

**OTAHUHU INTERMEDIATE**

**ANNUAL PLAN AND ANALYSIS**

**2025**

## Strategic Goal 1: Curriculum Development

### Initiative 1 Introduce practices to ensure that staff have knowledge of the New Zealand Curriculum Refresh

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Ongoing professional development regarding the NZC Refresh</li> <li>• Providing opportunities for teachers to 'tutu' with the NZC and reflect on it</li> <li>• Professional development opportunities for staff to understand and implement the new Math and English curriculums</li> </ul>	Staff ▪ Leadership Team ▪ AP: Teaching + Learning	<ul style="list-style-type: none"> <li>• Teachers understand the NZC</li> <li>• Teachers feel confident planning and delivering the NZC</li> </ul>	

### Initiative 2 Continually develop teaching capacity

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Ensure there is quality control of planning</li> <li>• Ensure there are opportunities for teachers to do observations on teachers of best practice Learning Leaders and Leadership to ensure that regular walkthroughs/observations are done on teacher practice</li> <li>• Provide opportunities for professional development to upskill teacher practice</li> <li>• Support all staff with ongoing reflective practices</li> <li>• Workshops to continue based on need of teachers eg. content, planning etc</li> <li>• All teachers to reflect on their planning and teaching</li> <li>• AP:Teaching+Learning to meet regularly with PCT's and new teachers to the school to set them up for success</li> </ul>	Staff ▪ Leadership Team ▪ AP: Teaching + Learning ▪ Learning Leaders ▪ R3T3 facilitators	<ul style="list-style-type: none"> <li>• Planning is relevant and informs teacher practice Teachers of "Best Practice" are valued</li> <li>• Teachers see models of best practice and can introduce/try new things in their own teaching</li> <li>• All teachers take the opportunity to observe others during CRT time</li> <li>• All Leaders in the school feel confident knowing each teachers strengths and work ons and can put in appropriate supports if needed</li> <li>• Teachers can use different skills and strategies to support their practice in class</li> <li>• Teachers can share what is working and what support they need in a professional setting which supports them being better</li> </ul>	

		<ul style="list-style-type: none"> <li>• Staff see reflection as a way to know where to go to next</li> <li>• Staff feel supported in their teaching journey</li> <li>•</li> </ul>	
<b>Initiative 3 Develop a local curriculum that includes resources from our community</b>			
<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Analysis</b>
<ul style="list-style-type: none"> <li>• Gather information about the local community, particularly around its history, that can be included in the learning programme</li> <li>• Utilise local resources to enrich learning opportunities for students</li> <li>• Mana whenua and the school engage in discussion about the local community and utilise the strengths of the community</li> </ul>	Staff   ▪ Leadership Team ▪ AP: Teaching + Learning ▪ Learning Leaders	<ul style="list-style-type: none"> <li>• Students feel proud of their community</li> <li>• Learning is relevant and engaging</li> <li>• Staff and students feel confident in knowing about the history of the local community</li> <li>• Positive connections within the community are created</li> </ul>	
<b>Initiative 4 Ensure achievement data practices are embedded</b>			
<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Analysis</b>
<ul style="list-style-type: none"> <li>• Ensure assessment tools are relevant and valued</li> <li>• Develop teachers understanding of assessment tools</li> <li>• Moderation practices to be implemented to support a more rigid and accurate OTJ process</li> <li>• PAT's to be used to support assessment processes</li> </ul>	Staff   ▪ Leadership Team ▪ AP: Teaching + Learning ▪ Learning Leaders	<ul style="list-style-type: none"> <li>• Informs teacher practice and next steps for students</li> <li>• Teachers use assessment tools and data appropriately and see how they can support their practice</li> <li>• Students know where they are in regards to their achievement level. Students are able to say what their strengths are and what their work ons are</li> <li>• Teachers will know how to use PAT's confidently and understand what the data is telling them</li> <li>• Assessment data is more valid and realistic</li> </ul>	

Initiative 5 Students are active participants in their learning			
Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"><li>• Curriculum is relevant to students</li><li>• Locus of control is shared with students</li><li>• Students are aware of their assessment data and can make sense of their strengths and next steps</li></ul>	Staff ▪ Leadership Team ▪ AP: Teaching + Learning ▪ Learning Leaders ▪ Students	<ul style="list-style-type: none"><li>• Students are more engaged and motivated in their learning</li><li>• Learning behaviour is promoted and behaviour in classes is positive</li><li>• Students feel empowered in their learning and can contribute to what they want in their learning</li><li>• Students know their strengths and their areas to develop</li></ul>	

