

Ōtūmoetai Intermediate School 2025 Annual Implementation Plan



References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

Summary of the plan (Includes information from the school's current Education Review Office profile)

Ōtūmoetai Intermediate School is located in Tauranga and caters for students in Years 7 and 8. The roll is stable within its current capacity of 900. Leadership is experienced and staffing is stable. The school places the 0.I.S learner at the heart of decision making. The school culture is underpinned by the values of whanaungatanga, manaakitanga, wairuatanga, kotahitanga and mana motuhake, and is focused on achieving its vision that 'students are confident, connected, actively involved and becoming life-long learners'.

Ōtūmoetai Intermediate's strategic priorities for improving outcomes for learners are:

- to ensure that all students experience effective learning in a positive environment focused on meeting the unique and individual needs of the emerging adolescent
- fostering partnerships with the community, whānau, hapu and iwi to ensure identity and belonging is nurtured within a positive learning environment
- to seek ways to innovate within a culture of self-improvement and provide a local curriculum that promotes equity and excellence for all.

The school expects to see continued:

- high levels of professional capability and collective capacity sustained through access to relevant internal and external expertise to continually improve the localised curriculum
- evidence of a culture of learning that is consistently characterised by respect, inclusion, empathy, collaboration and safety to sustain the trajectory towards equitable and excellent outcomes for all learners.

Strengths

The school can draw from the following strengths to support its goal to continually adapt the curriculum to ensure wellbeing, equity and excellence for all learners:

- Professional relationships and effective teaching that focus on the learning and wellbeing of each student.
- Leadership that is strategically and consistently focused on coherent organisational conditions that promote monitoring, evaluation, inquiry and knowledge building and contributes to equity and excellence.
- Community collaborations that enrich opportunities for students to become confident, connected and actively involved learners.

Where to next?

Moving forward, the school will prioritise:

- continuing to implement strategic actions and refine improvements to the school curriculum in response to student information, whanau and community voice
- continuing to grow and foster strong relationships that support learners' language, culture and identity and promote positive learner outcomes and wellbeing.

Where we are currently at:

Regulation 9(1)(e)

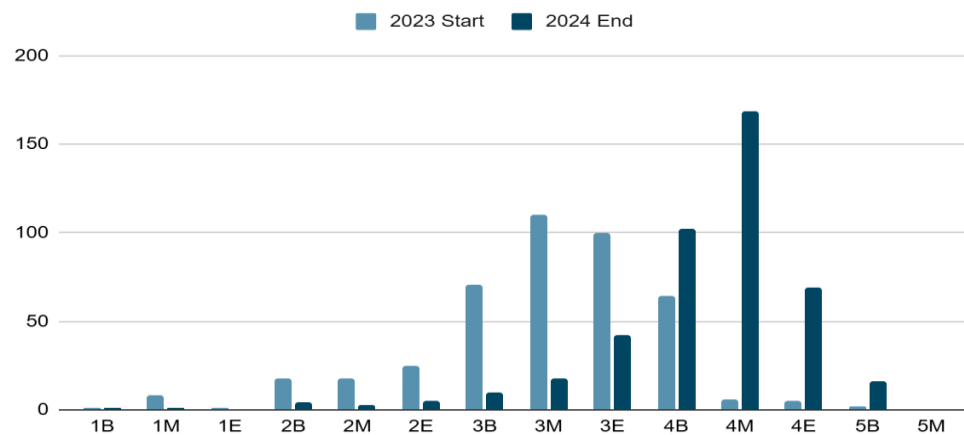
At Ōtūmoetai Intermediate, the aim of our teachers is to accelerate student learning and achievement levels over the short space of two years the students attend our school. We set an aspirational target of 80% of students graduating at or above the expected curriculum level in Reading, Writing and Mathematics by the time they leave us as year 8s.

2024 Results:

The following graphs demonstrate the percentage of students that leave us at year 8 in the *'at and above'* expected curriculum level. The light blue bars show these students as they entered the school as year 7's. The dark blue bars show the same students at the end of their Year 8 year.

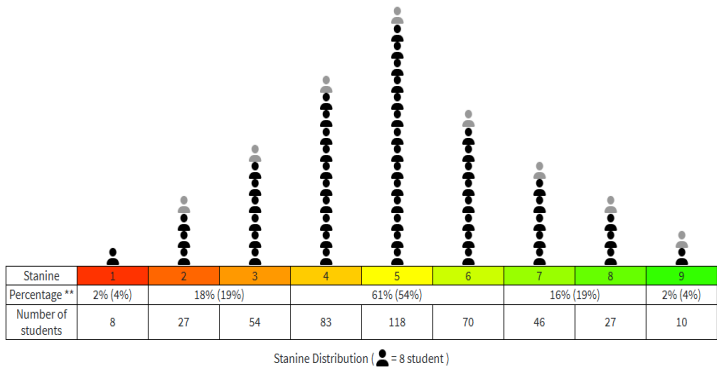
READING Results

2024 Year 8 Reading Results- Start to End



As our Year 8 students graduate from school, the school wide data shows **81%** of these students are at or above the expected curriculum level for Reading at the end of the year.

