Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like

Northcross Intermediate School
Annual Plan 2025-2027

NX Indicators - Key:

Vision and Values

Achievement, Acceleration and Equity

Curriculum

VISION
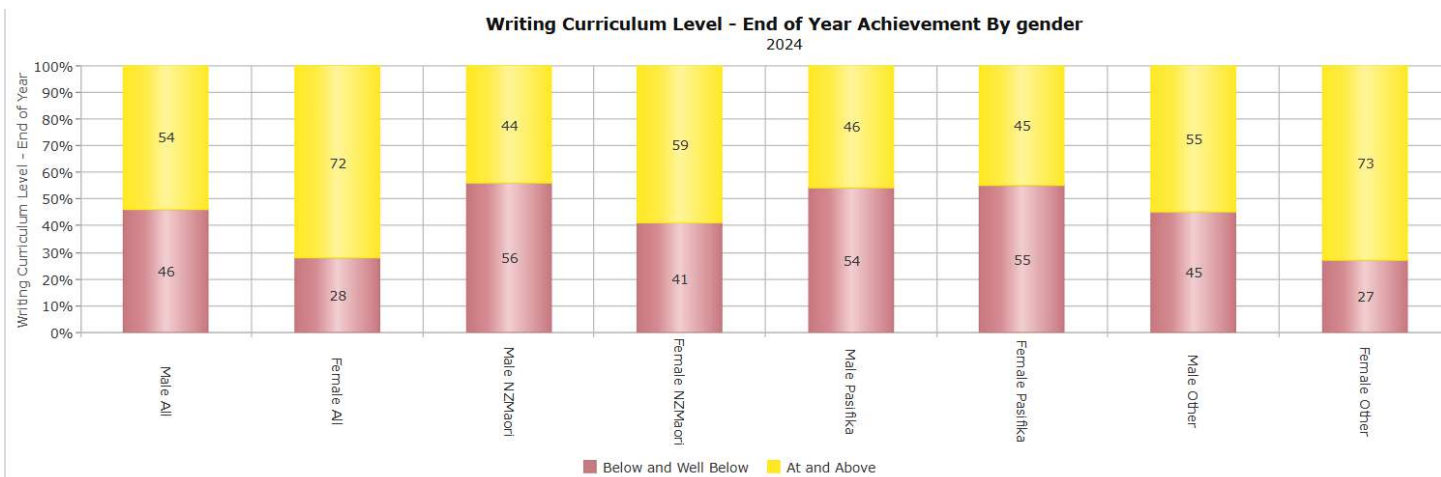Northcross is passionate about developing active, connected, lifelong learners
LIGHTING THE PATH TO SUCCESS

MISSION
Individual Growth through Challenge and Learning
Northcross 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
RESPECT through being:
REFLECTIVE
ENGAGED
SELF-MOTIVATED
PERSEVERING
EXPLORERS
COLLABORATIVE
TOLERANT

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)

1. Student Learning—Progress Success statements: Think about, by the end of 2025, what will this look like for our strategic priorities. 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: - Curriculum - Complex Needs - Cultural Awareness

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like
1.1 Emerging Adolescent *Recognising their unique age and stage, Northcross students have opportunities to achieve to the best of their abilities across the breadth and depth of the New Zealand Curriculum – values, key competencies, and learning areas – laying a foundation for living and for further learning. Our responsive curriculum recognises that students in these years are undergoing rapid physical development, becoming increasingly socially aware, and encountering increasingly complex curriculum contexts. Particularly important are positive relationships with adults, opportunities for students to be involved in the community, and authentic learning experiences. Students' learning progress is closely linked to their ongoing development of literacy and numeracy skills.* *(NZC, p43)*	- Identifying individual needs (individuality) - Students made aware of opportunities that are unique to Intermediate school eg. tech, sports, collaborative. Increase in personal responsibility. - Personal identity - Emotional Intelligence (EQ) specific groups and opportunities - Term 1 Respect@Northcross aligned with Northcross ethos - Student leadership to initiate ideas and practices that they are interested in (their age groups) - Using assessment data to identify curriculum level of students - Embedding Learning Dispositions with Year 7 learners as part of the "introduction to NX" Unit.	Fiona Lysaht/SLT Associate Principals Teachers	Set up Term 1 Ongoing 2025	PD Edwin John Parsons	Students engaged in the life of the school (learning, sporting, cultural, special character clubs/ groups) Groups created to cater for diverse needs of the emerging adolescent. Deliberate acts of teaching at an identified level Relating to Relationship Mindframes surveys

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like

1.2 Building the Capacity of Learners to Learn - Visible Learning
 	
Visible Learning, developed by Professor John Hattie has become a cornerstone of practice at Northcross Intermediate. Visible Learning is based on extensive research, with this approach emphasising making the learning processes and progress explicitly visible to both teachers and students.
At Northcross, this means students understand their learning goals;
Where am I going? (Learning Intentions)
How am I doing? (Success Criteria)
Where to next? (Next Steps)
Teachers use clear success criteria, provide specific feedback and employ evidence based strategies with known positive effect sizes to enhance student achievement.
This focus on Visible Learning helps create a school environment where students become their own teachers, developing crucial metacognitive skills and taking ownership of their own learning.
	Term 1 2025:
	
	SLT focus their PGC around VL and how we can ensure that VL principles are embedded in all learning areas, specifically PBL.
	
