



Foster the pathway of knowledge to strength,
independence and growth for future
generations.

- We will give effect to Te Tiriti o Waitangi by lifting the baseline of our kaiako and kaimahi use of te reo Māori and understanding of tikanga in 2024.
- We will continue to monitor Māori student achievement and offer learning opportunities to support achievement and engagement.
- Our Māori students will have the opportunity to see their culture reflected around our kura and in our classrooms on a daily basis.
- Students will have a voice alongside their whānau at hui which brings the Board, Principal, kaiako, whānau and ākonga together to kōrero around what is on top for our Māori students and their whānau.
- Te reo teaching and learning is offered to students across year levels of the school.
- Our Māori students' attendance will be monitored weekly and their achievement and broader goals monitored and supported. Our aspiration is for Māori students to attend on par or better than non-Māori

Ashburton Intermediate School Strategic Plan 2024-2025



| Strategic Goals | Link to Board Primary Objective | Links to Education requirements - NELPS | Anticipated Result | Planned Actions | Measures/Successes |
|---|---|---|---|---|--|
| <p>Ensure clear, consistent and high expectations of students, alongside high levels of support and care, to ensure positive behaviour is maintained.</p> <p>Evaluate and develop the use of student voice in assessing our students' sense of belonging and the culture of our school.</p> | <p>Every student at the school is able to attain their highest possible standard in educational achievement</p> | <p>Learners at the centre Learners with their whānau are at the centre of education</p> | <p>School-wide systems and process that allow teachers and leadership to make informed decisions in relation to Pastoral Care that creates a positive learning environment for all ākonga.</p> <p>Surveying of students and staff related to improved well-being and higher engagement in schooling through an improved sense of belonging.</p> | <p>PB4L-SW is one of the PLD priorities in the school for the next three years.</p> <p>Ka Pai system is strengthened with focus weeks related to values and incentives for teachers.</p> <p>Develop student school leaders and build a strong House Culture that ensures all students have a strong sense of belonging.</p> <p>Teachers and students have clear BMP in class and have the tools to manage this along a clear path to the school-wide system.</p> <p>Pastoral support from Senior Leadership team that is timely and prioritised.</p> <p>Use of Restorative/PB4L discussion scripts for reinforcing dealing with behaviour</p> <p>Student portfolios that enable students to share their own learning and progress.</p> <p>Ongoing reporting to parents about student progress and development via KAMAR</p> <p>Well-being surveys Term 2 and Term 4</p> | <p>Values programme is implemented weekly through explicit teaching of the school values and students are attaining values certificates and badges.</p> <p>Pastoral entries are reducing each year as PB4L, and Values procedures and processes are implemented.</p> <p>Student voice gathered is showing students are happy, safe and content as well as being academically challenged and supported.</p> |
| <p>Examining and responding effectively to the needs of gifted and talented students</p> <p>Use the School Donation Scheme to assist with supporting learning opportunities for all learners.</p> <p>Use data from PACT to target priority learners who are not making academic progress and implement programmes to grow confidence and achievement.</p> | <p>AIS is a physically and emotionally safe place for all students and staff; and gives effect to relevant student and human rights and takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and the school is inclusive of, and caters for, students with differing needs.</p> | <p>Barrier Free Access Great education opportunities and outcomes are within reach for every learner</p> | <p>Ākonga who are achieving to the best of their ability with the relevant supports in place for progression and extension, and with informative data to support next steps for learning.</p> <p>A developing knowledge of Assessment for Learning (AfL) in relation to Reading and Writing through PLD with the Hakatere Kahui Ako.</p> <p>Student attendance is in line with Ministry expectations.</p> | <p>Gifted/Talented register developed, and students identified involved in APEX and Future Problem Solver groups. Investigate how this can be extended to students identified with Arts and Sporting Talents.</p> <p>Remove barriers to students' access to teaching and learning in all aspects of curriculum programmes including camp and other EOTC opportunities.</p> <p>Analyse data and identify priority learners who will be placed in support programmes led by our LSC and Teacher Aide group to support classroom teaching programmes.</p> <p>Work on clear understandings of the Learning Progressions Framework to ensure assessment is for learning</p> | <p>Student attendance figures will show improving attendance each term for all learners.</p> <p>Analysis of student progress and achievement data to look at successes and next steps for students and teachers.</p> <p>PLD is impacting on teacher capability and programmes for students.</p> |

