



**Gisborne
Intermediate
School**

growing great people

STRATEGIC PLAN

**2024
2025**



GOAL 1

Improve Student Learning

To raise student achievement in literacy and mathematics to ensure that GisInt students can access the breadth of the NZ Curriculum.

Refer NELP Priorities: 2-7

Our Initiatives

- Refine quality teaching through quality PLD and support.
- Refine the GisInt local curriculum document to ensure curriculum expectations are covered clearly and cohesively.
- Ensure assessment and moderation practices are robust across the school.
- Determine the knowledge and characteristics that all GisInt students should strive for.
- Ensure every student attends school regularly.
- Introduce systems to ensure Te Ao Māori is integrated across the school.

Desired Outcomes

- Student learning accelerates.
- Consistent Teacher practice.
- Cultural and responsive practices will ensure Māori are learning and achieving as Māori.

Initiative Timeline

2024	2025
QUALITY TEACHING	
LOCAL CURRICULUM	
MODERATION PRACTICES	
GRADUATE PROFILE	
ATTENDANCE	
TE AO MAORI	



GOAL 2

Build Powerful Partnerships

Increase the level of collaboration within school, parents, iwi, other schools and community organisations.

Refer NELP Priorities: 2, 3, 5

Our Initiatives

- Communicate regularly and clearly with whānau using a variety of ways.
- Actively engage to make connections with groups
- Positive connections with contributing Kura
- Using the strength and knowledge of staff to enhance best practice through connecting collaboratively.

Desired Outcomes

- Our community is well informed about student learning and school events.
- Positive reciprocal relationships with contributing schools and schools we contribute to.
- Positive, connected, staff.

Initiative Timeline

2024	2025
COMMUNICATION	
GROUPS	
KURA CONNECTIONS	
COLLABORATIVE STAFF	



GOAL 3

Health and Wellbeing

Ensure the health and well-being of all students and staff is a priority that is monitored, with mechanisms in place, to provide support and education to improve their Hauora.

Refer NELP Priorities: 1, 3

Our Initiatives

- Reinforce a positive behaviour climate.
- Develop a structure for learning about the impact of online harm.
- Develop a plan that has a school-wide focus on key health topics from our health consultation.
- Wellbeing focus on staff needs.

Desired Outcomes

- Students enjoy attending school.
- Students are supported and behaviour incidents reduce.
- Staff are supported and enjoy working at GisInt.

Initiative Timeline

2024	2025
PB4L	
ONLINE SAFETY	
HEALTH TOPICS	
WELLBEING	



GOAL 4

Contributing Citizens

Embed our RISE values through providing opportunities for students to be community conscious.

Refer NELP Priorities: 7

Our Initiatives

- Refine and establish systems to engage and teach students the value of giving back.
- School-wide leadership programmes with clear direction/outcomes/pathways/direction.

Desired Outcomes

- Students are actively seeking opportunities to support or give back to our community.

Initiative Timeline

2024	2025
GIVING BACK	
LEADERSHIP	



GOAL 1: Improve Student Learning

To raise student achievement in literacy and mathematics to ensure that GisInt students can access the breadth of the NZ Curriculum.

Refer NELP Priorities: 2-7

100% of students who attend GisInt the full year achieve at least a year of progress.

100% of Year 8 students who attend GisInt for two full years achieve at least two years of progress.

Percentage of students who are working below expectation who make accelerated progress.

75% Year 7 students **75%** Year 8 students

Progress of major ethnic groups is comparable across cohorts.



GOAL 2: Build Powerful Partnerships

Increase the level of collaboration within school, parents, iwi, other schools and community organisations.

Refer NELP Priorities: 2, 3, 5

100% of whānau surveyed agree that GisInt communicates well.

100% of transition information received for students from contributing school visited.



GOAL 3: Health & Wellbeing

Ensure the health and well-being of all students and staff is a priority that is monitored, with mechanisms in place, to provide support and education to improve their Hauora.

Refer NELP Priorities: 1, 3

100% of students indicate through survey they feel safe at school

100% of students indicate through survey that they know who to see if they need help.

100% of teaching staff retained (not included – promotion, maternity)



GOAL 4: Contributing Citizens

Embed our RISE values through providing opportunities for students to be community conscious.

Refer NELP Priorities: 7

100% of students in our leadership programme indicated, through survey, that the programme helped them grow leadership skills.

vision

Growing Great People | Te Whakatipu Iwi Nui

values

MANAAKITANGA KINDNESS
LISTENING SHARING
SUPPORTIVE OF OTHERS & DIFFERENCES
USING GREAT MANNERS **CARING**
APPRECIATION OF SELF, OTHERS & SCHOOL ENVIRONMENT
CONSIDERATE OF OTHERS
WHAKAWHANAUNGATANGA **RELATIONSHIPS**

RESPECT



WALK WITH MANA HONESTY
KOTAHITANGA RESPONSIBLE
RELIABLE DOING THE RIGHT THING
CONSISTENT UNITY
WHAKAPONO OWNERSHIP
SEEK OPPORTUNITIES **TRUST**
EMPATHY FOCUSED