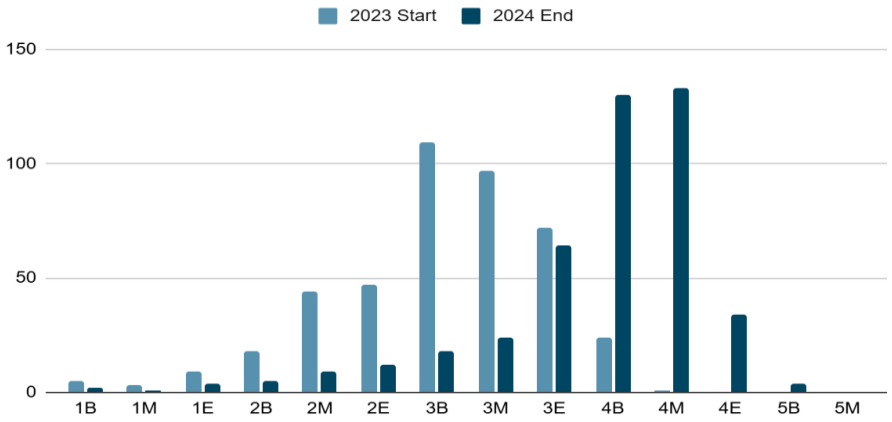
Number of Students (Completed)	Mean Stanine
443 / 443	5.0 (5)*



The Term 4 Reading PAT data showed a similar result, being that **79%** of students at year 8 achieved at or above their expected curriculum level at the end of the year. (Stanine 4 to 9)

WRITING

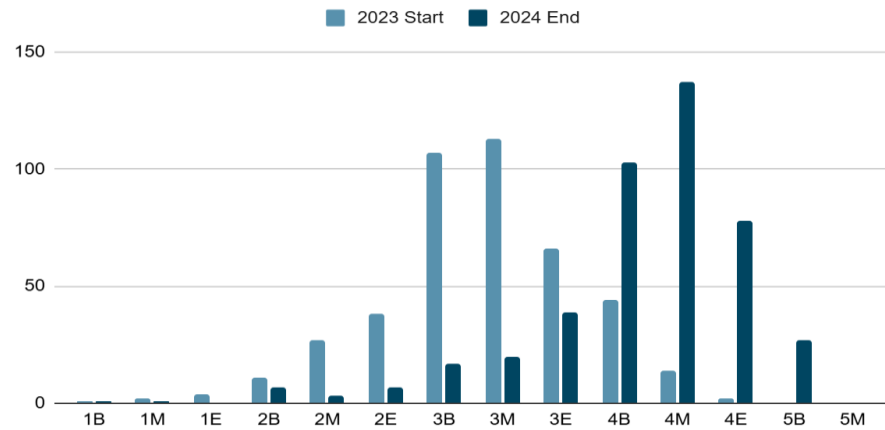
2024 Year 8 Writing Results- Start to End



As the year 8 students graduate from our school, school wide data shows **69%** are achieving at or above expectation in Writing.

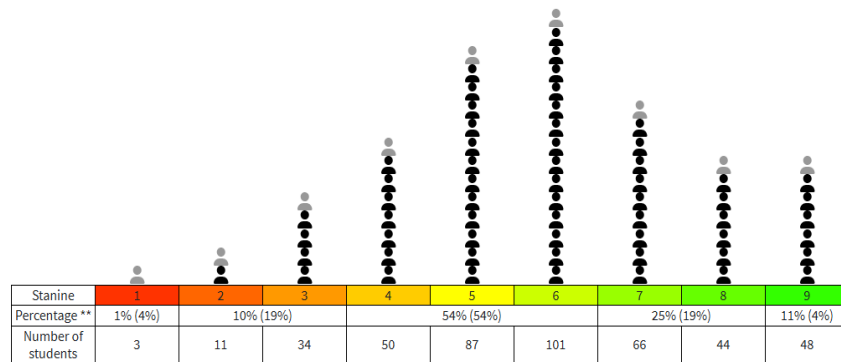
MATHEMATICS

2024 Year 8 Maths Results- Start to End



As the year 8 students graduate from our school, our school wide data shows **78%** are achieving at or above expectation in Mathematics.

Number of Students (Completed)	Mean Stanine
444 / 444	5.9 (5)*



Stanine	1	2	3	4	5	6	7	8	9
Percentage **	1% (4%)	10% (19%)	54% (54%)			25% (19%)		11% (4%)	
Number of students	3	11	34	50	87	101	66	44	48

Stanine Distribution (● = 7 student)

The Term 4 Maths PAT result for year 8 students shows that **89%** of students at year 8 achieved at or above their expected curriculum level at the end of the year (stanine 4-9).

Looking Ahead

This year, Ōtūmoetai Intermediate, along with all New Zealand schools, is required to implement the Refreshed Mathematics and Statistics Curriculum. The Refreshed English curriculum for years 7 and 8 is required to be implemented in 2026. Falling rates of literacy and numeracy achievement across New Zealand over preceding decades has prompted a review of how the teaching of the core subjects can be better supported in schools. It has also resulted in a directive that Reading, Writing and Mathematics must be taught for at least one hour every day.

At Ōtūmoetai Intermediate, Reading, Writing and Mathematics are already taught daily and this has resulted in strong learning results, consistently above the national average, as evidenced by our annual school wide achievement data. There is a schoolwide emphasis on teaching the core subjects, particularly during the morning blocks, which are designated as uninterrupted learning time. However, we will need to work through changes needed to give effect to Te Mātaiaho over the coming year. Teachers will need time and support to understand and transition, however, for Reading and Writing in particular, it is likely to be a matter of refining practice rather than a large-scale change.

