Humanities wide Structured Literacy approach "Agility With Sound" to support identified students in Literacy and to support upskilling teacher practice particularly around the teaching of reading. 	<p>AP: Learning and Teaching Te Ao Tangata Passion Pod Leaders Learning Support Coordinator Humanities Teachers</p>	<p>Ongoing</p>



<ul style="list-style-type: none"> Support the upskilling of teacher practice through the whole school Gifted and Talented focus. 	DP: Guidance and Support AP: Learning and Teaching All teachers	Ongoing
<ul style="list-style-type: none"> Create 2023 Reading Achievement Targets that will be aspirational and ensure these are monitored rigorously during the year. 	AP: Learning and Teaching Te Ao Passion Pod Leaders Learning Support Coordinator Humanities Teachers	Ongoing
Budget: \$140,000		



2024 Achievement Target for Writing

School name and number: Manurewa Intermediate, 1353

<p>Focus: Writing</p> <p>Strategic Aim: Develop academically powerful students by</p> <ul style="list-style-type: none"> Ensuring all students are equipped with the literacy skills of writing and engaging in expressing themselves through whatever written means for lifelong learning. Effectively select appropriate writing forms to achieve a specific purpose. Apply the technical skills needed to ensure writing is fluent, accurate and effective. <p>Strategic Objectives:</p> <ul style="list-style-type: none"> Improve teacher effectiveness, pedagogy and practice Develop teachers' confidence and capacity in the teaching of reading Address the needs of students who <i>Need Support</i> and are <i>Working Towards</i> Curriculum Level Four of the New Zealand Curriculum. Extend those working <i>At Expectation</i> and <i>Above Expectation</i>. Monitor student achievement in reading and react accordingly Utilise staffing capacity to its utmost to cater to the needs of all with a focus on differentiation and effective teaching practice <p>Annual aim:</p> <ul style="list-style-type: none"> Increase the number of students achieving 'At' or 'Above' Curriculum Level Four for writing To raise the rate of progress for students who 'Need Support' or are 'Working Towards' Curriculum Level Four for Writing <p>Baseline Data:</p> <p>Analysis of school-wide writing data in December 2023 identified:</p> <p>32% of all Year 7 students are operating <i>At</i> or <i>Above</i> curriculum level four for writing at the end of Year 7</p> <p>The breakdown for <i>Working Towards</i> and who <i>Need Support</i> is:</p> <p>38% of all Year 7 students are <i>Working Towards</i> curriculum level four for writing at the end of Year 7</p> <p>30% of all Year 7 students <i>Need Support</i> to attain curriculum level four for writing at the end of Year 7</p> <p>37% of all Year 7 boys are <i>Working Towards</i> curriculum level four for writing at the end of Year 7</p> <p>38% of all Year 7 boys are <i>Need Support</i> to attain curriculum level four for writing at the end of Year 7</p> <p>39% of all Year 7 girls are <i>Working Towards</i> curriculum level four for writing at the end of Year 7</p> <p>20% of all Year 7 girls are <i>Need Support</i> to attain curriculum level four at the end of Year 7</p> <p>32% of all Year 7 Māori males are <i>Working Towards</i> curriculum level four for writing at the end of Year 7</p> <p>52% of all Year 7 Māori males are <i>Need Support</i> to attain curriculum level four for writing at the end of Year 7</p> <p>Targets:</p> <ul style="list-style-type: none"> Increase the percentage of all students achieving <i>At</i> and <i>Above</i> curriculum level four by at least 3% from 32% to >35%.
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Actions to achieve targets	Led by	Timeframe
<ul style="list-style-type: none"> ● Increase the percentage of 2023 Year 7 males achieving At and Above curriculum level four by at least 10% from 24% to >34%. ● Increase the percentage of Māori males achieving At curriculum level four by at least 7% from 27% to >35%. ● Increase the percentage of clean cohort 2024 Year 8's achieving At and Above level 4 by at least 5% from 42% to >47%. 		
<ul style="list-style-type: none"> ● Maintain collaborative practices such as peer planning review and peer observations of guided writing. 	AP: Learning and Teaching Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing
<ul style="list-style-type: none"> ● A4L practice will be enhanced with use of e-asTTle moderation and 'student speak' rubrics. 	Humanities Teachers Teachers	Ongoing and during Speed Dating meetings
<ul style="list-style-type: none"> ● Humanities teachers need to develop an awareness of what writing looks like at level four using a e-asTTle moderated exemplars that align with curriculum. ● Commit regular time to moderation using curriculum exemplars and e-asTTle rubric. 	Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing during Passion Pod meetings
<ul style="list-style-type: none"> ● Empowering and teaching children to verbalise and own their learning. Using 'student speak' e-asTTle rubric. 	Te Ao Tangata Passion Pod Leaders Learning Support Coordinator Humanities Teachers Form Teachers	Ongoing
<ul style="list-style-type: none"> ● Ensure planning shows evidence of questioning and oral language opportunities on a regular basis particularly in relation to shared writing practice and students using peer-to-peer feedback during the writing process. 	Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing
<ul style="list-style-type: none"> ● Humanities teachers need to show evidence of new learning, creativity and innovation when using digital technologies in relation to their writing programmes and when supporting students to engage writers. 	Te Ao Tangata Passion Pod Leaders Learning Support Coordinator Humanities Teachers	Ongoing
<ul style="list-style-type: none"> ● Humanities teachers will commit to recognising small pieces of progress as 'creates' and will display and/or celebrate the progress this represents. This promotes writing for purpose. 	Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing within learning cycle - Broadening Horizons 2.0
<ul style="list-style-type: none"> ● Tracking will be captured in the following ways: <ul style="list-style-type: none"> ○ Student centred planning reflections ○ Summative assessment data including writing samples 	AP: Learning and Teaching Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing



<ul style="list-style-type: none"> ○ Ongoing formative assessment data such as writing group assessment sheets, learning conversations and work samples ○ Regular opportunities for moderated writing samples ○ Evidence of tracking against the Learning Progression Framework. 		
<ul style="list-style-type: none"> ● Initiate the implementation of intervention programmes to support students who have additional needs. 	DP: Guidance and Support Learning Support Coordinator Learning Assistants	Ongoing
<ul style="list-style-type: none"> ● To utilise learning assistants in a way that supplements learning programmes for students with additional needs but not where they 'become' the teacher. 	DP: Guidance and Support Learning Support Coordinator Learning Assistants Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing
<ul style="list-style-type: none"> ● Continue to use our schoolwide inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well as endorsed students voices and curiosity 	DP: Guidance and Support Learning Support Coordinator Learning Assistants Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing
<ul style="list-style-type: none"> ● Continue to implement relevant skills and knowledge garnered from school wide A4L PLD into classroom and school wide reading programmes. 	AP: Learning and Teaching Te Ao Tangata Passion Pod Leaders Humanities Teachers	Ongoing
<ul style="list-style-type: none"> ● Continue to implement a Humanities wide Structured Literacy approach "Agility With Sound" to support identified students in Literacy and to support upskilling teacher practice 	AP: Learning and Teaching Te Ao Tangata Passion Pod Leaders Humanities Practice Leader Learning Support Coordinator Humanities Teachers	Ongoing
<ul style="list-style-type: none"> ● Support the upskilling of teacher practice through the whole school Gifted and Talented focus 		
<ul style="list-style-type: none"> ● Create 2023 Writing Achievement Targets that will be aspirational and ensure these are monitored rigorously during the year. 	AP: Learning and Teaching Te Ao Passion Pod Leaders Learning Support Coordinator Humanities Teachers	Ongoing
Budget: \$150,000		



2024 Achievement Target for Mathematics

School name and number: Manurewa Intermediate, 1353

Focus: Mathematics

Strategic Aim: Develop academically powerful students by

- Ensuring all students are equipped with the numeracy skills to problem solve and operate as effective mathematicians.
- Effectively solve problems through the use of mathematical processes and strategies that work for the individual.
- Applies critical thinking skills in analysing authentic situations that need applied mathematical skills.

Strategic Objectives:

- Improve teacher effectiveness, pedagogy and practice
- Develop teachers' confidence and capacity in the teaching of mathematics
- Increase the number of students operating *At* or *Above* level four of the curriculum for mathematics.
- To raise the rate of progress for students *Working Towards* or who *Need Support* to be achieving within level four of the curriculum for mathematics.
- Monitor student achievement in mathematics

Annual Aim:

- Increase the number of students achieving *At* and *Above* Curriculum Level Four for mathematics
- To raise the rate of progress for students who *Need Support* and *Working Towards* Curriculum Level Four in Mathematics

Baseline Data:

Analysis of school-wide numeracy data in December 2023 identified:

35% of all Year 7 students are operating *At* or *Above* curriculum level four for mathematics at the end of Year 7

The breakdown for *Working Towards* and *Needs Support* is:

37% of all Year 7 students are *Working Towards* curriculum level four for mathematics at the end of Year 7

31% of all Year 7 students *Need Support* to attain curriculum level four for mathematics at the end of Year 7

35% of all Year 7 boys are *Working Towards* curriculum level four in mathematics at the end of Year 7

35% of all Year 7 boys *Need Support* to attain curriculum level four for mathematics at the end of Year 7

39% of all Year 7 girls are *Working Towards* curriculum level four in mathematics at the end of Year 7

27% of all Year 7 girls *Need Support* to attain curriculum level four for mathematics at the end of Year 7

39% of all Year 7 Māori are *Working Towards* curriculum level four in mathematics at the end of Year 7

38% of all Year 7 Māori *Need Support* to attain curriculum level four for mathematics at the end of Year 7

Targets:

- To decrease the percentage of the 2024 Year 7 cohort who *Need Support* from 29% to <20%.
- To increase the percentage of male 2024 Year 7 cohort achieving *At* level four from 29% to >35%.



<ul style="list-style-type: none"> To increase the percentage of Māori 2024 Year 7 males achieving At level four from 23% to >28%. Increase the percentage of 2024 Year 8 Pasifika that are At or Above from 44% to 50%< To decrease the percentage of all Year 7 2024 cohort who Needs Support from 68% to <58%, a decrease of 10%. 		Timeframe
Actions to achieve targets	Led by	
<ul style="list-style-type: none"> Continue to develop a collaborative culture where we use the strengths and knowledge of our teachers to support student learning. 	AP: Learning and Teaching Pangarau Passion Pod Leader Math Practice Leader Math Teachers Form Teachers	Ongoing
<ul style="list-style-type: none"> Ensure there is the use real-life contexts while learning through concrete materials to develop new concepts and student agency. 	Pangarau Passion Pod Leader Math Practice Leader Math Teachers	Ongoing
<ul style="list-style-type: none"> Improve differentiated teaching practices to meet students' specific needs, including effective assessment to diagnose student learning needs. 	DP: Guidance and Support Pangarau Passion Pod Leader Math Practice Leader Learning Support Coordinator Math Teachers	Ongoing
<ul style="list-style-type: none"> Create meaningful links within and between strands in mathematics so subjects do not become siloed. 	Pangarau Passion Pod Leader Math Practice Leader Math Teachers Form Teachers	Ongoing
<ul style="list-style-type: none"> Sustain the problem solving approach and the use of rich tasks to embed mathematical concepts. Importantly, these rich task should be designed to drive the improvement of students who are at or near curriculum expectations. 	Pangarau Passion Pod Leader Math Practice Leader Math Teachers	Ongoing
<ul style="list-style-type: none"> Ensure there are a high number of opportunities for observations, co-teaching and modelling lessons for teachers to strengthen and reinforce best practice. 	DP: PLL Pangarau Passion Pod Leader Math Practice Leader Math Teachers	Ongoing
<ul style="list-style-type: none"> Monitor and report on practice within Mathematics Passion Pod using school appraisal system. Quality practices identified will be shared back through school RCG meetings. 	AP: Learning and Teaching DP: PLL Pangarau Passion Pod Leader Math Practice Leader	Beginning Term 2



