OAMARU INTERMEDIATE SCHOOL
Annual Implementation Plan

School Vision Statement	Oamaru Intermediate School will be a place of positive energy. Ki te taumata - Get there with Learning

Goal 1: Goal 2:	Prioritising and sustaining a caring culture of inclusivity Ensure high-quality teaching and learning outcomes

How the targets and actions give effect to Te Tiriti o Waitangi?
The Oamaru Intermediate School's 2025 plan explicitly links Goal 1, "Prioritising and sustaining a caring culture of inclusivity," to Te Tiriti o Waitangi through strategies like refining the cultural action plan, developing a local curriculum with Te Mātaiaho, supporting Te Reo and Tikanga Maori, and engaging with mana whenua, and the local narrative. The plan directly aims to uphold Te Tiriti in policies and curriculum design. Goal 2, focusing on "high-quality teaching and learning outcomes," indirectly supports Te Tiriti by promoting equitable access to a diverse curriculum, including NZ Histories, and providing staff training on culturally responsive practices, ensuring all students have success.

Kāhui Ako Goals
The Kāhui Ako has 3 strategic goals
● To enable shifts in teaching practice that accelerate the progress of ākonga - Social, Cultural
● Work together as a community to ensure that we are a safe and inclusive space
● Create coherent pathways to meet Ākonga needs through the education system and beyond.

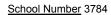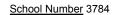|	
Goal 1:	Prioritising and sustaining a caring culture of inclusivity
Annual Goal	To ensure all students have equitable access to the curriculum
Outcomes for all:	Raising attendance and engagement to above 80 % for students Grow/review/refine our culture-responsive action plan

Narrative:
The school is actively working on these goals through initiatives such as creating an engaging curriculum, reviewing attendance practices, developing a local curriculum with Te Mātaiaho, and providing staff Professional Development. They are monitoring progress through data analysis, observations, and student feedback, and the stage of progress for both these goals is considered ongoing.
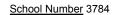
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School Number 3784

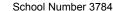| Area	Outcomes	Strategies, evidence, resources, questions, discussions	Monitoring	Evidence	Stage of progress
Cultural Responsive	- Grow/review/refine our culture-responsive action plan	● Refine/review our culturally responsive action plan ● Continue developing our local curriculum using Te Mātaiaho and providing PD for our staff ● School-wide support for Te Reo and Tikanga Māori ● Link with mana whenua to share stories of our local area ● We give effect to Te Tiriti o Waitangi - policy and procedure, planning, and local curriculum design ● Action plans set up/refer back to for different areas of the curriculum ● Staff PD on local resources, celebrating language weeks - resources shared with each class ● Continue to strengthen the planning and implementation of upcoming changes to the curriculum to ensure they meet the diverse needs of students.	Leadership Middle management HOD	Timetable for release Policy Procedure Observations completed Language weeks celebrated Karakia/Phrase of the week Staff meeting outlines	Ongoing
Student Engagement	- Raising attendance and engagement to above 80 % for students - Create a place at OIS where students want to attend school and learn. - Create a space where learners see themselves as learners and successful	● Create an engaging curriculum for students ● Create engaging lessons in the technology area. ● Timetable and plan the options program on a Friday to spark passion and interest. ● Reviewing our engagement, attendance practices, and policies ● Growing our attendance action plan ● Working alongside Whānau and attendance services in North Otago ● IDEAL values are displayed throughout blocks and classes ● Modules program - high engagement activities are planned for across the curriculum	Leadership Middle management HOD Admin	Annual Akonga learning and progress achievement data, Attendance records Planning Timetable options that provide for a range of different needs IDEAL values Reflections from students	Ongoing
Inclusive Curriculum	- Develop and implement a curriculum that reflects diverse perspectives, histories, cultures, and identities. - Ensure that students see themselves and their backgrounds represented positively in the materials they study.	● Student's voice to help support learning - student direction with learning ● Providing after-school programmes -extracurricular/after-school ● Action plans set up/refer back to for different areas of the curriculum ● Staff PD on culturally responsive practices linked to the Waitaki Ara ● Work within the MAC ● Work within our Waitaki Ara Kāhui Ako	HOD's	Planning Student voice surveys	Ongoing