Ashburton Intermediate School Strategic Plan 2024-2025



| Strategic Goals | Link to Board Primary Objective | Links to Education requirements | Anticipated Result | Planned Actions | Measures/Successes |
|---|---|--|--|---|--|
| <p>Develop a strong Physical Education programme that builds teacher capability and student achievement.</p> <p>Staff use proven, recognized teaching practice, working collaboratively within and across teaching teams supported by the Senior Leadership Team</p> <p>Implement the Aotearoa New Zealand Histories curriculum with our teaching and learning programme.</p> <p>High expectations of staff and students to use Te Reo and tikanga in the classroom throughout the school day with support from staff who have had recent PLD</p> | <p>Have particular regard to the statement of national education and learning priorities issued under section 5; and give effect to its obligations in relation to any foundation curriculum statements, national curriculum statements, and national performance measures; and teaching and learning programmes; and monitoring and reporting students' progress</p> | <p>Quality Teaching and Leadership</p> <p>Quality teaching and leadership make the difference for learners and their whanau</p> | <p>Strengthened teaching pedagogy to ensure high quality teaching and learning programmes are implemented school-wide.</p> | <p>Participation in the Health Active Learning programme as part of a Sport NZ/MoE/MoH initiative.</p> <p>Develop consistent use of SOLO Taxonomy (structure of observed learning outcomes) alongside the schools EQUIP Inquiry Model to enable clear teaching and learning direction for staff and students.</p> <p>Provide PLD for staff around the revise/new MOE curriculum material and how to include it in classroom programmes.</p> <p>Staff have access to resources both digital (EP) and people (Koka) to assist in building their capability.</p> <p>Staff member employed to assist with Te Reo extension for able learners, and support tikanga and values teaching.</p> <p>Community Hui (Maori) and Fono (Pasifika) to engage with whanau around their expectations for their children as learners.</p> <p>Pasifika staff meetings via Tautai O Le Moana and using Tapasa as a guiding document</p> | <p>A consistently planned and implemented Physical Education programme.</p> <p>The language of SOLO Taxonomy is embedded in planning, assessment and reporting of student work, progress and achievement.</p> <p>Staff and Students are confident users of Te Reo at their level of ability and know their next steps for learning.</p> <p>Māori Hui and Pasifika Fono are well attended, and key education messages are worked on alongside whānau and 'aiga.</p> |
| <p>Develop relationships and belonging through community partnerships, service and leadership opportunities.</p> <p>Continue to develop transition programmes to and from our school and use data to effectively plan for successful transition of all ākonga.</p> | | <p>Future of Learning and Work</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> | <p>A robust transition process into and out of Ashburton Intermediate for all students.</p> <p>An awareness for students and families of the opportunities for future learning and work opportunities that exist within our local community.</p> | <p>Strengthen relationships with the wider community to ensure local curriculum opportunities utilise the knowledge and skills within the local workforce and provide opportunities for student to see future possible employment opportunities.</p> <p>Build relationships with key members of our contributing schools and the local high school to ensure our students are getting the opportunities that best suit their needs and abilities</p> | <p>Relationships with local employers are established and students and families are aware of learning and employment pathways locally.</p> <p>Clear transition pathways to and from AIS with well-informed families' teachers at AIS and Ashburton College as a result of a robust transition process.</p> |

