

Hutt Intermediate School Strategic Plan 2024 – 2026

Vision Statement:

Hutt Intermediate provides quality education that encourages academic excellence and social responsibility.

We offer a vast range of academic, cultural, creative and sporting opportunities to ensure the needs of all our students are met. Our school provides a unique environment in which all staff, students and parents feel a sense of pride and belonging.

Learning at Hutt Intermediate brings joy and a sense of achievement. Students and staff have the freedom to create and be innovative. They are encouraged to push themselves beyond their immediate expectations and boundaries.

Our local curriculum is based on the following principles:

- student-driven learning
- innovation
- Hauora
- the Key Competencies; and
- future focused learning.

Our staff:

- are reflective practitioners
- actively seek and build upon honest feedback
- challenge their own, and each other’s, thinking and practice
- are collaborative; and
- use pedagogies that have the greatest impact on student learning.

Our Core Values of Respect, Excellence and Resilience underpin all interactions and provide a shared language. Our school uses Restorative Practices to build respectful and positive relationships.

We value the partnership with our community and recognise that whānau are integral to student learning and development. Our open door policy ensures whānau feel welcome. Their input is sought after and valued. Student success is celebrated in the school and within the wider community. Information is shared with whānau through the school website and parent portal. The community is invited to get involved in all aspects of school life.

Our students enter college proud to have learnt at Hutt Intermediate. They are equipped with the skills, knowledge and strategies to not only be great students, but also outstanding members of society.

Summary of the Information Used to Develop This Plan

Key Themes From Community Engagement:

Look for ways to build on current engagement and communication methods including:

- Regular updates and sharing of class learning so that parents can support this at home.
- Hold more events to bring our community into school – evenings, assemblies, celebration of learning events etc.

Core curriculum (reading, writing, maths) and Life skills were ranked as the most important learning areas, followed by Sports and Social skills.

How We Did Our Engagement:

A culturally inclusive consultation process was designed by a group of teachers together with Jacinta Laulau, an ex-parent with extensive school governance and public sector experience. It was designed to seek feedback from students and whānau on our SCRAM planning framework which is based on the guiding principles of Safe, Collaborative, Relational, Active and Meaningful practice. The teachers involved gathered data from the students and whānau in their classes and all other parents and caregivers were given the opportunity to give feedback at our Whānau Conferences in April 2023







How Our Goals Reflect the Aspirations of our Community

We have a focus on the Core Curriculum and through SCRAM a focus on effective and lifelong learning.

How We Prioritised Our Strategic Goals

Our strategic goals were prioritised according to the following filters:

1. The requirements of our staff to have the pedagogies and the tools to support them in transitioning into our new build.
2. The requirements of our staff to have the pedagogies and the tools to support them in effectively transitioning into and implementing the new Literacy and Mathematics curriculums
3. The need to upskill our ability to effectively integrate matauranga Māori into our local curriculum, day to day practice and surroundings.
4. The needs of our Target Learners (Māori and Pasifika).
5. The viewpoints of whanau and students.


Strategic Goals	Board Primary Objectives	Links to Education Requirements		What We Expect to See		How We Will Achieve or Male Progress Towards Our Strategic Goals		How We Will Measure Success
To continue the development of our Hutt Intermediate Conceptual Curriculum and Core Pedagogical Framework (SCRAM)	(a) every student at the school is able to attain their highest possible standard in educational achievement; and (b) the school– (i) is a physically and emotionally safe place for all students and staff; and (ii) gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993; and (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and	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.		We will have a refined and aligned Conceptual Curriculum and Core Pedagogical Framework (SCRAM). Our teachers will be using the key pedagogies from SCRAM in their teaching and learning programmes. We will have developed a Hutt Intermediate School Graduate Profile that aligns with our Conceptual Curriculum, SCRAM and the aspirations of our students and whanau.		We will engage in professional learning that targets the pedagogies and tools that support SCRAM, our Graduate Profile and our local curriculum. We will develop a “Graduate Profile” using our 2023 student, staff and whanau consultation data. This profile will be aligned with our vision, SCARM and our local curriculum.		Our success will be measured by: Data shifts in standardised testing and our SCRAM measurement tool
To implement high leverage practices in Numeracy and Literacy that will foster student engagement and improve learning outcomes for all students	(c) the school is inclusive of, and caters for, students with differing needs; and (d) the school gives effect to Te Tiriti o Waitangi, including by– (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and (ii) taking all reasonable steps to make instruction available in tikanga Māori	Objective 5: World-class inclusive public education – New Zealand education is trusted and sustainable.		Our teachers will be effectively implementing the Mathematics and Statistics and English Curriculums, Common Practice Model and Structured Literacy into their teaching and learning programmes.		We will, by using the lens of Te Mātaiaho, conduct a curriculum audit with staff to help identify current strengths and gaps. The audit data will be used to guide future professional development at a micro and macro level.		Our success will be measured by: Data shifts in standardised testing