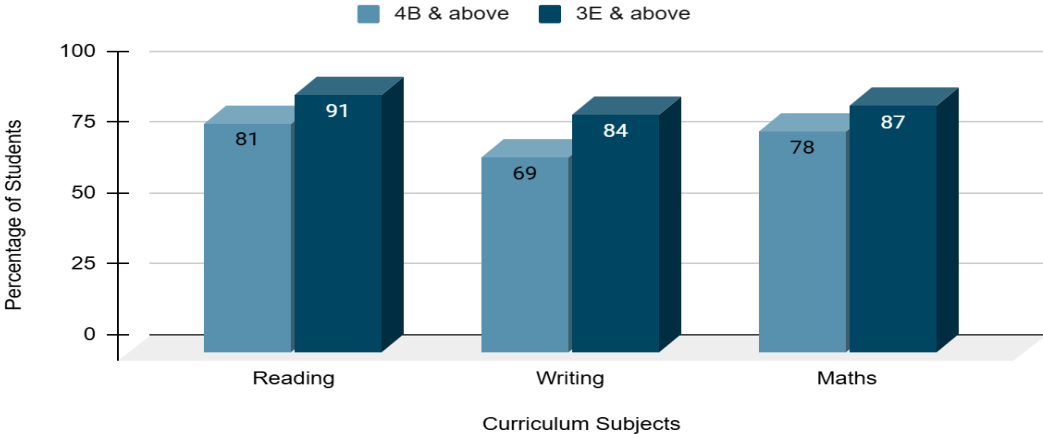
For Mathematics, an early look at the structured teaching programme and resources supplied to schools means it will be necessary to change the way Mathematics programmes are delivered in the school. Our Kāhui Ako schools have applied for and received resources called Maths - No Problem (MNP). It is positive that all Kāhui Kko schools have been consistent with choosing this resource. MNP is based on a successful Singaporean model for teaching mathematics which has seen Singapore sit at the top of the world rankings for mathematics achievement. The resources and teaching philosophy that underpins them, suggest our teachers are well placed and able to transition to using the MNP programme. However, as the programme relies on a full class teaching approach, until the primary schools have embedded the programme in their schools, the Intermediate will need to decide how we implement the programme at year 7 and 8, at the same time, ensuring the needs of our struggling mathematicians are catered for.

This is a pleasing result. These students are all working in or above level 4 of the curriculum. Conversations with the College have confirmed that a large number of graduating year 8 students will again work in curriculum level 4 at year 9, with the Advanced Learner classes working in level 5. This means all of these graduating students have either met or exceeded learning expectations.

Of the students who have yet to move from level 3 to level 4 while at the Intermediate, the data indicates a large group, in each of the core subjects, sit at the end of level 3 and very close to achieving level 4 results. Taking these students into account, the overall results improve to 91% Reading, 84% in Writing, and 87% Maths. These results are shown in the graph below:

The graph below demonstrates the percentage of students that leave us at year 8 *'at and above'* the expected curriculum level (light blue) - we have also presented data (dark blue) that includes in the total percentage of students who are very close to achieving the expected level i.e. sitting at the end of level 3.

Year 8 Reading Writing Maths - Percentage of students at and above at year end (level 4B+) - then adding Level 3E students



In the writer's view, the assessment data paints a realistic picture of the learning success in the school. Our job as teachers is to improve the results year by year and to not be satisfied with maintaining learning but to accelerate learning over two years.

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

Regulation 9(1)(g)

To determine how Ōtūmoetai Intermediate School's targets and actions can give effect to Te Tiriti o Waitangi, it is essential to understand the principles of the treaty and how they apply to our educational context. The key principles of the treaty are: partnership, participation and protection. Here is how the school's targets and actions align with these principles:

1. partnership:

- Establishment of meaningful relationships with local iwi and whanau to ensure that the Māori perspective is integrated into the school's decision – making processes.
- Collaborate with iwi education managers, kaumatua and Māori educators to co-design curriculum and teaching methods that reflect Māori culture, history and values.
- Involve Māori representatives in governance or advisory roles within the school. Such as the employment of a kairahi I te reo as a cultural advisor.

2. Participation:

- Encouraging Māori students to actively participate in all aspects of school life, including academic, cultural and sporting activities.
- Offer Te Reo Māori language instruction, cultural programmes and resources to support Māori students' cultural identity and participation in Māori tikanga.
- Promote Māori representation in student leadership roles and decision – making processes, ensuring their voices are heard and valued.

3. Protection:

- Developing policies and practices that protect and promote the unique cultural identity and heritage of Māori students and staff.
- Create a safe and inclusive environment that addresses and actively works to eliminate racism, discrimination and bias within the school community.
- Provide support for Māori to address any educational disparities and ensure they have equal access to opportunities and resources.

4. Data and Accountability:

- Regularly collect and analyse data on Māori student achievement and well-being to identify disparities and areas for improvement.
- Set specific targets for improving the educational outcomes of Māori students and regularly report on progress.

5. Curriculum and Pedagogy:

- Integrate Māori perspectives, knowledge and cultural content into the curriculum across all subject areas.
- Provide professional development opportunities for teachers to enhance their own Te Reo Māori and understanding of iwi and whānau aspirations for our Māori students.

Annual Target/Goal:

1. All students will experience effective learning in a positive environment.

Regulation 9(1)(a)



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

Regulation 9(1)(d)

Te Mātaiaho: English

By the end of year 8, for 80% of our students to achieve at or above Phase 3 in reading. To lift and accelerate the students who have entered school below and well below phase 3 in the Te Mātaiaho, the curriculum.

By the end of year 8, for 80% of our students to achieve at or above Phase 3 in writing. To lift and accelerate the students who have entered school below and well below Phase 3 in Te Mātaiaho the curriculum.

