

The logo of Kaitao Intermediate School is a circular emblem. It features a stylized green leaf or wave design in the center. The text "Mā te whānau tātou e puāwera" is written in a light green font along the top inner edge of the circle, and "Achieving Success Together" is written along the bottom inner edge. The main title of the document is centered over the logo in a dark green font.

Kaitao Intermediate Annual Planning and Reporting 2025

Introduction:

Kaitao Intermediate proudly presents our annual plan, an ambitious roadmap designed to foster an environment where every student thrives academically, socially, and culturally. As we continue to adapt and innovate in response to the changing educational landscape, this plan is committed to upholding our core values while striving for excellence in every aspect of our learning community. This year, our strategic objectives are aimed not only at elevating student achievement but also at enhancing our operational practices to ensure sustainable and impactful results.

Our goals for this year include:

- **Raising Student Achievement:** We are committed to identifying and nurturing the individual talents and abilities of each student, ensuring they achieve their full potential.
- **Introducing the New Mathematics Curriculum:** This will be led collaboratively by our established leadership team, focusing on delivering a curriculum that is both engaging and challenging.
- **Developing and Embedding Restorative Practice to Enhance Our Established PC4L Framework:** Strengthening our Positive Culture for Learning (PC4L) framework with restorative practices to improve school climate and student relationships.
- **Giving Effect to the Treaty of Waitangi:** We will continue to integrate the principles of the Treaty into our school environment, promoting a culturally responsive pedagogy.
- **Raising Student Aspirations:** By encouraging and supporting our students in setting and achieving ambitious goals, we aim to foster a culture of high expectations and self-efficacy.
- **Enhancing the School's Public Profile:** We plan to actively share our successes and initiatives to connect with the community and other educational organisations.
- **Developing Environmentally Sustainable Practices:** Implementing green initiatives throughout the school to promote sustainability and teach our students the importance of environmental stewardship.

Each of these goals has been assigned to strategic leaders within our staff, except for the introduction of the new mathematics curriculum, which will be managed through a collaborative effort by our leadership team. This approach ensures that each area is championed by those most passionate and skilled in that domain, facilitating effective and targeted initiatives that align with our overall vision for the school year.

As we embark on this comprehensive plan, we are confident that our concerted efforts will not only enhance the learning outcomes for our students but also strengthen our school's contribution to a better and more equitable society. We invite our community to join us in this endeavour, supporting our initiatives and contributing to our collective success. Together, we will achieve remarkable things.

Analysis of Student Progress and Achievement 2024:

	More than one year below expectation	One year below expectation	At expectation	Above expectation
Reading	81 (32%)	65 (26%)	57 (22%)	45 (18%)
Writing	114 (47%)	60 (24%)	46 (19%)	21 (8%)
Maths	84 (34%)	67 (27%)	63 (25%)	35 (14%)
Goals	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.	All students within this band will make a minimum of 2 OTJ sublevel shifts over the year.	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.
Outcome - Reading	48/69 (69%)	18/58 (31%)	37/46 (80%)	24/41 (58%)
Outcome - Writing	78/105 (74%)	17/44 (38%)	34/45 (75%)	9/22 (40%)
Outcome - Maths	47/65 (72%)	8/61 (13%)	36/52 (69%)	14/33 (42%)

Evaluation of student progress and achievement:

Based on the provided data for the core curriculum areas—reading, writing, and maths—the achievement levels of students against the set progress goals reveal varying degrees of success and challenges. The data underscores a notable dispersion in performance across the three disciplines, with a significant proportion of students performing below expectations in each area. Specifically, for reading, 32% of students were more than one year below expectation, with a similar trend observed in writing (47%) and maths (34%). This distribution indicates that a substantial number of students are struggling to meet the curriculum standards.

The goals were ambitious, aiming for all students to make a minimum of one or two Overall Teacher Judgments (OTJ) sublevel shifts over the year. However, the outcomes suggest that these objectives were only partially met. In reading, 69% of students who were more than one year below expectation managed to make the desired progress, contrasting sharply with the 31% in the one-year below-expectation band. The highest success rate was observed among students at expectation, where 80% achieved the targeted OTJ sublevel shift.

