



**Pasadena Intermediate  
Te Kura Takawaenga o Te  
Waitītiko  
Strategic Plan  
2024 & 2025**

*“Nurture the whole person and personal excellence is achieved”*

*“Poipoia te tangata kia eke kairangi”*

# Section A

## Introduction

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### Introductory Section

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School Description

We are a high performing Intermediate school situated in central Pt Chevalier that serves the Pt Chevalier, Grey Lynn, Westmere, Waterview, Gladstone, Bayfield, Freeman's Bay, Newton Central, Richmond Road, and Mt Albert districts.

We place a high priority on ensuring students have the necessary skills and strategies to be effective 21<sup>st</sup> Century learners. This includes giving students opportunities to contribute to what they learn, where they learn and how they learn within a safe and supportive environment.

Through our Specialist programmes, we broaden students' practical experience in Performing Arts, Technology, Food & Nutrition and Visual Arts. These classes allow students to transfer knowledge between subjects through an integrated approach. Students are encouraged to take part in the wide range of cultural, academic, and social opportunities that are on offer.

We offer full Māori Immersion (Te Rumaki Reo o te Waitītiko) Education to our local Kāhui Ako Schools. This enables students to follow a full Māori Immersion Pathway in Te Reo Māori.

Pasadena Intermediate provides an innovative and holistic education that prioritises student well-being, collaboration, and being an active part of the community.

We will do this through the implementation of five strategic aims: Students, Future Focus, Community, Bilingual Pathways, and Wellbeing.

**Current School Profile:**

405 students

12 composite classes of Year 7 and 8 students

3 Māori Immersion Classes Rumaki

4 Specialist Teachers

*Ethnicities:* NZ Pākehā 34%, Māori 30%, Samoan 3%, Tongan 3%, Cook Island Māori 2%, Niuean 3%, Fijian 1%, Chinese 5%, South-East Asian 3%, African 2 %, Indian 7%, Middle Eastern 1%, Other 6%.

## School Organisation and Structures

**Personnel** – Our teaching staff is committed to delivering quality teaching and learning that reflects the learners of Pasadena Intermediate School. Staff are continually provided with differentiated Professional Development relating to the strategic direction of the school.

**Learning Support** – Our Board of Trustees is committed to funding over and above operational funding for additional learning support personnel that address the needs of students who are not achieving at the expected curriculum level for Reading, Writing and Mathematics.

**Property** – Our school started a new 10 YA property plan in July 2023. The Board of Trustees is committed to ensuring that students are provided with learning environments that meet the needs of a 21<sup>st</sup> Century student. These include the implementation of Flexible Learning Environments throughout the school. In 2021 classrooms were upgraded into Flexible Learning Environments (FLE's). A Master Plan has been developed, with the first stage completed at the end of 2023, where a block of 8 classrooms was constructed.

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## Our commitment to Te Tiriti o Waitangi

We will develop procedures and practices that reflect New Zealand's biculturalism and the unique position of Māori. We will take all rational steps to promote Tikanga Māori (Māori culture) and te reo Māori (Māori language). Pasadena Intermediate School will promote and acknowledge the status of Māori as tangata whenua and its obligations under the Treaty of Waitangi, thus reflecting the unique position of Māori culture.

The school will provide:

- Three full immersion (Level 1) Māori Medium classes – Rumaki
- Te Reo Māori to all students through a specialised programme
- Level 2 and 3 Te Reo Māori classes
- Extension & Enrichment programmes as an option for all students
- Cultural and Kapa Haka groups
- Opportunities for student leadership through Bilingual Pathways Student Strategic Leadership group
- Extension and Enrichment in te reo Māori to support language acquisition

**Māori consultation will include:**

- Focus groups with whānau, the wider community, and iwi
- Teacher network groups, including Kāhui Ako
- Consultation with Māori students (meet with the senior leadership team) to discuss leadership opportunities in the school and how they can have a voice in planning and decision-making in the school
- Information sessions around learning and curriculum development
- Consultation and engagement with local Primary Schools that have Māori Medium classes
- Termly whānau hui

## Cultural Diversity

Pasadena is committed to building a culture that respects and embraces diversity, inclusion and equity for all students, staff and our community.