Teacher Professional Development:	- Changes in the documentation and expectations with professional growth cycles and reflect how we do things at OIS. - The COL supports our PGC process. - School expectations regarding observations-ensuring we can do these. - Inclusive and equitable experiences for learners	● Individual teachers are to complete the PGC template These are reflected upon all year. Checkpoint terms 2 and 4 ● PD for teachers involving Writing, mathematics, and Reading competences ● Cultural responsive team running sessions as needed ● Teachers are expected to observe each other, both within OIS and across the Kāhui Ako ● Student's voice is gathered to support the ongoing next steps for teachers	Each teacher HOD curriculum COL Culture-responsive team	List PGC's COL Doc Observations Termly meeting agenda	Ongoing
Promote Student Voice:	- Encourage students to express their opinions, concerns, and ideas about creating an inclusive environment. Foster a culture where students feel heard and respected for their unique perspectives.	● Student Council ● Class meetings ● End of unit reflections ● Well-being survey ● Circle time ● End of the term, student voice collected	Deputy Principal APs Class teachers	Council meeting notes Student voice surveys	Ongoing
Zero Tolerance for Discrimination and Bullying:	- Establish clear policies against discrimination, bullying, and harassment. - Enforce these policies consistently and take appropriate action when incidents occur. - High expectations with behaviour, clear boundaries and guidelines set	● IDEAL value expectations are explicitly taught to Year 7 students and recapped to Year 8. ● IDEAL badges and cards are tracked ● Polices have been set and reviewed ● Staff induction on IDEAL value and the behaviour expectation process ● Expectations are made clear in the newsletter and correspondence to whanau ● Lessons built into health units with self-confidence ● Looking at the bias, the unconscious bias, and what we bring as teachers to an activity ● Shared norms with staff and students ● A Health Nurse is in the school, supporting where needed ● Partnership with Youthline to bring counselling	Teachers BOT PB4L Team Linewise	Thinking books Document School Doc Handbook Policy IDEAL values Communication	Ongoing
Create Safe Spaces:	- Designate safe spaces within the school where students can feel comfortable expressing themselves - Allow for time to calm or reset as needed	● The card system in class ● Library ● Learning Hub ● Lunch area ● PB4L expectations have been set and are reviewed ● Shared norms amongst staff ● Well-being survey for student voice, term 2 each year ● Continue to strengthen Trauma-informed practices within the school	All staff	The card system in each class Management plans Student survey PD timetable	On going

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Celebrate Diversity:	- Organise events and activities that celebrate the diverse backgrounds and cultures of students and staff. - This fosters a sense of belonging and pride in one's identity.	● "Be yourself days' - raising money for different organisations that the student council selects ● Celebrating language weeks - resources shared with each class	Belinda Student Council	Student council minutes	Ongoing
Cultivate Empathy and Emotional Intelligence:	- Integrate social-emotional learning into the curriculum to help students develop empathy, emotional intelligence, and conflict-resolution skills.	● Emphasis on Respectful relationships in our shared norms within the staff ● Shared Norms ● Trauma Reform practices ● Know how to stand up for individuals and support others ● Weaving well-being programme-Y7 ● Circle time ● Establishing a Class Treaty	Leadership LSC Class teachers Class teachers	IDEAL values Shared Norms	Ongoing
Diverse Representation in Staff:	- Strive for diversity in the school's staff, including teachers, administrators, and support personnel. Representation from various backgrounds can serve as role models for students and enrich the learning experience.	● Employment of staff ● Employment of support staff	BOT		
Continuous Assessment	- Regularly assess the school's progress in fostering inclusivity and caring. Collect feedback from students, parents, and staff to identify areas for improvement and set goals for the future.	● Survey students, parents, and the community	Snr Management	Strategic goals consultation Well-being survey	Ongoing
Engage Whānau	- Involve parents and guardians in the efforts to create an inclusive culture. Communicate regularly with them, seek their input, and collaborate on strategies to support students	● Open door ● Weekly email ● Survey ● Weekly newsletter ● Facebook	All staff		Ongoing
Support services	- Ensure\ that appropriate support services are available for students with different needs, including those with disabilities, language barriers, or specific learning requirements.	● Engage with different services	Senco All staff		Ongoing
Resources in school	- IT equipment is updated regularly and used for learning purposes. Money spent on apps and programmes that support diversity in learning.	● Support Services: New Era IT ● Word Chain app ● Chromebooks / Ipads / TVs ● Learning Village	IT provider E learning action plan	Action plan	Ongoing

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Goal 2	Ensure high-quality teaching and learning outcomes
Annual goal:	Raise achievement levels of all students in Literacy and Mathematics

Outcomes for all: All students are making expected or accelerated progress.
Consistent pedagogy and planning in literacy and mathematics approaches school-wide.
School practices and systems for collecting, analysing, and reporting on progress and achievement in literacy and mathematics are being streamlined.

