



Otago  
Intermediate  
School

**Excellence for All • Kia kounga te katoa**

# OTAHUHU INTERMEDIATE ANNUAL PLAN AND ANALYSIS 2026

Please note that the 2026 Annual Plan was created from the following:-

Analysis of the 2025 Annual Plan

2025 Statement of Variance

2025 End of Year Achievement Plan

Community Consultation through Maori Hui, Pasifika Talanoa, Student Led Conferences

Staff and student voice

## 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 curriculums</li> <li>• Professional development opportunities for staff to understand and implement the new English curriculums</li> <li>• Ongoing professional development for ALL teachers on the new curriculum so they are making links to this in their curriculum area</li> </ul>	Staff ▪ Leadership Team ▪ AP: Teaching + Learning	<ul style="list-style-type: none"> <li>• Teachers understand the NZC</li> <li>• Teachers are developing confident planning and beginning to deliver the NZC</li> <li>• All teachers are making links to the new curriculum</li> <li>• All teachers see how the new curriculum is reflected in new reporting expectations</li> <li>• Whanau begin to see new curriculum implementation eg. In reports, newsletters etc</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.</li> <li>• Learning Leaders and Leadership to ensure that regular walkthroughs/observations are done on teacher practice</li> <li>• Teachers will meet with APs and carry out observations based on specific needs of the teacher.</li> <li>• Effective use of meeting time with APs:               <ul style="list-style-type: none"> <li>- discuss a pre-observation focus.</li> <li>- Discuss Professional</li> </ul> </li> </ul>	Staff ▪ Leadership Team ▪ AP: Teaching + Learning ▪ Learning Leaders	<ul style="list-style-type: none"> <li>• Planning is purposeful and reflective. This 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 <i>observe</i> others during CRT time. SLT (where needed) will support the observation sessions. Teachers will have a focus (behaviour, modelling best practice, transition of lesson. Notes must reflect the evidence of the observations.</li> </ul>	

<p>readings</p> <ul style="list-style-type: none"> <li>- Discuss and check Reflective planning</li> <li>• Provide opportunities for professional development to upskill teacher practice</li> <li>• Teachers will do Professional Readings to support their personal goals.</li> <li>• Planning must show weekly reflections.</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>		<ul style="list-style-type: none"> <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> <li>• AP: T+L will talk about specific CRT requirements at SOW 2026</li> <li>• Reflection and Feedback is purposeful.</li> <li>• Staff feel supported in their teaching journey</li> </ul>	
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**Initiative 3 Develop a local curriculum that includes resources from our community**

Actions	Responsibility	Outcomes	Analysis
<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> <li>• Make links with the Pacific Island community to help support curriculum development.</li> </ul>	<p>Staff</p> <ul style="list-style-type: none"> <li>▪ Leadership Team</li> <li>▪ AP: Teaching + Learning</li> <li>▪ Learning Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Students feel proud of their community</li> <li>• Learning is relevant and engaging and where relevant based on culture.</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>	

**Initiative 4 Ensure achievement data practices are embedded**

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Ensure assessment tools are</li> </ul>	<p>Staff</p> <ul style="list-style-type: none"> <li>▪ Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Informs teacher practice</li> </ul>	

<ul style="list-style-type: none"> <li>relevant and valued</li> <li>Develop teachers of 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> <li>Teachers are upskilled in the new SMART assessment tool.</li> <li>Target groups are identified. (OTJ of students at '<u>Working Towards</u>')</li> <li>Participate in MOE funded Assessment PLD</li> </ul>	<p>Team ▪ AP: Teaching + Learning ▪ Learning Leaders</p>	<p>and next steps for students</p> <ul style="list-style-type: none"> <li>Teachers use assessment tools and data appropriately and see how they can support their practice and planning.</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> <li>Continued support and upskilling staff in PAT assessments and how to find relevant information data. (strengths and Where To Next)</li> </ul>	
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**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> <li>All curriculum links must be made within the teaching programme (across curriculum links).</li> <li><i>More opportunities for whanāu to see students' learning; and be active participants.</i></li> </ul>	<p>Staff ▪ Leadership Team ▪ AP: Teaching + Learning ▪ Learning Leaders ▪ Students</p>	<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> <li>Through observation by Leadership, provide feedforward and feedback on how the teacher allows the students to be active participants.</li> </ul>	