## Strategic Goal 2: Inspiring Environment

### Initiative 1 Make Ōtāhuhu Intermediate a place where students and staff are proud to be

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Come up with a Property List that can be actioned immediately</li> <li>• Continue to add signage around the school that is relevant and inspiring</li> <li>• Fix up damaged parts of the environment</li> <li>• Create an inviting entrance to OIS</li> <li>• Property and Environment is a joint responsibility of those in the school</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ Students ▪ Property Manager + Caretaker ▪ Property Consultants	<ul style="list-style-type: none"> <li>• Staff and students feel valued Whānau and the community want to visit OIS</li> <li>• Staff, students, whānau and community feel empowered and valued because the property is looked after and is relevant to them</li> <li>• Leadership Team feels empowered to oversee day to day property matters</li> <li>•</li> </ul>	

### Initiative 2 Ensure property projects support better outcomes for students

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Look where upgrades are needed</li> <li>• Identify damaged property which needs to be fixed</li> <li>• Implement the new 10 Year Property Plan</li> <li>• Ensure property developments are beneficial for students</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ Property Manager + Caretaker ▪ Property Consultants	<ul style="list-style-type: none"> <li>• Expectation is that property is looked after and maintained by ALL Students and staff feel valued because damaged property is fixed</li> <li>• Students get their basic rights met</li> </ul>	

### Initiative 3 Maintain high expectations in regards to the cleanliness of classrooms

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Teachers and students take pride in their surroundings</li> <li>• Teachers identify and inform Property Manager/Caretaker when something is broken/damaged in their classroom</li> </ul>	Staff ▪ Principal ▪ Leadership Team ▪ Students ▪ Property Manager + Caretaker ▪ Cleaner	<ul style="list-style-type: none"> <li>• Teachers and students enjoy their classroom environment and feel proud of it</li> <li>• Teachers and students are in an environment conducive and supportive of learning and teaching</li> </ul>	

Initiative 4 Maintain high expectations in regards to the cleanliness of the outside environment

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"><li>Property Manager/Caretaker take pride in the outside environment and ensure that the maintaining of the property and buildings is paramount and done in a timely manner</li><li>Property Manager/Caretaker use their initiative to ensure the environment is well looked and maintained to a high standard</li><li>Staff and students take personal responsibility to pick up rubbish, remove gum and report any breakages and damages</li><li>All in the school take Personal Responsibility for the cleanliness of the school environment eg. no rubbish</li></ul>	Staff <ul style="list-style-type: none"><li>Principal</li><li>Leadership Team</li><li>Students</li><li>Property Manager + Caretaker</li><li>Property Consultants</li><li>Cleaner</li></ul>	<ul style="list-style-type: none"><li>Property lasts longer because it is maintained</li><li>Staff and students feel proud of OIS because the environment is welcoming and relevant to them</li><li>Community are invited into school</li><li>Property Manager/Caretaker ensure they are keeping the school environment looking great!</li><li>Students maintain a tidy and clean school environment</li></ul>	

### Strategic Goal 3: Cultural Responsiveness

#### Initiative 1 Ensure various aspects of Te Ao Maori are embedded in everyday life for staff and students

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>Te Ao Maori is a part of the programme of learning</li> <li>Staff ensure they use Te Reo terms in everyday life eg. Greetings, giving instructions etc.</li> <li>Use Te Reo (where applicable) in school signage and school documents</li> <li>A Maori Action Plan is developed in 2025</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team	<ul style="list-style-type: none"> <li>Students learn the importance of Te Ao Maori</li> <li>Staff and students understand the significance of the use of Te Reo in their everyday life</li> <li>The school environment reflects the importance of Te Reo Maori in New Zealand</li> <li>School traditions such as Haka Waiata, Karakia etc are maintained and enhanced on</li> <li>Feedback is sought from Maori whānau/students and staff to support the MAP</li> <li></li> </ul>	