Writing presented the greatest challenge, with the lowest percentage of students (8%) achieving above expectation, and 47% more than one year below expectation. The outcomes here also reflect a mixed success rate, with a commendable 74% of students more than one year below expectation making the necessary progress, yet only 40% of those above expectation meeting their targeted shifts.

Maths outcomes were somewhat more encouraging, with a 72% success rate for students more than one year below expectation and a 69% success rate for those at expectation. However, the success rate drops significantly for students one year below expectation (13%) and those above expectation (42%).

The transient nature of the student population and low attendance rates are critical factors that likely impacted the ability to consistently gather data for every child and subsequently, the overall achievement against set goals. These factors contribute to the variability in data and highlight the challenges in maintaining consistent educational progress across all student bands. The progress data, while showing pockets of significant progress, underscores the need for targeted interventions and support mechanisms, especially for students significantly below expectation and those struggling to make expected progress levels due to external factors such as attendance and transience.

Raising Student Achievement:

	More than one year below expectation	One year below expectation	At expectation	Above expectation
Reading	128/252 (50%)	51/252 (20%)	32/252 (12.5%)	41/252 (16%)
Writing	168/262 (64)	31/262 (12%)	39/262 (14%)	24/262 (9%)
Maths	133/260 (51%)	69 (26.5%)	27 (10%)	31 (12%)
Goals	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.	All students within this band will make a minimum of 2 OTJ sublevel shifts over the year.	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.	All students in this band will make a minimum of 1 OTJ sublevel shift over the year.
Outcome - Reading				
Outcome - Writing				
Outcome - Maths				
<u>Evaluation of student progress and achievement:</u>				

Introducing the New Mathematics Curriculum:

Goal: Collaboratively develop a shared vision and understanding of the revised mathematics curriculum and embed common practice across the school.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Actions</u>	<ul style="list-style-type: none"> • Introduction of the new curriculum - Know, Understand, Do • Introduce Oxford resources • Observe practice across the school • Gain feedback from staff • Knowledge snapshot of staff - e-asTTle testing • Gloss testing level 1 - schoolwide development of a "Gloss" test aligned with refreshed curriculum • MOE provided PLD - 24 March 	<ul style="list-style-type: none"> • OTJ shift analysis • e-asTTle testing and shift analysis • Oxford testing schoolwide data analysis?* • Continue observation 	<ul style="list-style-type: none"> • OTJ shift analysis • e-asTTle testing and shift analysis • Oxford testing schoolwide data analysis?* • Continue observation 	<ul style="list-style-type: none"> • OTJ shift analysis • e-asTTle testing and shift analysis • Oxford testing schoolwide data analysis?* • Continue observation • OTJ/e-asTTle analysis of variance and next step goal setting.
<u>Outcomes</u>				
<u>Next steps - 2026 and Beyond</u>				

Developing and Embedding Restorative Practice to Enhance Our Established PC4L Framework:

Goal:

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Actions</u>	<ul style="list-style-type: none"> • <i>Develop an understanding of RP through a range of literature.</i> • <i>Introduce the concepts of Strengthening relationships vs classroom community</i> • <i>Gather staff voices about RP and current understanding.</i> • <i>Align RP with PB4L minor/major behaviour flowchart.</i> • <i>All staff are to attend online mini-essentials PL.</i> 	<ul style="list-style-type: none"> • <i>Focus on the classroom community/ environment.</i> • <i>Model and practice RP strategies for developing classroom community in Pl sessions/SDS.</i> • <i>Introduce the RP model.</i> 	<ul style="list-style-type: none"> • <i>Focus on Relational conversations and ensure staff use mini-chats before resorting to punitive measures.</i> • <i>Provide PL on restorative conversations.</i> • <i>Teach students the principles of Restorative Practices.</i> • <i>Establish peer mediation or student RP leaders.</i> 	<ul style="list-style-type: none"> • <i>Introduce Restorative circles and start to integrate classroom circles to build relationships and address issues.</i> • <i>Provide PL around Restorative circles.</i> • <i>Track data on RP interventions and behavioural outcomes.</i> • <i>Gather student and staff feedback on RP effectiveness.</i>
<u>Outcomes</u>				
<u>Next steps - 2026 and Beyond</u>				

Giving Effect to the Treaty of Waitangi:

Goal: Lead the strategic implementation of *Te Ao Māori* across Kaitao Intermediate to nurture Māori education and promote culturally responsive practice.