INTEGRITY



SOLVING PROBLEMS COMMITMENT
FOLLOW INSTRUCTIONS
COOPERATIVE PUNCTUAL
LOOKING AFTER PEOPLE, BELONGINGS & PROPERTY
ORGANISED FOCUSED
CONSISTENT INITIATIVE
EMBRACE LEARNING

SELF MANAGEMENT



AIM HIGH TEAMWORK
PERSONAL BEST
CELEBRATE SUCCESS PERSEVERANCE
GOALS ACHIEVED
WHAI TE ITI KAHURANGI
CAN DO ATTITUDE

EXCELLENCE



mission

Create personalised learning opportunities for our tamariki with connections to the world around them through powerful partnerships between students, teachers and whānau.

Guiding principles

- Put student welfare and learning at the centre of all our decisions.
- Build relationships with our school whānau and community.
- Prepare students with core skills and values.
- Develop high performing teachers.
- Respect our social, cultural and physical environment.
- Demonstrate effective governance.
- Give effect to Te Tiriti o Waitangi through a local curriculum which reflects local tikanga Māori, mātaurunga Māori (knowledge) and te ao Māori.

Our beliefs mean we employ and develop teachers who:

- Meet individual student needs with consideration of a futures perspective.
- Live the school values and are prepared to be learners themselves.
- Are prepared to be accountable and have challenging conversations around evidence of learning.
- Have high expectations of themselves and their students but have some fun in the quest for success.
- Have an expectation that everyone reaches their full potential by supporting cultural aspirations.
- Are highly professional in working with all stakeholders to achieve maximum impact.

Our beliefs mean we aspire to create learners who are:

- Well rounded people who fulfil their potential.
- Aware of their next learning steps and set challenging but achievable academic goals.
- Curious innovators who take responsibility for themselves and demonstrate a sound work ethic.
- IT savvy and globally connected contributors who are future focused.
- Empathetic team players with good manners and show appreciation and are brave and resilient in the face of challenge and disappointments.

GOAL 1: STUDENT LEARNING

To raise student achievement in literacy and mathematics to ensure that GisInt students can access the breadth of the NZ curriculum.

2024 INITIATIVES	ACTIONS	INITIATIVE LEADER(S)	MEASURES
Refine quality teaching through quality PLD and support	Create personalised and focused PLD opportunities for teachers to upskill and refine their teaching practice, developed through their Professional Growth Cycle conversations.	Leadership Team	<ul style="list-style-type: none"> Improvement in student achievement Shift in teacher thinking /practice through PLD seen in their PGC docs
	Professional development fund for staff to independently apply and access to grow their practice and passion.	Principal	<ul style="list-style-type: none"> Staff attending and keeping a record of Professional Development and evidence of how it was applied to practice.
	Planned programme of induction for new teachers.	Deputy Principal	<ul style="list-style-type: none"> All new staff complete induction session before starting. All staff are aware of Staff Handbook
	Planned programme of support for beginning teachers	Deputy Principal + Mentor Teachers	<ul style="list-style-type: none"> Mentor teachers appointed and plan for PRT developed Minutes from PRT + Mentor meetings showing development of PRT.
Refinement of our local curriculum document to ensure curriculum expectations are covered in a clear and cohesive way.	Curriculum teams are given responsibilities to ensure their areas are resourced and teachers are supported.	Curriculum Leads	<ul style="list-style-type: none"> GisInt Curriculum consistently delivered across school. Action plans are created in each curriculum area and used as a working document. Minutes of curriculum team meetings.
	Cohesive local curriculum document refined and updated.	Deputy Principal Curriculum Leads	
Ensure assessment and moderation practices are robust across the school.	Review assessment methods across the school and provide support PD where needed	Leadership team WST	<ul style="list-style-type: none"> Assessment processes are consistent across the school. Teachers are confident identifying next steps from assessments. Consistency of achievement information
	Use achievement information to drive learning conversations.	Leadership team WST	
	Moderation meetings across the school	Assistant Principal WST	
Determine the knowledge and characteristics that all GisInt students should strive for	Review and refine the GisInt Graduate Learner Profile.	Leadership team Ana to lead	<ul style="list-style-type: none"> GisInt Graduate learner profile has been updated through consultation and is visible in classrooms. Students are able to articulate the key points from the Graduate profile.
Ensure every student attends school regularly.	Review systems to ensure regular absenteeism is followed up with whānau.	Deputy Principal + Office team	<ul style="list-style-type: none"> Attendance is at the MOE recommendations of 90% Regular Truants have been identified and follow up actions / supports are in place.
	Engage SWIS to work closely with students with regular absence.	Principal, Deputy Principal and SWIS	
Introduce systems to ensure Te Ao Māori is integrated across the school	Develop school-wide knowledge of appropriate tikanga and ensure it is used regularly and appropriately.	Principal	<ul style="list-style-type: none"> Team representative meets regularly with Ngā Manu a Rēhua for guidance and sharing. Consistent Tikanga used across school.
	Provide schoolwide haka and extension haka groups. Teacher with responsibility.	Matua Rapiata, Matua Tatana, all staff	<ul style="list-style-type: none"> Haka practice embedded in class/ team programmes (Not isolated to Friday training) Kaiako prepping their classes pre sessions with can do attitudes/ expectations

GOAL 2: BUILD POWERFUL PARTNERSHIPS

Increase the level of collaboration within school, parents, iwi, other schools and community organisations.