Te Mātaiaho: Mathematics and statistics

By the end of Year 8, for 80% of our students to achieve at or above phase 3 in mathematics and statistics. To lift and accelerate the students who have entered school below and well Phase 3 in the curriculum.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
<ol style="list-style-type: none"> 1. Learning is connected to the lives of the students in a meaningful way. 2. Each student has a strong voice in their learning. 3. Learning is student focused. 4. Regular feed- back and feed- forward is given to each student orally and in writing (student workbooks) 5. Each student is provided with regular, evidence based purposeful and direct instruction. 6. Each student learns in a stimulating and supportive environment. 7. Every student is made to feel valued. 	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p> <p>Principal.</p>	<ul style="list-style-type: none"> • Teaching resources covering licenses and materials for all curriculum areas from operational expenses: \$103,200.00 (see 2025 budget) • Capital expenditure for equipment and tools: \$111,110.00 • ICT equipment replacement: \$56,875.00 • Classroom furniture replacement: \$18,000.00 <p>Total expenditure on curriculum delivery resources: \$271,185.00</p>	<p>2025 school year.</p>	<ol style="list-style-type: none"> 1. All teachers demonstrate they are accountable for ensuring that every student in their class makes good progress against school goals and expectations. 2. All teachers use formative assessment to inform teaching practice. 3. Summative and formative assessment evidence gathered for each student on their learning needs and their progress in core curriculum areas. (English, Mathematics and Statistics.)

8. Each student's culture and ethnicity is recognised, valued and they feel included.
9. Each student experiences positive relationships with his / her teacher (s)
10. Each student is taught all areas of the NZ curriculum.
11. Each student is achieving and progressing in their learning.
12. Te Mātaiaho, the refreshed NZ curriculum, is phased in school wide in accordance with the national roll out.
13. Priority is given to delivering a new Structured Mathematics programme using Ministry of Education resources and board funded resources.

4. Focussed learning programmes based on student needs evident in each class.
5. Te Mātaiaho, the refreshed NZ curriculum learning areas of English, Mathematics and Statistics are being implemented and assessed from the start of 2025.

Annual Target/Goal:

2. The school will foster the partnership between whanau (families) and school where learning is nurtured.

Regulation 9(1)(a)



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

Regulation 9(1)(d)

- The school is working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, Mātauranga Māori, and Te Ao Māori.
- The school is taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori.
- The school is achieving equitable outcomes for Māori students.
- Key staff have a specific leadership focus on Te Ao Māori and Pasifika schoolwide.
- All parents are actively encouraged and engaged in two-way interactive communication with school.
- Māori parents in particular have a greater involvement with their child's learning.
- To strengthen communication between home and school so that all students are supported by home and school in their learning.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
<ol style="list-style-type: none"> 1. Parents and families feel welcome in the school. 2. Parents and caregivers are actively engaged in a learning partnership with the school. 3. Participation by all ethnic and cultural groups is evident in the school. 4. Student attendance rates are increasing compared to previous years. 5. Strong relationships are forged with local iwi and whanau and in particular: Ngāti Ranginui Iwi and Ngāi Tamarāwaho Hapu. 6. Effective reporting processes implemented school wide. 	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p> <p>Principal.</p> <p>Kaiarahi I te reo</p> <p>School attendance officer</p> <p>Learning Support Coordinator</p>	<ul style="list-style-type: none"> • Employment of Kaiarahi i te reo • Conversion of classroom into a whare wananga to be used as a base for the schoolwide tikanga and te reo Māori programme. • Refreshed website: • Hosting expenses for school-Iwi consultation • Employment of staff member dedicated to following up student absences. • Deputy Principals dedicated to student pastoral care. 	<p>2025 School year.</p>	<ol style="list-style-type: none"> 1. Principal, senior management and board focus on Māori achievement and receive feedback on school practices and policies. 2. All staff have inclusive approach to students with learning needs and their parents / caregivers. Monitored and managed by Learning Support Coordinator: Julie Filipo, Associate Principal: Lisa Chappell and Deputy Principal: John Stanley. 3. Teaching staff led by senior management review current practices

7. Effective and consistent homework system across the school.
8. School has an inclusive approach to students with special needs and their parents / caregivers.
9. Staff leaders have a specific focus on Te Ao Māori and Pasifika schoolwide.
10. Te reo Māori, and local tikanga is taught by a kaiarahi i te reo school wide.
11. Māori students are able to access Māori medium instruction.
12. The establishment of a designated whare wananga for Te Ao Māori.
13. Strong relations maintained with Ngāi Tamarawaho Hapu and Ngāti Ranginui Iwi

- Employment of Learning Support Coordinator and Associate principal dedicated to supporting students and whanau in area of Learning Support.
- Employment of two teachers to provide learning support in structured literacy and mathematics.

- for reporting to parents and to implement improvements.
4. Key staff leaders have a specific focus on Te Ao Māori and Pasifika schoolwide. Monitor school's implementation of Te Ao Māori school wide.
 5. Evidence seen of:
 - Te Reo Māori delivery in all classes.
 - Māori Medium instruction.
 - Local tikanga in designated whare and practiced school wide.
 6. Principal and senior staff demonstrate strong relationships with local Iwi and hapū: kaumātua

Annual Target/Goal:

3. The school will recruit and enable staff with the ability to meet school expectations.

Regulation 9(1)(a)

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

Regulation 9(1)(d)



- All staff demonstrate positive relations with all students and colleagues.
- All staff have high expectations for student achievement school wide.
- Teacher competency is at a high level of attainment and demonstrated daily.
- Each teacher is able to demonstrate high levels of student achievement in their class.
- All students are valued as individuals and actively involved in their learning.
- All staff understand and support school and Kāhui Ako priorities for student learning.
- . (Achievement Challenge)
- Staff welfare is nurtured.