	Professional Development from Corwin University (Teacher Only Day)
	
	- 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
	- Unpacking formative and summative assessment reports - deepening students and teachers understanding of 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.
	
	Term 2 2025:
	- Revisit the latest developments in what makes the most difference to student progress as determined by Hattie's Effect Size PLD
	- As part of the Professional Growth Cycle - the Mindframes Survey has been revamped and is given to students 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.
	- 27/28 March - Corwin/Sean Watt to work with PCT's and new to NX staff on Visible Learning.
	
	Continue to embed 10 Mindframes for effective teaching and learning:
	1. I am an evaluator of my impact on student learning
	2. I see assessment as informing my impact and next steps
	3. I collaborate with my peers and my students about my conceptions of progress and my impact.
	4. I am a change agent and believe all students can improve
	5. I strive for challenge and not merely "doing your best"
	6. I give and help students understand feedback and I interpret and act on feedback given to me.
	7. I engage as much in dialogue as monologue.
	8. I explicitly inform students what successful impact looks like from the outset.
	9. I build relationships and trust so that learning can occur in a place where it is safe to make mistakes and learn from others.
	10. I focus on learning and the language of learning.
		Teachers
		Students
		SLT
		
		Corwin - growthed.com
		
		Associate Principals
		HOD Literacy
		
		Teachers
		
		Teachers
		Students
		
		Principal
		
		SLT
		Associate Principals
		Teachers
		Corwin
			Ongoing
			
			Term 1
			
			Term 2 - Ongoing
			
			Ongoing
			
			Term 2 - ongoing
				Sean Watt	**1. Student Understanding and Application of Visible Learning Concepts:**
					
					- Increased student articulation of learning intentions, success criteria, and next steps.
					  - **Measurement:**
					    - Regular student self-assessments and reflections.
					    - Teacher observations of student discussions and participation.
					    - Student interviews or surveys about their understanding.
					    - Analysis of student learning samples demonstrating understanding of learning goals through PBL.
					- Improved student ability to self-assess and monitor their own learning.
					  - **Measurement:**
					    - Tracking student accuracy in self-assessment compared to teacher assessment, SOLO, PBL.
					    - Student feedback on their own learning progression during Teacher/parent/student interviews, Spotlight.
					- Increased student ownership and engagement in their learning.
					  - **Measurement:**
					    - 85% student attendance and participation rates at school.
					    - Student surveys measuring motivation and engagement.
					    - Students articulating their learning at PBL open days.
					
					2. Teacher Implementation and Effectiveness of Visible Learning Strategies:
					
					- Consistent and effective use of clear learning intentions and success criteria by teachers.
					  - **Measurement:**
					    - AP/DP/HOD Lesson observations and feedback.
					    - Team analysis of lesson plans and learning materials.
					    - Teacher self-reflection in PGC's.
					    - Commenting on progress using Spotlight reporting.
					- Increased use of specific, timely, and actionable feedback by teachers.
					  - **Measurement:**
					    - Analysis of student learning samples and feedback at Team meetings.
					    - Teacher feedback surveys from students Mindframes.
					    - Teacher reflections on feedback practices.
					- Implementation of evidence-based strategies with known positive effect sizes.
					  - **Measurement:**
					    - Tracking the use of specific strategies and their impact on student achievement.
					    - Analysis of student data to determine the effectiveness of strategies.
					- Improved teacher understanding and implementation of Visible Learning principles.
					  - **Measurement:**
					    - Teacher participation in professional PLG's
					    - Mindframe surveys on teachers' confidence and knowledge of Visible Learning.
					
					3. Impact on Student Achievement:
					
					- Improvement in student academic achievement as measured by standardized tests and OTJs
					  - **Measurement:**
					    - Comparison of student performance data over time.
					    - Analysis of student progress in relation to learning goals.
					    - Tracking student growth in their ability to plan, monitor, and evaluate their own learning.

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like

					4. School Culture and Environment:
					
					● Development of a school culture that values and promotes student ownership of learning.
					 ○ **Measurement:**
					  ■ Student and teacher surveys about school culture.
					  ■ Observations of student-teacher interactions.
					  ■ Analysis of school wide learning displays PBL.

