



The Northcote Intermediate School Board Annual Report for 2025





Executive Summary

2025 was another amazing year for NIS and our community. We have continued to grow and develop our reputation as a successful, forward-thinking school that provides a massive range of opportunities and quality learning for our students.

We have continued to have a very stable staff, which is a great sign, indicating that people are happy and enjoy being where they are. It also gives us the ability to imbed quality learning practices and consistent programmes. Teaching and learning is our core business and this starts with having the best people. Despite our roll continuing to grow we were able to maintain sensibly sized classes and offer a variety of learning environments to suit the needs of a range of learners.

We have a special Senior Leadership Team which includes our 3 experienced and committed Deputy Principals (Ange Teague, Zane Cooper, Bronwen Davidson) our 6 Team Leaders (Vaha Fapiano, Mirela Lapuste, Elliot Thomas, Malcolm McQueen, Deborah Thomas, Scott Lemon) and our Curriculum/Learning Support leaders (Erin Tiplady, Alyce Keith). This group meets weekly to ensure our school runs well – learning, pastoral care, people. We are fortunate to have an outstanding set of leaders. Thank you to you for your ongoing professionalism and commitment. Our classroom teachers, specialist teachers, administration team and teacher aides work so well together and are constantly going the extra mile to support our students – thank you all for your efforts. Working in a school is not a job – it's a calling and a service and we are honoured to be serving the Northcote Community.

In 2025 we have seen success across a range of areas of school life including academics, arts, sports and culture. Some of the highlights include our incredible performance at Showquest – winning regional and national honours and having our Football boys again crowned Auckland Champions. We've seen much success in opportunities such as Science Fair, EPRO8, Mathex, Esports, Chess and the publication of a book made up completely of our student's work. I'm really pleased with the range of beyond school learning adventures including our Year 8 camp, our AIMs Games campaign, Sports Camp, many local school trips, our HALP trip to Rarotonga and our BITES trip to USA – we look forward to offering this year's Year 7 students a range of inspirational experiences next year.

It was also great to open our new shade structure over the courts at the start of Term 3 which gives us so much more scope to learn and play all year round in an environment protecting us from the elements.



As a vibrant learning community, we could not do this without support – so thank you to everyone who has helped out throughout the year – coaches, managers, trip ‘chaperones’, parents, caregivers, staff and of course, our school board members – who have helped to guide us through another busy and rewarding year.

New Students

We finished 2024 with 536 students in equal numbers of Year 7 and 8. At the start of 2025 we had 622 enrolled students, and we finished the year with 624 students. Throughout the year we had small numbers of students coming and going, for various reasons including moving out of Auckland related to the cost of living.

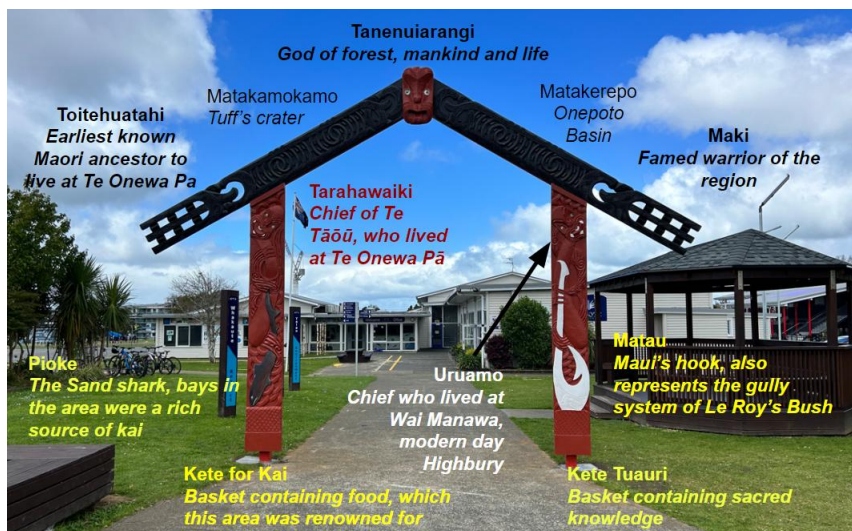
Curriculum and Learning

We continued to make sound progress with our student achievement, as our 2025 Analysis of Variance shows, with significant increases in our Maths results. This would have come as a result of 3 years of supported teacher development, as well as excellent curriculum leadership and a clear teaching programme. Our curriculum leaders have developed and shared new consolidated, consistent and structured learning overviews.

