

Strategic Plan 2024-2026

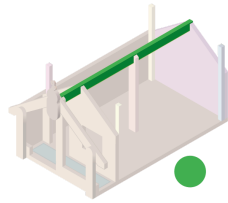


Te Kura Waenga o Ross

CONNECT • NURTURE • GROW | Poipoiā te kākano kia puawai

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Tāhuhu - Vision

"Poipoia te kākano kia puawai"

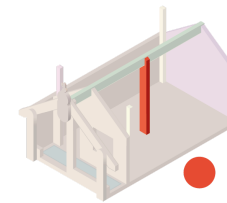
Connect · Nurture · Grow

We believe as a school that our responsibility is to establish strong connections across the school and into the community. We need to nurture and grow others as well as ourselves. This forms the underlying philosophy of Ross Intermediate

**Whakamahia
kia tika**
Act with Integrity

**Ako^{kia}
Kaha**
Learn with Purpose

**Whaia
ou**
Moemoea
Inquire and Dream



Pou Manawa - Values

Act with Integrity - Whakamahia kia Tika

Learn with Purpose - Ako kia Kaha

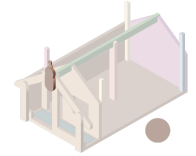
Inquire and Dream - Whaia ou Moemoea

Our values (represented by the pou manawa) are how we enact our Vision, empowering ākonga to embrace their potential and connect with the world. At Ross we expect everyone (students and adults alike) to follow these values.



TŪRANGAWAEWAE

Tekoteko - Connection



Ross Intermediate is located in the Manawatū, home to the Rangitāne Iwi. Descendants of Whātonga, captain of the Kurahaupō canoe, the Iwi took their name from Whātonga's grandson, Rangitāne. In 2016 teachers at Ross Intermediate worked with a number of schools in the Manawatū to create a resource retelling the stories of Rangitāne Iwi. These stories highlight the journey of Whatonga as he made his way from the Kurahaupō canoe's landing at Māhia Peninsula south to Wellington.

Ross Intermediate School was officially opened on 14 February 1958 by the Minister of Education of the day, the Hon. P. O. Skoglund. Originally titled 'Palmerston North Intermediate 2', the school was later named after Charles McIntosh Ross (1852-1924), whose wife gifted the land the school is built on to the Education Department. Born in Scotland at Tain in Ross-shire, C M Ross immigrated to New Zealand in 1878 on the 'Leucadia'. He became a prominent business figure in Palmerston North, working for the company he established until his death. Pictured below, he is also the namesake of the Roslyn suburb and Rosemount shopping centre.

We have a roll of 440 for 2026 and although we have seven main contributing schools, we have students who feed into us from across the Manawatū. We have 17 classrooms, 3 Technology programmes and a specialist Physical Education programme. This year Ngā Toi will also run as a separate specialist programme, similar to PE. We also offer a large range of sports, arts and academic opportunities.

LOCAL CURRICULUM

In 2018-2020 we developed our Local Curriculum in consultation with staff, community, whānau, Board of Trustees and students. We first implemented the Local Curriculum in 2021.

Our Local Curriculum reflects how we bring Te Mātaiaho to life at Ross Intermediate School. Our whare represents the parts of our Local Curriculum.



Ross Intermediate

PASIFIKA ACHIEVEMENT STATEMENT

At Ross Intermediate we acknowledge the rich cultural diversity of Aotearoa New Zealand and recognise the unique values that Pacific students and families hold. The kura strives to engage in authentic learning opportunities to support Pasifika students to achieve as Pasifika students.

Ross Intermediate has high expectations for all students, their educational progress and achievement. The achievement of Pasifika students is reported regularly to the board and as a kura we will strengthen the partnership with our Pasifika families to ensure our Pasifika students enjoy education success.

Ross Intermediate Board of Trustees is actively looking at ways to situate Pasifika learners, their parents, families and communities at the heart of the education system.

It seeks to:

- Regularly involve the Pasifika community as part of ongoing reviews and curriculum development
- Strengthen the partnership with our Pasifika families and community as key stakeholders
- Actively engage and involve Pasifika families through school and community events
- Promote Pasifika culture through school and community events
- Further develop curriculum contexts which focus learning on Pasifika communities
- Engage in professional learning and development opportunities to enhance understanding of the Pacific Education Plan (PEP) for staff and Board of Trustees.

Ross Intermediate

MĀORI ACHIEVEMENT STATEMENT

At Ross Intermediate School we acknowledge Aotearoa/New Zealand's cultural diversity and recognise the unique position of Māori as tangata whenua. Ross Intermediate also recognises Rangitāne as mana whenua. The school strives to provide opportunities to support its students in Te Reo and Tikanga Māori.

Ross Intermediate School has high expectations for all students and their educational progress and achievement. Achievement of Māori learners is reported regularly to the Ross Intermediate School Board and we will continue to ensure that Māori can enjoy success as Māori.