<ul style="list-style-type: none"> • Use PAT and e-asTTle data to: inform practice, monitor achievement, increase the accuracy of reporting and develop student agency 	<p>Math Teachers</p> <p>AP: Learning and Teaching Pangarau Passion Pod Leader Math Practice Leader Math Teachers</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> • Mathematics teachers need to show evidence of new learning, creativity and innovation when using digital technologies. 	<p>AP: Learning and Teaching DP: Operations Pangarau Passion Pod Leader Math Practice Leader Math Teachers</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> • All Math teachers will use Spring Into Math as an in class intervention. 	<p>DP: Guidance and Support Pangarau Passion Pod Leader Math Practice Leader Learning Support Coordinator Math Teachers</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> • Continue to use our schoolwide Inquiry model effectively, while using a variety of topics to ignite curiosity among students and engage them as well. 	<p>Pangarau Passion Pod Leader Math Practice Leader</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> • Continue to implement relevant skills and knowledge garnered from school wide A4L PLD. There will be an increased focus on using standardised assessment data to drive improvement. 	<p>AP: Learning and Teaching DP: Guidance and Support/Pangarau Passion Pod Leader Math Teachers</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> • Create 2024 Math Achievement Targets that will be aspirational and ensure these are monitored rigorously during the year 	<p>AP: Learning and Teaching Pangarau Passion Pod Leader Math Practice Leader Learning Support Coordinator Math Teachers</p>	<p>Ongoing</p>
<p>Budget: \$130,000</p>		

DIGITAL INTEGRATION 2024

BUDGET: \$100,000.00

NELPs	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 LEARNERS AT THE CENTRE	1.1 Engage the community on a digital level	<ul style="list-style-type: none"> Engage the wider community through various platforms <ul style="list-style-type: none"> Facebook Website Youtube TikTok Instagram Share highlights and progress of student learning across different curriculum areas Ensure social media platforms are kept up to date and kept relevant for whānau/caregivers 	DP: Operations All Leadership	✓	✓	✓	✓	-
	1.2 Engage with the whānau to share how digital technologies support student learning at Manurewa Intermediate	<ul style="list-style-type: none"> Fono/Hui, SIC's, Reports, newsletters Seek feedback from whānau on how they see the use of digital technologies in learning is benefit their child 	DP: Operations AP: Learning + Teaching All Leadership All Teachers	✓	✓	✓	✓	-
	1.3 Ensure each curriculum area provides students with opportunities to develop digital fluency	<ul style="list-style-type: none"> Continue to refine the Digital Learning tools that are used in each curriculum area which will support students to develop their digital fluency Ensure each curriculum area provides a programme that reflects the ever-changing digital world 	DP: Operations AP: Learning + Teaching All Leadership All Teachers	✓	✓	✓	✓	✓

<p>2</p> <p>BARRIER FREE ACCESS</p>	<p>2.1</p> <p>Reduce barriers to education through Digital Technologies</p>	<ul style="list-style-type: none"> • Ensure students understand the importance of being Cyber Safe • Constantly monitor the efficacy of the L & T guidelines around Digital Integration. • Provide opportunities in Passion Pod and Whānau Meetings to discuss the tools and methods used to support students develop their digital fluency <ul style="list-style-type: none"> ○ Staff surveys ○ Focus groups • Ensure teachers are meeting the needs of: <ul style="list-style-type: none"> ○ Māori and Pasifika students ○ Gifted and Talented students ○ Neurodiverse students • Provide necessary support to ensure identified students are supported through online programmes eg. AWS • Provide necessary support to ensure identified students are supported through assistive technology eg. Dyslexia, Vision Impaired 	<p>DP: Operations AP: Learning + Teaching All Leadership All Teachers</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
			<p>DP: Operations AP: Learning + Teaching All Leadership All Teachers</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
			<p>DP: Operations AP: Learning + Teaching All Leadership All Teachers</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
			<p>DP: Operations AP: Learning + Teaching All Leadership All Teachers</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	

3 QUALITY TEACHING AND LEADERSHIP	beneficial for student learning.	<ul style="list-style-type: none"> Consider feedback given and make any relevant changes if warranted 	<ul style="list-style-type: none"> Offer a forum where teachers are able to continually develop their own practice which is collaborative and supportive. Create a team environment for our Passion Pods to showcase their personal talents in a collaborative manner. 	<ul style="list-style-type: none"> Monitor and maintain the use of Chromebooks and Fujitsu laptops in classrooms by ensuring this is reported on in an ongoing way The ICT Helpdesk is regularly used and checked daily Ensure teachers know the expectations about how devices are kept and stored. Ensure each form class has established device monitors Hapara, Google, Microsoft Licenses and Software are kept up to date for staff and students Stocktake of current devices and all assets yearly 	<ul style="list-style-type: none"> Ensure the use of digital devices in class supports students learning Ensure devices are being used effectively using the SAMR model and not just as a substitute for pen and paper. Digi Comp teacher to provide PD for staff to support their 	DP: Operations + AP: Learning + Teaching Digi Comp Teacher Passion Pod Leaders	✓	✓	✓	-
3.1 Raise the capacity of the teaching staff by promoting and enabling a collaborative approach.							✓	✓	✓	-
3.2 Provision and maintenance of all devices across the school						DP: Operations IT Manager All Teachers	✓	✓	✓	-
3.3 Create optimum conditions for teaching and learning, using devices in all curriculum areas.						DP: Operations + AP: Learning + Teaching All Leaders All Teachers	✓	✓	✓	-

4	FUTURE OF LEARNING AND WORK	<p>use of devices in the classroom.</p> <ul style="list-style-type: none"> ○ Use of UTB knowledge ○ Staff experts ● Make sure teachers have PD on how to use the devices to their potential in specific subject areas. ● Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life. 	<ul style="list-style-type: none"> ● Discussion in Passion Pod and Whānau Meetings around the use of devices in class versus bookwork ● Planning should indicate where devices are being used ● Ensure device use enhances the learning is not just used for the sake of it ● Ensure there is the use of books and traditional recording methods used to capture student's learning 	<p>AP: Learning + Teaching Passion Pod Leaders Whānau Leaders Teachers</p>	✓	✓	✓	✓	
3.4	Ensure there is a balance of Digital Device use and Bookwork in all subjects	<ul style="list-style-type: none"> ● Media Studies will encapsulate an Online Cyber Safety Programme ● Ensure teachers 'teach' the prescribed Online Cyber Safety Programme ● Inform whānau of how they can support their child(ren) being Cyber Safe outside of school <ul style="list-style-type: none"> ○ Online Safety Parent Tool Kits ○ Cyber Bullying advice ○ Newsletters 	<p>AP: Learning + Teaching Whānau Leaders Teachers</p>	✓	✓	✓	✓	-	
4	FUTURE OF LEARNING AND WORK	<p>4.1 Establish a programme, to educate students about cyber safety and digital citizenship.</p>	<p>AP: Learning + Teaching Whānau Leaders Teachers</p>	✓	✓	✓	✓	-	