Narrative:
As we only have the students for two years, it is important to keep in mind that we track progress against a cohort; however, we continue to look for any trends that we may see when looking at bands of students within the data. It is different from a primary school, where you can see trends over 3-4-5 years.
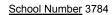A huge focus is on Literacy last year, the ability to read directly impacts mathematics. This year, we are focusing on Literacy and Mathematics, particularly looking at the language of mathematics and best teacher practice and consistency of delivery across Year groups.

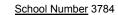| Area	Outcomes	Strategies, evidence, resources, questions, discussions	Monitoring	Evidence	Stage of progress
Teacher capability	● Teachers will enhance their teaching strategies by focusing on classroom needs, developing inquiries, and setting and achieving literacy goals. ● Regular checks by leadership will ensure consistency across the school. ● Feedback in student books will be kept up to date, contributing to student learning. ● Teachers will gain insights and improve their practice through regular observations of peers, focusing on literacy, mathematics, and technology.	PGC (Professional Growth Cycles) ● Each teacher is expected to follow the PGC as set at OIS, looking at an aspect of pedagogy that has come from a need in the classroom. ● Teachers are expected to formulate a line of inquiry and work towards achieving it. OIS has the impact plans that we set goals, track these goals, and reflect on with our Professional Leader. Terms 1, 2, and 3 are based on Literacy goals. ● The Professionally Certified Teachers programme is in place to ensure strong support for our new teachers. ● Planning and assessment are checked by APs/Year group/Tech leaders to ensure consistency ● Feedback in books is kept up to date ● Technology links to the Literacy and mathematics curriculum ● Sharing ideas of best practices at the Year group and tech meetings Observations ● Teachers are expected to observe a teacher each term related to their professional growth goals, which may include teachers from other schools ● Teachers have a literacy and mathematics observation - this may happen more if needed ● This is linked to the teacher's individual PGCs ● Observation outcomes are reported back in leadership meetings ● Technology observations Professional Development	Leadership AP's year Group/tech leaders Mentor teachers AP's DP ASL/WSL Mentor teacher HOD AP/DP	PGC docs Planning checked termly Observation sheets Term checks Observation reflections COL meetings Timeline PD schedule Meeting	Monitor Monitor Monitor Monitor

		● Waitaki ara - Linked to goals ● Unpack the refreshed curriculum as it comes Staff meetings ● Focused staff meetings to include workshops on planning and assessment, COC-who may not be achieving, inclusion, targets, specific, broken-down lessons for Mathematics/writing and reading within staff meetings			
Resourcing	● Students receive individual support if applicable, aiding their engagement, behaviour and learning. ● Timetables are designed to support classroom needs, maximising the impact of support staff.	Support staff employment ● The BOT has supported our employing support staff members to support the school's programmes. This support is limited to individual support for students' needs. ● Following assessment and initial data, the support staff members have been allocated rooms. ● Employment of a Support staff member with specific literacy skills. ● Timetable to support the needs of classrooms. ● The tech department is very well-resourced and funded.	SENCO day to day Employment	Budget Weekly Timetable Policy/procedures Interview process Budget	Monitor Monitor
In class	● Teachers would implement deliberate acts of teaching (DATs), consistently teach spelling, and integrate technology effectively, leading to more engaging and effective lessons. ● Shared norms for planning, teaching, and assessment would ensure consistency across the school. Regular moderation meetings would validate data, and the use of EDGE and OTJ tracking sheets would streamline reporting and data access. ● Clear learning intentions and effective feedback would help students understand expectations and improve their learning outcomes. Targeted enrichment and support groups would cater to diverse student needs.	Planning ● Focus on teachers' planning and what is happening in the classrooms during literacy and mathematics time. ● DATs: Deliberate Acts of Teaching are happening in classrooms and small groups ● Y7 and Y8 teachers are deliberately teaching spelling to students, ● Shared discussion at every year group meeting about what is happening in their programmes, and what support is needed. ● Ensuring that students are doing an hour per day in literacy and mathematics. This is integrated into our technology area ● Focus on feedback and feed-forward to ensure learning intentions are clear and students know exactly what to do next ● Shared norms are developed for planning, teaching and assessment Moderation meetings to ensure data is reliable and consistent ● Term 2 moderation meeting just with year groups, term 3 will be across both Years 7 and 8 to ensure consistency of data Reporting ● EDGE function has been changed to ensure that teachers can see the information now of who is achieving and who needs support. ● Our first data judgment was made in May, we are now able to use this data to show accelerated progress. We have never done this before.	Leadership HOD Year groups HOD technology Leadership Leadership HOD HOD	Planning folders Technology planning Shared norms Meeting agenda Reporting	Monitor Creating Creating Ongoing Ongoing