## What information did we use to inform this Strategic Plan

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- Community consultation - survey completed by parents and caregivers in 2023/2024 providing feedback on each of our strategic areas
- Through the Board's [work plan](#), self-review takes place for each strategic area of the school which includes feedback from staff, students and whānau
- Whānau hui and fono occur throughout the year
- Staff voice is captured through an end-of-year review
- Student Leadership groups align with our five key strategic goals, whereby they participate in review and strategic planning
- Feedback is sought from the school's strategic leaders, whose roles align with the key strategic goals
- The Board participates in strategic review through the schoolwide process

# Matrix

Integration of Pasadena Intermediate's Strategic Goals with the National Education and Learning Priorities, Board Objectives, and Ministry Education Plans.

NELPS	Students	Future Focus	Bilingual Pathways	Community	Wellbeing
Learners at the centre	✓	✓	✓	✓	✓
Barrier-free access	✓	✓	✓	✓	✓
Quality teaching and leadership	✓		✓		
Future of learning and work		✓		✓	
Raising achievement plan for Māori learners	✓		✓	✓	
Raising achievement plan for Pasifika learners	✓		✓	✓	
Comprehensive reform of school property		✓			
Learning Support Action Plan	✓		✓		
Investing in Wellbeing/Child and Youth Wellbeing Strategy					✓
<b>Board Objectives</b>					
Every student can attain their highest possible standard in educational achievement;	✓	✓	✓	✓	✓
the school – (i) is a physically and emotionally safe place for all (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;					✓
the school is inclusive of, and caters for, students with differing needs	✓		✓		✓
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 and te reo Māori; and (iii) achieving equitable outcomes for Māori students.	✓	✓	✓	✓	✓

## School Vision Whakakitenga ā-Kura

Nurture the whole person and personal excellence is achieved  
Poipoia te tangata kia eke kairangi

### Personal excellence is the goal of all Pasadena Learners

In order to assist them on their journey, Pasadena will cultivate in our learners skills to understand themselves, the dynamic world in which they live and their place within it.



Pasadena Learners will learn to think by:

Unravelling, Comprehending, and Connecting.  
They will be critical yet creative, receptive yet reflective, diligent.



Pasadena Learners will be confident in who they are by knowing:

Their Mind, their Body, their Relationships & their Spirit.



Pasadena Learners will build:

Enduring relationships within social and physical environments and will willingly deliver on their responsibilities as exemplary citizens.

Pasadena Learners will appreciate their full potential and will strive for personal excellence, while developing and demonstrating the PASA Values - being Proud, Active, Safe, Achievers.

## Strategic Aims

### ĀKONGA STUDENTS

Continuous holistic improvement for all students

### HUARAHI MĀORI BILINGUAL PATHWAYS

To continue to provide a bilingual pathway in te reo Māori within a tikanga and te ao Māori context

### WHAKAKITENGA FUTURE FOCUS

To have a future focused curriculum and learning environment that develops well rounded and balanced learners

### HAPORI COMMUNITY

To have an actively engaged role in the community

### TOIORA WELLBEING

To provide a holistic approach to support the wellbeing of all staff and students

**PASADENA INTERMEDIATE SCHOOL**  
NURTURING PERSONAL EXCELLENCE

# Section B

## Strategic Plan

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## Strategic Aim 1: Students – Ākonga