	<p>4.2 Maintain effective relationships with outside agencies to support Digital Infrastructure within the school</p>	<ul style="list-style-type: none"> • Maintain healthy relationships with PS Tech, Microsoft and N4L to ensure systems are cohesive across the school • Continue to use Google 360 and In-Tune developments for mass distribution within the school 	<p>DP: Operations IT Manager</p>	✓	✓	✓	✓	
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MĀORI ACHIEVEMENT PLAN 2024

Our Māori Action Plan aligns to the school wide goal and how we will best support teachers to achieve this throughout the term/year. This plan will be regularly reviewed and updated by the Māori Practice Leader and the Cultural Focus Group.

Strategies to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and Te Ao Māori strategies for achieving equitable outcomes for Māori students and taking all reasonable steps to make instruction available in Tikanga Māori and Te Reo Māori are detailed within this Māori Operational Plan. In addition, within our achievement targets, are specific targets to improve Māori student achievement, which have been devised after analysis of good quality school-wide assessment data in 2023 for the 2024 plan.

School wide goal: I know how to implement a plan of action to accelerate achievement for Māori children. I can do this by addressing the goals of the schoolwide M/AP.

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
<p>2</p> <p>Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner'</p> <p><i>Ka hikitia Links:</i></p> <ul style="list-style-type: none"> • Te Whānau • Te Tangata • Te Kanorautanga • Te Tuakiritanga • Te Rangahatanga <p><i>Te Whare Tapa Whā Links:</i></p> <ul style="list-style-type: none"> • Taha Wairua • Taha Whānau • Taha Tinana • Taha Hinengaro 	<p>2.1</p> <p>Have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success.</p>	<ul style="list-style-type: none"> • Be a model for all teachers in integrating Māori perspectives, values and ideals in planning and delivery of programmes, in school systems and events. • Provide support for all teachers and encourage leadership amongst those who are able • Establish a method to accurately ascertain the quality of what is being taught so that review is pragmatic and targeted. • Actively and routinely support and lead staff to engage effectively and appropriately with Māori parents, whānau, hapū, iwi and the Māori community. 	<p>Māori Practice Leader</p> <p>Pacific Practice Leader</p> <p>Cultural Focus Group</p>	✓	✓	✓	✓	

		<ul style="list-style-type: none"> • Lead and organise staff with upcoming language weeks <ul style="list-style-type: none"> o Sharing of resources o Encouraging staff performances • Lead Marae Stays • Ensuring schoolwide ownership of and opportunities to lead in the pōwhiri • Teaching Maori songs • Teaching the importance of the school haka and ensuring it is taught properly • Supporting Maori speakers in preparation for Powhiri and APPA Speech Competitions 					
<p>2.2 Know their potential and feel supported to set goals and take action to enjoy success.</p>		<ul style="list-style-type: none"> • Sharing opportunities for ownership and delegated leadership throughout all staff • Showcasing the teacher's strengths to all staff so everyone is aware - celebrating this! • Be safe and inclusive and free from racism, discrimination, and bullying 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>Māori Practice Leader Pacific Practice Leader Cultural Focus Group</p>				
<p>2.3 Have experienced teaching that is relevant, engaging, rewarding and positive.</p>		<ul style="list-style-type: none"> • Full Staff Marae stay and fale ceremony - authentic and relevant experiences • Catch up with different whanau about tikanga of marae and fale 	<p>✓</p> <p>✓</p> <p>✓</p> <p>Māori Practice Leader Pacific Practice Leader Cultural Focus Group</p>				

	<p>2.4 Have gained the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and the wider world.</p>	<ul style="list-style-type: none"> To support members of staff to realise our vision and achieve success in te ao Māori Sharing of resources to teach Te Reo Māori during Hauora Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life 	<p>Māori Practice Leader Pacific Practice Leader Cultural Focus Group</p>	✓	✓	✓	✓	-	-
	<p>2.5 Be supported by the strong engagement and contribution from parents, aiga and whānau, hapū, iwi, Māori organisations, communities.</p>	<ul style="list-style-type: none"> Getting parents involved with cultural groups Encouraging staff to use parents, get them involved in school activities etc Engage the expertise of parents, whānau, hapū, iwi and Māori communities in the school service for the benefit of Māori learners. 	<p>Māori Practice Leader Pacific Practice Leader Cultural Focus Group</p>	✓	✓	✓	✓	-	-
	<p>2.6 Board and Staff give effect to Te Tiriti o Waitangi</p>	<ul style="list-style-type: none"> Develop a localised curriculum that enables quality learning and teaching in relation to Te Tiriti o Waitangi Engage with our local community to gain the expertise of Māori parents and whānau Promote the cultural competence amongst the Board and Staff Culturally Responsive Teaching Building relationships with Māori students 	<p>Māori Practice Leader Pacific Practice Leader Cultural Focus Group</p>						

PACIFIC ACHIEVEMENT PLAN

Our Pacific Action Plan aligns to the school wide goal and how we will best support teachers to achieve this throughout the term/year. This plan will be regularly reviewed and updated by the Pacific Practice Leader and the Cultural Focus Group.

School wide goal: I know how to implement a plan of action to accelerate achievement for Pacific children. I can do this by addressing the goals of the schoolwide PAP.