		● We also use an OTJ tracking sheet to enable easy access to information	HOD, Leadership		Ongoing
		Observations ● Regular observations of literacy and mathematics classes		Observation records	Ongoing
		Resourcing ● IT equipment has been purchased to ensure engagement in classrooms ● A PE specialist has been employed to support the release ● Enrichment groups and target teaching groups taught by a specialist teacher	Leadership Leadership		
		Attendance ● Weekly reports of attendance for the principal to read over ● Monitoring of students under 80% ● Weekly view of attendance re EDGE ● Termly reports sent for analysis ● BOT report includes attendance data	Leadership HOD	Budget Attendance data BOT reports	Monitor
		Timetable ● 4 blocks of learning to maximise teaching time: each block 1 hr 10 minutes ● Enrichment groups and target teaching groups are set up ● Friday options programme to include passions and interests of students - access to the wider community curriculum ● Review of the timetable via a survey of staff and students, as needed			
External	● Referrals made to outside agencies	RTLB/LSC and other agencies as needed ● Students are referred to as needed to support learning and behaviour Learning Support Coordinators	SENCO /Leadership	Learning Support register End-of-term evaluation	On going On Going
Internal support programmes	● Year 7 and 8 students in the Enrichment Maths program will experience an enhanced mathematics curriculum and potentially show accelerated progress. ● Students in the Targeted Literacy groups will show improved reading comprehension and increased self-belief in their reading abilities.	Focused Literacy groups-Jude ● Targeted Literacy group in Year 7 and Year 8, working with Jude Reading for Understanding - Term 1/2 Students who had a high vocabulary result, but this wasn't reflected in comprehension. Students who have low self-belief in their reading ability. ● Writing - Year 7 - Term 3 Engagement, confidence. Focus on sentence structure, punctuation, and vocabulary	HOD Specialised teachers/support staff	Assessment Snapshots of learning Reports Timetable	On Going

		● Enrichment Maths Y7 and Y8 enrichment math programme, enhancing the mathematics programmes within the school ● Learning Village Students have been assessed and put on the programme for 2025 ● Word Chain Word Chain resource delivered daily to build vocabulary for students (Year 7 and 8) SENCO supports the word chain programme			
Whanau communication	● Parents will be regularly informed about classroom activities and school information through weekly teacher emails.	● Weekly emails from teachers sharing information ● Communication with parents in terms 2 and 4 about achievement levels formally, and the opportunity to discuss this ● Teachers to communicate with whanau in term 3 regarding progress and support needed	Class teachers	Emails sent Newsletters	Ongoing
BOT	● Supporting the management team	● Ongoing support with resourcing for support staff ● Ensure that our environment is ideal ● Support the management team with initiatives and suggestions to improve actions	BOT	BOT minutes	Ongoing
Cultural Responisve practice	● Teachers will adapt their teaching strategies to meet the diverse learning needs of all students, using their cultural knowledge as a foundation for learning, leading to greater engagement and achievement. ● Ongoing professional development will increase teachers' and staff's cultural competency, awareness of bias, and ability to implement inclusive practices, resulting in a more equitable and welcoming school environment.	● Opportunities for students to explore their own culture within the class programme ● Working with MAC re-planning and achievement. ● Tailor teaching strategies to meet the diverse learning needs of students. Use students' cultural knowledge and experiences as a foundation for learning. ● Incorporate multiple teaching methods, such as storytelling, collaborative projects, and hands-on activities. ● Provide ongoing professional development for teachers and staff on cultural competency, bias, and inclusive practices. ● Encourage reflective practices where educators examine their own cultural assumptions and biases. ● Promote an inclusive atmosphere where all students feel respected and valued.	Cultural responsive team Teachers	Planning	Ongoing
School improvement framework	● The school improvement framework is reviewed	● Review as a staff the school improvement framework from ERO and develop the next steps from these ● Discuss these with our ERO partner when she returns ● Make sure these align with our strategic plan ● Source PLD or opportunities for those indicators that we need support with	Leadership	Updated action plans ERO work PD	On-going