<p>Actions <i>Regulation 9(1)(b)</i></p>	<p>Who is Responsible <i>Regulation 9(1)(c)</i></p>	<p>Resources Required <i>Regulation 9(1)(c)</i></p>	<p>Timeframe</p>	<p>How will you measure success? <i>Regulation 9(1)(d)</i></p>
<ol style="list-style-type: none"> 1. Staff recruited on the basis of this requirement and appraised regularly. Observations of staff interactions with colleagues to be included in professional development. 2. Restorative practices promoted and modelled school wide. 3. School wide expectation put in place that teachers will make personal efforts, in their own time, to up skill themselves as part of their teacher inquiry, in addition to professional development provided by the school. 4. Staff who seek innovation and demonstrate a willingness and ability to implement 21st century learning using new technology and modern learning environments, will be encouraged and provided with resourcing within school's resources to do so. 5. Teacher mentoring and coaching continued school wide. 6. Robust recruitment, induction, teacher professional development and performance monitoring in place. 7. Through regular teacher planning, effective, focused pedagogy including direct acts of teaching, student feed- 	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p> <p>Principal.</p>	<ul style="list-style-type: none"> • Staff professional development: \$25,000.00 • Staff recruitment \$500.00 • Teacher laptops provided through TELA lease. \$6,644.00 • Team Leader release for Professional Growth Cycle observations and discussions. 	<p>2025 School year.</p>	<ol style="list-style-type: none"> 1. Staff recruited on the basis of this requirement. Observations of staff interactions with colleagues to be included in professional development. 2. Restorative practices are seen to be promoted and modelled school wide. 3. School wide expectation put in place that teachers will make personal efforts, in their own time, to up skill themselves as part of their teacher inquiry, in addition to professional development provided by the school. 4. Teacher mentoring and coaching has continued school wide. 5. Robust recruitment, induction, teacher professional development and performance monitoring in place.

<p>back and feed- forward, assessment that is analysed and acted upon to inform future teaching and learning.</p> <p>8. Student voice used to gauge student self - efficacy and involvement in learning decisions within class and beyond.</p> <p>9. Unrelenting focus on a school wide culture of care.</p> <p>10. All teachers complete their Professional Growth Cycle annually.</p> <p>11. Teachers provided with Professional Development in Structured Literacy and Structured Mathematics (Maths- No Problem resource - MNP)</p>				<p>6. Through regular teacher planning, effective, focused pedagogy including direct acts of teaching, student feedback and feed- forward, assessment that is analysed and acted upon to inform future teaching and learning.</p> <p>7. Student voice used to gauge student self - efficacy and involvement in learning decisions within class and beyond.</p> <p>8. Unrelenting focus on a school wide culture of care.</p> <p>9. All teachers complete their Professional Growth Cycle annually.</p>
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Annual Target/Goal:

4. The school will ensure all students will develop the skills and competencies to live in a global community.

Regulation 9(1)(a)



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

Regulation 9(1)(d)

- Collaboration and relationship building a focus across the school.
- Students demonstrate competent use of ICT in their learning.
- Each student experiences learning in practical life skills including self- sufficiency.
- School Health curriculum includes cyber safety and this is taught regularly under our *Keeping Safe* programme.
- Students are creative and critical thinkers.
- Students show they are independent and able to manage themselves.
- Students show they care for and have empathy towards others.
- Students demonstrate school values.

Actions Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
<p>School focus on Structured Literacy and Structured Mathematics. Move away from group teaching to whole class structured teaching in mathematics. Collaboration and relationship building a focus across the school. Students demonstrate competent use of ICT in their learning.</p> <p>Each student experiences learning in practical life skills including self- sufficiency.</p> <p>School Health curriculum includes cyber safety and this is taught regularly under our <i>Keeping Safe</i> programme.</p> <p>Students are creative and critical thinkers.</p>	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p> <p>Principal.</p> <p>Kaiarahi I te reo</p> <p>Learning Support Coordinator</p>	<ul style="list-style-type: none"> • Teaching resources covering licenses and materials for all curriculum areas \$103,200.00 (see 2025 budget) • Capital expenditure for equipment and tools. \$111,110.00 • Classroom furniture replacement: \$18,000.00 	<p>2025 school year</p>	<ol style="list-style-type: none"> 1. Summative and formative assessment evidence gathered for each student on their learning needs and their progress in core curriculum areas. (reading writing and mathematics.) Focussed learning programmes based on student needs evident in each class. 2. All students demonstrate participation in practical activities either in home classes or specialist classes.

Students show they are independent and able to manage themselves.

Students show they care for and have empathy towards others.

Students feel included through school wide recognition and acknowledgement of their individual culture. (Kāhui Ako Achievement Challenge)

The following values promoted schoolwide:

Manaakitanga Kaitiakitanga Respect

In all contexts as a learning community we will demonstrate respect and care for each other, our differences and our property. All of our actions will develop respect for our Environment and contribute towards a global community that benefits all life.

Wairuatanga Integrity

At Ōtūmoetai Intermediate we will act ethically by showing; honesty, responsibility and accountability in all our actions. We will acknowledge and respect each other's beliefs and cultures.

Kotahitanga Excellence

At Ōtūmoetai Intermediate we will strive together for excellence in all that we do. All learners both staff and student will demonstrate high expectations of themselves and others and a strong belief that we can achieve as one.

