

Ōtūmoetai Intermediate School 2026 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 O.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)

2025 End of Year School Data

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 between 70% - 85% of students graduating at or above the expected curriculum level in Reading, Writing and Mathematics by the time they leave us as year 8s.

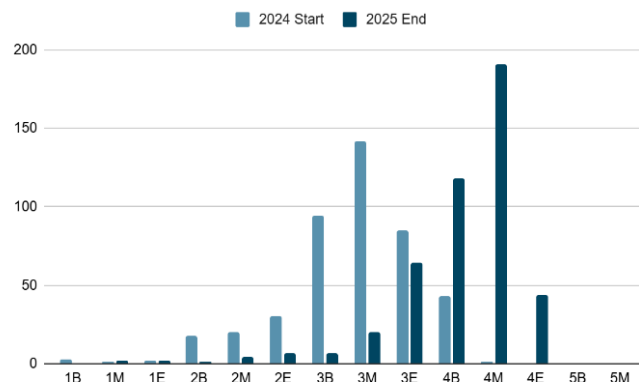
It is important to note that we are currently in a transitional phase for assessing and reporting student learning progress due to the staggered introduction of Te Mātaiaho (The Refreshed New Zealand Curriculum). It has been the school's decision to commence reporting against both the refreshed Mathematics and Statistics and the refreshed English curriculums from the start of 2026. This will mean that schoolwide data, together with reporting student learning progress will look different in the 2026 reporting year.

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

Reading Results

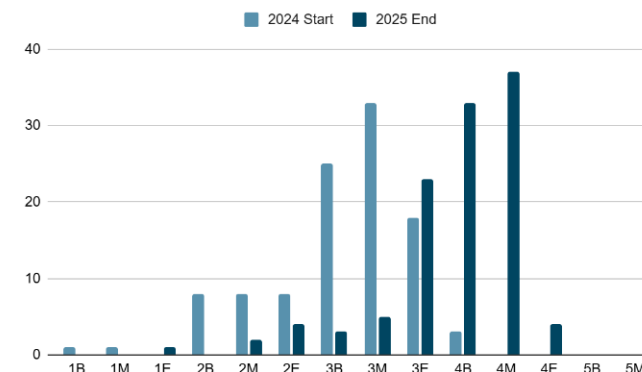
All Students

2025 Year 8 Reading Results- Start to End



Māori Students

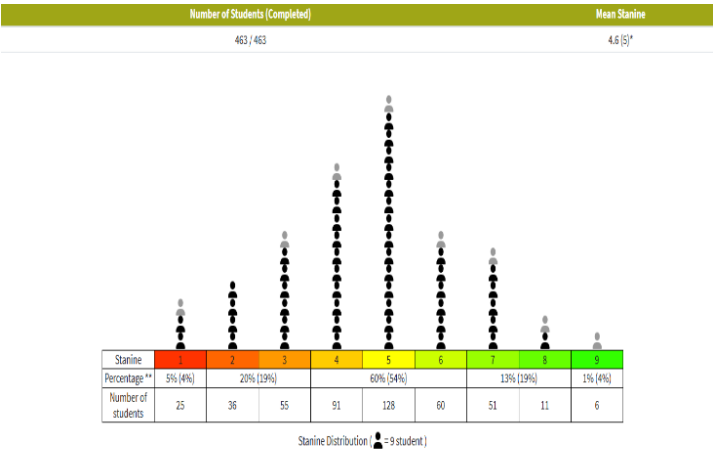
2025 Year 8 Maori Students - Reading Results- Start to End



As our Year 8 students graduate from school, the school wide data shows **78%** of all these students are at or above the expected curriculum level for Reading at the end of their two years at the Intermediate.

For our Māori Year 8 students, the school wide data shows **66%** of these students are at or above the expected curriculum level for Reading at the end of their two years at the Intermediate.

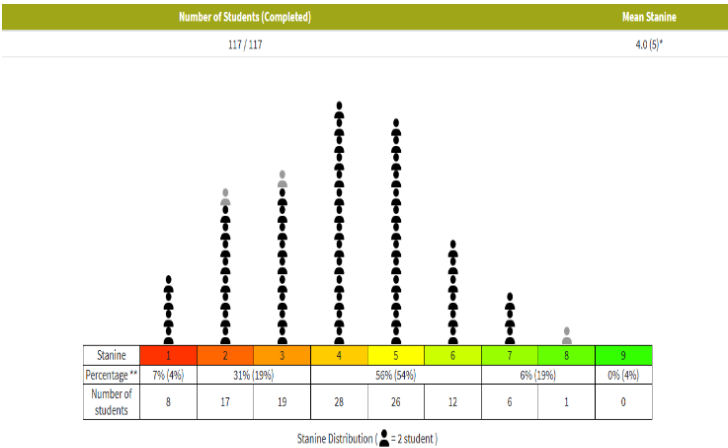
Reading PAT Data



PAT All Students

The Term 4 Reading PAT data shows that **74%** of all Year 8 students achieved at or above their expected curriculum level for Reading at the end of their two years at the Intermediate. (Stanine 4 to 9).

