



Te Puke Intermediate is a specialist Middle School which strives to support and empower akonga, embracing their unique identities and the cultural richness of our community.

Emerging adolescents require an engaging, fulfilling and challenging learning environment.

They require nurturing, guidance, boundaries, stimulation, risk taking and lots of manaaki.

They need to feel connected, valued, safe, important and part of something bigger.

We want every akonga to experience Mauri Ora: to thrive and flourish in our environment, to find their strengths, their niche, their people.

We want them to know their worth, their place, have confidence and courage to explore these strengths and resilience and determination to know and strengthen their areas for development.

We want to value and acknowledge holistic achievement – the whole child – Te Whare Tapa Rima and celebrate all success using a Te Puke Learner Profile.

We want our rangatahi to develop dispositions of Courage, Confidence, Respect, Connection and Resilience to be active, contributing, life long learners.

The feedback we received in 2023 as we reviewed and prepared for 2024 was:



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Te Puke Intermediate is a highly respected school in the community with the vast majority of our people having a very positive experience with us.

Our school has a strong, positive culture. The TPI Values are well embedded with students, whānau and staff having a thorough understanding of them, what they look like here at kura and how to demonstrate them in all aspects of their lives.

Our community told us they enjoyed a safe, respectful, successful, opportunity rich time at TPI.

The Learning Centres are a significant feature, highly valued by students and their whanau, they underpin the differentiation and success of our learners and kura. The different learning centre contexts allow all learners to access the curriculum through a particular lens that interests them, allows them to be alongside other learners with similar dispositions and teachers who share similar interests.

Our community told us the Board was fully meeting their areas of responsibility; that our Mission and Vision was being met and the previous strategic goals were embedded.

Values: Be Active • Be Excellent • Be Respectful • Be Yourself



*Nurturing the
confidence &
resilience of our
rangatahi*

*Strengthening
their acceptance
& respect for
diversity*

*Strengthening
the partnerships
we have with
whānau*

*Core
curriculum student
achievement*

How our targets and actions give effect to Te Tiriti o Waitangi:

We continue to work hard to integrate Te Reo Māori and tikanga across our school systems and processes. It is important to us that we continue to strengthen our partnership with Mana Whenua – Waitaha me Tapuika. Making sure that Equity is a priority to ensure every akonga has the best environment and opportunities to reach their full potential.

Working in partnership with our Māori school community to ensure we meet the educational and cultural aspirations of our Māori akonga and their whānau.

Strategic Goal 1 - Whakaako me te ako Tutukitanga Teaching, Learning & Achievement



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<i>Annual Target/Goal:</i> Holistic achievement valued and acknowledged. Quality teaching with high expectations. Effective use of Asttle assessment				
<i>What do we expect to see by the end of the year?</i>				
Te Puke Learner Profile piloted at TPI to provide a visible method of recognising, valuing and celebrating achievement through the dimensions of Te Whare Tapa Rima. PLD provided to teachers in Math and Writing to further develop understanding of expectations at Level 4. PLD with Asttle to increase capacity to use it effectively as a diagnostic and summative assessment tool.				
<i>Actions</i>	<i>Who is Responsible?</i>	<i>Resources Required</i>	<i>Timeframe</i>	<i>How will you measure success?</i>
Kahui Ako ASL provide the Profile to one Centre to pilot. ASL to work with Centre to develop to implementation of the pilot as the Kahui Ako intend.	Leaia Pelesala Polly Thinn-Rabb SLT Centre team	Learner Profile Support and guidance on the vision on how to pilot Method for evidencing Method for feedback	Term 1 Term 2 pilot Term 3 refine Term 4 share with all staff for 2025 implementation	Learnings as we go. Sharing with other pilot schools The refinement of the Profile
ALL – accelerated Learning in Literacy continue to use the strategies we know work. ALIM with Maths to strengthen our own knowledge and teaching capacity.	Kellie Jepsen ALL team ALIM team All teachers	Attend ALL sessions offsite – feed back to staff in staff PLD time Attend ALIM – provide staff feedforward in PLD staff meeting time Teachers practise, refine, observe each other, support Time / Plan / Deliver	Term 1 start Attending Term 2 and 3 Main focus	Teacher confidence will grow Teacher competence will develop Planning and teaching will reflect their new knowledge. Students will make progress – some accelerated progress.
High expectations and knowledge of Level 4 learning goals – continue to develop knowledge of what they are, the progressions, share with learners and whānau. Be explicit about what they know and can do and what is next.	Teachers Kellie Jepsen SLT	HERO learning goals matrix Literacy learning progressions Maths learning progressions Asttle rubrix Time for PLD, sharing & understanding	Term 1 start Every Term in the PLD schedule	Students will progress More students will aspire to and achieve level 4 Teachers will pitch their planning and delivery for students to challenge them towards Level 4 and beyond. Teach to the top, plan for the best student and scaffold the others to get there. Whānau and akonga will have a clear understanding of what they need to know and do for Level 4.
Asttle – send staff to an external workshop to upskill, then bring back to the Team. Run workshops to small groups to develop their working knowledge of what Asttle can tell them about a learners capability, next steps and overall judgement.	Kellie Jepsen Jonelle Crone All Teachers SLT	Asttle workshop externally Time to share with teams PLD time Asttle Rubrix discussions and moderation Time	All of 2024 Built into the PLD schedule	Staff feeling confident and competent Moderation sessions demonstrate consistency between staff Use of the tool to determine next teaching steps for learners