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
<p>2 Barrier free Access (Great education opportunities and outcomes are within reach for every learner)</p> <p>Action Plan for Pacific Education Links</p> <ul style="list-style-type: none"> • Key Shift 1 • Key Shift 2 • Key Shift 3 • Key Shift 4 • Key Shift 5 <p>Tapasá Links</p> <p>A) Turu 1 B) Turu 2 C) Turu 3</p>	<p>2.1 Have their identity, language and culture valued and included in teaching and learning in ways that support them to engage and achieve success.</p>	<ul style="list-style-type: none"> • Be a model for all teachers in integrating Pacific perspectives, values and ideals in planning and delivery of programmes, in school systems and events. • Provide support for all teachers and encourage leadership amongst those who are able • Establish a method to accurately ascertain the quality of what is being taught so that review is pragmatic and targeted. • Commit to professional learning and development around culturally sustaining and culturally responsive practices. Use Tapasá to guide this development. • To lead and organise staff with upcoming language weeks • Lead Fale ceremonies • Supporting Pacific speakers in preparation for Powhiri and APPA Speech Competitions 	<p>Pacific Practice Leader</p> <p>Māori Practice Leader</p> <p>Cultural Focus Group</p>	✓	✓	✓	✓	-
	<p>2.2 Know their potential and feel supported to set goals and take action to enjoy success.</p>	<ul style="list-style-type: none"> • Sharing opportunities for ownership and delegated leadership throughout all staff • Showcasing the teacher's strengths to all staff so everyone is aware - 	<p>Pacific Practice Leader</p> <p>Māori Practice Leader</p>	✓	✓	✓	✓	-

Professional Learning 2024

NELP	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
2 Barrier Free Access 'Great education opportunities and outcomes are within reach for every learner'	2.1 Develop staff to strengthen teaching, leadership and learner support capability across education	<ul style="list-style-type: none"> Ensure professional development meetings are relevant Use surveys, feedback forms and one-on-one discussions to gather input from teachers regarding their professional development needs and interests PLL, Passion Pod and Whānau Leaders to provide opportunities for teachers to do observations Create a tracking document that PCTs add to when they are observing other teachers - adding information such as who they are observing, what the focus for the observation is and anything they gained from observing the lesson - linked to OAF RCG meetings to provide opportunities to discuss teacher practice and upskilling of teachers LSC and DP: GaS to provide relevant and timely information to staff to support learners accessing the curriculum PCT cohort to be involved in weekly cohort meetings and regular check-ins with DP:PLL's and Whānau Leader 	DP: PLL's All Leadership LSC All teachers	✓	✓	✓	✓	•
3 Quality Teaching and Leadership 'Quality teaching and leadership make the difference for learners'	3.1 Develop Curriculum Knowledge with Staff	<ul style="list-style-type: none"> Observe PCT's delivering the curriculum and provide feedback against <ul style="list-style-type: none"> DAT's Curriculum knowledge Liaise with other Leadership members (where appropriate) on Curriculum knowledge of the PCTs Support PCT's and other staff members (where needed) with the upskilling of curriculum knowledge 	DP: PLL's AP: L+T Passion Pod Leaders Whānau Leaders	✓	✓	✓	✓	•

	<p>3.2 Induct new staff into the local curriculum</p>	<ul style="list-style-type: none"> • DP:L+T to provide additional PD around the Curriculum Refresh at PCT Cohort meetings • Informal PCT observations will include how they are implementing the Curriculum Refresh and Common Practice Model into their practice • Encourage all staff to observe other teachers with best practice • At weekly Leadership meetings - Passion Pod leaders identify their best practitioner for the week and why • DP:PLL and Passion Pod leaders identify the best practitioners in their Passion Pods to model effective practices for other staff to observe 	<p>DP: PLL's AP: L+T All Leadership</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
	<ul style="list-style-type: none"> • Support new teachers set up Online Appraisal Folio <ul style="list-style-type: none"> ◦ Talk with new staff and take them through it ◦ Develop performance goals with the staff and work with their appraiser for the staff to achieve these goals ◦ Check-in with Whānau Leaders every week to ensure this happens • AP:L+T to initiate this at Staff Induction and Staff Only Week • Ensure new staff have gone through L+T Handbooks, specifically the section about the curriculum area they teach • Ensure new staff are aware of expectations around curriculum and what this looks like in Whānau and Passion Pod Planning • Leadership to regularly be in classes observing new teachers in action delivering the curriculum • Leadership to identify what they have taken away from their ongoing observations while regularly being present in new teachers classrooms during weekly leadership meetings 			<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>•</p>	

<p>3.3 Build staff pedagogy through Teaching as Inquiry</p>	<ul style="list-style-type: none"> Continue to build on the inquiry model and how it is used during RCGs and in the teachers own practice DP:PLL and DP:L&T continue to work closely together to ensure teacher's inquiries align closely with developing and improving teachers' teaching and learners learning Use the new format for performance goals and monitor the development of these goals Track performance goals and engage in conversations with appraisers Frequently facilitate discussions around performance and what actions are being taken in the classroom Review the use of Teaching as Inquiry and the Kaahui Ako model that is used during RCG's Provide opportunities for staff to share their inquiries to other staff members Facilitate collaborative group sessions focussed on specific areas covered in RCG sessions 	<p>DP: PLL's AP: L+T Passion Pod Leaders Whānau Leaders</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>•</p>
<p>3.4 Support staff on Curriculum delivery</p>	<ul style="list-style-type: none"> In liaison with AP: L&T and Deputy Principals, identify staff that need support in curriculum delivery DP:L&T and DP:PLL to consistently receive feedback from Passion Pod leaders about planning - areas that need support and focus from us to improve planning and delivery of the curriculum Schedule observations and meetings to improve delivery Release teachers to observe others to gain insight in teaching practices Continue promoting the PLL role in the school to provide counsel to staff and who should be spoken to for consistent information 	<p>DP: PLL's AP:L+T Passion Pod Leaders Whānau Leaders</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>•</p>
<p>3.5 Record all meetings of PCT's</p>	<ul style="list-style-type: none"> Schedule meetings <ul style="list-style-type: none"> Weekly for first year PCT's Fortnightly for second year PCT's 	<p>DP:PLL's</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>•</p>