The Term 4 Reading PAT data shows that **62%** of Māori Year 8 students achieved at or above their expected curriculum level for Reading at the end of their two years at the Intermediate. (Stanine 4 to 9).



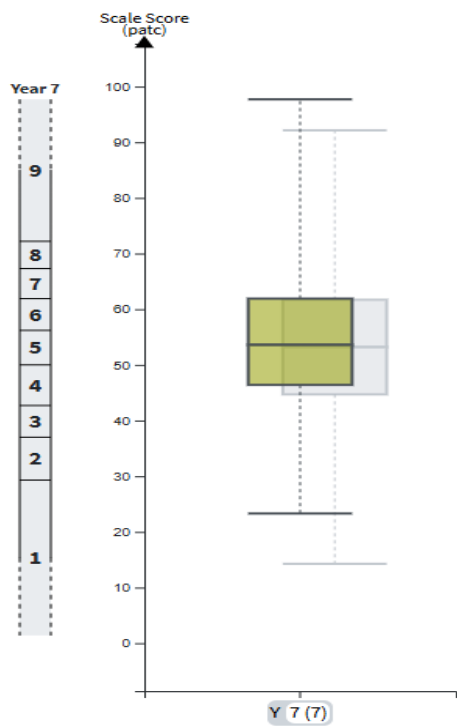
PAT Māori Students

PAT progression 2024 Term 1 - 2025 Term 4

All students

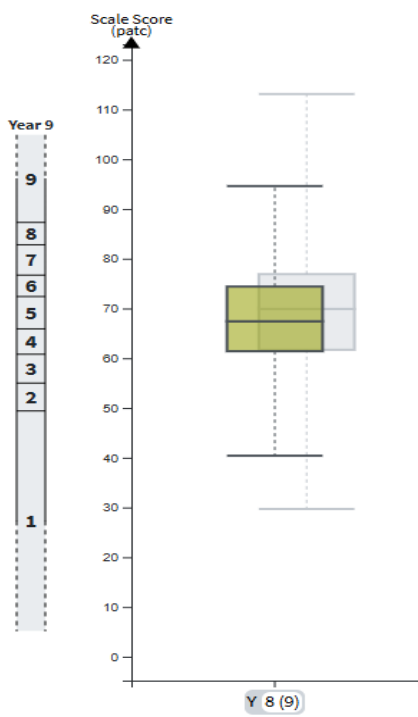
PAT Comprehension Test 4

Year Level (ref year)	Students (Completed)
Y 7 (7)	464/464



PAT Pānui Test 5

Year Level (ref year)	Students (Completed)
Y 8 (9)	463/463

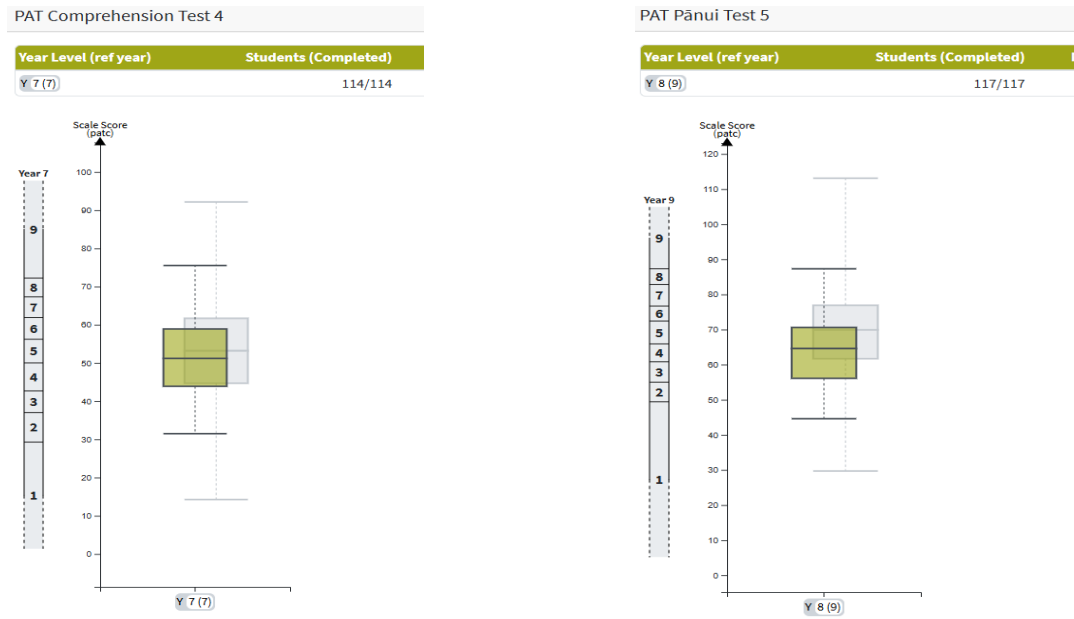


The PAT Reading results for this year’s Year 8 cohort, measured across their two years at Intermediate, are slightly lower than in previous years. The expected progress over two years is 13.8 scale points; this cohort made an average gain of 13.1 points. As a school, our goal is for students to make more than the expected average progress during their time with us.