1.3 New Zealand Curriculum Focus: Mathematics Vision- to successfully implement the New Zealand Mathematics curriculum in a way that empowers our year 7 and 8 students to become confident, creative problem solvers who can apply mathematical thinking to real world situations. Northcross aims to create an inclusive learning environment that celebrates diverse approaches to mathematical understanding and ensuring teaching consistency so all students can achieve. This is all in relation to the new Curriculum Document Te Mataiaho **Strategic Goals** Curriculum integration; fully align our programme with the new curriculum framework while maintaining the integrity of our existing mathematics overview. Develop a clear progression pathway that supports our staff advancement in understanding the curriculum phases. Develop the Oxford Maths resource as a support for explicit teaching and learning. Work on ensuring seamless integration with both our primary and secondary mathematics expectations. **Teacher Development:** Provide comprehensive professional development opportunities for all teachers Establish a collaborative planning time for teachers to develop and share resources (opt in, staff meeting, team meeting) Create mentoring partnerships between experienced and new/PCT teachers **Student Achievement:** Implement regular assessment practices that align with Te Mataiaho expectations. Implement adaptive NZCER PAT assessment and provide PD. Continued development of support systems for students requiring additional assistance. Create extension opportunities for students demonstrating advanced capabilities (co-requisites/NCEA) 2025 beginning of year data shows higher than expected beginning data? Extensions programmes in place, with Professional Development for classroom teachers to ensure they are confident in their classrooms. Targeted staff professional development using a variety of approaches eg maths Progressions, Learning Mentor intervention using tools such as COSDMBRRICS reviewed, mentored by Rose and TLF facilitators.	**Implementation Timeline** **Term 1 - ongoing** Initial teacher training and professional development sessions. Curriculum mapping and resources use of workbooks. Develop teacher understanding of number as an underpinning cyclic concept to be revisited throughout the year. **Apply mathematical concepts to real world/authentic contexts.** **Integrate real world applications andi interdisciplinary programmes allowing students to see the application and relevance of mathematics in a wider context.** **Facilitate opportunities for students to justify their thinking:** **DO's: Investigating situations, representing situations, connecting situations, generalising findings and explaining and justifying findings.** Jo Boaler growth mindset learning completed in term 1. Provide opportunities across the curriculum (including specialists/ELIP) for application of mathematical concepts. Development of assessment frameworks Align levels to phases and transition our language to Phases in Te Mataiaho Review assessment in use, ensure consistency. In house PLD and MOE provided for Te Mataiaho and Oxford resource. Begin using Oxford pre and post tests as part of our pre and post data collection. Use Oxford practise books to support and embed student learning and key concepts. Oxford books are monitored by teachers and feedback provided. Ensure all classes have equal access to resources/purchase. Ensure all students are exposed to current year level/phase expectations Review OTJ process, ensuring moderation opportunities for greater school-wide consistency Education Perfect Maths programme and other online resources utilised for assessment, re-enforcement, practise, maintenance. **Term 2 - 4** Continue phased implementation of new teaching approaches (phases, understand|know|do) Regular monitoring and feedback sessions (staff meetings?) TOD Deepening student and teacher understanding and application of mathematical concepts. Develop students' application of Number Access Tahurangi.education resource site including transferred nzMaths resources. **Term 4**	HOD Mathematics (Rose Golds) TLF facilitators/participators Associate Principals Teachers Specialist Teachers Rose Golds/TLF and ALiM Facilitators	Term 1 Ongoing Term 4	The Learner First (Maths programme) TLF NX Team ALiM Oxford practise books and online platform Education Perfect Rose Golds HOD Victoria McMillan (2IC) David Kinane COL WSL Shane Vallender and Sam Ratcliffe Te Mataiaho Tahurangi.education online resource Jo Boaler Growth Mindset In-school expertise with opt-in PD	Improved teacher understanding of Te Mataiaho Improved student achievement in mathematics across all phases. Improved student ability to apply concepts across contexts (incl. Specialist, PBL, Science etc) Positive feedback from students and parents Teacher confidence in delivering and understanding Te Mataiaho including the understand|know|do framework. Increased confidence in use of Oxford resource. All students exposed to phase/year level appropriate content. Evidence of mathematical thinking in cross curricular activities PBL, Specialist. Increased student participation, enthusiasm and growth mindset in mathematics. Increased use of materials with students at all learning levels. Oxford workbooks are used weekly and are teacher monitored. Year 7 Maths Term 4 2024 NZCER data: Year 8 Maths Term 1 NZCER data: Teacher confidence in teaching using the Learner Progressions Framework

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like
౸	Review Maths program and Oxford resource, use of Education Perfect. Implement a new assessment process and guidelines for 2026. Review and cull old resources moving in to 2025 Review approach of cyclic oxford resource and termly timeline. Consolidate learning and reinforce key concepts. Review indicators and reflect on successes and next steps. **Year-long** The Learner first: Team of teachers attending termly PD and feeding back to teams Maths Lead Teacher Cluster (MLC): Rose and Vitoria PD to unpack MOE guidelines/networking/new initiatives. ALIM: 3 teachers working with 6-8 target students on a 8-10 week programme to support students 'just below'. Maths support programs developed across the school using COSDMBRRICS, SPRING, Numicon. Participation in targeted Professional Development: Extending learners with a particular focus on Measurement, Geometry and Statistics. Open rich tasks, use of materials at all levels. Provide opportunities for teacher observation of best practice (peer to peer, modelling, leadership feedback) Practical application of Maths in the Specialist Program Coaching and Co-teaching opportunities High Quality Assessments being used to ensure teachers are confident to identify achievement levels and inform their OTJ's: - GLOSS (targeting Year 7 students and new to Northcross Year 8 students) - Number Knowledge - PAT Assessments Integration of Mathematics through PBL Units (where authentic and realistic connections can be made). The Ministry of Education directed hour of Mathematics to be adhered to. Developing connections with the refreshed curriculum Seven Provisionally Registered Teachers supported by Tutor Teacher programme. Modelling, co-teaching and observation programme.	The Learner First PD (TLF) (each team to have a lead teacher: Victoria, Tom, Simon, Devon, Karen T, Sam H, Kevin P) ALiM (Yura Jung, Natasha de Soden, Alana Job) Learner Mentors All teachers Tutor Teachers, AP's, HOD's			