	<ul style="list-style-type: none"> Record minutes from one-on-one meetings - PCT Mentor and Whānau Leader to add to notes as necessary (collaboratively) All PCT's meet one afternoon a week to discuss management and effective teaching practice Whānau Leaders and Appraisers to ensure they are meeting with PCT's as expected and that meetings are relevant and timely Promote teacher competency while maintaining knowledge of what is happening in the class Review support and seek information on the development that the PCT's need in their teaching 														
3.6 Support Programmes are recorded	<ul style="list-style-type: none"> Meet with staff that have been identified as needing extra support as needed each week Observe regularly and discuss feedback Model effective teaching practice Release teacher to observe others Use time in Passion Pod meetings to share what they take away from observing their colleagues Document all conversations and keep in a file Liaise with Principal over matters concerning any staff member on the PLL support programme Seek feedback from staff specifically focussing on the effectiveness of the support offered by PLL 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	•
3.7 Ensure staff feels supported	<ul style="list-style-type: none"> Model effective teaching practice to staff Observe staff and give feedback on their effectiveness Communicate with Whānau and PP Leaders to give support when needed Provide counsel to staff members when seeking support around their job Continue the use of the PLL Monthly to enhance awareness and understanding of effective teaching practices and 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	•

	<p>encouraging continuous improvement and development</p> <ul style="list-style-type: none"> • Get feedback from teachers regarding the relevance/usefulness of the PLL Monthly's 									
<p>3.8 To maintain and grow the Professional Growth Cycle started in 2020 even more</p>	<p>Design</p> <ul style="list-style-type: none"> • Design with teachers an annual cycle of professional growth in their setting • Support teachers to engage in it • Foster an environment for inclusive, collaborative teacher learning. • Facilitators of the RCGs to monitor the collection of evidence towards the teachers' inquiry • DP:PLL to receive additional professional development covering the effective use of OAF <p>Opportunity</p> <ul style="list-style-type: none"> • Every teacher to engage in professional learning using the Standards • Advance their understanding of the relationship between their professional practice and outcomes for learners • Merge the Teaching Standards and Performance Goals • Provide opportunity to discuss and receive feedback on their practice including observations <p>Confirm</p> <ul style="list-style-type: none"> • Confirm annually that each teacher has participated in the annual cycle • Provide a statement to the teacher about whether they meet or likely to meet the Standards 	<p>DP:PLL's All Leadership</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>			
<p>4 Future of Learning and Work <i>'Learning that is relevant to the lives of New Zealanders today and</i></p>	<p>4.1 Strengthen the quality of teaching to give learners the skills they need to succeed in education, work and life with specific focus on Reading and Math</p>	<p>DP:PLL's All Leadership Humanities Practice Leader Math Practice Leader</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>•</p>	

throughout
their lives'

- DP:PLI's to ensure they are in classes supporting new teachers where applicable
- Ensure teachers are using relevant assessment data to inform their student's next learning steps
- **More writing moderation to be done in Te Ao Tangata to continue to upskill our Humanities teachers**
- Ensure teachers have knowledge and understanding of how to read and interpret assessment data
- **Continue to share relevant information about the NZC Curriculum Refresh and Common Practice Model in such a way that upskills our staff**

Attendance Plan

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 Learners at the Centre	<p>1.1 Aim to stabilise roll as soon as possible by identifying non-attenders and contacting them. Target is to stabilise roll by beginning Week 3. May enlist support of Social Worker(s).</p> <p>❖ Aim to have 90% of children on average at school in any given week.</p>	<ul style="list-style-type: none"> Teachers to follow up on any absences from Day 1 student absence. They will call/text families during Fitness. Whānau Leaders to check that this is being done. Need to reinforce this with constant reminders and at the same time, ensure that teachers are communicating information to the Student Administrator at the main office so systems compliment each other. Must ring by 9:05 am in order to facilitate this. Continued absence by Day 3 will result in a home visit by the Whānau Leader. The Poutoko Hapori/Attendance Officers will support Whānau Leaders and staff in home visits. 	DP: PC, Student Administrator , Poutoko Hapori, Staff, Social Worker(s)	✓	✓	✓	✓	
	<p>1.2 Aim to have less than 4% late daily = approx 1 child per class with or without excuses.</p>	<ul style="list-style-type: none"> Students who are late once in one week will receive a warning, twice in one week will be placed on Community Service. Whānau Leader to meet with family if lates continue from four onwards in the span of a single term. 	Student Administrator / DP: PC, Whānau Leaders	✓	✓	✓	✓	
	<p>1.3 Whānau Leader attendance document to continue and show the kids each Whānau</p>	<ul style="list-style-type: none"> Frequent contact with whānau and student to ensure regular attendance for worst attending students 	Poutoko Hapori/ DP:	✓	✓	✓	✓	

<p>Quality Teaching and Leadership</p>	<p>Teacher follow-up to address patterns of non-attendance identified through attendance and lates systems.</p>	<ul style="list-style-type: none"> regarding continuous student absences in their class. DP:PC to lead weekly reviews at Leadership meetings of the effectiveness of teachers interventions and those classes whose attendance is of concern. 	<p>Hapori, Whānau Leaders, Staff</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>3.2 Provide opportunities for teachers who are having success in following up absence and lateness to share and celebrate these ideas with whānau and all staff.</p>	<ul style="list-style-type: none"> Mufti Day for full attendance for a week. Mufti shoes on Friday if all at school in class on time for a whole week. Identified and celebrated at weekly assemblies. To be shared at every whānau meeting. These teachers will be identified through a weekly review of attendance rates at Leadership meetings. 	<ul style="list-style-type: none"> DP: PC, Student Administrator, Whānau Leaders, Staff 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>3.3 DP: PC to provide a monthly attendance analysis for the Board. This or other attendance info may be used to help support the Col.</p>	<ul style="list-style-type: none"> DP: PC to include in his monthly Board report an attendance analysis for the Boards information. 	<p>DP: PC, Student Administrator</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>3.4 Systems to discourage absence/lateness</p>	<ul style="list-style-type: none"> DP: PC follow-up to address patterns of non-attendance or lateness identified through these systems. Student Administrator Poutoko Hapori and Attendance Officers work in conjunction with DP: PC to improve students struggling with attendance and lateness. Focus through PC group re attendance/ truancy. 	<p>All stakeholders</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>3.5 Tracking and dealing with random absences</p> <ul style="list-style-type: none"> Encouragement and promotion of good attendance 	<ul style="list-style-type: none"> Continue with 'Commitment to Education' certificates for all students and staff at MI. Whānau Leaders need to check this EVERY week to make sure this is happening and the format is available for review at SIC conferences. Also in Q & A in PMP as a teacher requirement. 	<p>Whānau Leaders DP: PC All staff</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

2024 OPERATIONAL PLAN

STRATEGIC GOAL: Education for Sustainability

BUDGET: \$70,000.00

Actions are separated based on timeframe within their respective objectives.