Strategic Goal 2 - Manaakitanga

Respect and caring for all



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Annual Target/Goal:		A teaching programme developed and implemented at TPI to strengthen the toolkit of our rangatahi with wellbeing, resilience, confidence, respect and connection.		
What do we expect to see by the end of the year?				
Four Termly units based around 4 Principles associated with Mana. These will be collaboratively planned & delivered across all classes at TPI. They would become part of the TPI Way, the Culture & Values here.				
Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Invite staff to be part of the PB4L team to begin this mahi. Invite a group of students to contribute and have a voice about the content they feel is required.	Kellie Jepsen Stephen Knightly Jill Weldon		End of Term 1	People are interested in contributing. Students get to have a voice.
Explanations of the Principles, the Kaupapa and the essence of the teaching.	Raponi Wilson Sophie Anania	Our generous people Student voice	End of Term 1	A shared understanding of the team writing the units.
Collate all info gathered, along with the student survey feedback from 2023, the PB4L lessons and the Resilience Project resources to plan the 4 units and lesson content to be delivered. Connect to the School Values weeks where possible. Decide if/how we might track or measure this teaching.	PB4L planning team Kellie Jepsen	2023 Student Survey data PB4L lessons already at school The Resilience project resources already at school Ideas of content and delivery methods from our current students Time to complete	End of week 5 Term 2	Four units of teaching are developed ready for use by all teachers. Teachers adapt the delivery and content to differentiate for their class, centre.
Create the teaching schedule, lock it into the timetable. Begin teaching. Gather feedback as we go. Survey feedback from Year 8's on exit.	PB4L Team All teachers SLT	Teaching resources, lesson plans, schedule Expectations to deliver Method to collect feedback as we go Year 8 survey	Week 6 Term 2	Feedback from the students as we go. Behaviour data on HERO Year 8 survey data Whānau voice in consultation

Strategic Goal 3 - Whānaungatanga Partnership with whānau




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Annual Target/Goal: Undertake an inquiry into what a true 'partnership' with our whānau would look like.

What do we expect to see by the end of the year?

Through inquiry & consultation, work specifically with our Māori school community to develop a TPI Kaupapa based on Mana Taurite so that we can reach the educational & cultural aspirations of our Māori akonga & their whānau.

Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Find an opportunity to hear Russell Bishops speak in regards to his latest research on 'North East Schools.'	BOT	Opportunity hear Russell – 8th March Principals Read the book – North Facing schools	Term 1	Discussions and takeaways for us to add into our whakaaro and plan
Find an opportunity to hear Dr Melinda Webber speak on the 'Mana' Model. Mana Motuhake Mana Ūkaipo Mana Tu Mana Tangatarua Mana whānau	BOT	Kahui Ako conference – hear Dr Webber BOT arrange for her to speak to us? https://www.giftedreach.org.nz/archives/The-Mana-Model-Melinda-Webber.pdf Watch various video links online https://hpe.tki.org.nz/guidelines-and-policies/mental-health-education/	Term 1 or 2	Discussions and takeaways for us to add into our whakaaro and plan. Use these as part of our investigation and hunch findings
Develop an action plan in 2024 to 'inquire' into Mana Taurite to build power sharing, trusting relationships with akonga and their whānau. Undertake the inquiry to design a Kaupapa / structure that upholds the principles of Mana Taurite for implementation in 24/2025 to strengthen the school's ability to meet the aspirations of our Māori akonga and their whānau.	BOT SLT ASL WST	A plan of inquiry An external facilitator Akonga voice Whānau voice Staff voice 	Term 1 begin Term 4 design the TPI Kaupapa aspects for implementation In 2025	The consultation phase, the engagement of our people, their willingness to be involved and contribute. The Plan – the Kaupapa we design.... The Implementation phase – how well we complete this The feedback from our whanau in a year.