A range of opportunities are currently provided:

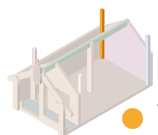
- Ongoing normalisation of using Te Reo in classroom programmes.
- Deliberate actions to engage and consult with our iwi, Rangitāne.
- School assemblies, Refresh and singing enriched with waiata and karakia.
- Whakatau and pōwhiri where appropriate.
- Provision for leadership in Te Reo and Tikanga Māori including Kaiārahi i te Reo, Tikanga/Reo advisor.
- Acknowledging iwi affiliation of staff and students where appropriate.

||| Poipoia te kākano kia puawai

Ross Intermediate School Board is actively looking at ways to increase knowledge, understanding and use of Te Reo and Tikanga Māori for learners, staff and the school community.

It seeks to:

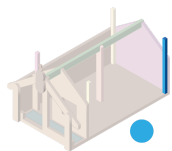
- Undertake a review of current strengths and weaknesses using tools such as Poutama Reo, the Ruia Partnership (moving to Tāhūrangi), NZSTA Hautū and Measurable Gains Framework review tools.
- Further engage with Rangitāne as part of its ongoing review and curriculum development.
- Acknowledge that our Māori community are key stakeholders in our kura and we value their participation.
- Actively engage and involve whānau through school and community events and deliberately seek out their thoughts and aspirations for their tamariki.
- Utilise internal and external expertise for guidance and teaching in te ao Māori.
- Create, develop, review the Māori Student Achievement Strategy.
- Develop curriculum contexts for learning focusing on Tikanga Māori, e.g., Matariki, Tiaki whenua.
- Continue the development of our school kapa haka group.
- Engage in professional learning and development opportunities to deepen staff and Board understanding of all things Māori, including Ka Hikitia, Tātaiako and Te Tiriti o Waitangi.
- Inviting Rangitāne to support the board and school through decision making and development of policy and procedures.



● Whanaungatanga

We create an environment that promotes an inclusive community where language, culture, strengths and identity are valued and respected.

What we will see:	How will we achieve this:	How will this be measured:	Foundation documents:
School environment that reflects the students and who they are.	Intentional steps will be taken to ensure equitable outcomes for all.. Imagine Garage Māori, ESOL, Pasifika, LGBTQIA+, Neurodiverse, diverse ethnic, disabled - students and staff	Student voice to be gathered Support staff/team to reflect on successes/goals of Imagine Garage Hub	
Teachers who build a strong relationship between themselves, the learner and their whānau.	Regular communication through Hero, email, conferences, School App	Reflections of staff at team meetings Communication between Adam and HQ	
The building of a strong relationship between Rangitāne and Ross Intermediate.	Through the goals and mahi of the Kahui Ako	Evaluate end of Term 2 and Term 4, regards to developing partnership	
Opportunities for students, staff and our wider community to meaningfully contribute to student learning.	Consultation and feedback will be requested in alignment with the annual implementation of goals and curriculum action plans	Feedback reviewed	
A safe environment that is free of discrimination.	Relevant policies and procedures and reviewed accordingly. Promote diversity, rights and responsibility and inclusiveness school wide. Reflecting on equity and equality, prioritising language and cultural competency. Responding to discrimination and bullying	School docs implementation Student voice PB4L data	
NELP 1: Learners at the Centre, NELP 2: Barrier Free Access			



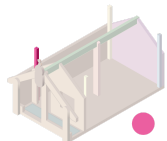
Manaakitanga

We foster a sense of belonging and identity through connection and understanding of who we are as a kura.

What will we see:	How will we achieve this:	How will this be measured:	Foundation documents:
Stronger connection with our school values and vision.	Explicit teaching of our school values and how they underpin our school vision.	Staff, students and community can identify and describe our school values and vision.	Ross Intermediate Local Curriculum PB4L TKI NZ
A stronger sense of identity through connection and belonging with our kura.	Rebrand of the Ross Way and the Ross Way teaching programme. Revising our rewards. Revision of our staff induction process with a stronger focus on PB4L and our school Local Curriculum. School wide focus on Tūrangawaewae. Providing opportunities with students to meet with each other around a common goal.	Student, staff and community voice Stand downs and suspensions will be reduced. MIFs and MIRs will also show a reduction over time. Poutama, Pounamu data collection and analysis. Improvement in attendance data.	Tātaiako Ka Hikitia - Ka Hāpaitia Attendance and Engagement Strategy Te Mātaiaho Wellbeing and Education Strategy
Reinvigorating and reinforcing staff PB4L practice.	Revision of our staff induction process with a stronger focus on PB4L and our school Local Curriculum. Regular opportunities for new staff to get together and talk about PB4L. Regular opportunities for all staff to engage in PB4L development.	Teacher voice. Professional Growth Cycle Wellbeing survey - beginning year and end of cohort (2 years). Truancy Initiative Manawatū. Teacher absence. Staff values matrix - created together at the beginning of the year. Checkpoints throughout the year	NZ Child and Wellbeing Strategy Tau Mai Te Reo
NELP 1: Learners at the Centre, NELP 2: Barrier Free Access			
Achievement Target Attendance - priority group Engagement Levels - Spec & PE & Communicators			