Several factors may have contributed to this result. In 2025, NZCER introduced a recalibrated PAT Reading Comprehension assessment to align with *Te Mātaiaho* (The Refreshed Curriculum). This update has increased the raw score required for higher achievement levels, meaning that even one or two errors can have a greater impact on a student’s overall score. In addition, many schools have now moved to the online adaptive version of PAT, while Ōtūmoetai Intermediate continues to use the fixed-question paper version. This difference makes direct comparisons between schools difficult. It is hoped that the new nationwide Student Monitoring, Assessment and Reporting Tool, (SMART) due in 2026, will create greater consistency.

Beyond the assessment changes, teachers at both year levels have observed a decline in students’ interest in reading, especially longer texts and novels. Increased device use may be affecting students’ willingness to persevere with sustained reading. Attendance challenges for some students may also be influencing overall progress. These emerging trends will be a strong focus for 2026 and will sit alongside the introduction of the refreshed English curriculum.

Maori Students

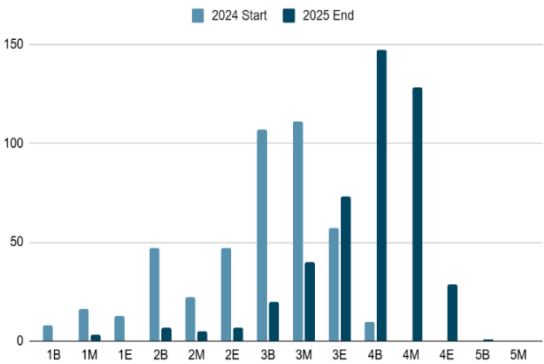


For our Māori students, we continue to see a similar pattern to previous years, with results sitting approximately 10–15% below those of the overall year 8 cohort. This remains a significant concern. Higher-than-average absenteeism among Māori students is one contributing factor. In addition, many Māori students arrive at Year 7 already performing below expected levels across core subjects, and this early learning gap can affect motivation and confidence, making it harder to accelerate progress once they reach Intermediate. Addressing this disparity will be a key focus for 2026. Senior leaders will be working to identify approaches that have been successful for Māori learners in other schools and to explore strategies that can strengthen engagement, achievement, and learning progress for our ākonga Māori.

Writing Results

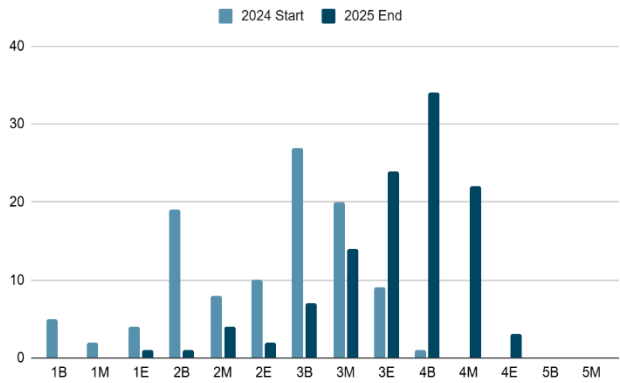
All Students

2025 Year 8 Writing Results- Start to End



Māori Students

2025 Year 8 Maori Students - Writing Results- Start to End



As the year 8 students graduate from school, school wide data shows **66%** of all year 8 students are achieving at or above expectation in Writing at the end of their two years at the Intermediate.

As the year 8 Māori students graduate from school, school wide data shows **53%** are also achieving at or above expectation in Writing at the end of their two years at the Intermediate.

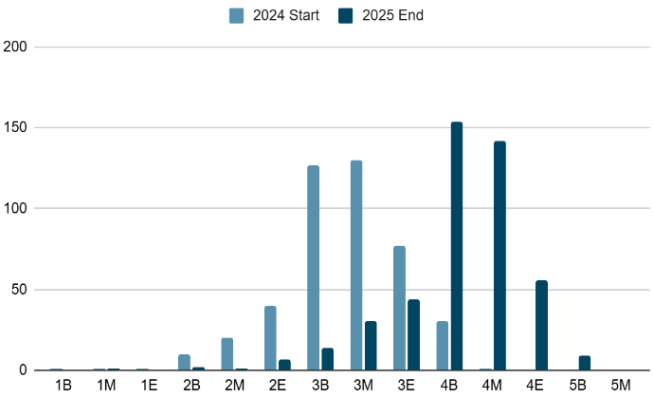
As a general practice, teachers take a conservative approach when assessing writing. Students must demonstrate consistent accuracy and capability across a range of writing tasks and subject areas before being judged as meeting or exceeding expectations.

It is encouraging to note that Ōtūmoetai College, the destination for 96% of our students, reports an improvement in the writing ability of students transitioning from our school. This is reflected in the consistently strong Year 10 results in the Common Assessment Activities (CAA). Looking ahead, we are keen to evaluate our students' writing achievement in relation to national trends using the new SMART assessment tools currently being developed to align with *Te Mātaiaho*.