Whānaungatanga Diversity

At Ōtūmoetai Intermediate we will value difference. Diversity is illustrated in many forms, culture, beliefs, and life experiences. It will be recognised in actions and interactions appropriately. We will work at developing strong relationships within our school.

Mana Motuhake Pride

At Ōtūmoetai Intermediate we will be proud of ourselves and our achievements.

3. School wide: *Keeping Ourselves Safe* health programme includes learning about cyber safety and safe internet use.
4. Each teaching team ensures class programmes reflect inclusive practices for student ethnicity and culture. There are school wide practices and events that promote recognition and acknowledgement of our ethnic and cultural diversity.
5. All students participate in and demonstrate knowledge and skill in a second international language.
6. All students learn Te Reo Māori.
7. Every student is encouraged to participate in sporting, cultural and academic activities. Staff seen to actively promote and enable student participation in sporting, cultural and academic activities within class programmes and as extra-curricular activities.
8. School wide culture of expectation for student participation and success in these areas maintained.
9. Student voice is encouraged through use of mind-mapping and other creative thinking tools.
10. School wide systems and expectations encourage student independence and self- management.
11. A culture of care and school values are promoted at all levels of school organisation and built into school norms.

Annual Target/Goal:

5. The school will ensure all students are given opportunities to develop to their full potential.

Regulation 9(1)(a)

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

Regulation 9(1)(d)



- For 80% plus of students achieving expectations in reading, writing and mathematics.
- Each student has a strong voice in their learning and shows significant gains in their learning and skill acquisition.
- Regular feed-back and feed-forward is given to each student orally and in writing (student work books or digitally)
- Students with learning support needs are provided with appropriate support.
- All students experience an inclusive emotional, social and academic environment where they feel valued. Culturally responsive pedagogy is evident in every class room.
- All students are given opportunities to participate in a wide range of sporting, cultural and academic activities.
- All students show a strong sense of pride and self-efficacy.
- Student creativity is encouraged and nurtured.
- School policies and management support student and staff welfare whilst maximising student learning.
- Student engagement is high school wide with minimal disruptions to learning.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
<ol style="list-style-type: none"> 1. School focus on Structured Literacy and Structured Mathematics. Move away from group teaching to whole class structured teaching in mathematics. 2. Highly competent staff using evidence based teaching to deliver a differentiated programme of learning for their class. (classes if a specialist teacher) 3. Whole school culture and expectations are focussed on effective learning, high student engagement and minimising disruptions. 4. Unrelenting focus school wide on what quality learning looks like and expectations for this in every class, every lesson. Clear school wide 	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p> <p>Principal.</p> <p>Kaiarahi I te reo</p> <p>School attendance officer</p> <p>Learning Support Coordinator</p>	<ul style="list-style-type: none"> • Teaching resources covering licenses and materials for all curriculum areas \$103,200.00 (see 2025 budget) • Capital expenditure for equipment and tools. \$111,110.00 • Classroom furniture \$18,000.00 	<p>2025 school year</p>	<ol style="list-style-type: none"> 1. Highly competent staff using evidence based teaching to deliver a differentiated programme of learning for their class. (classes if a specialist teacher) 2. Whole school culture and expectations are focussed on effective learning, high student engagement and minimising disruptions. 3. Unrelenting focus school wide on what quality learning looks like and expectations for this in every class, every lesson. Clear school wide expectations articulated regularly through use of visual media such as class vision posters.

expectations articulated regularly through use of visual media such as class vision posters.

5. Creativity fostered and encouraged through inquiry learning and deliberate teaching acts by the teacher.

The intensity of learning (robustness) to be a continuous focus school wide.

6. Students are clustered and provided with appropriate differentiated learning. Teachers of gifted and talented students are competent to extend them intellectually. Extension programme provided specifically for gifted and talented students.
7. All students with learning support needs identified at entry and monitored throughout their time at OIS. Individual education plans implemented where required for high needs students. Class programmes differentiated to meet student needs. Learning support register in place for start of every year and managed by Julie Filipo as the school Learning Support Coordinator. (LSC) Close liaison between LSC outside agencies and teachers to provide appropriate support for all students with learning support needs. A range of intervention/ support programmes in place to target students needing additional support with their learning.
8. School wide expectations for positive learning environments clearly articulated and required to be implemented by all staff.
9. Gifted and talented students to participate in the incredible minds programme on a Friday. Each teaching team to ensure remaining students are provided with a robust learning programme that extends them across the eight learning areas.
10. Fridays **not** to be seen as a fill in day but carefully monitored by assistant principals and senior management to ensure regular and robust learning continues on the fifth day of the week and provides opportunities for extension.

4. All students with learning support needs identified at entry and monitored throughout their time at OIS. Individual education plans implemented where required for high needs students. Class programmes differentiated to meet student needs.

5. Learning support register in place for start of every year and managed by Julie Filipo as the school Learning Support Coordinator. (LSC) Close liaison between LSC outside agencies and teachers to provide appropriate support for all students with learning support needs. A range of intervention/ support programmes in place to target students needing additional support with their learning.

6. School wide expectations for positive learning environments clearly articulated and seen to be implemented by all staff. Teachers seen to foster a warm, inclusive climate within their class or classes if a specialist teacher.

7. School seen to provide a wide range of opportunities for all students across the arts, technology, media arts, sport and culture. This will be achieved through the Friday programme, additional tutors, before school, after school and lunchtime groups.