Our inquiry curriculum covered 4 key termly themes: Term 1: Aotearoa NZ history, with learning expressed through the visual arts. Term 2: Science Fair. Term 3: Rehu Tai speeches. Term 4: local history, with students using a digital medium to display their learning. This could take many forms, from movies to websites to games to everything in between. It has been amazing to see our learners continue to grow their skills in the ever-changing digital realm.

As usual, we held some super fun weeks, including anti-bullying week (ending with Pink Shirt Day), Book week (ending with book character dress-up day), and Rainbow Week (ending with colourful Friday).

Our main learning areas of Maths, Literacy (Reading and Writing) and Inquiry were well supported by constantly improved overviews and supporting plans – we are now really proud of our learning curriculum and in 2025 we had dedicated, professional leaders who led consistent and engaging learning across our school.



Extra-Curricular Student Success

There was much to celebrate in 2025 with students from NIS representing a record number of sporting codes, cultural, creative and performing arts activities. Among the highlights was our performance at Show Quest – winning our region and also taking national honours. The production was exceptional. Our Football Boys team again won the Auckland regional tournament and made the top tier at the national AIMS tournament. We had a number of teams performing with pride and skill completing another successful AIMS campaign, a large and proud kapa haka rōpū that performed with pride at numerous events, our Science Fair and speech competition students taking out awards, our rock bands rocking it – and winning a number of awards including best band, hosting the esports and chess competitions, dancers at the extravaganza... so much in so many areas to celebrate!

Staff Professional Development/Learning

Our main staff professional development focus in 2025 was Structured Literacy. 2024 saw the final full year of the DMIC Maths programme professional development and was the fourth year of us receiving supported professional development through Massey University. This has proven to be a very well supported programme, with considerable teacher mentoring and explicit instruction. Structured literacy started in 2024, and 2025 will see the main focus shift to Structured Literacy, however there will continue to be support for DMIC pedagogies for new staff, and we will work to make our own balanced Maths programme. Other staff Professional Development also included: physical restraint training (legal requirement), wellness, report writing, case studies, digital technology, Te Reo me Tikanga, learning support, camp, Local Curriculum, including exploring Te Ara Awataha. We also formed a staff AI steering committee who have met a number of times, made a number of guidelines and processes, and are ensuring that we appreciate the best use and tools in the AI world.

The Minister announced that funding for Kāhui Ākos would be discontinued at the end of the 2025 year, and all roles disestablished. As a collective, we have resolved to continue to plan, meet, and work together to support learners and whānau in our community.

Other Events and Activities

We have forged a good relationship with Te Kawerau a Maki, the oldest iwi in our area, and have made connections with Ngāti Paoa, who have been recently formally acknowledged as custodial iwi. These are 2 very important relationships, particularly in regard to our culturally responsiveness, local

history development and respect for Te Tiriti o Waitangi. These connections are in addition to our long-standing relationship with Ngāti Whatua and we had the honour of the presence of our long serving kaumatua, Mr John Marsden at a number of events this year.

There have been ongoing Learning Support Cluster meetings and this group is now an organised, cohesive, and productive powerhouse. Gumboot Friday was well celebrated and students and staff learned about the value of counsellors in school and why events such as Gumboot Friday are life changing and lifesaving. Our property projects all made excellent process. Two local artists planned and painted beautiful bespoke murals on our grounds.

We hosted 2 more successful Kāhui Ako board get-togethers and several other KA events.