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like
1.4 Northcross Intermediate ELIP Strategic Focus 2025 Northcross Intermediate Ethnicity 2025 In response to our growing linguistic diversity and the increasing numbers of English Language learners, (English Language Intensive Programme ELIP), Northcross Intermediate recognises the critical need to enhance our support systems and instructional approaches for these learners 2025. Our data indicates that ELIP students require additional scaffolding and targeted interventions to fully access the curriculum and achieve academic success across all subject areas. By prioritising professional development for teachers in ELIP-specific strategies, implementing consistent language support across all language areas and strengthening home school partnerships with our ELIP families, we aim to close the achievement gaps and ensure these students can confidently engage in their Northcross learning journey. This strategic focus will include regular monitoring of ELIP students progress, development of culturally responsive teaching practices, and the allocation of resources to support both in class and withdrawal support programmes International Students - Students help us develop cultural understanding and insight in our students to enable them to become global citizens - Foster international cooperation and relationships now and in the future - Students provide benefits to language learners, and other learning and co-curricular areas such as history, geography, social studies, economics, sports and cultural activities.	Review ELIP placement Assessment Review data	ELIP Team: Jonathan Tredray, Linda Edwards (HOD) Fiona Lander, Annette, Annie, Melanie, Kyung, Brenda SLT Team Classroom teachers Specialist teachers Julie Williams (iDEAL PD)		RTLB Service - Julie Cook, Jill Watt - ELIP LM Training and iDEAL support	**Key Areas of Focus:** ● **Language:** ○ This is the core of our ELIP programme. Our indicators will track improvements in: ■ Speaking and listening skills: Fluency, vocabulary, and comprehension. ■ Reading: Decoding, comprehension, and vocabulary development. ■ Writing: surface features, sentence structure, and written expression (WTE). ○ Progress will be measured using: ■ Formal assessments (e.g., standardised language tests). ■ Teacher observations and OTJ. ■ Student work samples. ■ Regular communication with the student and their family. ● **Academic Progress:** ○ ELIP students will also be working towards achieving curriculum goals in other subject areas. Indicators will show: ■ Progress in core subjects (e.g., mathematics,english, science, PBL). ■ Ability to apply language skills to understand and complete academic tasks. ■ Participation in classroom activities. ● **Social and Emotional Well-being:** ○ Feeling safe, included, and confident is crucial. Indicators will reflect: ■ Increased confidence in using English. ■ Active participation in social interactions. ■ Positive relationships with peers and teachers. ■ A sense of belonging to the Northcross community. ● **Cultural Identity:** ○ It is very important that students maintain their own cultural identity. Indicators will show that students are: ■ Confident in their own cultural identity. ■ Able to share aspects of their culture with others (Term 1 Concept) ■ Developing an understanding of New Zealand culture.Y7 concept: "Ko Wai Ahau, Ko Wai Matou"| Who am I? Who are we?" **General Progress Indicators:** ● **The New Zealand Curriculum's Key Competencies:** ○ These competencies (thinking, using language, symbols, and texts, managing self, relating to others, participating and contributing) provide [1] a framework for tracking broader student progress. ● **School Evaluation Indicators:** ○ The Education Review Office 2018 (ERO) provides indicators that focus on: ■ Student engagement and participation. ■ Achievement of learning outcomes. ■ Social and emotional well-being. **Specific Considerations for ELIP at Northcross:** ● Progress will be individualized, recognizing that students enter the program with diverse language backgrounds and learning needs. ● Assessment will be ongoing and formative, providing regular feedback to students and teachers. ● Collaboration with families is essential to support student progress.