What will we see:	How will we achieve this:	How will this be measured:	Foundation documents:
Effective and innovative learning programmes.	Annual focuses in Literacy, Numeracy and Science Opportunities for professional learning Opportunities to explore and improve understanding of the refreshed curriculum Systems of ongoing support Learning will be relevant, authentic and purposeful	Student achievement data as per our Assessment Booklet Classroom observations Collection of staff, student and community voice Evidence in both unit and daily planning	Ross Intermediate Local Curriculum PB4L TKI NZ Tātaiako Ka Hikitia - Ka Hāpaitia Attendance and Engagement Strategy Te Mātaiaho Wellbeing and Education Strategy NZ Child and Wellbeing Strategy Tau Mai Te Reo
Differentiated learning that both supports and challenges students.	Opportunities for professional learning Coaching of teachers Professional Growth Cycle Learning will be relevant, authentic and purposeful		
Teachers engaging in professional learning in order to improve practise.	Professional Growth Cycle Leadership provide opportunities for professional learning Opportunities provided for growth in leadership Teachers will collaborate in teams to strengthen their practice. Leadership/experts will provide coaching for teachers. Systems of ongoing support	Student achievement data as per our Assessment Booklet Classroom observations Collection of staff, student and community voice Evidence in both unit and daily planning Collaborative dialogue and sharing of reflections with colleagues and leadership	

Accelerated learning of priority learners.	Differentiated learning Development of support programmes for at risk learners Teacher tracking of at risk learners (e.g. data boards) Learning will be relevant, authentic and purposeful	Student achievement data as per our Assessment Booklet Analysis of assessment and tracking ILPs - Individualised Learning Plans Evidence in both unit and daily planning	
Progress and achievement gaps addressed between various groups, eg, gender, ethnic etc...	Goals/targets set for specific groups Annual focuses in Literacy, Numeracy and Science Opportunities for professional learning Opportunities to explore and improve understanding of the refreshed curriculum Systems of ongoing support Communication and connection with whānau Learning will be relevant, authentic and purposeful	Student achievement data as per our Assessment Booklet Analysis of assessment and tracking ILPs - Individualised Learning Plans Evidence in both unit and daily planning	
Strong direction provided by senior leadership, anticipating changing needs and learning	Opportunities for PD Goal setting Consistent monitoring of goals, targets and action plans		
NELP 1: Learners at the Centre, NELP 2: Barrier Free Access, NELP 3: Quality Teaching and Learning			
Achievement Target Accelerated learning? Priority learners - eg LSC StepsWeb Communicators - Numerate and Literate Capability matrices			



Kaupapa Māori

We foster culturally sustaining practices guided by the principles of Te Tiriti o Waitangi.

What will we see:	How will we achieve this:	How will this be measured:	Foundation documents:
Engagement from our Māori whānau and community.	Termly whānau hui Utilising strengths and skill sets of whānau within and outside school (sports, kapa haka etc) Conferences establish and build relationships and connections Recognising iwi affiliations with students	Gather voice Student attendance Conference and hui attendance	Poutama Reo Ka Hikitia ERO Framework
Foster a relationship between Rangitāne and our kura.	Through the goals and mahi of the Kahui Ako Including Rangitāne in appropriate and relevant school wide decision making Working toward a reciprocal relationship Noho connections Connection to and understanding mana whenua	Kahui ako reflections against the goals Level of attendance and involvement in decision making Reciprocal nature of their responses to us Class noho visit successes	
Continued work with our Kahui Ako and developing culturally sustaining practice	Staff part of the focus sessions with Rangitāne - support and develop teachers/staff at Ross. Principal part of Kahui Ako principal network Staff engaged in PD provided by ASTs and leaders.	Through Kahui Ako reflections Discussions and voice gathered from Ross staff	
Consistency across our kura with Te Reo Māori and Tikanga Māori	<u>Te Puna Reo Māori Online Learning</u> Hui to discuss next steps, reflect on successes Develop documentation policy and procedures of tikanga a kura	Hui voice Staff meetings/Team meetings reflections Review of documents	

Professional development provided to our teachers and Board of Trustees	Courses offered to BOT PD targets needs of staff Utilising the strengths of current to support others BOT are invited to appropriate schools/staff/kahui ako PD sessions		
NELP 1: Learners at the Centre, NELP 2: Barrier Free Access, NELP 3: Quality Teaching and Learning, NELP 4: Future of Learning and Work			