



VISION

Northcross is passionate about developing active, connected, lifelong learners

MISSION

Individual Growth through Challenge and Learning nurtures personal development by embracing challenges and continuous learning. Northcross Intermediate will be committed to promoting growth, by encouraging individuals to step out of their comfort zones, face difficulties, and engage in ongoing educational and practical pursuits.

LEARNING DISPOSITIONS

- At Northcross we demonstrate INTEGRITY and RESPECT through being:
- REFLECTIVE
 - ENGAGED
 - SELF-MOTIVATED
 - PERSEVERING
 - EXPLORERS
 - COLLABORATIVE
 - TOLERANT

LIGHTING THE PATH TO SUCCESS

GUIDING PRINCIPLES

- Learners with their whānau are at the centre of teaching and learning at Northcross (Whānau)
- Great education opportunities and outcomes are within reach for all learners aligned with unique intermediate structures (Hinengaro)
- Ensure that Northcross is safe, inclusive and free from racism, discrimination and bullying (Wairua)
- Quality teaching and leadership make the difference for learners and their whanau (Hinengaro)
- Develop a forward thinking, future focussed, high performing school community (Tinana)
- Meaningfully incorporate tikanga Māori into everyday life at Northcross (Wairua)

STRATEGIC GOALS 2023 - 2025 (WHY)

HOW WE ARE GOING TO DO IT - (HOW?)

OUR TARGETS - (WHAT?)

IMPACT MEASURES

INITIATIVE PLAN 2023 2024 2025



1. Student Learning—Progress

All students are able to effectively access the NZC Ensure every learner/akonga achieves personal excellence through literacy and numeracy programmes. Raise student achievement in numeracy and literacy whereby 80% of all students make accelerated or sufficient progress.

Kāhui Ako Strategic Priorities:

- Complex Needs: 1
- Cultural Awareness: 3

1.1 Universal Design for Learning (UDL)

A foundation principle of *The New Zealand Curriculum* is inclusion: ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed. As every student learns differently, NX is focused on creating flexible, barrier-free learning environments allowing all students to become successful, lifelong learners. Universal Design for Learning (UDL) will help NX support learning environments that are flexible, and where there are no barriers in the way. It is a framework that enables equitable access and participation in education. Working with RTLB Services, SLT to develop a NX UDL Strategic Plan/Implementation Plan as we introduce UDL principles and strategies.

1.2 New Zealand Curriculum Focus: Writing

2022 data showed that expected progress in Writing was not made, our hunch was that teachers were not confident in making accurate OTJ's. Writing that had been observed across the curriculum appeared to be better than how the students were being assessed. Teachers making accurate OTJ's to be a target area for 2023, student progress in Writing to be monitored.

Through co-construction with the teacher, students are able to shape texts, revising and reworking pieces appropriate to purpose.

Targeted staff professional development using a variety of approaches e.g. short writes, moderation, Writers Toolbox, NZ Literacy Progressions. Learning Mentors support intervention programmes for priority learners.

Strategic Overview developed by HOD Literacy (Tui) and Literacy Support (Jane) highlighting identified areas - in 2023 NZC Level 1 and 2 learners have been identified as priority learners with deliberate acts of teaching and targeted group interventions supporting their needs.

1.3 Te Tiriti o Waitangi

Whakamānawatia te Reo Māori

Kaiako are supported with videos helping with pronunciation and key phrases, waiata, karakia, bilingual pukapuka and games to reinforce learning on a daily basis with tamariki, supported by Maraea Rameka - Cultural Liaison

Tamariki are scaffolded through Level 3 of the curriculum Kaiako and tamariki are inspired to explore te ao Māori in other curriculum areas, including history, through our resources and ideas.

Implementing of the Aotearoa New Zealand's Histories Curriculum in 2023

Increasing confidence in our Writing OTJ's. 80% of our students achieve accelerated or sufficient progress in Writing, Reading and Maths. Identified target students (those who made insufficient progress in 2022) to make sufficient or accelerated progress in 2023

SLT will become familiar with the principles of UDL

Investigate ways of planning PBL units using the principles of UDL:

- Engagement - offer options and supports to stimulate motivation and sustained enthusiasm for learning
- Representation - present information in different ways to support access and understanding
- Action and Expression - offer options and supports to all so everyone can create, learn, and share

Continued use of both formative and summative assessment - e.g triangulating OTJ's through moderation, e-asTTle, classroom observations, student conferencing, Writers Toolbox.