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like

Writing Curriculum Level – End of Year Achievement By gender
2024

Year 7 2024 data

1.5 New Zealand Curriculum Focus: Writing 2024 data showed that expected progress in Writing was not made, our hunch was that teachers were not confident in making accurate OTJ's. New staff, focus required on use of Writers Toolbox and use of English Language Learner progressions followed by launch of new English Curriculum. Writing that had been observed across the curriculum continues to be better than how the students were being assessed. Teachers making accurate OTJ's was a target area for 2024, student progress in Writing to be monitored. While some gains have been made, this continues to be a focus for 2025 to maintain momentum. Year 7 2024 data shows a focus for boys required 2025. While 72% of Y7 females are at or above in writing, only 54% of males are at or above expectation for 2024. 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 2025 NZC Level 1 and 2 learners have been identified as priority learners with deliberate acts of teaching and targeted group interventions supporting their needs. Opportunities to embed, celebrate and extend writing across all curriculum areas including specialist, PBL, etc.	High Quality Assessments being used to ensure teachers are confident in using the NX Literacy Progressions to inform their OTJ's: - e-asTTle Writing twice yearly - Writers Toolbox - Assessment Tool and teacher feedback moderated - Conferencing - Moderation of Writing, within teams, across both the school and other schools - HOD and COL WSL Support for PCT's Opportunities for increased Writing mileage for all students, allowing students to write across the curriculum Ensuring teachers hold the necessary knowledge and know-how to provide high quality literacy instruction and rich opportunities to learn for all students - Modelling good Writing practices to students - Modelling, co teaching, observing expert practice to teachers Leadership support and development, unpacking of new Curriculum and literacy progressions PCT specific PD around teaching Writing and use of Writers Toolbox 101 Term 1 - Sentence styles 201 Term 2 - precision and expansion 301 Term 3 - Paragraphs 401 Term 4 - effective use of online tool Ministry directed hour of Reading and Writing to be adhered to Ten Provisionally Registered Teachers supported by Tutor Teacher programme. Modelling, co-teaching and observation programme. Support and moderation for eAsTTle Writing Classroom coaching and modelling Accelerated Learning in Literacy - ALL |Science of learning, craft of writing, structured literacy - Lerina and Tracey to lead in class. Tama Toa boys writing group for struggling writers. Writing acceleration: iDEAL (Julie WIlliams and LM's) Writing extension opportunities including Writers Festival, ANZAC poetry, Scenario Writing and internal writing challenges. A focus on Composition skills, writing craft and writing processes.	Jill, Tui (HOD) and Tracey Classroom Teachers Specialist Teachers Learning Mentors Tui, Jill and Karen T Jane Edington - Writers Toolbox Lerina and Tracey		RTLB Service - Jill Watt and Julie iDEAL Jo Bishop | Cognition - Literacy Leaders Cluster (LLC)	Attitude to writing (motivation) - track pre and post data and review by gender and year level. Teachers report increased confidence in use of eAsTTle rubrics, OTJ's and teaching of writing. Clear understanding of the progressions support teachers to make accurate writing OTJ's. Consistency across school (moderation) Through PBL students have more authentic opportunities to write. Students have access to exemplars to improve their writing. Level one and two learners have access to accelerated support. Extension writers have access to authors and challenges A well structured timeline and overview ensures that teachers are clear about the learning objectives and expectations for each year level. This helps them align their teaching with the curriculum and ensure students are progressing appropriately. This supports differentiated planning for all teachers and consistency across all year levels and abilities. Northcross Overview Term 1 indicator Teachers understand that writing progression in all students is a shared responsibility.

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like
1.6 Te Tiriti o Waitangi *Te Tiriti o Waitangi (Te Tiriti) is a central pillar of Te Mātaiaho, the refreshed* *New Zealand Curriculum. Important principles for realising the vision and* *aspirations of Te Mātaiaho derive from the preambles and articles of Te Tiriti.* Tamariki are scaffolded through the different levels toward Level 3 of the curriculum as per their individual needs Kaiako and tamariki are supported with their pronunciation and development of Te Reo Maori. Kaiako and tamariki are inspired to explore te ao Māori in other curriculum areas, including history, through our resources and ideas. Implementation of Aotearoa New Zealand's Histories Curriculum in PBL units Staff to become more aware of Te Mataiaho essential pedagogies: Tautōhito urutau - Responsive practice ● Whakawhanaungatanga - Caring for learners and learning ● Te piko o te māhuri - Connecting learning to each learner ● Rangapū mana taurite - Building power-sharing partnerships ● Kauneketanga - Being urgent about progress ● Kauawhitanga - Designing for inclusion	**Term 1 2025:** - Regular Te Reo sessions for all students taught by their kaiako - Te ao Māori is embedded in our Term One Local Histories and Aotearoa New Zealand's Histories ('Why'Kato) PBL unit - Marae visit as part of the Year 7 Challenger Series. Students engaged in learning about Te Tiriti o Waitangi - Identification of local areas of significance for Maori -Working with Teachers on the teaching of Te Reo Maori and Tikanga Māori	ASL - Maraea Rameka SLT Teachers Awataha Marae trip for all Y7 students. Maraea Rameka | COL ASL | Cultural Advisor	Ongoing	PD needed	Te Reo lessons are provided to all students Teacher confidence in using Te Reo in the class is improving Te Ao Maori is being included in new PBL units Te Mataiaho essential pedagogies included in PBL unit planning Applying UDL principles in Te Reo lesson planning

Collaboration
With increasing population and change in demographics/ethnicity, ensuring all stakeholders have a voice.
To increase opportunities for communication, creativity, critical thinking and collaboration.
Kāhui Ako Strategic Priorities:
Well-being: 1