2024 INITIATIVES	ACTIONS	INITIATIVE LEADER(S)	MEASURES
Communicate regularly and clearly with whānau using a variety of ways.	Create termly expectations for connecting with whānau.	Leadership Team	<ul style="list-style-type: none"> Whānau satisfaction with levels of home contact. Attendance rates of whānau at information sessions. Teachers having more than 4 contacts per year. With whānau for each student, focused on learning. Whānau are able to access real time reporting.
	Determine the parameters of the "real-time" reporting function within Edge so whānau can access information on their child throughout the year.	Leadership Team	
Actively engage to make connections with groups.	Identify and acknowledge special days for different cultures within our school.	TBC	<ul style="list-style-type: none"> Cultural days are acknowledged schoolwide. "Performance" groups have been formed where possible. Principal has connected with key people within Manawhenua.
	Make connections with "cultural groups" to investigate the possibility and practicality of developing GisInt cultural groups.	TBC	
	Continue to build connections with Manawhenua.	Principal	
Positive connections with Kura.	Timetable regular and purposeful connections with our contributing schools and the schools we contribute to.	Principal, Deputy Principal, Learning Support Coordinator	<ul style="list-style-type: none"> Regular meetings with schools are happening with successful transition being the focus.
Using the strength and knowledge of staff to enhance best practice through connecting collaboratively.	Structure a schedule that ensures that Curriculum, Team, and full staff meetings happen regularly.	Principal, DP, AP	<ul style="list-style-type: none"> Staff meet regularly in various forms. Staff share that there is more collaboration across the school.



2024 ANNUAL PLAN

GOAL 3: HEALTH AND WELLBEING

Ensure the health and well-being of all students and staff is a priority that is monitored, with mechanisms in place, to provide support and education to improve their Hauora.

2024 INITIATIVES	ACTIONS	INITIATIVE LEADER(S)	MEASURES
Reinforce a positive behaviour climate.	Review and reestablish key learning through PB4L.	Curriculum Lead	<ul style="list-style-type: none"> PB4L processes are operating consistently across the school. Reduction of behaviour incidences KiVa team operating. School community is aware of the KiVa process.
	Introduce KiVa as a system for identifying bullying and a process to solve incidents and support those in the process.	Deputy Principal + KiVa team	
Develop a structure for learning about the impact of online harm	Develop an integration plan for the Our Kids Online Programme.	Curriculum Lead	<ul style="list-style-type: none"> Reduction of cases of online bullying impacting the school. Numbers attending Parent evening.
	IT provider and Police facilitated sessions for students that cover online safety and the law.	Principal	
	Whānau education evening with guest presenter Rob Cope (Developer Our Kids Online).	Principal	
Wellbeing focus on staff needs	Health and wellbeing team to focus on developing initiatives to promote staff well being. Team continues to consult with staff and determine needs/wants.	WB team	<ul style="list-style-type: none"> Staff feel valued and looked after. Reduction in staff turnover.

2024 ANNUAL PLAN

GOAL 4: CONTRIBUTING CITIZENS

Ensure the health and well-being of all students and staff is a priority that is monitored, with mechanisms in place, to provide support and education to improve their Hauora.

2024 INITIATIVES	ACTIONS	INITIATIVE LEADER(S)	MEASURES
Refine and establish systems to engage and teach students the value of giving back.	Review and refine the badge system to ensure it is fair and accessible for all students who put the effort in.	Unit holder + committee	<ul style="list-style-type: none"> Badge system reviewed with positive feedback and ready to implement 2025 Enviro group implementing change. Volunteering opportunities have been built into class programmes. Students are running their interest clubs Student voice is captured regularly and in a number of ways.
	Develop an enviro group to investigate projects within, and outside our school.	Unit holder	
	Explore volunteering options, linked to learning, and for a purpose.	A.P	
	Explore opportunities for student "driven" clubs.	TBC	
	Create opportunities to allow students to have their voice.	TBC	
Establish School-wide leadership programmes.	Schoolwide programme developed with lead teacher.	TBC	<ul style="list-style-type: none"> Leadership programme has been successful with clear direction and outcomes.

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.

OBJECTIVE

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE

3

QUALITY TEACHING AND LEADERSHIP

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

OBJECTIVE

4

FUTURE OF LEARNING AND WORK

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

OBJECTIVE

5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

1

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

2

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

3

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

4

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

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

5

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

6

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

7

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

8

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

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

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

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

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

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

OBJECTIVES

PRIORITIES