

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 ākongā.

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 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 for 2023.

STRATEGIC PLAN OVERVIEW 2024 - 2027

<p><u>2024</u> 1.1 Empower students as leaders of their own and other's learning through the promotion of student agency and leadership. 1.2 Utilise the Graduate Profile as a vehicle to promote and enact Manurewa Intermediate's definition of success for students. 1.3</p>	<p><u>2024</u> 1.1 Continue 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</p>	<p><u>2024</u> 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) 1.2 To build on staff Future Focus capabilities and implementation abilities within their respective programmes 1.3</p>	<p><u>2024</u> 1.1 Each child's potential is realised through careful class placement. 1.2 Gain support from outside agencies to strengthen academies/councils, eg. Counties Netball, CMSport, Auckland Council. 1.3 Ensure that learners with their whānau are at the centre of education 1.4</p>	<p><u>2024</u> 1.1 Establish opportunities that are relevant and engaging with local Primary Schools, ECEs and High Schools. 1.2 Ensure there are opportunities for students to engage with the community through Performances outside of Manurewa Intermediate eg. competitions 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>III. Combatting the evergrowing issues surrounding 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</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</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>
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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>culture - for all stakeholders (teachers, children and our community)</p> <p>3.4 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>that cater to a range of students' abilities.</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>4.2 Collaborate more with Whānau, iwi, hapu, iwi, employers, industry and communities</p>
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<p><u>2025</u></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><u>2025</u></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><u>2025</u></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/aiga/family members can run workshops relevant to their culture ● Continue to work with Enviroschools and continue our ongoing reflection for the year 	<p><u>2025</u></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><u>2025</u></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><u>2026</u></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><u>2026</u></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><u>2026</u></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. ● Conceptulise 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><u>2026</u></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><u>2026</u></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><u>2027</u></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><u>2027</u></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 MI. ● Review school systems around, uniform, attendance, lates, MoneyBooks etc. 	<p><u>2027</u></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><u>2027</u></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 Pasfika education ● Provide relevant learning that caters to the circumstantial needs and lives of our local community - what does this look like? 	<p><u>2027</u></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 thinkings 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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