Strategic Plan

Northcote Intermediate Strategic Plan 2024 - 2025

VISION: To empower, learn and grow together
MISSION: by equipping ākonga with meaningful knowledge, FIRST skills and values

CHARTER GOAL

- Foster high performing professional teaching and leadership practice
- Deliver a relevant and engaging schoolwide curriculum
- Provide effective, innovative, inclusive and culturally responsive pedagogy
- Honour our commitment to Te Tiriti o Waitangi

WE WILL...

- Undertake a deliberate staff professional development programme to meet needs of our people and our school.
- Increase students' learning opportunities within the NZC through modern and progressive teaching strategies and activities.
- Expect all of our learners to progress towards and achieve their individual best level across all curriculum areas.
- Strive to ensure Te Ao Māori will flourish, and Māori students will succeed.

WE WILL ACTION...

- Leadership development
- Collaborative teaching practice plan in preparation for the new building
- Wellness strategies to support positive schoolwide culture
- Co-constructed, shared, schoolwide curriculum planning and overviews
- Effective leadership of curriculum areas
- Increased development through relevant and innovative opportunities
- Imbed Developing Mathematical Inquiry Communities (DMIC) principles
- Kāhui Ako – case studies and across school support, revised goals (Curriculum wellness)
- Education Review Office evaluation goal – culturally responsive pedagogy
- Effective review and development of reading, writing, social sciences and inquiry programme
- Establish new links and develop existing relationships with whānau, iwi and organisations to support success for Māori
- Ensure schoolwide curriculum provides quality learning opportunities to reflect the world of Te Ao Māori
- Ensure Māori students achieve success in their learning

SUCCESS LOOKS LIKE...

- Consistent planning across the school, growth in staff leadership, staff continuity, and excellent feedback from educational partners.
- All of our learners are engaged in all areas of the NZ Curriculum, with positive student feedback and whānau consultation.
- All students improve to achieve their personal best in reading, writing and numeracy over their two years at Intermediate.
- Te Ao Māori and Māori students are proud, thriving and achieving in the school environment to become the best they can be.

OUR VALUES

- Respect
- Ourselves
- Others
- Environment

Brief background: 2022 saw the introduction of our new plan for 2022 – 2024, as well as the introduction of the MoE's new NELPs. To line this up with adjusted school board terms, we decided to extend our current Strategic Plan to include 2025.

The most notable progress in 2025 occurred in these areas: delivering a consistent and engaging school wide curriculum, with plans that were implemented schoolwide, and fostering high performing teaching and leadership practice. We are also very proud of the progress that we have made in our cultural responsiveness – there is clear physical visibility around the school and in our activities and inclusion in our learning of Te Reo and Tikanga. There is still much to do but we are making great efforts to constantly review, deliberate and improve.

Students

Recent history: 2021 finished the year with 454 students. 2022 began with 461 students officially enrolled. 2022 finished with 465 students enrolled. Throughout the year there were a number of transient students coming and going, for various reasons. 2023 started the year with 473 students

and we finished the year with 474 students. 2024 started with 538 students, and we finished the year with 536 students. 2025 started the year with 622 students.

There were many opportunities for students with stand outs including: Student leadership, Camp, Band Quest, Showquest, Sports Camp and AIMS Games. 2025 also saw 2 international trips, with a large group of 35 students travelling to Rarotonga for our Humanitarian Aid Leadership Programme, as well as 35 students travelling to California and Houston, Texas for our Business, Innovation, Technology Experience. Both were fantastic trips that were delivered safely and with great learning outcomes.

Staff

We started the year with a very stable staff and senior leadership team, and this carried on throughout the year.

Staff welfare was a big feature throughout 2025, as staff, students and families were constantly being struck down with Covid and other illnesses.

To further grow our teaching capacity, we hosted a large number of AUT and Massey University Masters students.

Staff conducted themselves honourably and were committed to student service throughout 2025 – being flexible when required and developing strategies to engage with students and parents to continue to offer learning and build relationships.