#### Initiative 2 Introduce Bilingual Units

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>Samoan and Tongan Enrichment classes are continuing on their journey</li> <li>The Bilingual Enrichment learning programme runs alongside the school programme but with the Pasifika context integrated</li> <li>Bilingual Classes experiment with assessment etc in their context</li> <li>The teachers of the Samoan and Tongan Enrichment Classes are involved in ongoing professional development to support their bilingual journey</li> <li>A Bilingual Curriculum is</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ Students ▪ Vaatele ▪ Tau Tai Ole Moana ▪ Whānau ▪ Community	<ul style="list-style-type: none"> <li>There are students from aiga who want their children to be in either the Tongan or Samoan Enrichment Classes</li> <li>All students are participating in the same curriculum but with a context which is relevant to them and their culture</li> <li>Students are assessed in their mother tongue</li> <li>The teachers feel supported and are upskilled in their knowledge of being the teachers in a Bilingual class</li> </ul>	

<p>created with the bilingual teachers and the Leadership Team</p> <ul style="list-style-type: none"><li>• Ensure there are regular opportunities for aiga involvement in the bilingual journey</li><li>• Continue to develop plans and think ahead for the creation of a Maori Bilingual class</li></ul>		<ul style="list-style-type: none"><li>• A robust bilingual curriculum is created that the teachers, staff, aiga and students can understand and participate in</li><li>• Aiga are at school supporting the creation, naming and opening of the Bilingual Classes</li><li>• Involve whānau/students and staff in aspirations for a Maori Bilingual class</li><li>• Look at recruiting a suitable teacher for the Maori bilingual class for 2026</li></ul>	
<b>Initiative 3 Upskill staff in understanding and knowledge of the different Pasifika cultures at our school</b>			
<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Analysis</b>
<ul style="list-style-type: none"><li>• Ensure staff are aware of the Bilingual pathways journey the school is undertaking</li><li>• Provide opportunities for staff to take part in professional development to support their understanding of Pasifika cultures eg.Tau Tai Ole Moana</li><li>• A Pasifika Action Plan (PAP) is developed in 2025</li></ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ Students ▪ Vaatele ▪ Tau Tai Ole Moana ▪ Whānau ▪ Community	<ul style="list-style-type: none"><li>• All staff are active participants in understanding the bilingual journey</li><li>• Staff ask questions and seek knowledge to upskill themselves in understanding different Pasifika cultures</li><li>• Feedback is sought from pasifika aiga/students and staff to support the PAP</li><li>•</li></ul>	
<b>Initiative 4 Ensure there are opportunities to build effective and respectful relationships with Maori and Pasifika communities</b>			
<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Analysis</b>
<ul style="list-style-type: none"><li>• Provide opportunities for consultation with whānau hui/aiga fono</li><li>• Identify and seek out organisations who we can connect with and build connections</li><li>• Ensure Samoan and Tongan aiga are an ongoing part of the continued journey of the Bilingual Classes</li></ul>	▪ Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ Students ▪ Vaatele Tau Tai Ole Moana ▪ Whānau ▪ Community	<ul style="list-style-type: none"><li>• Aiga and whānau feel welcome and valued to share their knowledge in supporting their child's educational journey at OIS (and beyond).</li><li>• Make positive and valued links with community that can support the ongoing bilingual journey Whānau and Aiga become part of</li></ul>	

<ul style="list-style-type: none"> <li>• Invite whānau into school to share their skills eg. carving, cooking, cultural performances etc.</li> </ul>		<ul style="list-style-type: none"> <li>• the Otahuhu Intermediate School whānau where we all support each other for the betterment of the children</li> </ul>	
Initiative 5 Include, acknowledge and celebrate our community’s cultural diversity so all students and whanau feel valued			
Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Be proactive when we celebrate different cultures language weeks</li> <li>• Increase the visibility of other cultures within the school not just Pasifika and Maori</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ Students ▪ Whānau ▪ Community	<ul style="list-style-type: none"> <li>• Language Week Celebrations are an opportunity for ALL to be learn and be involved</li> <li>• Language Week Celebrations roles and responsibilities are divided out across the school to support others understanding and knowledge of different cultures and their languages</li> <li>• All students feel that their identity and culture is valued regardless</li> </ul>	

## Strategic Goal 4: Well-being

### Initiative 1 Ensure there are opportunities to build meaningful positive relationships with whānau so students, whanau and staff feel supported