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like
2.1 Leadership: Growing sustainable leadership within the school SLT working with Jo Robson on their identified PLG AP, Tutor Teachers and Aspiring Leader programmes developed	**Term 1 2025:** - PLD opportunities for middle leaders - RESPECT@NX team continued - Identification of upcoming leaders and programmes put in place to support their development - Tutor Teacher Programme - focus on feedback and feed forward for Provisionally Registered teachers - COL leadership Opportunities - New HOD ELIP (Linda) - Maths MLC , Literacy LLC	SLT Team Facilitator Jo Robson Fiona Lysaght | Gary Wood ASL|Maraea WSL| Sam R, Carl, Sylvia, Tracey, Shane V, Fiona L Rose, Victoria, Tui		Leading Learning - Jo Robson Maths Lead Cluster - Jo Knox, Marie Hirst Literacy Lead Cluster - Jo Bishop	PLD opportunities are available to develop leadership Teachers step up to take on new responsibilities/growing leadership
2.2 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. In Gold Standard PBL, projects are focused on students' acquiring key knowledge, understanding, and success skills. PBL units will focus on the High Quality PBL Framework:	- All new to NX staff and Provisionally Certificated Teachers receive Project Based Learning Professional Development through Applied Coaching for Projects (Kristy Lathrop). Staff are offerent regular support within school (Juliet Hamblyn), and will meet to discuss next steps in their PBL understanding. - Local Histories and Waikato units written to reflect a ProjectBased Learning approach: - Y7: "Ko Wai Ahau, Ko Wai Matou"| Who am I? Who are we?"	Kristy Lathrop (ACP) All Teaching staff Juliet Hamblyn Jonathon Tredray	Term 1 Term 1	Applied Coaching for Projects PBL Works Project Based Learning at	Teachers are confident in delivering PBL units that are engaging and authentic Associate Principals are confident in leading the planning of new PBL units, ensuring Gold Standards/ High Quality PBL are evident

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like
- Intellectual challenge and accomplishment - Authenticity - Public Product - Collaboration - Project Management - Reflection PBL units will follow the seven essential project design elements of: - A challenging problem or question - Sustained inquiry - Authenticity - Student voice and choice - Reflection - Critique and revision - Public product Continued support for implementation of Project Based Learning in all units of work.	- Y8 - 'Why'Kato - Term 1 - Development of other teachers in writing PBL Plans - Shane V, Kaajal Term 1 - Development of PBL plan for Term 2 - Science Focus - PBL units developed at Team level (lead by Assocaiate Principals) to meet the needs and specific interests of learners (Term 3) - Otto Halberg	Marc Rowlinson - Complex needs on individual projects. - David Kinane PLD to focus on Digital Technologies - one teacher per team selected to become the Digi Tech representative and investigate ways that Digital Tech can be incorporated into units of learning. - David Kinane continues to work with Adam Martin / Daniel Wyatt (MakerSpace) and Megan Richardson (Graphics) - Dave Kinane also proving PLD for PBL unit development, with a focus on digital outcome and integration Investigate ways in which Specialist Teachers and Otto Halberg's apply PBL skills into unit plans Integrating PBL into Specialist planning "MakerSpace" classrooms (Room 51/52) continues in 2025 to follow a PBL learning approach. 3D printers in use with a hub in R51/52 and R21/22	SLT/AP's to lead in teams HOT Science/Louise McMenamin Otto Halberg	Marc Rowlinson David Kinane Adam Martin/ Daniel Wyatt, Megan Richardson Digital Technology ambassadors - Lyndon, Adam, Carl SLT/Juliet Hamblyn Specialist Team SLT/Kristy Lathrop Otto and Daniel (Training)	Term 1 Term 1 Term 1 Ongoing Ongoing	Northcross booklet available to share with whanau and wider community	PBL units are successful school wide - high quality final products Digital Technology ambassadors providing expertise in Digital Technology embedded in the PBL units
2.3. 5YA Property Project 10 Year plan and 5 Year property plan completed in conjunction with Ministry of Education Develop a Master Plan for Northcross led by the Board of Trustees **New 5YA July 2025**	**Term 1 2025:** - Four new classes connected (23,24,25,26) and covered at back of school - open at the end of January in time for the new school year. - Shade Sails outside rooms 52 and 43 - ASTROturfing completed Term 1, Week 3. **Term 3, 2025:** - 5YA Refurbishment and upgrade of Rooms 9 & 10 and 17 - 22 (T3, 2025)Development of Science room 18. - Toilet/Cloak Bay upgrade Rooms 21/22 (2025) - Master Plan of the school developed to give clear guidelines on our current property status and future projects/developments	Principal & BOT Property Manager Property Team Wayne Walker Dave Delemare BOT & Principal	Ongoing Term 1	5YA Budget Money	Scheduled build projects will be completed as per the schedule
2.4 Collaboration within and across teams	Consistency with: - connecting with parents - behaviour - across team communication. Timely emails to parents/community - consistency. The same message to go out to all teams.	SLT AP's	Ongoing		
2.5 Community Involvement/consultation/ engagement	PBL units where community members asked to come in as experts or stakeholders. Sharing of final PBL projects with the community.				