2024 Targeted actions and strategies for Ashburton Intermediate School in the areas of Reading, Writing, and Mathematics:



| Reading | Targeted Actions and Strategies |
|---|---|
| 1. Detail and Thought in Responses: | <ul style="list-style-type: none"> Implement targeted strategies to encourage students to provide more detail and thought in their responses. Teacher designed activities that deeper engagement in Reading completed through SOLO tasks. |
| 2. Tail in Year 7 Boys (Year 8, 2024): | <ul style="list-style-type: none"> Implement interventions for Year 8 boys to address the tail in their reading performance. Targeted reading groups followed up by observations to support Year 8 boys in improving their reading skills. |
| 3. Focus on Pasifika Students: | <ul style="list-style-type: none"> ESOL students will be targeted by Jackie Print though the Learning Village programme Targeted reading groups followed up by observations to support Pasifika students in improving their reading skills. Teacher with Cultural Leadership responsibility will collaborate with the Pasifika community to understand specific needs and then liaise with classroom teachers. |
| 4. Mid-Year Teaching: | <ul style="list-style-type: none"> Review programmes and ensure PaCT has been covered. Observations of Reading lessons carried out. |
| Writing | Targeted Actions and Strategies |
| 1. Using writing to think and organise ideas: | <ul style="list-style-type: none"> Ensure writing lessons are well structured, scaffolded and supported. Targeted students identified in planning |
| 2. Pasifika Students: | <ul style="list-style-type: none"> Design a comprehensive support plan for Pasifika students who need significant movement to be on track. Teacher with Cultural Leadership responsibility will collaborate with the Pasifika community to understand specific needs and then liaise with classroom teachers. |
| 3. Creating for Literacy Purposes: | <ul style="list-style-type: none"> Focus on 'Creating for literacy purposes' as a key aspect of writing. Ensure coverage of all aspects of writing is covered throughout the year through long term planning. |

2024 Targeted actions and strategies for Ashburton Intermediate School in the areas of Reading, Writing, and Mathematics:



| Mathematics | Targeted Actions and Strategies |
|---|--|
| 1. Year 7 Pasifika Students (Year 8, 2024): | <ul style="list-style-type: none"> Identify Year 8 Pasifika students who are significantly below expected levels and provide targeted support. Collaborate with teachers to create individualised plans for Pasifika students, addressing specific challenges. |
| 2. Focus Areas - Statistics: | <ul style="list-style-type: none"> Conduct targeted professional development sessions for teachers on 'Statistical Investigations.' Provide resources and support for teachers to enhance their understanding and teaching of these focus areas. |
| 3. Additive and Multiplicative Thinking: | <ul style="list-style-type: none"> Develop intervention programs to support students struggling with 'Additive Thinking' and 'Multiplicative Thinking.' Engage parents/caregivers in supporting mathematical thinking at home through informative sessions or materials. |
| 4. Professional Development Buy-In: | <ul style="list-style-type: none"> Address teacher concerns about professional development by providing additional support and resources. Highlight the positive impact of professional development on student outcomes. |
| 5. Observations and Sharing Best Practices: | <ul style="list-style-type: none"> Conduct regular classroom observations to identify areas needing improvement and to showcase effective teaching practices. Establish a culture of sharing successful teaching methods among teachers. |

| General | Targeted Actions and Strategies |
|---------------------------------------|--|
| 1. Early Identification and UDL Lens: | <ul style="list-style-type: none"> Reinforce the importance of early identification through regular staff meetings. Teacher with SENCO responsibility will conduct follow-up staff meetings to revisit and refine the UDL lens document for Seabrook McKenzie reports. |
| 2. Government Priorities: | <ul style="list-style-type: none"> Emphasise the importance of understanding and implementing the new curriculum expectations of an hour of Reading, Writing and Maths each school day. Facilitate ongoing discussions and training sessions related to the curriculum changes throughout the year. |
| 3. Attendance and Truancy Management: | <ul style="list-style-type: none"> Implement a proactive truancy management system to minimise its impact on student learning. Communicate regularly with parents about the importance of attendance and its impact on student success. |
| 4. Community Engagement: | <ul style="list-style-type: none"> Strengthen relationships with the Maori and Pasifika community through regular communication and collaboration. By implementing these targeted actions, Ashburton Intermediate School can address specific challenges and continue to improve student outcomes in Reading, Writing, and Mathematics |

