

NORTHCROSS INTERMEDIATE SCHOOL

Lighting the Path to Success



Strategic Focus 2026-2028

Individual Growth Through Challenge and Learning



ENGAGEMENT

We nurture personal growth by challenging learners to step outside their comfort zones and develop a clear, self-aware understanding of their learning purpose and next steps.



CURRICULUM

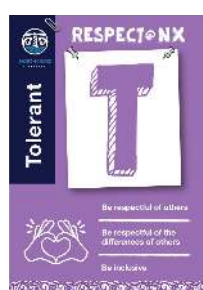
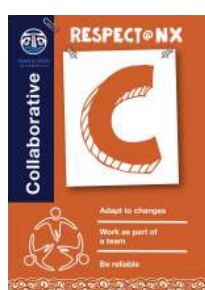
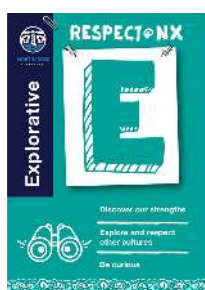
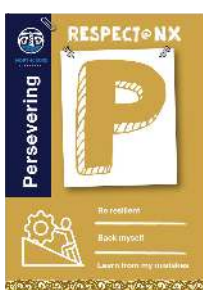
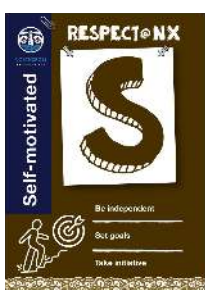
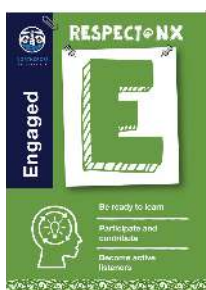
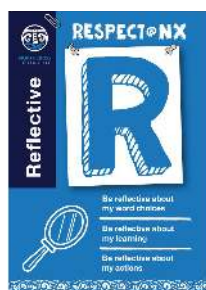
All learners, teachers and leaders effectively access and achieve personal excellence through The New Zealand Curriculum Te Mātaiaho.



COMMUNITY

Our school fosters strong, authentic partnerships with our community, empowering learners to actively contribute, connect, and grow as engaged, responsible citizens.

We empower young adolescents, blending core literacy and numeracy with positive relationships and community experiences to inspire lifelong learning and personal achievement.



STRATEGIC GOAL 1: ENGAGEMENT

We nurture personal growth by challenging learners to step outside their comfort zones and develop a clear, self-aware understanding of their learning purpose and next steps.



Objective 1.1 - Emerging Adolescents

Strengthen and embed RESPECT@Northcross so that school values are consistently modelled, taught, and reflected in classroom practice and student behaviour.

Key Results: by the end of 2026	Lead	Review Points	Measure of Success
Explicit teaching aligned to the draft Health and PE Curriculum, RESPECT@NX and needs of individual classrooms and students.	Fiona Lysaght, RESPECT Team, All staff	Term 1 & 2 explicit Term 3 & 4 targeted Term 1 and 3	Reporting of behaviours in e-Tap analysed for trends.
All Students engaged in the life of the school (learning, sporting, cultural, special character clubs/ groups)	All staff	By end Term 2	Analysis of numbers involved in cultural, sporting and music programs. A decrease in the number of PB4L entries. Creating a less disruptive and safer learning environment.
Teams use behaviour data to inform practice and strengthen consistency	All staff	By end Term 2	Termly eTap reporting Behaviour Data in eTap is analysed for patterns and used to guide team responses

Objective 1.2 - Visible Learning

Strengthen and embed the common language of learning (SOLO taxonomy language) across all learning areas, including Specialist subjects.

Key Results: by the end of 2026	Lead	Review Points	Measure of Success
All learners understand their learning goals; Where am I going? (Learning Intentions) How am I doing? (Success Criteria) What are my next steps?	Senior Leadership, Associate Principals, HODs, Teachers	Term 2	VL Walk-throughs, student voice
All teachers reflect and refine their practice using Visible Learning Mindframes surveys	Teachers	Term 2 and 4	Analysing Mindframes Survey data (student voice) pre/post
All teachers provide feedback relating to learning intentions and success criteria.	Teachers	Weekly	Students are acting upon feedback - proving feedback is timely
All teachers trained in and consistently use SOLO taxonomy language	Sonia Gobindlal AP's, all teachers	Term 1 - introduction to new teachers Term 2 professional development	Evidence of SOLO thinking in the learning process - e.g the use of MAPS. Assessment uses SOLO rubrics highlighting strengths and next steps.

STRATEGIC GOAL 2: CURRICULUM

All learners, teachers and leaders effectively access and achieve personal excellence through The New Zealand Curriculum | Te Mātaiaho.



Objective 2.1 - Maths

All learners access NZC Te Mataiaho Maths at Phase Three with appropriate support, acceleration and extension (broadening)

Key Results: <i>by the end of 2026</i>	Lead	Review points	Measure of Success
Teachers are confident and competent to deliver NZC Te Mataiaho Maths at Phase Three with a kete of strategies to support, accelerate and extend learners.	Rose Golds (HOD Maths), Christina England Senior Leadership	Term 1 and 3 Termly	Teacher confidence, competence and enthusiasm (survey) Curriculum walkthroughs confirm Phase 3 content is being actively taught Kete developed & accessible
Maths is integrated and applied across all Learning Areas, including PBL	Rose Golds (HOD Maths), Senior Leadership	Termly	Maths explicit in PBL units Maths is explicit in the Specialist programme
Progress is tracked and monitored to ensure planning and teaching is data-informed to support all learners	Rose Golds (HOD Maths), Senior Leadership	Termly	Analysis of NZCER PAT's, AsTTle pre/post Professional Judgement (PJ's) Snapshots