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like
	Sharing of PBL unit planning on new NX website. Mel and Rosana to help with unit development Seeking community feedback regarding: - Parent/Teacher Interview format - Camp and Challenger Series - Project Based Learning future plans - Health survey				
2.6 Understanding changing demographic of roll (2024 we have 30% Chinese, 2025 we have 40%) **TALL - ELiP student focus** Team Approach to Language Learners (TALL) is a school-based professional development opportunity led by experienced ESOL and literacy facilitator Gaylene Price.	Scheduling Meetings in Chinese and translating all letters. - EOTC - Camp - Behaviour - Uniform Understanding changing demographics and strategies to teach in the classroom. TALL involves a school team of about six participants; a leader / class teacher(s) / teaching assistants / bilingual teachers. The project follows a 20 week (two term) focus and includes face-to-face workshops, online modules, data analysis and a framework of inquiry and reflection. TOOLs for Teachers - Professional development to support ELiP learners. Chinese New Settlers Society (CNSSS) in to talk staff about understanding changes in culture, culture shock, living in dual cultures.	Melanie Yang Diana, Christina ESOL department Diana Wilkes, Fiona Landers, Annette Thomas (Karen T?) CNSSS	Ongoing Term 1 Ongoing	TALL PD ELiP Progressions understanding	ELiP Assessment tools are used well to inform teaching and learning programmes. Regular meetings held to discuss ELiP students - specific needs identified and interventions in place

3. 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 ethos of Intermediates
Focus on staff well being and connection opportunities
Kāhui Ako Strategic Priorities:
- Complex Needs

Goal (1 Year)	Action (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like
3.1 School Culture - RESPECT@NX developed for our school needs RESPECT@NX is our school-wide approach to fostering a positive and inclusive culture, built on the Positive Behaviour for Learning (PB4L) framework. This initiative ensures all students feel safe, respected, and empowered to succeed. By embedding PB4L principles across Northcross Intermediate, we are reinforcing clear expectations, using positive reinforcement, and making data-informed decisions to support student growth. We aim to create a safe and supportive environment where our school values are at the heart of everything we do. Key developments include: - Launch full Respect@NX programme with targeted lessons used schoolwide for **consistency** and positive behaviour for learning. - Teacher only Day in January for full launch of RESPECT@NX - Discussed school and teacher expectations of RESPECT@NX including the implementation of compulsory weekly RESPECT@NX lessons - Branding and wall displays	2025 RESPECT@NX Team to be established. Fiona Lysaght/Gary leading this team with Shannon, Sam R, and Lerina support. Invitation emailed to join RESPECT@NX team - try for 1 per team - team set up by T1, week 8 Monthly RESPECT@NX team meetings. Team: Fiona Ly (Lead), Gary, Andrew, Shane V, Sam R, Tamara, Kel, Lerina, Shannon Staff meeting in first term to check in RESPECT@NX to be added to the website by the end of the term Value of the week to be put on the digital sign Blurb to be put in the Beacon about what RESPECT@NX is.	Fiona Ly/Gary Wood All staff Fiona and RESPECT@NX Team	Term 3 Term 1 week 8 Monthly Week 6 Ongoing Ongoing		RESPECT@NX Team established and meeting on a regular basis, matrix of behaviours beginning to take shape Data referred to to see if minor behaviours are declining Meetings with team and full staff to check in and adapt as necessary Deliberate acts of teaching the values. All students exposed to RESPECT@NX language Reflections after explicit teaching of lessons

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like
- RESPECT@NX has been shaped through the collective input of staff, including the rebranding of PB4L to RESPECT@NX, to better reflect our school values. - Strengthening positive and respectful relationships across the Northcross community. - Rolling out the full RESPECT@NX programme with structured, schoolwide lessons to ensure consistency in fostering positive behaviour. - Weekly RESPECT@NX assemblies, alternating Y7, and Y8s week about. - 2x full school assemblies a term Continue building and maintaining positive and respectful relationships across our Northcross community _____ 3.2 Staff and Student Wellbeing Specific programmes to engage and support emerging adolescents				Being Me books Health Website Guest Speakers: Puberty: Shane and Anna Cyber Safety: John Parsons Keeping Safe Online: Rob Cope (COL initiative)	

	Health Website to support teaching learning of Health
	- Hikoi ki te taha Programme for identified students
	- Tama Toa program to support anxious Y7 boys
	- Steps A/Counselling support programme developed by ADHB in conjunction with Marinoto.
	- Maori and Pasifika Programme continued to be developed
	- Students to be introduced to the school counsellor, and understand that these services are available to them
	- Zones of Regulation
	- Pride Group
	- Girls on Fire
	
	- Fortnightly pastoral care meetings to discuss "at risk" students
	- Priority students discussed at every team meeting
	
	- Effective home/school partnerships established - emails/ calls home for positive behaviours not only when things are going wrong
	    - Identify school-wide approach to recognise positive behaviour
	    - Week 10 RESEPCT@NX Questionnaire as part of this to clarify what teachers are currently doing
	
	- Student Leadership Team to have more presence in the school
	
	Staff have access to experienced counsellor
		Gary
		Carl
		
		Maraea/ All teachers
		
		Lizette and counsellor team
		Tamara Walker
		SLT and Tess Blockley
		
		All staff
		
		RESPECT@NX Team
		
		Fiona
		
		SLT Team
		
		Lizette and counsellor team
			Term 3
			
			Ongoing
			
			Ongoing
			
			As they happen
			
			Fortnightly Monday 12:30
					Hikoi ki te taha an integral part of our pastoral programmes
					
					Regular meetings held to discuss "at risk" students - specific needs identified and interventions in place
					
					Staff and Students report feeling safe
					Staff and Students have access to counsellor, and other support programmes.