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|  |  | <ul style="list-style-type: none"><li>• Students whanau have a better understanding and insight in to what learning looks like at our school and for their children</li></ul> |  |
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## 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>Continue to identify property issues that need to be followed up on 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 in a timely manner</li> <li>Property and Environment is a joint responsibility of all those in the school</li> <li>Property projects are relevant to the needs of the students</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>Members of SLT take on Property Projects to upskill them</li> <li>Students take personal responsibility for making sure the school is litter free</li> <li>Students are safe from the creek, stranger danger etc from having an open school during the school day</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> <li>Property Projects reflect the multi cultural make up of the school eg. signage is not just in english</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> <li>Property Personnel plays a more significant role in property/environment additions</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, students and community take pride in their surroundings</li> <li>Teachers identify and inform Property Personnel when something is broken/damaged in their classroom</li> <li>Continue with Classroom Environment Shield based on different criteria</li> <li>Introduce outside of classroom environment incentive eg. Grounds Area, Bins award to go towards Syndicate Competition</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 Personnel 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 Personnel 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> <li>Continue to employ a garden maintenance person</li> </ul>	Staff ▪ Principal ▪ Leadership Team ▪ Students ▪ Property Manager + Caretaker ▪ Property Consultants ▪ Cleaner	<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> <li>School rubbish bins are maintained and looked after</li> <li>Classes have grounds monitors</li> <li>Gardens and the grounds are maintained and a source of pride for the community</li> <li>Kaitiakitanga monitors</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>● Te Reo is a stand alone period for a period for half a year</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 2026</li> <li>● Continue to uphold Te Tiriti</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>● Staff feel more confident in speaking te reo where relevant</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>● Staff and students understand the importance of Te Tiriti</li> </ul>	

### Initiative 2 Continuation of strengthening 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</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> </ul>	

<p>and Tongan Enrichment Classes are involved in ongoing professional development to support their bilingual journey</p> <ul style="list-style-type: none"> <li>• A Bilingual Curriculum is created with the bilingual teachers and the Leadership Team</li> <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 enrichment class</li> <li>• Look at the creation of a Hindi Enrichment class for 2026 and therefore ensure appropriate staff get the necessary PLD for this</li> </ul>		<ul style="list-style-type: none"> <li>• The teachers feel supported and are upskilled in their knowledge of being the teachers in a Bilingual class</li> <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 Rumakil class</li> <li>• Look at recruiting a suitable teacher for the Maori bilingual class for 2026</li> </ul>	
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**Initiative 3 Upskill staff in understanding and knowledge of the different Pasifika cultures at our school**

Actions	Responsibility	Outcomes	Analysis
<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</li> <li>• Reach out and seek support from local schools in how they upskill their staff etc. eg PASS</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>	

**Initiative 4 Ensure there are opportunities to build effective and respectful relationships with Maori and Pasifika communities**

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Provide opportunities for consultation with whānau hui/aiga fono</li> <li>• Provide opportunities for</li> </ul>	▪ Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ Students ▪ Vaatele	<ul style="list-style-type: none"> <li>• Aiga and whānau feel welcome and valued to share their knowledge in supporting their child's</li> </ul>	

<p>talanoa with all of our Pasifika whanau NOT just the bilingual classes</p> <ul style="list-style-type: none"> <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> <li>• Invite whānau into school to share their skills eg. carving, cooking, cultural performances etc.</li> <li>• Provide opportunities through staff PLD for a better understanding of Te Tiriti and the importance of this in respect to NZ's history eg. Staff Only Week trip to Waitangi and Russell</li> </ul>	<p>Tau Tai Ole Moana ▪ Whānau ▪ Community</p>	<p>educational journey at OIS (and beyond).</p> <ul style="list-style-type: none"> <li>• Make positive and valued links with community that can support the ongoing bilingual journey Whānau and Aiga become part of the Otahuhu Intermediate School whānau where we all support each other for the betterment of the children</li> <li>•</li> </ul>	
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**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> <li>• Ensure all staff feel valued regardless of culture and regardless of their depth of cultural knowledge they have</li> </ul>	<p>Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ Students ▪ Whānau ▪ Community</p>	<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>	