Objective 2.2 - English

All learners access NZC Te Mataiaho English at Phase Three with appropriate support, acceleration and extension (broadening)

Key Results: <i>by the end of 2026</i>	Lead	Review Points	Measure of Success
Teachers are confident and competent to deliver NZC English at Phase Three, with a kete of strategies to support, accelerate and extend learners.	Tui Bennett (HOD English) Jillian Haslam Senior Leadership	Termly	All English lesson plans clearly reference the Phase 3 curriculum Knowledge and Practices Curriculum walkthroughs confirm Phase 3 content is being actively taught Teacher confidence, competence and enthusiasm (survey)
All learners are exposed to the Structured Literacy (Code-Ed) learning during Term 2 and 3	Tui Bennett (HOD English) Senior Leadership	Term 3	All students (including Tier 2/3 intervention students and English Language Learners) are scheduled for weekly Code-Ed lessons
Local and Global Inference strategy Phase 3 is successfully embedded.	Tui Bennett (HOD English) Senior Leadership	End of the year	80% of Year 7 and 8 students shift 2 or more sub-levels in e-asTTle in the 'Deep Features: Comprehension and Inference'
PAT Reading Vocabulary scale scores increase across all demographics through explicit vocabulary instruction	Tui Bennett (HOD English) Senior Leadership	End of the year	An increase in the mean scale score in PAT Reading Vocabulary for each demographic cohort

STRATEGIC GOAL 2: CURRICULUM (CONTINUED)



Objective 2.3 - ESOL

Strengthen leader & ESOL teacher capability and school-wide systems so that English Language Learners experience equitable access to the curriculum and confidently participate in all learning environments.

Key Results: <i>by the end of 2026</i>	Lead	Review Points	Measure of Success
All teachers are confident and competent to utilise the ELLP framework, with a kete of strategies to support, accelerate and extend English Language Learners.	Linda Edwards (Head of ESOL) Cara Bergin-Stuart Senior Leadership Charlene Mataio (Kapunipuni)	Termly	Teachers demonstrate growing confidence and competence in applying ELLP strategies. Evidence of students progressing through the foundation stages Teachers can articulate the learning of their ESOL students and show evidence
All English Language Learners experience strengthened social and emotional wellbeing through increased confidence in speaking, reading, and writing across all learning environments.	Linda Edwards (Head of ESOL) Cara Bergin-Stuart Senior Leadership	Termly	ESOL learners report feeling safe, included, and confident in using English (survey). Increased participation in classroom discussions, group tasks, and wider school activities. Observable improvements in oral language fluency and written expression.
Students are moving between the English Learner Language stages from Foundation to Stage 3	Linda Edwards (Head of ESOL) Cara Bergin-Stuart Senior Leadership	Termly	Through testing completed by the ESOL teachers, Probe Indicator tool, writers toolbox, code work Foundation students are marked using the ELLP rubric, idioms, PATs for the Stage 2 - 3 learners in English and in Maths Stage 1 - 3

Objective 2.4 - Other Learning Areas (2028-2029)

Planned for implementation 2028-2029

STRATEGIC GOAL 3: COMMUNITY

Our school fosters strong, authentic partnerships with our community, empowering learners to actively contribute, connect, and grow as engaged, responsible citizens.



Objective 3.1 - Te Tiriti o Waitangi

Embed Te Tiriti o Waitangi principles and te ao Māori across teaching, learning, and school culture so that kaiako and tamariki experience a responsive, inclusive, and culturally grounded curriculum.

Key Results: by the end of 2026	Lead	Review Points	Measure of Success
Teachers are confident and competent to deliver NZC Te Reo Māori at Level one and have a kete of strategies to support, accelerate and extend learners. <i>Staff capability in the six Te Mātaiaho essential pedagogies (Tautōhito urutau, Whakawhanaungatanga, Te piko o te māhuri, Rangapū mana taurite, Kauneketanga, Kauawhitanga) strengthened..</i>	Maraea Rameka (Cultural Lead) Mel Whaanga (Kaumatua) Senior Leadership Team	Termly	Kaiako and tamariki demonstrate increased confidence in accurate pronunciation and everyday use of te reo Māori.
Integrated te ao Māori meaningfully across curriculum areas, including implementation of Aotearoa New Zealand's Histories within PBL units.	Maraea Rameka (Cultural Lead) Senior Leadership Team	Termly	School-wide practices foster cultural awareness, appreciation, and mana-enhancing relationships

Objective 3.2 - Attendance

Maximise student attendance through consistent, proactive monitoring and follow-up, in line with our Attendance Plan.

Key Results: by the end of 2026	Lead	Review Points	Measure of Success
Achieved and maintained school-wide attendance above the MOE requirements.	Senior Leadership Amanda Turner (Attendance Officer)		Maintain 90% attendance through daily ETap tracking and immediate follow-up of unexplained absences

Objective 3.3 - Property

Deliver a future-focused, safe, and functional school environment through timely completion of all property projects and upgrades.

Key Results: by the end of 2026	Lead	Review Points	Measure of Success
Secured Board of Trustees approval for the outdoor sports canopy, with funding pathways confirmed.	Jonathan Tredray	Term 3	
Eight new classrooms, 1 resource room (including 3 student toilets and 1 staff toilet), were opened and occupied from 28 August 2026, with 20 new parking spaces & bus bay	Jonathan Tredray Andrew Bolland (Property Manager) Senior Leadership	Weekly	