

The logo of Kaitao Intermediate School is a circular emblem. It features a stylized green leaf or scroll design in the center. The text "Mā te whānau tātou e puāwā" 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 overlaid on this logo.

Kaitao Intermediate Annual Planning and Reporting 2026

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 Curriculum:** This will be led collaboratively by our established leadership team, focusing on delivering a curriculum that is both engaging and challenging.
- **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.
- Embedding teacher practice using the Professional Practice at Kaitao framework

Each of these goals has been assigned to strategic leaders within our staff, except for the introduction of the new 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 2025:

	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 1 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	87/110 (79%)	34/53 (64%)	16/29 (55%)	23/43 (53%)
Outcome - Writing	105/134 (78%)	23/35 (66%)	18/41 (44%)	11/24 (46%)
Outcome - Maths	92/115 (80%)	48/59 (76%)	19/27 (70%)	18/31 (58%)

Evaluation of student progress and achievement:

Based on the 2025 data across reading, writing, and mathematics, many students made expected progress, while a significant number remain below curriculum expectation. Overall, the results show progress toward school goals across all three core areas.

The key goal for 2025 was for students to make at least one year's progress in one year, with accelerated progress for those below expectation. The data suggests many students achieved this. Across the three subjects, students moved from well below to below, below to at expectation, and some from at to above, showing one year's progress or more. Students in the below expectation bands often made the strongest movement, as they were closer to benchmark levels. Students in the well below group also progressed, though many required more than one year's growth to shift categories.

The Year 7 cohort showed strong gains across reading, writing, and mathematics. Many entered below expected levels, but more finished the year closer to or at expectation, reflecting effective teaching and targeted support. For Year 8 students, progress must be viewed carefully because end-of-year expectations are higher. Some students needed one full year's progress simply to remain in the same category, so unchanged categories do not always mean limited progress.

Across the three learning areas, writing remained the most challenging, with fewer students reaching expectation. Reading and mathematics showed stronger overall movement. Overall, many students met the goal of one year's progress, and some exceeded it. However, because many learners began significantly below expectation, one year's growth was not always enough to reach curriculum level. Attendance, transience, and disrupted learning continued to affect outcomes across all subjects.

In summary, the 2025 results show solid progress toward school goals. Many students made expected growth, some made accelerated progress, and overall achievement improved. The next priority is increasing the number of students making more than one year's progress, especially those in the well below category, while continuing to lift writing achievement.

Raising student achievement

Accelerate progress and lift overall achievement in reading, writing and mathematics, with priority for students below expectation.

	Term 1	Term 2	Term 3	Term 4	Outcomes
Actions	<i>Identify target learners by Week 3 Establish class groups. Gather baseline data. Begin Liz Kane structured literacy. Confirm Oxford maths scope and sequence.</i>	<i>Run intervention groups. Mid-year assessments and moderation. Review attendance and engagement of target learners.</i>	<i>Intensify support for students not on track. Continue literacy refinement. Target maths gaps and fluency. Student goal setting.</i>	<i>Final assessments. Measure progress and value added. Transition data shared. Celebrate achievement.</i>	
Responsible	<i>Principal, DP, Team Leaders, SENCO, Classroom Teachers</i>	<i>Principal, DP, Team Leaders, Teachers</i>	<i>DP, Team Leaders, Teachers</i>	<i>Principal, DP, Teachers</i>	
Success Measures	<i>All target learners identified. Baseline data complete. Literacy and maths programmes operating consistently.</i>	<i>Majority of learners on track for one sublevel progress. Intervention groups established.</i>	<i>Increased rate of progress for priority learners. Strong engagement and attendance improvement.</i>	<i>100% of learners make at least one sublevel shift. 40%+ make accelerated progress. Reduced students below expectation.</i>	

Introducing the new curriculum

Embed consistent teaching, planning, assessment and reporting aligned to the refreshed New Zealand Curriculum.

	Term 1	Term 2	Term 3	Term 4	Outcomes
Actions	Review planning templates. Align yearly overviews. PLD on Understand / Know / Do model.	Implement revised planning schoolwide. Conduct walkthroughs. Refine maths and literacy systems.	Review assessment tools. Staff moderation. Curriculum consistency checks.	Evaluate implementation. Identify priorities for next year.	
Responsible	Principal, DP, Leadership Team	DP, Team Leaders, Teachers	Principal, DP, Leadership Team	Principal, DP, Leadership Team	
Success Measures	Staff understand refreshed curriculum expectations.	Consistent planning visible across teams. Walkthrough data shows improved alignment.	Common assessment systems operating. Improved moderation confidence.	Schoolwide curriculum systems embedded. Clear next steps identified.	

Embedding Restorative Practice to Enhance PC4L

Strengthen a safe, respectful and relational school culture through consistent restorative practice and behaviour systems.

	Term 1	Term 2	Term 3	Term 4	Outcomes
Actions	Relaunch behaviour flowchart and expectations. Staff refresher PLD on restorative practice.	Use circles and restorative meetings where appropriate. Review incident data. Celebrate positive behaviour.	Gather student voice on safety, belonging and fairness. Provide further coaching.	Evaluate systems and refine supports for next year.	
Responsible	Principal, DP, Team Leaders	DP, Pastoral Team, Teachers	DP, Student Leaders, Team Leaders	Principal, DP, Board	
Success Measures	Behaviour expectations consistently understood. Staff confidence improved.	Reduction in repeat incidents. Increase in positive acknowledgements.	Student voice shows strong sense of fairness and belonging.	Reduced serious incidents. Improved attendance and positive culture.	

Giving Effect to the Treaty of Waitangi

Give authentic effect to Te Tiriti o Waitangi through partnerships, culturally sustaining practice and improved outcomes for Māori learners.

	Term 1	Term 2	Term 3	Term 4	Outcomes
Actions	Establish a consultation plan. Review the visibility of te reo Māori and tikanga schoolwide.	Hold whānau hui. Embed local curriculum content and histories.	Staff PLD in culturally responsive practice. Review Māori learner progress data.	Evaluate progress with whānau voice. Set next steps.	
Responsible	Principal, Leadership Team, Kaiako	Principal, Board, Kaiako, Whānau Leads	DP, Kaiako, Teachers	Principal, Board, Leadership Team	
Success Measures	Consultation processes established. Increased visible use of te reo Māori.	Strong whānau engagement. Local curriculum content evident in planning.	Increased staff confidence and culturally responsive practice. Māori learner progress closely monitored.	Positive whānau feedback. Reduced disparity where present. Clear future priorities set.	

Embedding Teacher Practice Using the Professional Practice at Kaitao Framework

Embed a consistent, high-quality teaching model through the Professional Practice at Kaitao framework.

	Term 1	Term 2	Term 3	Term 4	Outcomes
Actions	Revisit framework expectations. Set inquiry goals linked to student outcomes.	Coaching and observation cycle one. Feedback against agreed indicators.	Coaching and observation cycle two. Share effective practice internally.	End-of-year reflection and next-step goals.	
Responsible	Principal, DP, Team Leaders	DP, Team Leaders	Principal, DP, Teachers	Principal, DP, Team Leaders	
Success Measures	All staff have inquiry goals and understand expectations.	Observation cycle completed. Evidence of improved practice.	Increased consistency across classrooms. Strong internal sharing culture.	Strong appraisal outcomes. Improved teacher confidence and capability.	