Creating and Pursuing Opportunities

Capable staff	Empowering Students

Whaka Pokai o Tara	Lead as Tara Led	Act Nobly

A Culturally Supportive Learning Environment

● Improve the relationships between teachers/staff members and students so that learning is enhanced ● Value and support our staff members so they can be 'the best' that they can be ● Continue to develop curriculum provision ● Engage with new, exciting and innovative teaching and learning opportunities	● Ensure students have a say in what happens at school and how we can improve ● Provide a supportive and inclusive environment where all people feel, and are, valued ● Improve mentoring and support for students to reduce bullying and bad behaviour ● Reduce disparity and support equality for all students

All our people are 'STAR's' **Safety – Trust – Attitude - Respect** **Ensure Success**	**Our students are** **Effective Communicators, 'Connected', Learners with Healthy Minds and Bodies**

Improving Outcomes for Every Student

Papatoetoe Intermediate School 2025 Annual Plan

Long term strategic Goals	Actions	2025	Mid Year Review	End of Year Review
Governmental Target - 80% of all students achieving at or above the stated expectations for their year levels by 2030.	**In 2024 the Targets were 55% of all Y8 students achieving** **Y8 Accelerated progress target** Reading Writing Mathematics	**60% of all Y8 students achieving at or above in all core curriculum areas**		
Outcomes	**Y8 Reading - 43%**			
	Y8 Writing - 51%			
	Y8 Maths - 48%			
	Accelerated Progress - Y8 Reading - 28% Y8 Writing - 59% Y8 Maths - 40%			

Roll Growth Predictions	2023-24	2024-25	2025-26	Mid Year Review	End of Year Review
MOE Prediction	**720**	**798**	880		
Actual by EOY	Y7 - 383				
	Y8 - 411				
	794				

EMPOWERING STUDENTS				
			Mid Year Review	End of Year Review
Address Disparities Through Targeted Support: Ensure equal opportunities for all students, regardless of their background or circumstances Address language barriers through interpreters, translators and resources Provide ongoing staff professional development and support in cultural competence and the range of challenges, and ways they can be addressed, that some of our students face.	**Promote and use reputable translators of school documents**			
	School Handbooks are all available on our school website and able to be translated using online tools Particularly ● STAR Way ● Enrolment and Prospectus ● Notices about trips and events etc	**Measurable Outcomes** Students report they have equal access to opportunities		
	Employ translators for whanau meetings (e.g. hui, IEP, disciplinary- if requested) ● Find available translators to work with whanau and school and create a school resource list. ● Routinely ask whanau if they want/need a translator			
	Staff PD : Cultural Competency **Unteach Racism workshops** available on the Teaching Council are completed in Teaching groups over the course of the year			

Implement Student Voice Mechanisms: Ensure students have a meaningful role in shaping their educational environment, what is learned and how, and teacher capabilities. Provide meaningful opportunities for students to reflect on, review, improve curriculum context and delivery	**Establish meaningful and responsive opportunities for student feedback** Establish meaningful and responsive opportunities for student feedback ● Instruction for students on how to give critical feedback ● Feedback surveys ● Suggestion boxes ● Reporting mechanisms ● Curriculum review and improvement ● Student feedback to teachers	**Measurable Outcomes** Students report they have meaningful input into shaping their educational environment Students report our school listens to and acts on feedback		
Provide Effective Mentoring Programmes to reduce bullying and behavioural problems by promoting peer support and consistent expectations	**Address inconsistent expectations for student behaviour** ● Teacher PD regarding the need for consistency ● Staff agreement to address inconsistent expectations for student behaviour ● Leadership focus on consistency **Continue and embed student mentoring strategies** ● Refined Brothers and Sisters ● Leaders mentoring ● Academic mentoring for all students	**Measurable Outcomes** Incidents of bullying and behavioural problems are reduced Students and staff report that behavioural expectations are clear Staff report a positive school culture		

CAPABLE TEACHERS

	All teacher/staff will participate PD as follows:	**Measurable Outcomes**		
Enhance Professional Development to provide targeted professional development focusing on: Inclusion and cultural competence Innovative teaching methods, resources and technology integration effective, and engaging instruction **AND Streamline Assessment and Feedback Systems** to use assessment data effectively to inform instruction and support student progress, ensuring that learning needs are met.	**Curriculum Updates:** Mathematics	Observation and student Survey data indicates teachers have the skills and knowledge needed to deliver inclusive, effective, and engaging instruction. Assessment data is used effectively to inform instruction and support and enhance student progress		
	English			
	Te Reo and Te Ao Maori			
	Assessment			

Strengthen Teacher-Student Relationships to enhance mutual respect and understanding, to improve student engagement and learning outcomes.	Provide teachers clearer direction about how and when to connect with students and whanau **Provide planned opportunities for staff and students to work collaboratively on school projects** ● Embedding Market Days ● Cultural Gardens ● Planting at GSR	**Measurable Outcomes** Students report that their teachers respect and understand them. Teachers report that their students respect them.		
Create a Supportive and Inclusive School Culture that fosters an environment where all students and staff feel valued and included. All staff ensure that teaching is inclusive of and respectful towards the diverse cultural backgrounds of students	**Review school facilities to ensure there are adequate spaces for all students and staff that meet the ranges of needs (e.g. quiet places, places that reflect a range of identities etc)** ● Quiet spaces ● Culturally focused spaces ● Students and their whanau are encouraged to teach others about their culture with the aim that everyone in the classroom learns about traditions, beliefs and language of their classmates ● Classrooms reflect culture and the diversity of students in the room	**Measurable Outcomes** Students and staff report that they feel valued and included Students and staff report increased inclusion and respectful attitudes towards their diverse cultural backgrounds.		