NELPS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 LEARNERS AT THE CENTRE	1.1 To incorporate and maintain sustainability as a concept in classroom planning and practice	<ul style="list-style-type: none"> Eco Council & Director of E4S to meet regularly to update sustainability programme Review the Sustainability Programme and its implementation each Eco Council meeting 	DP: Student Programmes Director of E4S	✓	✓	✓	✓	
		<ul style="list-style-type: none"> Eco Warriors chosen mid Term One to work alongside Eco Council (largely Year Sevens) Eco Council to maintain Eco Council vision and to develop and run activities around the school alongside Eco Warriors Establish a student Eco Council with a mandate to improve the sustainable culture across the school The Eco Council continue their Tuakana Teina model with the Eco Warriors 		✓	✓		✓	
	1.2 Establish and maintain Environmental Education as a	<ul style="list-style-type: none"> Implement an effective learning programme which utilises the environment as its context. This will see the delivery of the five 	AP: Learning and Teaching DP: Student Programmes	✓	✓	✓	✓	

stand-alone programme for all students	<p>components of environmental learning:</p> <ul style="list-style-type: none"> o Awareness and sensitivity to the environment and environmental challenges o Knowledge and understanding of the environment and environmental challenges o Attitudes of concern for the environment and motivation to improve or maintain environmental quality o Skills to identify and help resolve environmental challenges o Participation in activities that lead to the resolution of environmental challenges 	<p>Director of E4S</p> <p>Teacher of Environmental Education</p>						
<p>1.3 Develop, promote and maintain effective Period 6 programmes to ignite students' interests in sustainability as a concept</p>	<ul style="list-style-type: none"> • Engaging Period 6 activities take place during the week promoting sustainable activities (i.e. Nature Club) 	<p>DP: Student Programmes</p> <p>Director of E4S</p> <p>Teacher of Environmental Education</p> <p>Teachers</p>	✓	✓	✓	✓		
<p>1.4 Teach the concepts of Sustainable Design to support sustainability</p>	<ul style="list-style-type: none"> • Review our previous active Period 6 activities to see how effective they have been at promoting sustainability as a concept and also to find staff to run Period 6 activities • Maintain and develop a successful and engaging subject area which has sustainability at its core 	<p>DP: Student Programmes</p> <p>Director of E4S</p> <p>Teachers</p> <p>AP: Learning and Teaching</p>	✓	✓	✓	✓		

2 BARRIER FREE ACCESS	in business and financial literacy	<ul style="list-style-type: none"> Develop a programme which is delivered using a STEAM model, addressing real world problems with a mandate to genuinely solve them 	DP: Student Programmes Director of E4S						
1.5	Establish and maintain our reflective EnviroSchools programme	<ul style="list-style-type: none"> Regularly meet with EnviroSchools liaison Act on relevant suggestions provided by EnviroSchools liaison Attend relevant professional development provided by the EnviroSchools group 	DP: Student Programmes Director of E4S	✓	✓	✓	✓		
1.6	Provide succinct, clear analysis of progress towards targets, informed through analysis of student data	<ul style="list-style-type: none"> Analyse achievement data in relation to strategic aims, annual aims, and targets Develop achievement targets based on evaluation of student data 	AP: Learning and Teaching Director of E4S				✓		
2.1	Provide opportunities for professional development around sustainability	<ul style="list-style-type: none"> Director of E4S and EnviroSchool liaison to meet and act on PD opportunities regularly Director of E4S to share findings of external PD with all staff Complete and submit the EnviroSchools review to maintain our Green-Gold status Complete and submit the annual EnviroSchools reflection document 	DP: Student Programmes Director of E4S	✓	✓	✓	✓		
2.2	Develop and implement programmes which provide learning opportunities from	<ul style="list-style-type: none"> Support the teacher of Environmental Education in running their class programme Provide structure and opportunities for the teacher of Environmental Education 	DP: Student Programmes Director of E4S Teachers	✓	✓	✓	✓		

<p>3 QUALITY TEACHING AND LEADERSHIP</p>	<p>our gardens and livestock</p> <p>3.1 Clearly report to the BOT baseline and endpoint achievement data</p> <p>3.2 Develop and support the new position Environmental Education Teacher</p>	<p>to withdraw groups of students for small tailored workshops</p> <ul style="list-style-type: none"> Eco Council to support the running of some of these programmes when and where appropriate <ul style="list-style-type: none"> Review and reflect on the E4S programme and its impact on students Report to the BOT on the progress and success of the programme Develop useful assessment tools to accurately measure success within E4S (Sustainable Design) programme as well as Environmental Education. Adjust the L n T if appropriate to reflect the review done over the course of the year <ul style="list-style-type: none"> Work in conjunction with the Director of E4S to develop effective ongoing sustainable lessons across the five aspect of Environmental Education Provide professional development for the Environmental Education Teacher where required Ensure the Environmental Education Teacher is an active part of the Eco Council, notably meetings and the decision making process 	<p>DP: Student Programmes Director of E4S Teacher of Environmental Education</p> <p>DP: Student Programmes Director of E4S</p> <p>Principal DP: Student Programmes Director of E4S</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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<p>3.3 Develop, support and maintain an effective relationship with property staff</p>	<ul style="list-style-type: none"> • Meet once a month with property staff to discuss the sustainable areas around the school and how they are being maintained • Coordinate with Property staff any property projects that may come about as a result of discussions with the Eco Council and the EnviroSchools liaison 	<p>Principal DP: Student Programmes Director of E4S Teacher of Environmental Education</p>	✓	✓	✓	
<p>3.4 Allocate funds to reflect and support the school's strategic plan</p>	<ul style="list-style-type: none"> • Strategic investment in sustainable design and programmes • Budget allocation to strategic priorities and learning experiences for students • Purchasing resources for upcycling projects • Allocation and furnishing of a workshop space (potential container as researched in 2022) 	<p>Principal DP: Student Programmes</p>	✓	✓	✓	
<p>3.5 Review allocation of funding</p>	<ul style="list-style-type: none"> • Develop measurable outcomes resulting from investment • Self review practices analyse the outcomes resulting from investment 	<p>Principal DP: Student Programmes</p>	✓		✓	
<p>3.6 Develop and maintain safe practices when students and staff are interacting with school livestock</p>	<ul style="list-style-type: none"> • Review the safety plan for each of the school livestock (pigs, chickens, bees, birds, Goat) • Liaison chart created for the Bees with links to external providers and requirements. 	<p>Principal DP: Student Programmes Director of E4S Teacher of Environmental Education</p>	✓			