Mathematics Results

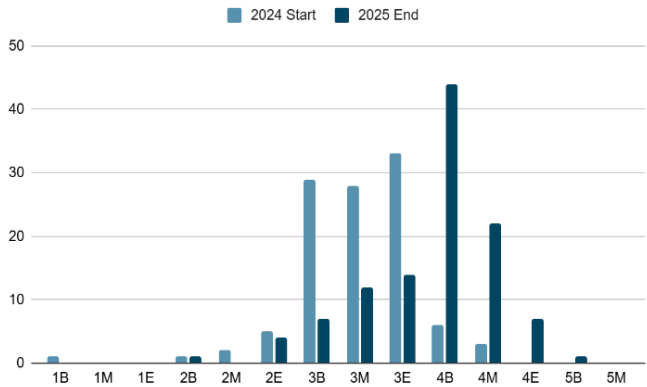
All Students

2025 Year 8 Maths Results- Start to End



Māori Students

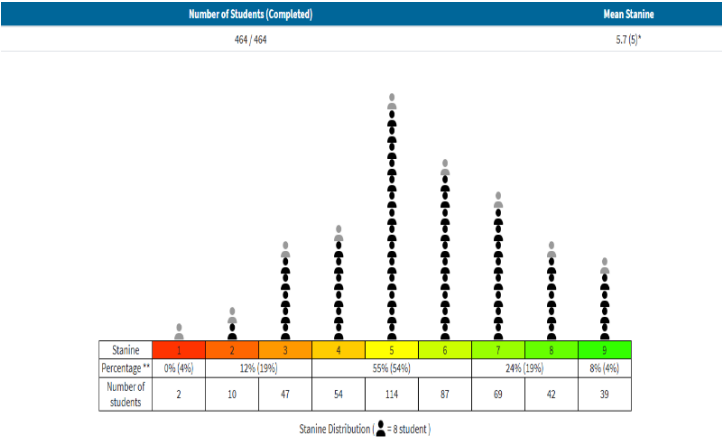
2025 Year 8 Maori Students - Maths Results- Start to End



As the year 8 students graduate from our school, school wide data shows **78%** of all year 8 students are achieving at or above expectation in Mathematics at the end of their two years at the Intermediate.

As the year 8 Māori students graduate from school, school wide data shows **66%** are achieving at or above expectation in Mathematics at the end of their two years at the Intermediate.

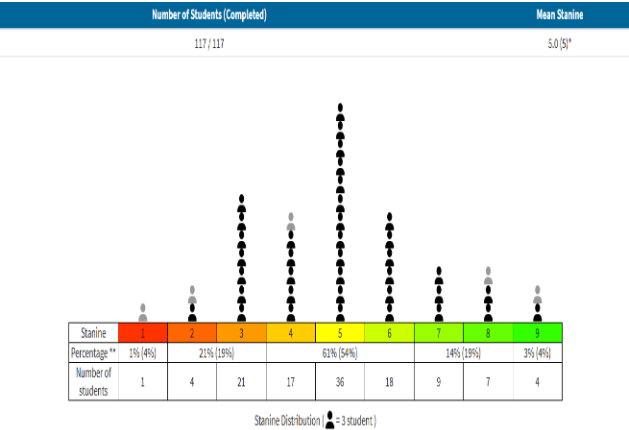
Maths PAT Data



PAT All Students

The Term 4 Maths PAT result for year 8 students shows that **87%** of all year 8 students, achieved at or above their expected curriculum level at the end of their two years at the Intermediate. (stanine 4-9).

The Term 4 Maths PAT result for year 8 Māori students shows that **78%** of these students at year 8 achieved at or above their expected curriculum level at the end of their two years at the Intermediate. (stanine 4-9).