To build knowledge, make meaning, and apply understanding of how to activate pedagogical approaches aligned to new pedagogical principles (SCRAM) in our new collaborative learning spaces.	and te reo Māori; and (iii) achieving equitable outcomes for Māori students.							
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Hutt Intermediate School 2025 - 2027 Draft Strategic Overview

	2025	2026	2027
SCRAM/Conceptual Curriculum Actions to date Extensive professional development with Mark Osborne and Brendon Spillane 2022 - 2024. SCRAM and Conceptual Curriculum implemented. Mark Osborne contacted to provide coaching for team leaders.	Develop a tool in conjunction with Melbourne University that can measure how well our teaching and learning is Safe, Connected, Relational, Active and Meaningful for our learners Team leaders to engage in professional coaching with external provider Mark Osborne to strengthen their ability to coach and mentor their team members to effectively deliver our Conceptual Curriculum and SCRAM.		Whanau consultation, review and re-strategising 2027 and beyond.
Literacy Actions to date: The Literacy Team after school visits, PD and discussion with other teachers and leaders have decided that Liz Kane Literacy will be our structured Literacy Provider 2025/2026.	Structured Literacy Professional Development Literacy Systems and Structures Exploration of Literacy programmes and providers for 2026/27	Literacy Professional Development focussed on Reading and Writing Literacy Systems and Structures	Literacy Professional Development focussed on Reading and Writing Literacy Systems and Structures
Numeracy Actions to date: PD provider and 3 teacher only days booked for 2025	Structured Numeracy Professional Development Numeracy Systems and Structures Number Knowledge and Number Strategy	Structured Numeracy Professional Development Numeracy Systems and Structures Number Knowledge and Number Strategy	Structured Numeracy Professional Development Numeracy Systems and Structures Number Knowledge and Number Strategy
Te Ao Māori Actions to date: <ul style="list-style-type: none"> Whanau Ropu formed Kapa haka advisor Waiata as part of assemblies/designated waiata time on Fridays Karakia Pourako Whanau picnic 5 Teachers part of Kahu Ahurea Māoristudent leadership group development Matariki and Māori Language week 	Design: <ul style="list-style-type: none"> Graduate profile Te Ao Māori enrichment programme - with Whanau support Design school graphics and signage Matariki and Māori Language week Implement: <ul style="list-style-type: none"> Māori Parent Representative on Board Rename houses Kapa Haka/school waiata development Mihi whakatau termly and/or for important visitors Reinforce school wide tikanga protocols Weekly te Reo Lessons for all staff and students Refine Matariki and Māori Language week Explore: <ul style="list-style-type: none"> The possible employment, timetabling and funding sources for a te Reo teacher either as direct instruction or through Kapa Haka School Kaumātua Te ao Māori enrichment programme Relationship with Kura Ahurea and how they could enhance our Conceptual Curriculum 	Design: <ul style="list-style-type: none"> New build glass manifestations Whanau consultation into design of Wharenui House haka words and choreography Graduate profile Implement: <ul style="list-style-type: none"> House haka House haka words and choreography Opening ceremony for new buildings Te Reo Māori Teacher/Kapa Haka for all classes and teachers New cohort of staff into Kura Ahurea Pou design and carving Wharenui and grounds Naming of new buildings Explore: <ul style="list-style-type: none"> Review local curriculum to ensure alignment with local/regional history 	Whanau consultation, review and re-strategising 2027 and beyond.
New Build Actions to date: Stage 1a and 1b designed Plans to Pedagogy (P2P) signed off with Melbourne University Structural Learning Group (8 Teachers) formed to work with Melbourne University in readiness to occupy Stage 1a in October 2026	Baseline - what do we know, what do we need to know? How can staff build on that knowledge?	Preparation - pre test. Exploring the prototypes. Professional Learning 1, 2 and 3	Occupation - Professional learning 4, 5 and 6. Post-test. Analysis and dissemination.