Use of NX Literacy Progressions, Literacy Learning Progressions, PaCT, exemplars, used to identify gaps in Writing strategies

Tui and selected key staff to provide targeted professional development for teachers on their Writing programmes; this includes moderation

Inclusive Learning co-ordinator - special programmes for students e.g. 1:1 support programmes - Writing mileage, use of devices, modelling books, scaffolding, Google Read Write and support with Learning Mentors.

Te Tiriti o Waitangi is enacted in our kura by **te Reo Māori being a core subject** and te ao Māori being the priority perspective in all strategy, programmes and areas of kura life. Our learners progress through Level 3 of **Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki**

Whānau Māori are acknowledged at all levels.

We **honour tikanga Māori** through our vision, values, procedures and interactions

Hītori ā-Rohe - Regional History

The Northcross learning community is committed to partnering with mana whenua in our area to develop our local histories curriculum covering waka, mana whenua and iwi Māori relevant to our region.

Our te ao Māori and te reo Māori programme are intrinsically linked to our local and national histories curriculum programme with mana whenua, mataawaka and marae in our region.


We actively seek opportunities to engage with our whānau Māori and community to continue conversations around colonisation, mana whenua, te reo and tikanga Māori.

UDL Initiative with RTLB Services

Target Groups Differentiated Programmes

Whakamānawatia te Reo Māori

Aotearoa New Zealand's Histories

 <p>2. Visible Learning Through explicit teaching, the school will build the capacity of learners to learn, in order to raise student achievement. Teachers self evaluate and engage in dialogue around what is working, and what isn't working for their students Students are able to comment and critique their own next steps in learning.</p> <p>Kāhui Ako Strategic Priorities: - Complex Needs: 2 & 3</p>	<p>2.1 Building the Capacity of Learners to Learn - Visible Learning Revisit Visible Learning as a staff - internal expertise used to refresh/upskill staff Students are able to identify the learning level they are working at and can identify what is required to achieve the next steps in their learning Continue to unpack PAT reports - deepening students and teachers understanding of next steps NX Learning Progressions in Literacy introduced so that students can identify their current level and next steps. Teachers are using the assessment tools that are available to them to inform their teaching Students understand the assessment tools and reports and can use this information to plan their next steps in learning.</p> <p>Associate Principals gain a deeper understanding of using e-Tap reports to analyse student data</p> <p>As part of the Professional Growth Cycle - continue using the Mindframes Surveys to capture student voice/feedback, evaluating the teachers impact on student learning. Teachers select two aspects they wish to survey; a perceived area of strength and one for development.</p>	 <p>Teachers and students use assessment data (PAT, e-asTTle, Probe, GloSS, Number Knowledge, PaCT, OTJ's etc.) to form next steps for learning.</p>	<p>We respect and acknowledge the kōrero of all mana whenua in our region as being a unique, diverse and rich taonga to be protected and valued within our kura.</p> <p>Sustain teacher and student assessment capabilities (discuss, understand and know the purpose of assessment tools) Classroom walkthroughs , shared understanding, mind-frames</p> <p>Learner agency evident —students using teacher feedback, assessment data, peer and self-feedback to inform next steps in learning</p> <p>The language of SOLO will be embedded in all classrooms, and is used proficiently by all learners. Refresh for staff on using SOLO taxonomy including maps etc. Meaningful, real-time reporting system is available to parents/caregivers via Spotlight allowing students learning and curriculum level to be accessible to parents throughout the year Meaningful conversations around learning are being had at home Students have more ownership of their learning and reporting on progress across the curriculum</p> <p>Teachers reflect on the results of their students Mindframes survey to maximise student success and feedback on their curriculum content and delivery.</p>	<p>Corwin - Visible Learning Learning Progressions Framework - Reading NZCER - PATs, ARBs, e-asTTle SOLO - Julie Mills WTE Spotlight e-Tap Mindframes Survey</p>
<p>3. Collaboration To increase opportunities for communication, creativity, critical thinking and collaboration.</p> <p>Kāhui Ako Strategic Priorities: - Well-being: 1</p> 	<p>3.1 Leadership: Growing sustainable leadership within the school SLT working with Jo Robson on their identified PLG AP, Tutor Teachers and Aspiring Leader programmes developed</p> <p>3.2 Project Based Learning (PBL): PBL at Northcross is a teaching approach in which students gain knowledge and skills by learning for an extended period of time to investigate and respond to an engaging, authentic and complex question, problem, or challenge.</p> <p>In Gold Standard PBL, projects are focused on students' acquiring key knowledge, understanding, and success skills.</p> <p>PBL units will follow the seven essential project design elements of:</p> <ul style="list-style-type: none"> - A challenging problem or question - Sustained inquiry - Authenticity - Student voice and choice - Reflection - Critique and revision - Public product <p>Juliet continues to support the implementation of Project Based Learning in all units of work. PBL works PLD level 101 and 201 for identified key staff.</p> <p>Investigate ways in which Specialist Teachers and Otto Halberg's skills can be incorporated into PBL unit plans</p> <p>"MakerSpace" classroom continues in 2023 to follow a PBL learning approach</p> <p>David Kinane centrally funded PLD continues to support this work..</p> <p>3.3. 5YA Property Project Weather tightness of Rooms 1 - 3 as per 5YA Property Plans SIP Funding - complete shaded areas within the school</p> <p>Develop a Master Plan for Northcross led by the Board of Trustees</p>	 <p>All staff, regardless of their physical class environment will be providing opportunities for collaborative learning</p>	<p>A shared understanding and practice of distributed leadership Aspiring leaders identified to work with Jo Robson on targeted leadership goals AP's working with Jo Robson Tutor Teacher working with Jill Haslam and Jo Robson</p> <p>Regardless of physical classroom, teams will have collaborative planning, providing teaching and learning programmes that best meet the needs of their learners. Successful learning involves students:</p> <ul style="list-style-type: none"> • articulating their learning goal(s) and success criteria • planning their learning and monitoring progress • using feedback to improve the quality of their learning. • Whanau and community providing their expertise <p>Reflection on the process itself is explicit and ongoing. Reflection helps learners:</p> <ul style="list-style-type: none"> • solidify content knowledge and apply it elsewhere • set goals for further growth • alter their approach to future projects based on what has worked well and what hasn't • assist teachers to improve the quality of PBL practice. <p>Weather tightness issues resolved making the spaces safe to occupy. More collaborative learning environments available. Completion of covered court area (T1, 2023)</p>	<p>Leadership PLD Jo Robson</p> <p>PBL PLD PBL Works David Kinane</p> <p>5YA Property Project</p>

