

NORTHCOTE INTERMEDIATE SCHOOL 2026 Annual Plan

Strategic Goal	Goals/Measures	Initiatives	Actions	RASCI
<p>Foster high-performing professional teaching and leadership practice (who)</p> <p><i>Note: MOE Requirements/updates</i></p>	<ul style="list-style-type: none"> • Increase in numeracy and literacy results – all students achievement to increase by 1 curriculum level, aim for 80% students at appropriate level • All teachers’ content knowledge and pedagogies to meet teacher observation model requirements • Thriving collab practice evaluations • Diverse learning needs – increase in results and relevant data 	<ol style="list-style-type: none"> 1) Schoolwide literacy focused plan 2) Curriculum teaching practices plan 3) Staff Leadership development plan 	<ul style="list-style-type: none"> • Establish NIS best practice for literacy + maths • Roll Out Year 3 Literacy PLD (iDeal) • Further develop and use NIS teacher observation model • Review, refine + support improvement of teaching practice, including collaboration • Targeted leadership development for staff leaders 	<p>Responsible: CL’s Accountable: AT Supportive: ELT Consulted: SLT Informed: Staff</p> <p><i>CL’s = Curriculum Leaders ELT = Exec Leadership Team (Principal Team) SLT = Senior Leadership Team (Exec, TL’s + CL’s)</i></p>
<p>Deliver a relevant and engaging schoolwide curriculum (what)</p> <p><i>Spotlight on: Implementation of revised/new curriculum</i></p>	<ul style="list-style-type: none"> • Integration of new resources into curriculum • Termly evaluations used to inform continuous improvement of curriculum • TL’s & T’s regular comms to all parents + whānau + students • Student and community voice gathered and used for improvement • Updated, visible overviews for all curriculum areas • Pulse survey data (measures TBC) 	<ol style="list-style-type: none"> 1) Continuation of shared schoolwide curriculum planning, overviews, reviews and updates 2) Literacy + Maths curriculum best practice teaching 3) Integration of Wellbeing initiatives into our curriculum 	<ul style="list-style-type: none"> • New/relevant documents are refined, used and imbedded in practice • Quality, relevant staff PLD for initiatives • Evaluation feedback/staff meetings/survey • Student voice on teaching + learning • Community survey on curriculum • Regular, effective learning focused comms from teachers to parents/whānau + students • Implement Pulse surveys 	<p>R: CL’s A: AT S: SLT C: Staff I: Community</p>
<p>Provide effective, innovative, inclusive, and culturally responsive ways of teaching (how)</p>	<ul style="list-style-type: none"> • Increase in achievement - OTJ results for Māori and Pasifika students to increase by 1 curriculum level, aiming for 80% at age level • Completed observations + PGC • Attendance tracking of students, focus on at-risk students. Goal: 80% students @90% • Teacher participation & engagement in PLD • Successful recognition/delivery of cultural celebrations/dates/events 	<ol style="list-style-type: none"> 1) Literacy programme which is inclusive and culturally responsive 2) Curriculum Refresh and Teaching Practice 3) Imbed Maths programme, including DMIC concepts 	<ul style="list-style-type: none"> • Identify students at risk of not meeting potential through effective assessment, set manageable goals and culturally responsive strategies in order to at achieve accelerated progress • Quality staff PLD programme • Implementing observation model • Refine NIS best practice documents • Establish important cultural celebrations 	<p>R: ET/ML/AT A: BD/AT S: SLT C: Staff I: Community</p>
<p>Honour our commitment to Te Tiriti o Waitangi</p>	<ul style="list-style-type: none"> • Greater visibility of Te Reo, Tikanga and culture around our school and community • School wide culture audit • Marae visit for students and staff • Successful implementation of schoolwide Te Ao Māori T + L programme and events 	<ol style="list-style-type: none"> 1) Continue developing our knowledge of Te Reo + Tikanga. All engaging in Te Reo programme 2) Continue building culturally responsive ecosystem 	<ul style="list-style-type: none"> • Meeting/visiting/genuinely engaging with parents/whānau/iwi • Build relationship with MAC + MAC schools • Grow NIS Matariki celebration • Appoint and support a leader for Māori curriculum. Team planning + schoolwide programme for Te Ao Māori T + L 	<p>R: PM/BD A: ELT S: NL, SLT C: Staff + Community I: Community</p>

RASCI Framework:

- **Responsible:** The doer, the one who gets down to business and completes the task. Think of them as the engine driver, propelling the project forward.
- **Accountable:** The ultimate owner, the one who takes the heat for the success or failure of the task. They're the captain of the ship, navigating the course and ensuring everything runs smoothly.
- **Supportive:** The helpful hand, the one who provides assistance and resources to the responsible person. They're the pit crew, making sure the engine driver has everything they need to succeed.
- **Consulted:** The voice that provides valuable subject matter expertise, the one whose knowledge and input are sought before key decisions are made. They're the wise advisor, offering guidance and preventing costly detours.
- **Informed:** The loop, the one who is kept in the know about the progress and any important developments. They're the passengers on the ship, aware of the journey and prepared for what lies ahead.

Com = Community

SLT = Senior Leadership Team

ELT = Executive Leadership Team

CL's = Curriculum Leaders