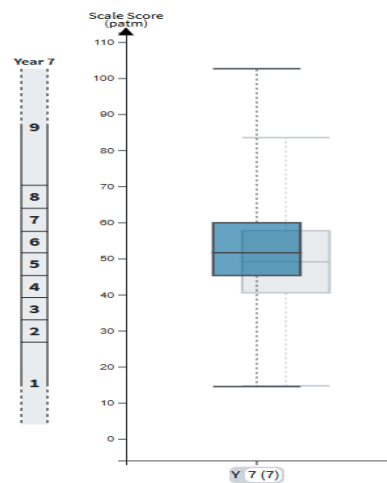
PAT Māori Students

PAT progression 2024 Term 1 - 2025 Term 4

All students

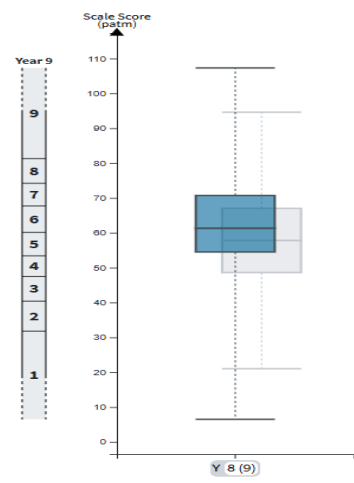
PAT Pāngarau Test 4

Year Level (ref year)	Students (Completed)
Y 7 (7)	463/463



PAT Pāngarau Test 5

Year Level (ref year)	Students (Completed)
Y 8 (9)	464/464

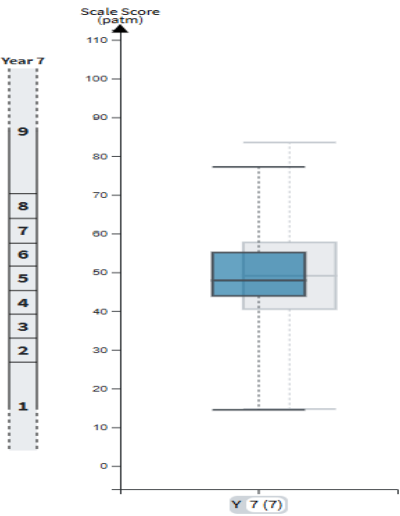


Mathematics results for the year 8 cohort over their two years at Intermediate shows strong learning progress has been made despite a new mathematicss programme being introduced during the 2025 school year. (Maths No Problem). School PAT results sit above the National average. Next year will involve a consolidation of the work already done in 2025 in the mathematics area, together with the addition of a comprehensive, Ministry of Education funded, mathematics acceleration programme to commence in February. The school is committed to further lifting mathematicss achievement for all students.

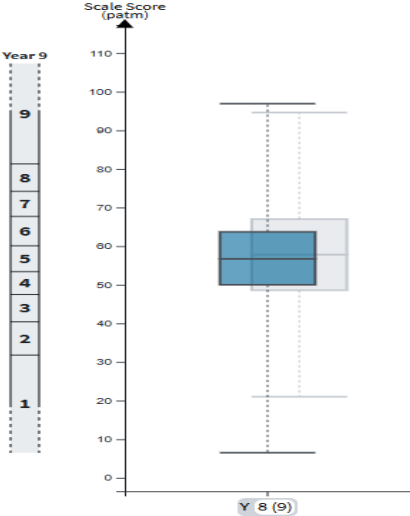
Māori Students

Although PAT results show 78% of our Māori students sit at or above expectation in mathematics, they are still just at the national average and there is a long tail of struggling mathematicians in the Māori cohort. Many of these students will be part of the mathematics acceleration programme in 2026 and their progress closely monitored. Higher than normal absenteeism rates amongst Māori students plays a role in these figures.

PAT Pāngarau Test 4	
Year Level (ref year)	Students (Completed)
Y 7 (7)	114/114



PAT Pāngarau Test 5	
Year Level (ref year)	Students (Completed)
Y 8 (9)	117/117



How will our targets and actions give effect to Te Tiriti o Waitangi and provide equitable outcomes for Māori students.

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 kaiarahi 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.
- Provide regular reports on Māori student achievement to whānau and the wider Ōtūmoetai community including our local Hapū and Iwi.

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.
- Employ Māori teaching staff to complement and support our kaiarahi I te reo.

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 at least 70 to 85% of our students to be proficient at Phase 3 in Te Mātaiaho, the curriculum.

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 at least 70 to 85% of our students to be proficient at Phase 3 in Te Mātaiaho, the curriculum.

To lift and accelerate the students who have entered school below and well below Phase 3 in Te Mātaiaho, 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 purposefully connected to students' lives, experiences, and interests.2. Students have meaningful opportunities to use their voice and make decisions in their learning.3. Students receive regular, timely feedback and feedforward—both orally and in their workbooks.4. Teaching includes regular, evidence-based, and purposeful direct instruction.5. Classrooms provide stimulating, supportive, and well-organised learning environments.6. Every student feels valued and respected.7. Students' cultures and identities are recognised, celebrated, and meaningfully included.	<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 2026 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>2026 school year.</p>	<ol style="list-style-type: none">1. Teachers demonstrate accountability for student progress through planning, monitoring, and assessment data.2. Student engagement is evident through participation, on-task behaviour, and task completion.3. Learning is connected to students' real-world contexts, culture, and interests.4. Students set goals, monitor progress, and reflect on their learning with increasing independence.

<ul style="list-style-type: none"> 8. Students experience positive, trusting relationships with all of their teachers. 9. All students are taught the full breadth of the New Zealand Curriculum. 10. Students show ongoing progress and achievement in their learning. 11. Te Mātaiaho (the refreshed NZ Curriculum) is implemented schoolwide in line with the national rollout. 12. Priority is given to delivering new Structured Literacy and Mathematics programmes using Ministry and board-funded resources. 				<ul style="list-style-type: none"> 5. Teachers provide regular, constructive feedback and feedforward to guide student learning. 6. Summative and formative assessment evidence shows each student's needs and progress in core curriculum areas. 7. Learning programmes are targeted to individual needs, incorporating evidence-based teaching and focused pedagogy. 8. Te Mātaiaho learning areas are implemented and assessed in line with the 2025-2026 rollout. 9. Structured Literacy and Mathematics programmes are delivered consistently and monitored for impact. 10. All areas of the NZ Curriculum are taught across classes and year levels.
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Annual Target/Goal:

2. The school will foster the partnership between whānau (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 welcomed, valued, and actively engaged in their child's learning.2. All cultures and ethnicities are respected, included, and involved in school life.3. Student attendance is regularly monitored and addressed to support learning.4. Strong, collaborative relationships are maintained with local iwi and whānau, including Ngāti Ranginui and Ngāi Tamarāwaho.5. School-wide reporting processes provide clear and timely information to families.	<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>	<ul style="list-style-type: none">• Employment of Kaiarahi i te reo• Conversion of a 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-lwi consultation• Employment of staff member dedicated to following up student absences.• Employment of two Behaviour Support Workers to follow up persistent absentees with home visits.	<p>2026 School year.</p>	<ol style="list-style-type: none">1. Two-way communication between families and teachers demonstrates meaningful engagement in learning for all students.2. School community voice is reflected through surveys, feedback, and participation in events.3. Student attendance is regularly monitored and addressed to support learning for every student.4. Strong, collaborative relationships are maintained with local iwi, hapū, and whānau.