4. Staff and Student Well Being

Focus on the emerging adolescent and the unique needs of this age group in their social, emotional and intellectual growth

Focus on reconnecting staff due to many feeling isolated and disconnected as a result of Covid restrictions

Kāhui Ako Strategic Priorities:

- Well-being: 1, 2 & 3
- Cultural Awareness



4.1 School Culture - PB4L

Continue building and maintaining positive and respectful relationships across our Northcross community using the PB4L framework.

Cultivate a positive and safe school culture where all are mindful of our school values

Identify ways to foster cultural awareness and appreciation

4.2 Te Whare Tapa Whā:

Meeting the physical, spiritual, emotional and social needs of our- staff and learners.

Te Whare Tapa Whā is represented by the four walls of a whareniui or meeting house, where each wall symbolises the elements necessary to sustain hauora or health and wellbeing.

These dimensions or elements are taha hinengaro, taha wairua, taha tinana, and taha whānau. Taha hinengaro focuses on mental health and emotions. Taha wairua focuses on spiritual health. Taha tinana focuses on physical health and taha whānau focuses on the epicentre of one's well being: whānau.

Te Whare Tapa Whā recognises the importance of the balance of all four dimensions. Each of these interconnects and contributes to the balance and strength of the individual. All four elements need to be nurtured for all - if one of the "walls" is not nurtured the whareniui collapses.



Set up a PB4L team with a PB4L Coach and representation from a cross section of the school. Implementation plan developed for NX in Term 1.

Full school TOD 24 April 2023 with MOE (Edwin de Ronde)

The principles of PB4L are:

- PB4L represents a major shift in managing disruptive behaviour by students
- Positive behaviour is a prerequisite to improving the engagement and achievement
- Positive behaviour can be learnt.
- PB4L provides opportunities to support long-term and sustainable changes in behaviour.

Consistent expectations of student behaviour will be established through full staff meetings, surveys to staff, students and the wider school community

Continuing to develop equity by improving staff awareness and strategy building around student engagement. Te Whare Tapa Whā helps us guide conversations that motivate action. Attitude Hauora Online to be further developed as a programme for all teachers and students.

The Northcross guiding principles incorporate the National Education Learning Priorities (NELP's) and are embedded in all aspects of Te Whare Tapa Whā

Aspects of Te Whare Tapa Whā are embedded as part of our Northcross Health programmes as well as our PE programme.

Team building opportunities created for all staff during Teacher Only Days at the start of 2023

Opportunities for regular full staff meetings - PD plan established for the year - meetings to be robust and adding value to our charter goals

Reintroduce staff morning teas and morning notices in the staff room as a way of strengthening staff cohesion

PB4L

Te Whare Tapa Whā