Identify ways to foster cultural awareness and appreciation	Guest Speakers: Rob Cope on Keeping ourselves safe, John Parsons - Cyber Safety Puberty Term 2 for Y7 - Anna and Shane with Positive Puberty	International Student Director, classroom teachers Sam R	Ongoing Term 3		

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like

In Term 4 of Year 2024, 1011 of your students were attending school regularly, with 67% students at school above 90% of the time.

How have your student attendance categories changed over the last 5 terms?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like

3.6 Student Attendance
At Northcross Intermediate we are committed to maximising student attendance through a multifaceted approach that combines proactive monitoring using classroom teachers, APs, DPs, admin staff, family engagement and liaising with NAISS (North Auckland Integrated School Service). Our attendance strategy includes daily tracking through ETap with immediate follow ups on unexplained absences by our Attendance team. Through our RESEPECT@NX to continue to build our NX culture where students feel safe, valued, and engaged and therefore want to attend school.
Northcross will also provide targeted support for students showing attendance concerns, working closely with families to identify and address barriers to regular attendance. Our goal is to achieve and maintain a school wide attendance rate of 90% achievement (as of term 4 2024 it was 68%).
	Utilise NAISSS (North Auckland Integrated School Support Services). Meet with Edina from NAISSS twice a term. https://naisss.org/
	
	Referring back to MOE, Attendance Matters while presenting Information shared from MOE Attendance Matters with our BOT and AP's.
	Our goal is to achieve and maintain a school attendance rate of 85% or higher throughout our academic 2025 year. (2024, term 4 it was 67%).
	New Attendance position to start Term 2, 2025.
		New Attendance Analyst/officer (Term 2)
		
		SLT Team- Tess Blockly Amanda Turner (school nurse) Classroom Teachers
		
		Jonathon/SLT
			Term 1-3 reviewed term 4.
			
			Student Well Being Survey end of term 2.
				L	Track the percentage of students attending school daily, weekly, and monthly.
					  ○ Measure progress towards the 85% target (currently 67% of our students attend regularly 90% of time). MOE Attendance Matters.
					  ○ Employment of attendance analyst/officer.
					  ○ Track the trend of the overall attendance rate over the school year.
					• **Reduction in Absenteeism:**
					  ○ This focuses on the students with the most significant attendance issues.
					• **Improvement in Regular Attendance:**
					  ○ Track the percentage of students with regular attendance.
					  ○ Focus on increasing the number of students consistently attending school to 85%
					• **Reduction in Unexcused Absences:**
					  ○ Monitor the number and percentage of unexcused absences.
					  ○ This indicates the effectiveness of communication and intervention strategies with the new attendance officer.
					• **Data on Specific Intervention Effectiveness:**
					  ○ Are specific programs or interventions working such as RESPET@Northcross, PBL, Visible Learning, promoting student engagement and awareness of why, what and how they are learning? Track their impact on the attendance of targeted students.
					• **Parent/Caregiver Engagement:**
					  ○ Measure the level of parent/caregiver engagement in attendance-related initiatives (How?)
					• **Student Wellbeing Indicators:**
					  ○ Student surveys regarding their sense of belonging, and enjoyment of school end of term 2.
					  ○ Tracking of student participation in extracurricular activities
					  ○ Communicate attendance data and progress to students, parents, and staff.
					  ○ Pay attention to attendance patterns among different student groups.
					  ○ Address any disparities in attendance.

Goals (1 Year)	Actions (90 Days)	Responsible	Timeframe	Resource who and what support we need	Indicators - what will progress look like
3.3 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 wharenui 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 wharenui collapses.	**Term 1 2025:** - Continue to use the principles of Te Whare Tapa Wha - Re-introduce Life Changers across the school - explicitly teaching health, well-being and resilience strategies in conjunction with the Health Programme - Regular check ins with the students around their wellbeing through the Te Whare Tapa Wha online programme - Girls on Fire Programme to continue - Health Community Survey to be administered - Camp 2025 survey to be competed to parents, students and staff - Challenger Series survey 2025 - Promote swimming at NX - needs more of a focus - Well-being, physical/resilience - Steps A - Brick by Brick Programme Additional Counsellors employed/mentored by Lizette van Zyl	SLT Health HOD: Sam Ratcliffe Maraea Rameka All Teachers Anna Lewthwaite Health HOD Naz Spencer, Teresa Marius Spencer Sam R/Tamara Tess Blockley Lizette and Tess Blockley Sam R/Chrisitna		Attitude	Online Attitude programme in use Student Survey administered and the results used to inform strategic priorities for 2025
Reviews for 2025:	- Parent/Teacher Interview format - Challenger Series for students and teachers - informing **- Individual Growth through challenge and learning** - plans for the 2025 programme - Health Survey to Community - 2025 Camp review **- Individual Growth through challenge and learning**				