Hutt Intermediate School 2025 Implementation Plan

<div><p>Executive Summary</p><p>Our strategic and implementation plan is a 3 phase process. Our ultimate aim is to have our pedagogies and practices “fit for purpose” to ensure they are effective for all learners, match the aspirations of our community, and facilitate a smooth transition to our new build.</p><p>We use flax weaving as an analogy to explain this.</p><div><div>a.</div><div>The first phase - which has been occurring since we re-visioned has been gathering all our flax. The key mental model we held in this phase was making sure we had all the right flax leaves to weave together. We have also been very careful in our recruitment to select the right weavers.</div></div><div><div>b.</div><div>The second phase – which is where we are now is weaving the flax together. The key mental model we hold in this phase is interconnectedness between the parts, weaving our Local Curriculum with our Core Pedagogical Framework (SCRAM) framework. We also have all of our weavers in the right seats.</div></div><div><div>c.</div><div>The third phase – which is in the future will be the formation of our kete. The mental model we hold here is that our kete is the achievement of our vision and it will be the “Hutt Intermediate Experience” that will carry all our children and staff while they are with us and into their future.</div></div></div> <div></div>	
<div><p>Progress to Date</p><p>The following actions have been completed:</p><div><div>●</div><div>Staff have identified the high leverage teaching practices that they believe will meet the current and future needs of all our students</div></div><div><div>●</div><div>Staff have developed our Hutt Intermediate Conceptual Curriculum and Core Pedagogical Framework (SCRAM) ready for trial</div></div><div><div>●</div><div>We have engaged, and will continue to engage our community, to gather their perspective on how they would like us to meet the current and future needs of all our students</div></div><div><div>●</div><div>We have engaged students to gather their perspective on how they would like us to meet their current and future needs</div></div><div><div>●</div><div>We have developed new job descriptions for all teaching staff to reflect the changing school context for teaching and learning</div></div></div> <p>The following actions are in progress:</p> <div><div>●</div><div>Develop a HIS planning format to ensure consistency and alignment of practice across the school</div></div> <div><div>●</div><div>Engage in professional learning with Mark Osborne which strengthens our understanding and implementation of our Hutt Intermediate Conceptual Curriculum and Core Pedagogical Framework (SCRAM)</div></div> <div><div>●</div><div>Work with Kura Ahurea Wananga to develop our knowledge of our local areas and connection to Te Atiawa</div></div>	
<div><p>How will our targets and actions give effect to Te Tiriti o Waitangi?</p><div><div>●</div><div>Māori learners will be engaged and will achieve excellent educational outcomes</div></div><div><div>●</div><div>Māori whanau, hapu and iwi are active partners with the school defining and supporting excellent outcomes of Māori learners</div></div></div>	

Strategic Goal 1 To continue the development of our teachers’ ability to implement the Hutt Intermediate Conceptual Curriculum and Core Pedagogical Framework (SCRAM) into their teaching and learning programmes.				
Annual Targets <ul style="list-style-type: none"> ● Refine our Conceptual Curriculum documentation so that the Concepts, Enduring Understandings and Essential Questions link effectively to the NZC. ● Refine SCRAM by identifying and implementing the key pedagogies that will be utilised by all Hutt Intermediate teachers in delivering our Conceptual Curriculum and Te Mātaiaho. ● Develop a Hutt Intermediate School Graduate Profile that aligns with our Conceptual Curriculum, SCRAM and the aspirations of our students and whanau. 				
What do we expect to see by the end of 2025?				
By the end of 2025 we will: <ul style="list-style-type: none"> ● Have our Hutt Intermediate School Conceptual Curriculum and Core Pedagogical Framework (SCRAM) further embedded into the teaching and learning infrastructure of the school. ● Have a robust survey developed that can measure the effectiveness of SCRAM. ● Developed a Hutt Intermediate School Graduate Profile that aligns with our Conceptual Curriculum, SCRAM and the aspirations of our students and whanau. 				
Actions	Who is Responsible	Resources Required	Timeframe	How Will We Measure Success?
Team leaders to engage in professional coaching with external provider Mark Osborne to strengthen their ability to coach and mentor their team members to effectively deliver our Conceptual Curriculum and SCRAM.	Mark Osborne and Team Leaders.	Funded Internally.	Terms 1-4	We will see evidence of changed teacher practice that aligns to this action via: <ul style="list-style-type: none"> ● After Action Reviews ● Data collected via SCRAM ● Dragon’s Den Presentations ● Team Meeting Minutes ● Team Planning ● Professional Growth Cycle Meetings ● Structured Case Reviews; and ● Teacher observations and reflection.
In conjunction with Melbourne University develop a survey to measure the effectiveness and impact of SCRAM on student learning and wellbeing.	Wes Imms and Chris Bradbeer (University of Melbourne) and the Structural Learning Team.	Ministry of Education Property Funding.	Terms 1-4	Data collected via our survey will show that 80%> of our students feel that their learning is Safe, Collaborative, Relational, Active and Meaningful.
Develop a Hutt Intermediate School “Graduate Profile” in consultation with staff, students and whanau (with a focus on our Māori students and whanau).	SLT.	Nil.	Terms 3 and 4	Hutt Intermediate School “Graduate Profile” drafted.