**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>Whānau are encouraged to come into school for any reason</li> <li>Provide opportunities for Whānau to see their child's learning in action eg. offtimetable Exhibition of Learning</li> <li>Students receiving assembly certificates to have 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> <li>Conversations between staff and Whānau are positive and respectful</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 feel safe and valued at our school</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 Syndicate Assemblies used to acknowledge and celebrate students Caught Being Caught (PB4L) tokens</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> </ul>	

<p>reintroduced and a prize draw for these students at school assembly</p> <ul style="list-style-type: none"> <li>• Create a new Syndicate Wall competition to display students success</li> </ul>		<ul style="list-style-type: none"> <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 better and more conducive to learning behaviours needed in a school</li> <li>• All classes contribute to the school newsletters</li> <li>•</li> </ul>	
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**Initiative 3 Continue to work on ensuring school is a safe place for all**

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Revisit and ensure the 'norms' created by staff in Term 3 2023 are followed and reflected upon and altered if necessary</li> <li>• Introduce new concept re 'norms' 'Alo Alo</li> <li>• Provide regular opportunities for staff and students to share their ideas and feedback during Kai and Chat Time with the Principal</li> <li>• Health and Safety Team to meet once a term - in 2026 a rep from each Syndicate to be on this team</li> <li>• Gather student voice on how we can make school a safe space - use outside agency such as CLM to support with this</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>• Staff and student voice is valued and where relevant and appropriate acted on</li> </ul>	

**Initiative 4 Ensure there are strong links made between the school's Vision, Values and Behaviour Management system (PB4L)**

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Ensure Mana Moves is front and centre ie. move to Monday Period One in the timetable</li> <li>• Regular opportunities for sharing the school vision and</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</li> </ul>	

<p>values</p> <ul style="list-style-type: none"> <li>• Signage around the school that supports Mana Moves and the significance of our school values and vision statement</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>• 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> <li>• Gather student voice on how Mana Moves is going</li> <li>• Share Mana Moves with our Whānau s</li> </ul>		<p>of what the school values and vision statement are and how to live it each day</p> <ul style="list-style-type: none"> <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 more rigid and are followed</li> <li>• Students and staff are aware of consequences for not following expectations</li> <li>• There is a positive vibe around school where the school values are spoken about and displayed consistently</li> <li>• Whānau understand the Mana Moves system and can support with shared language and home</li> </ul>	
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**Initiative 5 Promote leadership opportunities for students**

Actions	Responsibility	Outcomes	Analysis
<ul style="list-style-type: none"> <li>• Student Leadership Council continues</li> <li>• Continue to provide opportunities for leadership progression for students through different opportunities</li> <li>• Year 7 and 8 composite classes to continue to create opportunities for Tuakana/Teina opportunities</li> <li>• Seek student voice to capture what opportunities students want</li> <li>• Use outside agencies to support with this ie. CLM - Supporting our students to be leaders</li> <li>•</li> </ul>	<p>Staff ▪ Principal ▪ Board ▪ Leadership Team ▪ AP: Pastoral Care ▪ Students</p>	<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>	

**Initiative 6 Ensure that Syndicate Spirit is valued and there are more opportunities to drive this**

Actions	Responsibility	Outcomes	Analysis
<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>• Use outside agencies to support with this ie. CLM - Healthy Lifestyles</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</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</li> </ul>	

<ul style="list-style-type: none"> <li>on time</li> <li>• Make school so good that students just do not want to miss out!</li> <li>• Make aspirational attendance goals based on 2025 attendance data and government expectations</li> <li>• Employ our own Attendance and Engagement Co-ordinator</li> <li>• Create an Attendance Management Plan and follow this</li> <li>• Share with whanau our expectations of attendance</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>school everyday</li> <li>• Whānau understand the importance of their children being at school everyday and ontime</li> <li>• Share attendance goals with staff</li> <li>• Staff to have more buy in and follow up re attendance of their students</li> </ul>	
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**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 2026</li> <li>• The Board plays an active part in supporting the school through visits to the school, supporting events, acknowledging staff etc</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> <li>• Principal will feel supported by the Board</li> </ul>	