4 FUTURE OF LEARNING AND WORK	3.7 Ensure health and safety procedures are followed and maintained in Sustainable Design lessons	<ul style="list-style-type: none"> Develop safety signage at our livestock housing (beehives, pigs, chickens, etc...) 	<ul style="list-style-type: none"> Encourage and maintain an effective and fair rotation of the animals, by staff in the holidays and weekends Ensure the teacher for Sustainable Design has sufficient support to maintain a safe working environment within the workshop Ensure the Eco Shed is set up in an effective manner to ensure students can work alongside the teacher in a safe an engaging manner Collaborate more with whanau, hapu, iwi, employers, industry and communities. 	<ul style="list-style-type: none"> DP: Student Programmes Director of E4S Teacher of Environmental Education 	<ul style="list-style-type: none"> DP: Student Programmes Director of E4S Principal DP: Student Programmes Director of E4S Teacher of Environmental Education 	<ul style="list-style-type: none"> Principal All Leadership All teachers All staff Passion Pod Leaders Whanau BOT 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	
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**OPERATIONAL PLAN:
2024 EEO Programme and Good Employer**

BUDGET: tbc

FOCUS	OBJECTIVES	ACTIONS TO ACHIEVE	LED BY	TIME FRAME (✓)				ANALYSIS - Outcome and Future Focus
				T1	T2	T3	T4	
1 WOMEN	1.1. To recognise the employment requirements of women	<ul style="list-style-type: none"> Encourage women to attend career courses Continue to promote the use of non-sexist language by all staff and community To make staff, management and parents aware of the importance of non-sexist actions through modelling, staff meetings and newsletters 	<ul style="list-style-type: none"> Principal Leadership team Staff 	✓	✓	✓	✓	•
2 FOR THOSE WITH DISABILITIES	2.1 To recognise the employment requirements of persons with disabilities	<ul style="list-style-type: none"> Engage with all applicants regardless of apparent disabilities Ensure physical environment reflects the needs of persons with disabilities 	<ul style="list-style-type: none"> Principal Leadership team Staff 	✓	✓	✓	✓	•
3 MAORI	3.1 To recognise the aims and aspirations of Māori	<ul style="list-style-type: none"> Continually include specific lines of communication around aims and aspirations in mentoring programme, Mid and End Cycle Appraisals 	<ul style="list-style-type: none"> Principal Leadership team 	✓	✓	✓	✓	•

	3.2 To recognise the employment requirements of Māori	<ul style="list-style-type: none"> When a position is available, advertise using Maori newspapers, local radio stations, ethnic councils, runanga, iwi and women's groups, gazette and local papers 	<ul style="list-style-type: none"> Principal 	✓	✓	✓	✓	<ul style="list-style-type: none">
	3.3 Ensure greater involvement of Māori in the staff profile	<ul style="list-style-type: none"> Ensure their specific cultural, language and learning ideas are implemented schoolwide Leading Te Wiki ō Māori Involved in cultural focus groups 	<ul style="list-style-type: none"> Principal and/or Associate Principal 	✓	✓	✓	✓	<ul style="list-style-type: none">
4 OTHER ETHNIC GROUPS	4.1 Encourage applications from competent NZ trained European Teachers	<ul style="list-style-type: none"> Actively seek out NZ trained European teachers 	<ul style="list-style-type: none"> Principal 	✓	✓	✓	✓	<ul style="list-style-type: none">
	4.2 Seek potential employees from outside of New Zealand	<ul style="list-style-type: none"> Engage via Zoom technology with overseas applicants who may enhance the global outlook and exposure for our students 	<ul style="list-style-type: none"> Principal and/or Associate Principal 	✓	✓	✓	✓	<ul style="list-style-type: none">
5 INDIVIDUAL EMPLOYEES	5.1 To enhance the abilities of individual employees	<ul style="list-style-type: none"> Advertise effectively to encourage applicants that reflect our vision and values. This may be via Website, Education Gazette, Word of mouth, Headhunting Recognition system in place via cards, memos, flowers etc from The Board and Principal 	<ul style="list-style-type: none"> Principal and/or Associate Principal 	✓	✓	✓	✓	<ul style="list-style-type: none">
	5.2 To practice impartial selection of suitably qualified people for appointment	<ul style="list-style-type: none"> All applications are gone through thoroughly and fairly Clearly defining the qualifications and skills required for the position. Create a job description and job specification that outline the essential qualifications and competencies. 	<ul style="list-style-type: none"> Principal Leadership Team 					<ul style="list-style-type: none">

		<ul style="list-style-type: none"> Developing a standardised interview process with a set of predetermined questions that are relevant to the job requirements. All candidates are asked the same questions to reduce bias. Actively seek out effective male teachers 	<ul style="list-style-type: none"> Principal Leadership Team 	✓	✓	✓	✓	
6 MEN	6.1 To have more effective male teachers as role models			✓	✓	✓	✓	<ul style="list-style-type: none"> Principal is our EEO Coordinator, supported by a Focus Group of staff
7 EEO	7.1. To report on our EEO programmes and policy	<ul style="list-style-type: none"> Programme/policy includes training to raise awareness of issues which may impact An EEO Coordinator is appointed to coordinate compliance with requirements Regular reporting is completed Priorities and objectives are set Make plan available to staff, including training where needed 	<ul style="list-style-type: none"> Principal and/or Associate Principal The Board 	✓	✓	✓	✓	<ul style="list-style-type: none"> Principal The Board
8 GOOD EMPLOYER REPORT	8.1 To report on the principles of being a Good Employer	<ul style="list-style-type: none"> Ensure we have met our obligations to provide good and safe working conditions Our EEO programme has been fulfilled and reported on here and addressed any issues 		✓	✓	✓	✓	<ul style="list-style-type: none"> Principal The Board