Strategic Goal 2: To implement high leverage practices in Numeracy that will foster student engagement and improve learning outcomes for all students				
Annual Targets <ul style="list-style-type: none"> All classroom teachers will be familiar with the Mathematics and Statistics Curriculums mandated to be in use in 2025 All classroom teachers will be familiar with the <u>Why?</u> behind Structured Mathematics and the programme and resources we will be using at Hutt in 2025/2026 				
What do we expect to see by the end of 2025?				
By the end of 2025 we will: <ul style="list-style-type: none"> Be ready to implement the Mathematics and Statistics Curriculum and Structured Mathematics into our 2026 teaching and learning programmes. Have developed a schoolwide implementation plan to strengthen the teaching of number strategy and number knowledge. 				
Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Classroom teachers and teacher assistants will undertake MoE PLD (delivered by MoE facilitator) that will provide them with an increased understanding of the key concepts contained within the Mathematics and Statistics Curriculum.	Chris Krynen, Jacob Ladbroke and the Maths Team.	N/A	Terms 1-4	Systems and structures developed and ready to implement.
Create a schoolwide implementation plan to strengthen the teaching of number strategy and number knowledge.	Chris Krynen, Jacob Ladbroke and the Maths Team.	Release time to plan, develop and implement changes.		Data collected via: Math's PAT and Hutt Intermediate Basic Facts will show 80% of our students achieving above their expected level unless there is an identified reason why this might not be achievable.
The maths team will provide specific PD focusing on elements that will enhance the teaching of knowledge and number strategy.	Chris Krynen, Jacob Ladbroke and the Maths Team.	Release time to plan, develop and implement changes, analyse results and to model good practice in the teaching and learning of Mathematics and Statistics.		Data collected via: Math's PAT and Hutt Intermediate Basic Facts will show 80% of our students achieving above their expected level unless there is an identified reason why this might not be achievable.

Strategic Goal 3: To implement high leverage practices in Literacy that will foster student engagement and improve learning outcomes for all students

Annual Target

- All classroom teachers will be familiar with the Why? Behind Structured Literacy and the programme and resources we will be using at Hutt in 2025/26.

What do we expect to see by the end of 2025?

By the end of 2025:

- The Literacy Team will be implementing Structured Literacy into their teaching and learning programmes.
- We will have developed a “Hutt Intermediate” methodology for the teaching of Structured Literacy that will be rolled out in 2026.
- We will have a road map of the professional development required to develop classroom reading and writing programmes in 2026.

Actions	Who is Responsible	Resources Required	Timeframe	How Will We Measure Success?
<p>Classroom teachers and teacher assistants will undertake PLD (delivered by Liz Kane Literacy) that will:</p> <ul style="list-style-type: none">• support them to use structured literacy approaches• help them understand the principles of explicit teaching• introduce them to assessment practices; and• show them how to use tools that align with these practices that will support and inform their teaching.	<p>Literacy Team and Adrienne Kinder (PLD Provider)</p>	<p>Structured Literacy resources.</p> <p>PLD</p>	<p>Terms 1-4</p>	<p>The Literacy team will be implementing Structured Literacy as part of their overall programme.</p> <p>The Literacy Team will have developed a clear “Hutt Intermediate” methodology for the teaching of Structured Literacy; and</p> <p>Our baseline data will show that the achievement of students in Literacy Team members classrooms has improved compared with the achievement of students in non-Literacy Team classrooms.</p>
<p>The Literacy team will explore options for further professional development to develop reading and writing programmes in 2026.</p>	<p>Literacy Team</p>	<p>Nil</p>	<p>Terms 2-4</p>	<p>We will have a road map of the professional development required to develop classroom reading and writing programmes in 2026.</p>