8. Each teaching team ensures class programmes reflect inclusive practices for student ethnicity and culture.

9. All staff encouraged to find interesting and creative ways to engage students in their learning. School openness and

School to provide a wide range of opportunities for all students across the arts, technology, media arts, sport and culture. This will be achieved through the Friday programme, additional tutors, before school, after school and lunchtime groups.

11. Each teaching team to ensure class programmes reflect inclusive practices for student ethnicity and culture. There are school wide practices and events that promote recognition and acknowledgement of our ethnic and cultural diversity and celebrate successes. Students receive regular affirmation for their successes and feed -back feed- forward on their learning.
12. All staff encouraged to find interesting and creative ways to engage students in their learning. School openness and encouragement of creativity by students at all levels of the school maintained.
13. School policies and management practices not only comply with all relevant legislation and employment contracts but promote staff and student hauora / welfare.
14. Systemic processes school wide, promote acknowledgement and celebration of successes by staff and students.
15. All staff aware of school wide goal to minimise disruptions to learning. Focus school wide to work with students who are disruptive in class and to minimise their effect on others.

encouragement of creativity by students at all levels of the school maintained.

10. School policies and management practices not only comply with all relevant legislation and employment contracts but promote staff and student hauora / welfare.
11. Consistent acknowledgement and personal feed- back given to students and staff for their successes.
12. Systemic processes school wide, promote acknowledgement and celebration of successes by staff and students.
13. The quality of learning is evident through the Literacy and Numeracy reports compiled by each teacher and collated by teaching team leaders and Richard Smith.

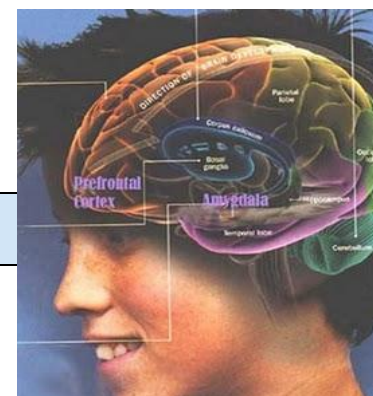
Annual Target/Goal:

6. The school will focus on the emerging adolescent and the unique needs of this age group in their development.

Regulation 9(1)(a)

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

Regulation 9(1)(d)



- Each student’s developmental needs recognised and understood by staff.
- Neurological development in the adolescent brain recognised and understood by staff.
- Pastoral care practices at all levels reflect sensitivity towards the emerging adolescent and his or her needs. (Effect of social media understood, monitored and mitigated)
- Communication practices are strong yet sensitive to the needs of the student.
- Each teacher recognises, understands the need for and actively promotes a culturally inclusive learning environment.
- All students will be encouraged and expected to be active participants in their learning.
- All students will be encouraged and expected to be involved in decision making at individual, class and school level.
- All students will be actively encouraged to inquire and be creative.
- Teachers are interested in children of this age and capable of connecting with them.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
<p>1. Highly competent staff using all available information about their students (physical, academic, social and emotional) to create an effective learning environment for their students. <i>This includes specialist teachers.</i> Where a student presents with specific learning and emotional needs, their teacher takes the time to develop their own knowledge and expertise to be able to cater for that student in class. In such cases the school provides the</p>	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals. Principal.</p>	<ul style="list-style-type: none"> • Teaching resources covering licenses and materials for all curriculum areas \$103,200.00 (see 2025 budget) • Capital expenditure for equipment and tools. \$111,110.00 • Science equipment: \$10,000.00 • 	<p>2025 school year</p>	<ol style="list-style-type: none"> 1. Each teacher’s class room environment:(physical, social and emotional) reflects they understand and cater for emerging adolescents and their needs. 2. Teachers at this school are aware of and actively show they understand the

<p>teacher with appropriate guidance and professional development where a gap exists.</p> <p>Each teacher's class room environment (physical, social and emotional) reflects they understand and cater for emerging adolescents and their needs.</p> <p>2. Teachers at this school are aware of and actively show they understand the nature of adolescent neurological development.</p> <p>3. All staff are knowledgeable about restorative practices and use these when resolving behavioural and social issues presented by students in class and in the playground. School wide expectations and restorative practices (Positive Behaviour for Learning) revisited at the start of each year. All staff and particularly the pastoral care team (John, Ali, Henk, Richard) exercise discretion and sensitivity to each student's circumstances when addressing behavioural and social issues that arise. All staff demonstrate a sensitive and non-confrontational approach to student management. Teachers use positive language in their everyday interactions with students. Sarcasm and belittling talk by staff are forbidden school wide.</p> <p>4. Communication practised by each teacher and the school is reflective of the 21st century and the interactive nature of modern communication. Each teacher has a clear, regular and effective system for communicating with students and parents.</p> <p>5. School wide expectations for positive, culturally inclusive learning environments clearly articulated and required to be implemented by all staff. Teachers are expected to foster a warm, inclusive climate within their class or classes if a specialist teacher. The school is also further strengthening teachers' cultural competencies in teaching Maori learners. (Resource: Tataiako by NZ Teachers Council and Ministry of Education and Ka Hikitia)</p>	<p>Kaiarahi I te reo</p> <p>School attendance officer</p> <p>Learning Support Coordinator</p>	<ul style="list-style-type: none"> • Classroom furniture replacement: \$18,000.00 • 		<p>nature of adolescent neurological development.</p> <p>3. All staff are knowledgeable about restorative practices and use these when resolving behavioural and social issues presented by students in class and in the playground.</p> <p>4. School wide expectations and restorative practices (Positive Behaviour for Learning) revisited at the start of each year.</p> <p>5. All staff and particularly the pastoral care team: (John, Ali, Henk, Richard exercise discretion and sensitivity to each student's circumstances when addressing behavioural and social issues that arise.</p> <p>6. All staff demonstrate a sensitive and non-confrontational approach to student management.</p> <p>7. School wide expectations for positive, culturally inclusive learning environments clearly articulated and required to be implemented by all staff. Teachers foster a warm, inclusive climate within their class or classes if a specialist teacher.</p> <p>8. The school is also further strengthening teachers' cultural competencies in teaching Maori learners. (Resource: <i>Tataiako</i> by NZ Teachers Council and Ministry of Education and <i>Ka Hikitia</i>)</p>
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6. Each teaching team to ensure class programmes reflect inclusive practices for student ethnicity and culture. There are school wide practices and events that promote recognition and acknowledgement of our ethnic and cultural diversity and celebrate successes. Students receive regular affirmation for their successes and feed-back feed-forward on their learning.
7. All teachers ensure their students are actively engaged in discussion around their own learning. Students receive regular feed-back and feed-forward on their learning. Students clearly understand and can articulate the learning intentions and success criteria for each learning activity they are involved in.
8. Each learning environment monitored through the teaching team, teachers ensure they have a class environment that encourages and involves students in decision making.
9. Inquiry and creativity are two areas that will be critical for success in the 21st century. This can only be achieved when every teacher is able to understand the way students learn and are able to manage their learning environment for the benefit of all students with a particular focus on Maori, Pacific and Special Needs students.