<p>6. A consistent, effective homework system supports learning across the school.</p> <p>7. Students with special needs and their families are supported through an inclusive approach.</p> <p>8. Staff representatives actively focus on Te Ao Māori and Pasifika initiatives schoolwide.</p> <p>9. Te Reo Māori and local tikanga are taught schoolwide by the Kaiarahi i Te Reo.</p> <p>10. Māori students have access to Māori-medium instruction where appropriate.</p> <p>11. A designated whare wānanga is established to support Te Ao Māori learning.</p>	<p>School attendance officer</p> <p>Learning Support Coordinator</p>	<ul style="list-style-type: none"> • Deputy Principals dedicated to student pastoral care. • 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. 	<p>5. Curriculum-aligned, standardised reporting procedures provide clear and timely information to families.</p> <p>6. Staff representatives lead initiatives focused on Te Ao Māori and Pasifika schoolwide.</p> <p>7. Te Reo Māori, Māori-medium instruction, and local tikanga are delivered and practiced across the school, including the designated whare.</p> <p>8. All staff adopt an inclusive approach for students with learning needs and their families.</p> <p>9. An effective homework system is implemented across the school to support student learning.</p> <p>10. Principal and leadership demonstrate strong relationships with all families, supporting engagement and achievement.</p>
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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 relationships 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 priorities for student learning.
- Staff welfare is nurtured.

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. Recruit staff based on school expectations and appraise performance regularly.2. Implement and model consistent, positive behaviour management across all classrooms and settings.3. Ensure teachers actively upskill themselves in addition to school-provided professional development.4. Support staff to innovate and implement 21st-century learning using new technologies.5. Maintain schoolwide teacher mentoring programmes.6. Provide structured recruitment, induction, professional development, and performance monitoring.7. Use regular planning, assessment, and student feedback to deliver focused, evidence-based pedagogy.8. Promote a schoolwide culture of care and support.	<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>2026 School year.</p>	<ol style="list-style-type: none">1. All staff meet recruitment criteria, participate in regular appraisals, and complete their Professional Growth Cycle annually.2. Consistent, positive behaviour management is evident across all classrooms and school settings.3. Staff mentor and support colleagues, fostering a collaborative and caring culture, as seen in feedback and observations.4. Teachers use planning, assessment data, and student feedback to deliver focused, evidence-based pedagogy.5. Teachers actively engage in professional development, including Structured Literacy, Structured Mathematics (MNP), and self-directed upskilling.

<p>9. All teachers complete an annual Professional Growth Cycle.</p> <p>10. Provide professional development in Structured Literacy and Structured Mathematics (MNP).</p>				<p>6. Staff who innovate and implement 21st-century learning with technology are supported and resourced.</p> <p>7. Recruitment, induction, professional development, and performance monitoring processes are implemented schoolwide.</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.
- 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 <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 the core subjects of Reading, Writing and Mathematics.2. Collaboration and relationship building are a focus across the school.3. All students have access to Technology to support their learning.4. Students experience learning that assists with building essential life skills for everyday living and future independence.5. School Health curriculum includes cyber safety and pubertal change.	<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>	<ul style="list-style-type: none">• Teaching resources covering licenses and materials for all curriculum areas \$103,200.00 (see 2026 budget)• Capital expenditure for equipment and tools. \$150,000.00	2026 school year	<ol style="list-style-type: none">1. Daily one-hour instruction in Reading, Writing, and Mathematics is evident, with student progress monitored and learning outcomes achieved.2. Collaboration and relationship-building are evident across the school, with regular peer and group work observed in classrooms.3. Students demonstrate competent use of ICT in their learning.4. All students participate in practical activities in home or specialist classes,