2024 Academic Targets - Reading, Writing, and Mathematics:



| Targets | Main Target | Sub Target |
|-------------|--|---|
| Reading | <p>Year 8: To have 87% of students achieving Level 3 or above (Currently 79% mid 2023 Year 7)</p> <p>Year 8 Pasifika: To have 95% of students achieving Level 3 or above (Currently 55% mid 2023 Year 7)</p> | <p>Year 8: To have 75% of males meet the expected level for Reading (currently 31% mid 2023 Year 7)</p> |
| Writing | <p>Year 8: To have 87% of students achieving Level 3 or above (Currently 70% mid 2023 Year 7)</p> <p>Year 8 Pasifika: To have 95% of students achieving Level 3 or above (Currently 48% mid 2023 Year 7)</p> | <p>Year 8: To have 75% of males meet the expected level for Writing (currently 9% mid 2023 Year 7)</p> |
| Mathematics | <p>Year 8: To have 87% of students achieving Level 4 or above (Currently 68% mid 2023 Year 7)</p> <p>Year 8 Pasifika: To have 95% of students achieving Level 3 or above (Currently 74% mid 2023 Year 7)</p> | <p>Year 8: To have 75% meet the expected level for 'Additive Thinking'(Currently 50% mid 2023 Year 7)</p> <p>To have 75% meet the expected level for 'Additive Thinking' (Currently 50% mid 2023 Year 7)</p> |

2024 Curriculum Review Plan:

| Curriculum Area | 2024 | 2025 | 2026 |
|--|-------------|-------------|-------------|
| Mathematics | | | → |
| English | | | → |
| - Writing | | | → |
| - Reading | | | → |
| - Oral Language | | | → |
| Science | Update | Full Review | Update |
| Social Sciences | Update | Full Review | Update |
| Health / PE | Full Review | Update | Full Review |
| Technology and The Arts | Update | Full Review | Update |
| Aotearoa New Zealand Histories | Update | Full Review | Update |
| Curriculum Review Scope <p>The review of English (Literacy) and Maths (Numeracy) will be ongoing with annual reviews of performance against the results of annual PACT Judgements.</p> <p>All remaining curricula will be reviewed as per the above schedule. The review will involve the analysis of achievement data and the application of the area within the integrated topics. The review will outline improvements and directions for future developments and incentives to lift teaching performance.</p> <p>The changes to the teaching of each area will be detailed in the school's curriculum.</p> <p>A full report of all reviews will be presented to the Board.</p> | | | |

2024 Board Work Plan:



| Board Meeting Dates | | | | | | | | | | |
|--|---|--|--|--|---|--|---|---------------------------------|---------------------------------|---|
| | 19 Feb | 18 March | 20 May | 17 June | 22 July | 19 August | 23 Sept | 21 Oct | 18 Nov | 9 Dec |
| Charter/strategic plan | Confirm Strategic Plan approved and sent to MoE | | | | | | | | Review of strategic plan | Analysis of variance Annual plan draft |
| Strategic Goals | | Strategic Goal 1 | Strategic Goal 2 | Strategic Goal 3 | Strategic Goal 4 | Strategic Goal 1 | Strategic Goal 2 | Strategic Goal 3 | Strategic Goal 4 | |
| Policy | Documentation and Self review | Te Tiriti O Waitangi Board Responsibility | Employer Responsibility Policy | Appointment Procedure Safety Checking | Concerns and Complaints Performance Management | Protected Disclosure | Managing Income and Expenditure | Asset Management and Protection | Financial Conflicts of Interest | |
| Student progress and achievement | 2024 Goals | BMP/ Pastoral | | | Mid-year student achievement | Māori/Pasifika focus | Gifted and talented | | | |
| Human resources | | HR tool checklist 1 | | Mid-year review principal performance | | | HR tool checklist 2 | | | End of year review principal performance |
| Curriculum (Bold = Full review) | | | | Special Needs/ Gifted & Talented/ESOL | | Social Science Technology The Arts | Science Health and Physical Education | | | Literacy Numeracy |
| Budget | Draft | Approved | Monitor | Mid-year review | | Monitor | | | | 2025 draft |
| New government initiatives | TBC | | | | | | | | | |
| New local initiatives | Kahui Ako AfL | | | | | | | | | |
| Board process requirements | Appoint chair | Accounts to auditor | Annual report approved and sent to MoE | Parent reporting Roll return 1 July | | | | | Succession planning | Parent reporting |