Goal 2: Strengthen authentic partnerships with mana whenua to support Māori student achievement and embed iwi perspectives throughout the school

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Actions</u>	<p><u>Partnership and Cultural Capability</u></p> <ul style="list-style-type: none"> Revitalise Te Ohu: Confirm membership, define roles, and align direction with the school's annual plan. Te Ohu lead iwi engagement: hui with mana whenua to establish shared goals, rohinga names, school spaces, initiatives etc. Appoint Māori Lead: Role created to support Māori achievement and staff development. Launch school-wide kapa haka: Promote identity, belonging, and student leadership. Begin curriculum review: Identify opportunities to embed Te Ao Māori and local narratives. School wide Te Reo Maori programme launched. 	<p><u>Curriculum Design Participation Protection</u></p> <ul style="list-style-type: none"> Haka competition launch: Celebrate tikanga, our 4 chosen tupuna, iwi pūrōkau, and school unity. Rahinga launched. Māori Lead conducts data analysis: Identify trends to inform targeted support. Implement localised curriculum with mana whenua input. Continue staff PLD: Focus on te reo, tikanga, Te Ao Maori kaupapa and culturally responsive practices. Kapahaka continued. School wide Te Reo Maori programme continued. Curriculum content aligned with updated Ministry of Education expectations. 	<p><u>Cultural Capability Partnership Participation</u></p> <ul style="list-style-type: none"> Te Ohu leads PLD wānanga: Deepen staff understanding of mātauranga Māori. Māori Lead supports classroom practice in culturally sustaining pedagogy. Iwi contribute to curriculum delivery through storytelling, visits, and hands-on learning. Begin networking with rumaki classes in contributing primary and secondary schools to build alignment and create shared pathways for ākonga Māori. Kapahaka continued. Haka competition continued. School wide Te Reo Maori programme continued. 	<p><u>Protection Partnership Participation</u></p> <ul style="list-style-type: none"> Evaluate all initiatives: Kapa haka, haka comp, curriculum, and leadership impact. Celebrate with mana whenua: End-of-year event acknowledging collaboration and success. Strengthen rumaki connections: Plan shared transition activities and cultural opportunities. Te Ohu reports to SLT, whānau, and Board: Share outcomes and confirm 2026 priorities. Kapahaka continued. Haka competition continued. School wide Te Reo Maori programme continued.
<u>Outcomes</u>				
<u>Next steps - 2026 and Beyond</u>				

Raising Student Aspirations (link to Kāhui Ako goal setting 2025-2026):

1. Focus on future opportunities in employment and education pathways
2. Regularly attend and engage with education
3. Smoothly navigate transitions through the Kahui Ako

Kaitao Goals:

1. Streamline student transitions by improving data sharing, educator collaboration, and support for additional needs.
2. Enhance attendance and engagement through targeted interventions, restorative practices, and curriculum alignment.