<p><b>STRATEGIC GOAL:</b> Continuous holistic improvement for all students</p>	<p><b>What do you expect to see?</b></p> <ul style="list-style-type: none"> <li>● School-wide implementation of Te Mātaiaho within a high-quality and culturally responsive curriculum that promotes positive outcomes for all ākonga.</li> <li>● Staff have a deeper understanding and increased confidence when implementing a range of collaborative pedagogies in Literacy and Numeracy that meet ākonga needs.</li> <li>● In-depth data analysis at various levels (class, team, school) to identify trends and plan further interventions for priority ākonga and identify professional learning goals.</li> <li>● Accelerated progress occurs.</li> <li>● Participation in Developing Mathematical Inquiry Communities (DMIC) professional learning and development.</li> <li>● Complete comprehensive self-review on our writing programme in preparation for professional development in 2025.</li> </ul>
	<p><b>How will we achieve or make progress towards our strategic goals?</b></p> <ul style="list-style-type: none"> <li>● Collaborative inquiry approach is used to improve outcomes for all ākonga through participating in the professional learning and development programme of Developing Mathematical Inquiry Communities (DMIC). Classroom teachers will be provided with ‘mentors’ to co-teach with them during math lessons.</li> <li>● Participate in professional development around the effective use of collaborative pedagogies in Numeracy/Literacy programmes - implementing ideas and strategies, reflecting and making changes as needed.</li> <li>● Teachers identify priority learners (ākonga working below expectations or not reaching their full potential) and plan effective learning programmes that result in increased achievement.</li> <li>● Professional Learning Groups (PLG) will enable teachers to discuss goals, research, key learning from mentoring/observations, and what effective pedagogy looks like.</li> <li>● Ongoing in-depth data analysis at the various levels will ensure effective acceleration and intervention programmes are occurring in Numeracy and Literacy to improve the outcomes for Māori/Pasifika ākonga, making sure that all ākonga are supported.</li> <li>● Through ongoing professional development, continue to build a shared understanding of Te Mātaiaho, including a focus on Te Ao Māori, ensuring our conceptual curriculum reflects the needs of our community.</li> </ul>
	<p><b>How will you measure success?</b></p> <ul style="list-style-type: none"> <li>● Robust self-review involving ākonga, staff and the community.</li> <li>● Surveys.</li> <li>● Self-reflection (staff/ākonga).</li> <li>● Self-assessment tools such as rubrics.</li> <li>● In-depth data analysis - identifying strengths and weaknesses, using this to plan for further interventions for ākonga as well as planning professional development.</li> </ul>



## Strategic Aim 2: Future focused – Whakakitenga

<p><b>STRATEGIC GOAL:</b> To have a future-focused curriculum and learning environment that develops well rounded and balanced learners</p>	<p><b>What do you expect to see?</b></p> <ul style="list-style-type: none"> <li>● Students have a deeper understanding of environmental issues and the importance of sustainability.</li> <li>● Community engagement as students, teachers and whānau work together to implement sustainability practices.</li> <li>● Students will develop strong digital literacy skills, enabling them to navigate, evaluate, and use digital information effectively including the effect use of AI in education.</li> <li>● Flexible Learning Environments which support students to engage in active and collaborative learning.</li> <li>● By exploring global issues and taking meaningful social action, students connect their learning to real-world challenges.</li> </ul>
	<p><b>How will we achieve or make progress towards our strategic goals?</b></p> <ul style="list-style-type: none"> <li>● The Future Focus student leadership group will lead the sustainability charge of teaching the students the importance of sustainability.</li> <li>● Strong Enrichment programmes that will allow students' interests in digital areas to be progressed.</li> <li>● Ongoing professional development opportunities for teachers to enhance their digital literacy skills.</li> <li>● Continue to embed the Pasadena Conceptual Framework, which aligns with the school's mission and values, emphasising collaborative and innovative pedagogies.</li> </ul>
	<p><b>How will you measure success?</b></p> <ul style="list-style-type: none"> <li>● Track the number of new community initiatives.</li> <li>● Survey a cross-section of the students to gain an understanding of their increased digital literacy skills throughout the year.</li> <li>● Collect feedback from teachers through surveys, interviews, or reflections to assess their comfort level with innovative pedagogy and the use of flexible learning spaces.</li> <li>● Collect evidence of student work, projects, and presentations that demonstrate their understanding of global issues and the impact of social action.</li> <li>● Self-review.</li> </ul>

## Strategic Aim 3: Community – Hapori

<b>STRATEGIC GOAL:</b> To have an actively engaged role in the community	<b>What do you expect to see?</b>
	<ul style="list-style-type: none"> <li>● Strengthened connections with our Pasifika &amp; Māori communities.</li> <li>● Students taking meaningful social action in the community.</li> <li>● Regular peer-to-peer connections between Pasadena students and students at local schools.</li> <li>● A culturally responsive environment.</li> </ul>
	<b>How will we achieve or make progress towards our strategic goals?</b>
	<ul style="list-style-type: none"> <li>● Continue to grow a range of Enrichment &amp; Extension opportunities, particularly those with a te ao Māori or Pasifika lens, utilising external experts and facilitators from the community.</li> <li>● Continue to provide opportunities to support student initiatives to increase the amount of social action in the local community.</li> <li>● Utilise meaningful relationships with the Pasifika community to enhance culturally responsive practices.</li> <li>● Strengthen consultation practices to ensure meaningful reciprocity and collaboration with iwi, hapu and whānau.</li> <li>● Utilise partnerships and key resources in the local community to enhance our local curriculum, including Aotearoa NZ Histories curriculum.</li> </ul>
	<b>How will you measure success?</b>
	<ul style="list-style-type: none"> <li>● Robust self-review involving ākonga, staff and the community, including fono and whānau hui.</li> <li>● Surveys.</li> <li>● Self-reflection (staff/ākonga)- identifying strengths and weaknesses, using this to plan for further opportunities for ākonga as well as planning professional development.</li> </ul>