Strategic Goal 4: To build knowledge, make meaning, and apply understanding of how to activate pedagogical approaches aligned to new pedagogical principles (SCRAM) in our new collaborative learning spaces.				
Annual Targets <ul style="list-style-type: none">To design environments that promote the 5 key aspects of SCRAM - Safety, Collaboration, Relational, Active and Meaningful.To gather data via the Spatial Learning Team that informs their current practice, their future practice, staff professional learning and spatial development.				
What do we expect to see by the end of 2025?				
By the end of 2025 we will: <ul style="list-style-type: none">have our Hutt Intermediate School Conceptual Curriculum and Core Pedagogical Framework (SCRAM) further embedded into the teaching and learning infrastructure of the school.have a robust survey developed that can measure the effectiveness of SCRAM.have a clearer understanding of how our School Conceptual Curriculum and Core Pedagogical Framework (SCRAM) can be utilised in hybrid learning spaces.				
Actions	Who is Responsible	Resources Required	Timeframe	How Will We Measure Success?
In conjunction with Melbourne University develop a survey to measure the effectiveness and impact of SCRAM on student learning and wellbeing.	Wes Imms and Chris Bradbeer (University of Melbourne) and the Structural Learning Team	Ministry of Education Property Funding	Terms 1-4	Data collected via our survey will show that 80%> of our students feel that their learning is Safe, Collaborative, Relational, Active and Meaningful.

Strategic Goal 5: To establish our Hutt Intermediate Te Ao Māori/Tikanga principles and practices across all aspects of our school.				
Annual Targets <ul style="list-style-type: none">By the end of the year, all curriculum areas will include clear and authentic integration of Te Ao Māori and Tikanga practices.Provide ongoing professional learning so that 100% of staff participate in workshops focused on Te Ao Māori, Tikanga, and Te Reo Māori, with follow-up reflection and classroom implementation.Embed tikanga Māori in school-wide systems and daily practices, such as pōwhiri, karakia, waiata, and signage, ensuring visibility and consistency across the school.				
What do we expect to see by the end of 2025?				
By the end of 2025 we will: <ul style="list-style-type: none">Implemented all actions outlined in this plan; andhave formalized/systematized them via a Te Ao Māori section in our procedure’s manual.				
Actions	Who is Responsible	Resources Required	Timeframe	How Will We Measure Success?
Rename our Houses to reflect our local environment and history.	Mike Gillatt	\$1350 for consultant’s fees	Terms 1-4	Houses are renamed and meet Te Atiawa’s guidelines in terms of policy, practice and cultural responsiveness.
Develop and implement a Te Ao Māori enrichment programme.	Ben Bowkett	Nil	Term 2	Te Ao Māori enrichment programme developed and implemented in Term 2.
Design school graphics and signage that reflect our local environment.	Mike Gillatt	Unknown	Terms 1-4	School, architects and MoE to determine; designer(s), scope of work, funding, procedures and lines of communication. A design process from inception to completion has been developed and signed off.
Use community expertise to develop and refine how we celebrate Matariki and Māori Language Week.	Ben Bowkett	Nil	Terms 2-4	Māori Language week and Matariki programmes developed and implemented at appropriate times.
With Whanau Ropu assistance teach our students Poi Making, Tikanga, Taiaha, and Karanga.	Harriet Richards	\$1500 for materials and koha	Terms 2-4	A repeatable programme has been developed and implemented.
Hold a mihi whakatau at the beginning of each term to welcome new students and staff to our school.	Ben Bowkett and Harriet Richards	Nil	Terms 1-4	Mihi whakatau timetabled in and held when appropriate.
To develop our kapa haka by utilising community expertise.	Ben Bowkett and Harriet Richards	\$250 koha	Terms 2-4	Our kapa haka’s will reflect community expertise in their performances.

Weekly te Reo lessons delivered to all staff and students.	Ben Bowkett, Nicola Rudge and Classroom Teachers	Nil	Terms 1-4	Student achievement in the Te Reo PAT will have improved by 1 level.
Liaise with Kura Ahurea as to how they could enhance our delivery of our conceptual curriculum.	Mike Gillatt	\$250 for travel expenses and koha	Term 2	Conceptual Curriculum updated to include input from Kahu Ahurea.
Formalised our processes via a Te Ao Māori section in our procedure's manual.	Mike Gillatt	Nil	Terms 2-4	Te Ao Māori section in our procedure's manual completed.
Created a draft student profile in consultation with our Whanau Ropu.	Mike Gillatt	Nil	Terms 3-4	Draft student profile completed and ready to be sent out to consultation with our wider school community.