<p>6. Students demonstrate respect, care and empathy in interactions with peers and the school community.</p> <p>7. Students feel included through school wide recognition and acknowledgement of their achievements.</p> <p>8. The following values promoted schoolwide:</p> <p>Manaakitanga Kaitiakitanga Respect</p> <p>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.</p> <p>Wairuatanga Integrity</p> <p>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.</p> <p>Kotahitanga Excellence</p> <p>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.</p> <p>Whānaungatanga Diversity</p> <p>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.</p> <p>Mana Motuhake Pride</p> <p>At Ōtūmoetai Intermediate we will be proud of ourselves and our achievements.</p>	<p>Learning Support Coordinator</p>		<p>with evidence of developing essential life skills for everyday living and future independence.</p> <p>5. As part of the Health programme all students attend a presentation by John Parsons on cyber safety. Y8 classes undertake a <u>Keeping Ourselves Safe</u> programme which also includes elements of cyber safety. Y7 classes undertake a pubertal change programme.</p> <p>6. Class programmes reflect inclusive practices for all student ethnicities and cultures, while school-wide events and practices celebrate and acknowledge our diversity.</p> <p>7. All students participate in and demonstrate knowledge and skill in a second international language.</p> <p>8. All students are given the opportunity to learn Te Reo Māori.</p> <p>9. Student participation in sporting, cultural, and academic activities is consistently evident, reflecting staff encouragement and support in both classroom and extracurricular settings.</p> <p>10. School-wide observations and feedback demonstrate a culture of care and that the values are embedded across all levels of the school. This is reflected in routines, practices, and interactions among students and staff.</p>
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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.2. Highly competent staff using evidence based teaching to deliver a differentiated programme of learning for their class.3. Whole school culture and expectations are focussed on effective learning, high student engagement and minimising disruptions.4. Focus school wide on what quality learning looks like and expectations for this in every class, every lesson.5. Creativity and critical thinking are fostered and encouraged.	<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>	<ul style="list-style-type: none">• Teaching resources covering licenses and materials for all curriculum areas \$103,200.00 (see 2026 budget)• Capital expenditure for equipment and tools. \$111,110.00	2026 school year	<ol style="list-style-type: none">1. Students demonstrate consistent progress and achievement in literacy and mathematics across year levels.2. Teachers effectively deliver differentiated, evidence-based lessons, resulting in high student engagement and learning outcomes.3. Classrooms reflect a positive, focused learning culture with minimal disruptions and high student participation.4. Quality learning practices are evident in every classroom, every lesson, aligned with clear school-wide expectations.

<p>6. Students are grouped effectively, with differentiated learning provided. Teachers are skilled in extending gifted and talented learners, and a dedicated extension programme is in place.</p> <p>7. A range of intervention/ support programmes in place to target students needing additional support with their learning. Learning support needs are identified on entry and monitored throughout each student's time at OIS. Programmes are differentiated, IEPs are used for high-needs students, and a learning support register is maintained by the LSC. The LSC works closely with teachers and external agencies, and a range of targeted interventions is provided</p> <p>8. Clear school-wide expectations for positive learning environments are established and implemented by all staff</p> <p>9. Gifted and talented students attend the Incredible Minds programme on Fridays. Teaching teams ensure all other students receive a robust, extending programme across the eight learning areas.</p> <p>10. Fridays are treated as a full learning day, monitored by senior leaders to ensure high-quality teaching and extension opportunities continue. A wide range of arts, technology, media, sport, and cultural opportunities is offered through the Friday programme and additional groups before, after, and during school.</p> <p>11. Teaching teams ensure class programmes reflect inclusive practices that honour student ethnicity and culture. School-wide events and routines celebrate diversity, success, and provide ongoing feedback and affirmation.</p> <p>12. Staff are encouraged to use creative and engaging approaches to student learning, maintaining a school culture that supports creativity at all levels.</p> <p>13. School policies and practices comply with all legislation and contracts while actively promoting staff and student hauora and wellbeing.</p>	<p>School attendance officer</p> <p>Learning Support Coordinator</p>			<p>5. Students regularly demonstrate creativity and critical thinking in their learning tasks and projects.</p> <p>6. Gifted and talented students are challenged and extended appropriately, while all students experience learning that meets their needs. The Incredible Minds programme runs on Fridays to provide extension for our high achieving students in the arts, technology, sport, culture and academics.</p> <p>7. Students with learning support needs make measurable progress, supported by tailored interventions, IEPs, and coordinated support.</p> <p>8. Positive learning environments are consistently maintained, with all staff following agreed expectations.</p> <p>9. Class programmes and school events reflect and celebrate cultural diversity, with students regularly acknowledged for their achievements.</p> <p>10. Students experience engaging, creative lessons, with a school culture that encourages innovation at all levels.</p> <p>11. Policies and practices promote staff and student wellbeing while meeting legal and contractual obligations.</p> <p>12. Staff and student successes are regularly recognised and celebrated across the school.</p> <p>13. Disruptions to learning are minimised, with staff effectively managing and supporting students to maintain focus.</p>
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14. Systemic school-wide processes support regular acknowledgement and celebration of staff and student achievements.				
15. All staff uphold the school goal of minimising learning disruptions, working proactively with students who are disruptive to reduce their impact on others.				

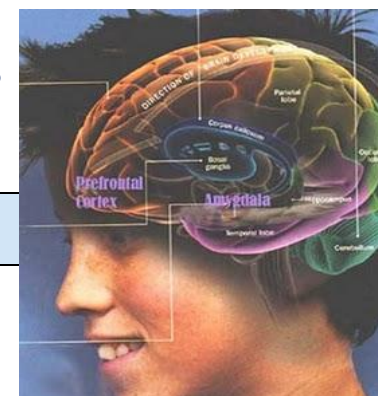
Annual Target/Goal:

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. Teachers use student information - academic, social, emotional, and physical - to create effective learning environments. They develop expertise to support students with specific needs, with school guidance and professional development where required. Classroom environments reflect understanding of emerging adolescent needs.</p> <p>2. Teachers understand and respond to adolescent neurological development in their teaching.</p>	<p>All home class and specialist teachers led by team leaders, associate principal and deputy principals.</p>	<ul style="list-style-type: none"> • Teaching resources covering licenses and materials for all curriculum areas \$103,200.00 (see 2026 budget) • Capital expenditure for equipment and tools. \$150,000.00 	<p>2026 school year</p>	<p>1. Classrooms are responsive to individual student needs, with students making measurable progress academically, socially, and emotionally.</p> <p>2. Teaching practices reflect understanding of adolescent neurological development, supporting engagement and learning outcomes.</p>

<p>3. Staff use restorative practices to manage behaviour and social issues, applying discretion and sensitivity. Positive language is used consistently, and sarcasm or belittling is prohibited. School-wide expectations are reviewed annually.</p> <p>4. Teachers and the school communicate effectively with students and parents using modern, interactive methods.</p> <p>5. School-wide expectations promote positive, culturally inclusive learning environments. Teachers foster a warm, inclusive climate and strengthen cultural competencies, particularly in teaching Māori learners.</p> <p>6. Class programmes reflect inclusive practices for all ethnicities and cultures. School-wide events celebrate diversity, acknowledge achievements, and provide regular feedback to students.</p> <p>7. Teachers engage students in discussions about their learning. Students understand learning intentions, success criteria, and receive regular feedback and feed-forward.</p> <p>8. Learning environments encourage student involvement in decision-making and are monitored by teaching teams.</p> <p>9. Teachers foster inquiry and creativity by understanding how students learn and managing learning environments to support all learners, with particular focus on Māori, Pacific, and students with special needs.</p>	<p>Principal.</p> <p>Kaiarahi I te reo</p> <p>School attendance officer</p> <p>Learning Support Coordinator</p>		<p>3. Behavioural and social issues are resolved effectively through restorative approaches, with students treated respectfully and consistently.</p> <p>4. Communication with students and parents is timely, clear, and consistently effective across the school.</p> <p>5. Learning environments are positive, culturally inclusive, and demonstrate growing teacher competence in engaging Māori learners.</p> <p>6. Students experience culturally responsive teaching, diversity is celebrated school-wide, and students receive regular affirmation and feedback.</p> <p>7. Students actively participate in discussions about their learning, understand learning intentions and success criteria, and show improvement from regular feedback.</p> <p>8. Students contribute meaningfully to classroom decision-making, and learning environments foster engagement, ownership, and collaboration.</p> <p>9. Inquiry and creativity are evident in student work, with all learners, including Māori, Pacific, and special needs students, supported to achieve their potential.</p>
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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*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)*

1. Staff use comprehensive student information and current teaching strategies to create effective learning environments, including specialist support.
2. Teachers design classroom environments that reflect their understanding and application of pedagogy suited to emerging adolescents.
3. The board and senior management maintain processes for regular review of student achievement, governance, and school operations.
4. Provide regular opportunities for staff, students, and parents to give feedback, and use this input to inform improvement.
5. Staff stay current with educational trends and research and adopt innovative practices and technologies that enhance learning.

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

Board of trustees

- Survey Monkey subscription for community consultation \$1,250.00 if required

2026 school year

1. Learning environments reflect accurate use of student information; students show improved engagement and progress across key areas.
2. Classroom observations show developmentally appropriate practice and positive physical, social, and emotional conditions for learning.
3. Reviews are completed and discussed by senior management and actions implemented.
4. Feedback is collected, analysed, and leads to improvements in programmes or processes.

<ol style="list-style-type: none"> 6. Ensure student learning and activities reflect 21st-century practices and interactive communication. 7. Teachers have systems for reflection and continuous improvement of their programmes. 8. Senior management and school leaders scan the educational environment, reviewing research and innovations and considering new strategies and technologies for adoption. 9. The board allocates annual budget provision for professional development and learning-enhancing technologies. 10. Senior management and staff network with schools, colleagues, experts, and agencies to remain at the forefront of educational development. 11. Integrate mobile learning devices to support 21st-century learning in every class. 12. Teaching teams ensure class programmes demonstrate reflective, creative practice that supports student participation and learning. 13. All teachers engage in differentiated, school-based professional learning and contribute to a focused professional learning community. 14. Teachers, monitored through their Assistant Principal and the DP Learning, actively participate in their own professional development inquiry. 15. Develop teachers' capability to foster inquiry learning and creativity by strengthening their understanding of how students learn and how to manage learning environments. 				<ol style="list-style-type: none"> 5. Teachers demonstrate updated practice in observations, planning, and student work samples. 6. Students regularly use digital tools, collaboration, and interactive communication in their learning. 7. Team leaders regularly discuss planning documentation and adjustments in teaching practice are made by teachers as a result. 8. New research, strategies, or technologies are identified and trialled or adopted. 9. Budget allocations are used and result in measurable improvements in teaching and learning capability. 10. All classes demonstrate active use of mobile technologies. 11. Programmes show increased student participation, creativity, and improved learning outcomes. 12. Teachers show growth in targeted areas, and evidence of a strong professional learning community is visible across the school. 13. Teachers demonstrate effective inquiry learning practices, with improved outcomes for all learners.
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