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>Whānau are invited to weekly assemblies</li> <li>Students receiving assembly certificates to have a letter/contact made to their whānau inviting them to assembly</li> <li>Students who attend school a hundred percent - a week, a term, a year to be acknowledged at either Syndicate or School level</li> <li>Students who attend school a hundred percent for the term and year to date to be put into a draw for a wider recognition eg. lunch, laptop etc</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ AP: Pastoral Care ▪ PB4L Facilitators ▪ Students ▪ Whānau ▪ Community	<ul style="list-style-type: none"> <li>Whānau feel more welcome and valued in the part they play in their child's educational journey at OIS</li> <li>Students want and strive to be at school everyday</li> <li>Students overall attendance increases</li> <li>School roll number increases</li> </ul>	

### Initiative 2 Provide more opportunities to acknowledge and celebrate students

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>Weekly assemblies used as a way to acknowledge students</li> <li>Certificates to be handed out at weekly school assemblies</li> <li>Honours Badges to continue</li> <li>School newsletter, Facebook and school website to be used to acknowledge and celebrate students</li> <li>Syndicate Assemblies used to acknowledge and celebrate students</li> <li>Caught Being Caught (PB4L) tokens reintroduced and a prize draw for these students at school assembly</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ Students ▪ Whānau ▪ Community	<ul style="list-style-type: none"> <li>ALL students feel valued and relevant at school NOT just the Honours Badge students</li> <li>Students understand more about the school values and vision statement because they model it and get acknowledged for this</li> <li>Honours Badge still has relevance but should only be for the absolute cream of the crop</li> <li>Whānau and the community get to see the positive affirmations and celebrations the students are involved in - Ōtāhuhu Intermediate gets seen as a school where students are valued and celebrated! PB4L systems support the</li> </ul>	

		<p>better and more conducive to learning behaviours needed in a school</p> <ul style="list-style-type: none"> <li>• All classes contribute to the school newsletters</li> <li>•</li> </ul>	
<b>Initiative 3 Continue to work on ensuring school is a safe place for all</b>			
<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Analysis</b>
<ul style="list-style-type: none"> <li>• Ensure the 'norms' created by staff in Term 3 2023 are followed and reflected upon and altered if necessary</li> <li>• Provide regular opportunities for staff and students to share their ideas and feedback - starting in 2024 Kai Time and Chat Time Week 5 with the Principal</li> <li>• Health and Safety Team to meet once a term - in 2024 a rep from each Syndicate to be on this team</li> </ul>	<p>Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ Students ▪ Whānau ▪ Community</p>	<ul style="list-style-type: none"> <li>• The staff feel valued and supported There is an expectation about how we treat each other and the students in the school</li> <li>• Staff hold each other accountable and to high expectations</li> <li>• Staff and students feel that their ideas and opinions are important and valued</li> <li>• Kai Time and Chat Time become a part of ongoing review</li> <li>• School is a safe place for staff, students, whānau and the community</li> <li>•</li> </ul>	
<b>Initiative 4 Ensure there are strong links made between the school's Vision, Values and Behaviour Management system (PB4L)</b>			
<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Analysis</b>
<ul style="list-style-type: none"> <li>• Ensure PB4L is front and centre</li> <li>• Regular opportunities for sharing the school vision and values</li> <li>• Beginning of each term there will be a specific focus on the school values</li> <li>• Each term there will be a specific focus on ONE of the school values which fits in with the term's learning focus</li> <li>• Weekly Assembly Certificates to be given out based on a school value or the vision statement</li> <li>• Appoint a new Associate Principal whose portfolio is</li> </ul>	<p>▪ Staff ▪ Principal ▪ Board Leadership Team ▪ AP: Pastoral Care ▪ PB4L Facilitators ▪ Students ▪ Whānau ▪ Community</p>	<ul style="list-style-type: none"> <li>• Staff understand that there is a system in place to support positive behaviour around the school</li> <li>• Staff, students and whānau have a better understanding of what the school values and vision statement are and how to live it each day</li> <li>• More students are acknowledged and celebrated at weekly school assemblies</li> <li>• AP: Pastoral Care can support, review and develop behaviour strategies for students and staff Behaviour systems are</li> </ul>	