New staff at Northcote Intermediate in 2025 were: Irene Liu (Room 2), Nicola Le Lievre (Room 5), Spencer Emery (Room 8), Catherine Cavanagh (Room 12), Matthew Paterson (Learning Support) and we also welcomed the return of Claire McCurran (Room 18) who has previously taught at NIS.

NIS Board Members

Board members at the start of 2025 were: Damian Lawrence (elected Presiding Member at the first board meeting), Katrina King, Sally Clendon, Damian Lawrence, Rochelle Greer, Dris Adradi, Kenny Thein, Sarah Goforth and staff Board representative, Zane Cooper.

We held our triennial Board Election in October, and the following Board members were elected: Damian Lawrence, Kenny Thein, Rodney Yeoman, Jenny Turner, William Puliueva, Scott Lemon (Staff representative).

Community

Our community was extremely supportive throughout 2025. Schools across our Kāhui Ako – Northcote College, Willow Park School, Northcote Primary, Birkenhead Primary, Tots Corner and Northcote Baptist Preschool - continued with their case studies to the best of their ability. Phil Muir continued in the role of Kāhui Ako Lead Principal and we had a number of events including board hui, transition hui, regular across school meetings and annual staff hui. Unfortunately, the decision was made by the Minister of Education to discontinue funding for Kahui Ako from January 2026. As a community group we decided to continue to work together as we had been to ensure we were doing the best to support our learners and whānau. A new annual and strategic plan were drawn up and meetings scheduled for 2026 to ensure we continued as best we could. All staff roles that were

being funded, including within and across school leadership roles, ceased to exist from the end of January 2026.

2025 saw few new houses completed and occupied by families in the Northcote development. It is expected the family houses will be completed in the coming years. Unlike some schools on the North Shore, we did not see large numbers of parents leaving Auckland due to the cost of housing and living.

The Onepoto Festival returned to our calendar, with a massive day in late November showcasing student performances from across the North Shore region. Our kapa haka rōpū and Pasifika groups performed with pride.

Learning

We had the following curriculum leaders for 2025:

- Literacy: Erin Tiplady (reappointed)
- Numeracy: Mirela Lapuste (reappointed)
- Inquiry + Local Curriculum: Elliot Thomas (appointed start of 2025)

They produced excellent, consistent curriculum overviews which were shared with staff during our Week 0 sessions.

In 2025 our main professional learning focus was on developing our teaching of numeracy, through the support of Massey University's Developing Mathematical Inquiry Communities programme (DMIC). This is a respected programme which offers culturally responsive pedagogy and group work, developing students' problem-solving abilities and more engaging styles of teaching. It was our third year with the programme, and we made pleasing progress towards our goal.

We offered a range of extension and enrichment programmes including extension mathematics for each year level, EPro8t, Writer's festival, speeches, Science Fair, extension classes for all our specialist subjects, Pasifika Fit and Pasifika Group. School camps were again very successful with most students participating.

We had a number of field trips this year, including city scavenger hunts in Term 1, Island visits in Term 4. We also held a very successful Humanitarian Aid Leadership programme (HALP) trip to Rarotonga in July and our Business Innovation and Technology (BITE) trip to USA in September.

In December we held prizegivings, our helpers' morning tea, our Year 8 Graduation Event and end of year festivities.

We had ongoing contact with our ERO Review Partner, which followed on from our last review that was published in October 2022 which, was very positive and noted the following:

ERO Review Strengths

The school can draw from the following strengths to support the school in its goal to use culturally responsive approaches to improve outcomes for learners

- leadership effectively and collaboratively develops, promotes, and enacts the school vision and values

- leadership consistently prioritises and plans for school improvement and for equitable and excellent outcomes, with a deliberate focus on equity for Māori and Pacific learners
- teachers are strengthening teaching strategies and practices to continue to promote greater equity
- systematic, collaborative inquiry and internal monitoring and evaluation processes and practices are embedded and sustainable

We received notification in late 2025 that we will be being reviewed by an ERO team early in 2026.