## Strategic Aim 4 : Bilingual Pathways – Huarahi Māori

<b>STRATEGIC GOAL:</b> To continue to provide a Bilingual Pathway in Te Reo Māori within a Tikanga and Te Ao Māori context	<b>What do you expect to see?</b> <ul style="list-style-type: none"> <li>● Increased normalisation of te reo Māori throughout the wider school, with every student having access to quality language that’s relevant to their own context within the school and at home.</li> <li>● Acceleration in progress for our students who are below the expected curriculum level in Pānui, Tuhituhi and Pāngarau.</li> <li>● Embed the collaborative pedagogical practices currently utilised throughout the school and align them to the specific context of Te Rumaki Reo o Te Waitītiko.</li> <li>● Enrichment and Extension programmes are in place to support language learners.</li> </ul>
	<b>How will we achieve or make progress towards our strategic goals?</b> <ul style="list-style-type: none"> <li>● The kaiako in the rumaki will plan and facilitate Māori language lessons in each of the English-medium classrooms throughout the wider school, focusing on the Unit of Inquiry, the specific context of the school and topics relevant to the student's lives.</li> <li>● A teacher will be hired with a specific focus on the acceleration of progress for our students who are below the expected curriculum level, collaborating with the kaiako, SLT and RTLBs to plan and implement this new programme.</li> <li>● The kaiako in the rumaki will trial different collaborative pedagogical strategies for collaboration that are currently used throughout the wider school and align them to the specific context of the rumaki that will consist of no more than 60 students and 3 kaiako over two FLEs.</li> <li>● We have a licenced translator on staff who will continue to translate the English-medium resources, and kaiako will add more resources to our collection.</li> </ul>
	<b>How will you measure success?</b> <ul style="list-style-type: none"> <li>● Student and teacher feedback will be sought for the effectiveness of the Māori-language lessons that will be facilitated throughout the English medium.</li> <li>● Achievement data will be used to assess the students who are taking part in the accelerated programme for Māori-medium students.</li> <li>● Kaiako and student feedback will be utilised to assess how fit for purpose the collaborative strategies are.</li> <li>● The number of resources at our disposal will continue to grow.</li> </ul>

## Strategic Aim 5: Wellbeing – Toiora

<b>STRATEGIC GOAL:</b> To provide a holistic approach to support the wellbeing of staff and students	<b>What do you expect to see?</b>
	<ul style="list-style-type: none"><li>● Improved wellbeing indicators as the year progresses.</li><li>● Integration of Mitey, mental health education, across the curriculum and evidenced in planning.</li><li>● A shared language around wellbeing.</li><li>● Explicit teaching and learning in response to wellbeing data.</li><li>● Increased teacher and student understanding of the different facets of wellbeing, and what they can do to support their wellbeing, as well as supporting other people.</li><li>● Embed a schoolwide well-being framework that is culturally responsive.</li></ul>
	<b>How will we achieve or make progress towards our strategic goals?</b>
	<ul style="list-style-type: none"><li>● Build the social, emotional, physical and spiritual well-being of students and staff through ongoing and new initiatives.</li><li>● Utilise the digital tool “Pulse” to monitor well-being on an ongoing basis and to provide a tiered response to student and staff needs.</li><li>● Continue implementing Mitey and integrating it across the curriculum, engaging in ongoing professional learning and development with Mitey coaches.</li><li>● Adapt school-wide wellbeing framework based on feedback.</li></ul>
	<b>How will you measure success?</b>
	<ul style="list-style-type: none"><li>● Pulse wellbeing monitoring tool, fortnightly surveys to get baseline data.</li><li>● Analyse Pulse and PB4L data trends from staff and students to measure shifts in practice.</li><li>● Self-review, including feedback from staff, students, whānau.</li><li>● Mitey Self-Reflection framework.</li></ul>