Pastoral Care <ul style="list-style-type: none"> <li>Behaviour systems and processes to be followed up on and incases where needed staff/individual PD for staff provided</li> <li>More follow up is needed to value and ensure systems in place are being valued and followed</li> </ul>		more rigid and are followed <ul style="list-style-type: none"> <li>Students are aware of consequences for not following expectations</li> </ul>	
<b>Initiative 5 Promote leadership opportunities for students</b>			
<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Analysis</b>
<ul style="list-style-type: none"> <li>Student Leadership Council continues</li> <li>Look at other opportunities for other students leadership groups</li> <li>In 2025 more Leadership Groups to be set up</li> <li>Year 7 and 8 composite classes to continue to create opportunities for Tuakana/Teina opportunities</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ AP: Pastoral Care ▪ Students	<ul style="list-style-type: none"> <li>More students have opportunities to step up and develop their leadership capacity</li> <li>Students have more of a voice on what is happening/not happening in their school</li> <li>A positive school culture is created where all students take opportunities to lead and be mentored</li> <li></li> </ul>	
<b>Initiative 6 Ensure that Syndicate Spirit is valued and there are more opportunities to drive this</b>			
<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Analysis</b>
<ul style="list-style-type: none"> <li>Syndicate Competition is widened and promoted to create a culture of competition and a great vibe!</li> <li>Syndicate Spirit activities eg. Chants, singing, sports</li> <li>Purchase Syndicate wristbands Purchase Syndicate Flags</li> <li>Staff to design Syndicate T-Shirts/Clothing to support the spirit of the Syndicate</li> <li>Involve Mana Whenua in the renaming of the syndicates so they are more relevant to our school</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ AP: Pastoral Care ▪ Students Whānau ▪ Community	<ul style="list-style-type: none"> <li>Syndicates drive expected behaviours eg. Correct uniform, attendance and lates</li> <li>Positive syndicate cultures are created and in return this creates a positive school culture</li> <li>Staff feel a part of their syndicate and in return the school - ALL staff play a part in their syndicates</li> <li>Syndicate names are more reflective of the school community - they have meaning</li> <li>A positive vibe is created across the school using the syndicates to drive this</li> </ul>	

Initiative 7 Continue to promote the importance of students attendance and to reduce the amount of late students to school			
Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>Associate Principal: Pastoral Care to be more proactive in reducing the amount of lates we have</li> <li>Attendance systems and processes to be created and shared and become expected from staff</li> <li>Lates systems and processes to be created and shared and become expected from staff</li> <li>Ongoing review of new attendance and lates systems</li> <li>More follow up is needed to value and ensure systems in place are being valued and followed</li> <li>Whānau buy in needed so they understand the importance of getting their child to school everyday and on time</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ AP: Pastoral Care ▪ Students ▪ Whānau ▪ Community	<ul style="list-style-type: none"> <li>AP: Pastoral Care can support, review and develop attendance and lates strategies for students and staff Attendance and lates systems are more rigid and are followed</li> <li>Students are aware of consequences for not following expectations around attendance and lates</li> <li>Attendance numbers increase! There is a significant reduction in the number of students who are late to school</li> <li>The reasons why students do not attend school school and/or are late are acceptable</li> <li>Students understand the importance of being at school everyday</li> <li>Whānau understand the importance of their children being at school everyday and ontime</li> <li></li> </ul>	
Initiative 8 Ensure the staff's well-being is nurtured and reflected on			
Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>Ensure staff are thanked and celebrated</li> <li>Opportunities to celebrate staff through events eg. Morning Teas, assemblies etc.</li> <li>Leadership Team to participate in PLD to support their continual evolution in their roles for 2024</li> <li>The Board plays an active part in supporting the school through visits to the school,</li> </ul>	Staff ▪ Principal ▪ Board ▪ Leadership Team Students ▪ Whānau ▪ Community	<ul style="list-style-type: none"> <li>Staff will valued for the work they do with the students</li> <li>Morale and staff vibe/culture will be happy</li> <li>Leadership Team will feel valued and supported in their mahi</li> <li>Staff, students and community will know who the Board are</li> <li>Staff will see the Board as active participants in the school</li> </ul>	

supporting events, acknowledging staff etc		<ul style="list-style-type: none"><li>Principal will feel supported by the Board</li></ul>	
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