

Belmont Intermediate School

Annual Plan 2026

Strategic Priority 1: Excellence in Learning and Consistent Practice



Actions	Who is responsible?	Resourcing	Timeframe	How we will measure success	Progress Summary	
					Mid-Year	End of Year
Establish and embed an essential practice model across the school	Principal, Director of Curriculum and Teaching and ALL teachers	PL budget 25K	End of 2027	Start and end of year assessments including PTA and e-Asttle		
Establish explicit engagement norms in all classrooms	Principal, Director of Curriculum and Teaching and ALL teachers	All staff	End of 2027	We raise student progress percentages by 10% Achievement reaches 80% at, and above in reading, writing and maths		
Moderation of writing samples to ensure assessment consistency	English Team, DP for Curriculum and Assessment. Team Leaders	PD Budget, release time provided	All year	Consistency of OTJ's and writing assessments improves		
Implementation of new English Curriculum including refreshed novel studies, podcasts and dramatic texts	English Team, DP for Curriculum and Assessment. Team Leaders	PD Budget, release time provided	All year	Teachers' understanding and knowledge of the curriculum develop over time. Overviews reflect new curriculum content		
Use 2026 updates and refine scope and sequence for units and lessons	Director of Curriculum and Team Leaders	PD Budget, release time provided	All year	Consistency of practice improves		

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					Mid-Year	End of Year
Whole school year, term and day-to-day overviews for Maths are developed	Director of Curriculum and Team Leaders	Release time	Terms 1 and 2	Staff follow overviews. Consistency of lessons is evident through planning checks		
PAT testing in terms 1 and 4.	Maths Lead Teacher		Terms 1 and 4	Data shows improvement in progress and achievement		
Embed and sustain recommendations from ESOL and Enhancement Review	Principal, ESOL Teacher and Enhancement Teacher. Support from external ESOL expert.	5K	Terms 1 and 3	Progress and achievement of ESOL and enhancement students improve and are tracked over a 2-year period Consistency of practice and alignment with school strategy is evident in planning and teaching		

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Strategic Priority 2: Wellbeing and Belonging



Actions	Who is responsible?	Resourcing	Timeframe	How we will measure success	Progress Summary	
					Mid-Year	End of Year
Introduction to Linewise as a trial	Linewise Staff	2K	TOD Term 2	Teachers see value in the Pulse surveys		
Pulse platform set up in identified classrooms	Linewise contractor Wellbeing Group	5K	Term 2	Platform is user friendly. Feedback from staff and students		
Information about Linewise and Pulse communicated to parents	Principal and Emma Wildman	Release provided	Terms 2	Parent feedback through trial classrooms about Pulse		
Students complete weekly check-ins using Linewise	Classroom teachers of trial classrooms	N/A	Terms 2,3 and 4	Data and interventions make a difference to students' wellbeing		
Well being group and SLT respond to weekly Pulse check-ins	SLT and Wellbeing Group	N/A	Terms 2,3 and 4	Actions taken in response to checks have a positive impact		
Introduce and sustain Staff Wellbeing and Recognition Plan	Principal and Emma Wildman	3K	Term 1	Staff express through surveys that they feel valued and recognised		

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Strategic Priority 3: People and culture; Retain, Grow and Recognise



Actions	Who is responsible?	Resourcing	Timeframe	How we will measure success	Progress Summary	
					Mid-Year	End of Year
Staff culture workshops twice a term	Principal	N/A	All year	School culture is strengthened. Feedback through HR surveys One-on-ones with the Principal		
Introduction of Values Cards	Principal	\$500	All Year	Staff feel recognised for contributing to the culture through our values		
Individualised, personal, professional leadership development to be part of BIS DNA	SLT	20K	All Year	Feedback from staff. Staff are promoted from within Staff retention improves		
Principal attends Organisational Culture Summit	Principal	2K	Term 1 2026	Practical strategies to build a workplace culture are implemented and sustained Feedback from HR surveys and one-on-ones		

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Strategic Priority 4: Student Voice and Engagement



Actions	Who is responsible?	Resourcing	Timeframe	How we will measure success	Progress Summary	
					Mid-Year	End of Year
Implement a new attendance plan with regular attention to attendance levels Overall attendance rate of 92.2% for 2025	Board and SLT	N/A	All year	Attendance improves and meets our targets Interventions have a positive impact on students and whanau attending school		
Promotion and education about cultural weeks in the school newsletter, HERO and class emails	Jed Hagger	Release provided	All year	Feedback from students Increase in parent participation in school events		
Increased student-led initiatives that promote inclusion and leadership	Cultural Service Team School Council	N/A	All year	Participation increases with more students holding service and leadership roles		
Strengthen Kapa Haka through our connection with TGS	Jed Hagger Principal TGS lead teacher	Release provided	Term 1-4	Connection is strengthened with TGS through Kapa Haka and attendance at cultural events		

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Strategic Priority 5: Partnerships and Learning Environment



Actions	Who is responsible?	Resourcing	Timeframe	How we will measure success	Progress Summary	
					Mid-Year	End of Year
Roofing upgrade in specific blocks around the school	Board, Principal, PM and Tim Oldham	MOE funding	End of 2026	Projects completed on time and within budget		
Toilet refurbishments in specific blocks around the school	Board, Principal, PM and Tim Oldham	MOE funding	MOE funding	Projects completed on time and within budget		
Carpet replacements in rooms 19 and 20	PM and Contractors	MOE Funding	Term 1	Projects completed on time and within budget		
Maintenance painting of hall, admin and auxiliary buildings	PM, Haydn and Tim Oldham	Cyclical Maintenance Funding	Term 1	Projects completed on time and within budget		
Landscaping plan executed	Contractor, Board and Tim Oldham	MOE and School funds	End of Term 3	Projects completed on time and within budget		