<u>Actions</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
Transitions from contributing schools	<ul style="list-style-type: none"> • Work alongside contributing schools to design AI and tech agreements to support students with extra learning needs. • Professional conversations 	<ul style="list-style-type: none"> • Review the consent form (Te maru o Ngongotaha Kahui Ako Information sharing) to ensure information is legally shared. 	<ul style="list-style-type: none"> • Streamline LSR data sharing • Open lines of communication between contributing teachers and Kaitao Teachers 	<ul style="list-style-type: none"> • Trial new transition forms (designed by WSL 2024)
Transitions to high school:	<ul style="list-style-type: none"> • Setting up students with additional needs (cont from T4), including: <ul style="list-style-type: none"> ◦ Open lines of communication ◦ Data Sharing ◦ In-school support 	<ul style="list-style-type: none"> • Discuss career pathways that are available at WHHS and promote within our school <ul style="list-style-type: none"> ◦ Gateway options ◦ Career days 	<ul style="list-style-type: none"> • Transition protocols/steps required for data sharing and transition visits • MOU review • Professional conversations with high school leaders 	<ul style="list-style-type: none"> • Setting up students with additional needs (see T1) • Referrals into specialised behavioural/learning classes • Informal hui where Teachers meet with WHHS teachers before students start? • Transition visits
Attendance	<ul style="list-style-type: none"> • Support students with attendance between 50-80% • Students with attendance under 50% to have specialised plans in place to return to school 	<ul style="list-style-type: none"> • In class: Restorative practice, mana potential, Trauma-informed approach 	<ul style="list-style-type: none"> • Review school-wide procedures to ensure staff are following attendance procedures 	
Engagement	<ul style="list-style-type: none"> • Give whānau and students the opportunity to engage with staff face to face at least once per term (see 2025 Reporting Annual Plan) 	<ul style="list-style-type: none"> • Curriculum content streamlined with new ministry expectations 		
<u>Outcomes</u>				
<u>Next steps - 2026 and Beyond</u>				

Enhancing the School's Public Profile:

Goal: To enhance the visibility and reputation of Kaitao Intermediate by leveraging sports, technology, and community engagement through strategic social media marketing, HERO app updates, and active community involvement, ultimately driving increased enrolments and fostering a stronger school-community connection.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Actions</u>	<p><i>Community Engagement:</i></p> <ul style="list-style-type: none"> • Use social media to promote events and community participation. Set up TikTok and Instagram- all synced with the FB page. • Create a monthly "Kaitao News Spotlight" featuring interviews with students, teachers, and parents about what makes the school special. 	<p><i>Highlight Innovation:</i></p> <ul style="list-style-type: none"> • Share stories of student projects and innovations from the classes and the tech programme, demonstrating how Kaitao Intermediate prepares students for future-focused learning. • Host a virtual "Tech Spotlight" series, showcasing student work and teacher insights into the school's tech initiatives. 	<p><i>Showcase Sporting Success:</i></p> <ul style="list-style-type: none"> • Regularly post updates, photos, and videos of students' achievements, tournaments, and events in sports on social media and the HERO app. • Collaborate with local sports organizations (e.g., BOP Rugby & WH Community Assoc) to feature joint events and initiatives. 	<p><i>Encourage Enrolments:</i></p> <ul style="list-style-type: none"> • Develop a social media campaign highlighting the school's achievements, including sports victories, tech advancements, and student success stories. • Share testimonials from current students and parents emphasizing Kaitao's supportive and innovative learning and sporting environment. Highlight the Apple in schools programme
<u>Outcomes</u>				
<u>Next steps - 2026 and Beyond</u>				

Developing Environmentally Sustainable Practices:

Goal: *To develop a rich, environmentally focused learning environment with sustainable initiatives and practices.*

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Actions</u>	<ul style="list-style-type: none"> • <i>Enhancing the Physical Environment</i> • <i>Gather materials and funding</i> • <i>Create new bin systems to reduce waste and recycle</i> 	<ul style="list-style-type: none"> • <i>Growing Healthy Food</i> • <i>Establish composting and worm farming</i> • <i>Continue with the beautification of outdoor spaces</i> 	<ul style="list-style-type: none"> • <i>Construct a chicken house and run to provide a secure and safe and spacious environment to accommodate 20 chickens</i> 	<ul style="list-style-type: none"> • <i>Check gardens are growing, worm farms and composting setups are sustainable</i>
<u>Outcomes</u>	<p><i>Functional ethically pleasing outdoor learning spaces</i> <i>Reduce waste</i></p>	<p><i>Improve biodiversity and increase student knowledge of biology and ecosystems</i></p>	<p><i>Supporting sustainability by providing fresh eggs and the opportunity to learn about animal care & responsible food production</i></p>	<p><i>Worm farms and composting effectively break down organic waste into nutrient-rich soil. Students understanding of sustainable environmental practices occurring..</i></p>
<u>Next steps - 2026 and Beyond</u>				