Achievement

Key points to note from our 2025 Analysis of Variance are:

Reading: Overall increase of 9.7% from mid-year to end of year. Overall, 83.9% of students at or above expected level (compared to 7.5% in 2024)

Writing: Overall improvement of 7.7% from mid-year to end of year. Overall, 65.9% of students at or above expected level (compared to 6.1% in 2024)

Numeracy: Overall improvement of 8.2% from mid-year to end of year. Overall, 75.1% of students at or above expected level (compared to 11.8% in 2024)

As always, there are many variables and reasons behind results in this data including testing conditions, teacher discrepancies, ongoing impact of lockdowns, accessibility to learning, and home environments conducive to learning. We believe we have been making considerable progress towards far more robust sets of data and consistent learning programmes in the last 5 years.

Our full Analysis of Variance is available on our website.

Northcote Intermediate School – how we have given effect to Te Tiriti o Waitangi, 2025

We have a Charter Goal: Honour our Commitment to Te Tiriti o Waitangi (refer 2022 – 2025 Strategic Plan) This states that we will strive to ensure Te Ao Māori will flourish, and Māori students will succeed. This was actioned through: Establishing new links and developing existing relationships with whānau, iwi and organisations to support success for Māori by ensuring we have a schoolwide curriculum that provides quality learning opportunities to reflect the world of Te Ao Māori, by ensuring Māori students achieve success in their learning Success looked like: Te Ao Māori and Māori students are proud, thriving and achieving in the school environment and becoming the best they can be. Executive summary of actions in 2025:

- Our bespoke carved waharoa being intertwined into our curriculum, and many external visitors to see it and hear the stories behind it
- All students having Te Reo and Tikanga classes taught through an integrated curriculum
- Very strong and proud kapa haka rōpū (approximately 100 students) performing at a number of in-school and external events
- Matariki celebration at school, involvement in other local schools Matariki celebrations
- Full school assemblies with bilingual presentations and singing in Te Reo Māori
- Staff involved in professional development for Te Reo and Cultural responsiveness

- Culturally responsive practise interwoven into teaching and curriculum including DMIC Developing Mathematical Inquiry instruction through Massey University
- Greater visibility of culture across the school
- Strong school connections with main local iwi groups
- We participated as a MAC School (Māori Achievement Collaborative) throughout 2025
- All Year 7 classes visited Te Awataha Marae for cultural programmes
- Strong connection with Te Ara Awataha project and local iwi, including Matariki projects and events
- Sporting tournaments playing Tapuwae, using Te Reo
- Starting school with full school pōwhiri, involving our local kaumatua
- Regular visits and connections with our local kaumatua, Mr John Marsden including blessing of new Te Whare o Akoranga and Waharoa
- School karakia used widely in classes, at meetings (all school Board, Kāhui ako, Executive and Senior leadership meetings start and close with our school's karakia)
- Review of initiatives and success outcomes, including at Board level, in Analysis of Variance and in ongoing reviews
- Education Review Office focus: How well does Northcote Intermediate School use culturally responsive approaches to improve outcomes for learners, in particular Māori boys and Pasifika boys?

Finance

Our 2025 audit was carried out by the independent auditors Silks and is available as a separate document. The report declares that our financial records are accurate and a fair representation of the school's financial performance and financial position for year ending 31 December 2025. This will be made available once finalised.

Statement of Compliance with Employment Policy

Northcote Intermediate School follows appropriate and lawful employment procedures. Refer to notes confirming this in Auditor's report.

Property

For us, 2025 was a relatively quiet year for NIS for property projects. The main completed projects include:

- Covered Outdoor Learning Area (COLA)

- Full school fencing and barrier arm
- Rooms 1 – 4 full interior refurbishments

Thank you to all who supported our school throughout 2025.

The Northcote Intermediate School Board Annual Report for 2025 is presented by:



Damian Lawrence
Presiding Member



Phil Muir
Principal