Annual Target/Goal:

7. The school will seek ways to be innovative and develop a culture of self-improvement.

Regulation 9(1)(a)

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

Regulation 9(1)(d)

- Staff and board actively engage in self- review at all levels of school operations.
- Staff and students are encouraged to reflect and provide input into how we could do things better.
- All school personnel keep up to date with current trends and innovations in their area of responsibility.
- A culture of continuous improvement is reflected by student action.
- The school is an early adopter of ideas, practices and technologies that enhance student learning.
- School personnel actively interact and engage in professional learning with internal and external experts.
- Teachers are actively engaged in their own professional development inquiries.
- All students actively encouraged to inquire and be creative.



Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
<ol style="list-style-type: none">1. Highly competent staff using all available information about their students (physical, academic, social and emotional) and up to date teaching strategies to create an effective learning environment for their students. <i>This includes specialist teachers.</i>2. Each teacher's class room environment (physical, social and emotional) reflects they understand, have knowledge of and implement up to date pedagogy aimed at meeting the needs of emerging adolescents.3. The board and senior management have in place processes and procedures for regular review of student achievement, governance and school operations.4. Regular opportunities provided for self- review by staff, students and parents with views, ideas, suggestions gathered, considered and implemented where appropriate.	All home class and specialist teachers led by team leaders, associate principal and deputy principals. Principal. Kaiarahi I te reo School attendance officer Learning Support Coordinator	<ul style="list-style-type: none">• Survey Monkey subscription for community consultation \$1,250.00	2025 school year	<ol style="list-style-type: none">1. Each teacher's class room environment (physical, social and emotional) reflects they understand, have knowledge of and implement up to date pedagogy aimed at meeting the needs of emerging adolescents.2. The board and senior management have in place processes and procedures for regular review of student achievement, governance and school operations.3. The board makes provision in the annual budget for adequate professional development and the implementation of technologies that enhance learning.

<ol style="list-style-type: none"> 5. All staff are knowledgeable about trends, innovations and up to date research to inform their teaching practice in their area of expertise. All staff demonstrate a willingness to be innovative and adopt new technologies that enhance learning. 6. Student activity and learning demonstrates the school is reflective of the 21st century and the interactive nature of modern communication. 7. Each teacher has a clear, regular and effective system for reflection and continuous improvement within their own programmes. 8. There are systems and practices in place, led by senior management and school leaders, where the educational environment is constantly being scanned, research read, innovations and trends known and recognised. Where new innovations, teaching strategies, technologies enhance learning, they will be considered for adoption at our school. 9. The board makes provision in the annual budget for adequate professional development and the implementation of technologies that enhance learning. 10. Senior management and staff actively network with other schools, colleagues, experts and agencies to be a leading and progressive organisation within the forefront of educational change and development. 11. A focus on the development of innovative learning environments and mobile learning devices to create 21st century learning in every class. 12. Each teaching team to ensure class programmes show reflective and creative practices for student participation and learning. 13. Students and staff, receive regular opportunities to: discuss, learn about emerging trends and provide feedback from their perspective on school policies and practices. 14. All teachers are actively engaged in school based differentiated, professional learning. Each teaching team 	<p>Board of trustees</p>			<ol style="list-style-type: none"> 4. Senior management and staff actively network with other schools, colleagues, experts and agencies to be a leading and progressive organisation within the forefront of educational change and development. 5. Students and staff, receive regular opportunities to: discuss, learn about emerging trends and provide feedback from their perspective on school policies and practices. 6. Each teacher monitored through their Team Leader and Richard Smith. (DP Learning), to ensure they are actively engaged in their own professional development inquiry.
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and the staff as a whole actively promote and foster a focused, professional learning community.

15. Each teacher monitored through their Assistant Principal and Richard Smith. (DP Learning), ensures they are actively engaged in their own professional development inquiry.

16. Inquiry and creativity are two areas that will be critical for success in the 21st century. The school plan is to develop teachers with the competency to foster inquiry learning and creativity. This can only be achieved when every teacher is able to understand the way students learn and are able to manage their learning environment for the benefit of all students with a particular focus on Maori, Pasifika and Special Needs students. The role of independent experts and mentors to continue.