

2024 Annual Implementation Plan NPGHS

Summary of the plan

The 2024 annual plan looks to build on the uncompleted work from 2023, particularly around engaging with whānau/parents regarding progress. It is the first of two years within the Strategic Plan and the intent is to lay a foundation for further work in 2025. The main focus is to ensure that everyone learns at NPGHS.

Where we are currently at:

In 2023, the following goals were achieved, and the intent is that they become part of the life of the school:

- Embedding of Kāwai Huia Whanaungatanga programme, Senior Wellbeing classes, Senior Mahi Tahī classes.

The following goals were partially achieved, and are incorporated in the 2024 annual implementation plan in a modified form:

- Goal setting and pathway planning
- Modifications to reporting with a greater focus on progress.
- Increasing attendance

Regulation 9(1)(e)

How will our targets and actions give effect to Te Tiriti o Waitangi:

Please see the purple text in our Strategic Plan and Annual Implementation plan.

Regulation 9(1)(g)

Strategic Goal Equity and Excellence
 To provide ākonga/students with an engaging refreshed curriculum based on Te Mātaiaho which prioritises local knowledge, enables them to achieve qualifications, and prepares them for life beyond school in a globally connected Aotearoa.
 Regulation 9(1)(a) & 9(1)(f)

Annual Target/Goal:
 Ākonga/students and whānau/families are able to describe their progress with respect to the curriculum, and track progress towards NCEA.
 Regulation 9(1)(a)

What do we expect to see by the end of the year?
 Ākonga, whānau/families, and staff are comfortable and confident with the changes to Level 1, and the curriculum, seeking and seeing the benefits in new ways of doing things. Students from Y9 on, have the opportunity to enter the assessments in reading, writing and numeracy, when they feel ready.
 Regulation 9(1)(d)

Actions <i>Detail the key actions, or sequence of actions, you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>Suggested:</i> <ul style="list-style-type: none"> Implement AIP in T1-T3 (T4 if needed). Measurement and Evaluation takes place in second half of T3/first half of T4, Consult on and develop next AIP (and SP if relevant) in T4, ready for implementation in T1 the following year. 	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Include process evaluation (was the sequence of actions and the practices applied as planned?) and outcome evaluation (did the desired effect take place, and/or did student learning improve). Student outcomes should include and evaluation of both achievement and growth or progress.</i> Regulation 9(1)(d)
Provide specific time for teachers to focus on the different ways of approaching the teaching in NCEA Level 1, and to understand the new assessment methodologies and ways of doing things. This will be achieved through specific calendared learning area meetings to support this change.	DPs HoDs	Meeting cycle reviewed to ensure aims can be achieved while this is prioritised	Outline of suggested aims to be provided at the start of each term.	When compared to the NCEA self-evaluation tool, all staff feel more prepared for the courses being taught, and are able to critically evaluate the programmes delivered in the first year of the RAS.
Investigate and implement a suitable tool in Y9-11 to make a student's current curriculum performance in numeracy and literacy more visible and, more importantly, share next steps for improvement with ākonga and whānau/families. For example, e-asTTle	HoD English/Maths DP DP (reporting)		Initial assessment in Term 1 2024	Ākonga and whānau/families, understand and use the progress tools for learning conversations and to celebrate progress.

<p>From a screening assessment, the needs of Y9 and Y10 students needing support are identified, and positive encouragement is given to ākongā and whānau/families to enrol in the support courses offered.</p>	<p>HoD English/Maths/ DP</p>	<p>Early information regarding student needs</p>	<p>Twice yearly, as half year options</p>	<p>Review of students in these courses shows progress, students report greater confidence in their ability to learn when they 'don't know what to do'.</p>
<p>Establish a course, intended for all Year 11 students, to meet the requirements of the co-requisites in numeracy and literacy. The course will include the flexibility to meet the needs of those who meet the requirements early, those who partially meet the requirements, and those who need additional support beyond Year 11.</p> <p>Establish a system which allows recommendations to be made regarding when students are ready to sit co-requisites in Reading, Writing, Numeracy, anytime from Y9 onwards, while still allowing ākongā and whānau/family to make the choice to enter.</p>	<p>HoD English/Maths DP Learning Support, SENCOs</p>	<p>Knowledge of students with IEP in Year 11-13. Data from previous achievement in co-requisite and the readiness tool.</p>	<p>For start of 2024 with timetable.</p>	<p>Students are supported to gain co-requisite as and when they are ready. Students have the opportunity to gain NCEA, as they have achieved the numeracy and literacy requirements. Staff teaching the Y11 co-requisite courses actively develop a growth mindset with students and students report growing confidence. Flexible arrangements for those who meet the requirements early, and those who partially meet the requirements are evident. This may be through IEPs.</p>
<p>Termly tracking to ensure that we keep up with the annual curriculum development timelines and support learning areas/departments with the implementation of these.</p> <p>This may be through time, or allocation of MMA as available.</p>	<p>DP P</p>	<p>Te Mahau information and timelines, and the flexibility to move with these as they change</p>	<p>As per the implementation plan, with termly checks.</p>	<p>Annual tracking through internal audit and self review to ensure school curriculum development and implementation is occurring aligned with the Te Mātaiaho implementation guidance.</p> <p>To the extent that they are able to work with the school, Te Ātiawa representatives express satisfaction that they have had the opportunity to contribute to school curriculum both initially and through review.</p>
<p>Prioritise individual professional learning that focuses on NCEA L1 and Te Mataiaho development.</p>	<p>DP</p>	<p>PL budget</p>	<p>Throughout the year</p>	<p>Staff feel prepared for the changes to the curriculum, and are able to critically evaluate the programmes they currently offer using the intent of the new curriculum material.</p> <p>The proportion of courses related to this is higher than other areas of external PL, with the material shared with their learning areas and noted in the evaluation form.</p>

<p>Strategic Goal Equity and Excellence To enable all ākonga to realise at least one year's progress for a year's learning, regardless of previous achievement or diverse abilities. Regulation 9(1)(a)</p>				
<p>Annual Target/Goal: A thriving system of support for all learners, in the mainstream classroom and in purposefully directed hubs. Regulation 9(1)(a)</p>				
<p>What do we expect to see by the end of the year? A re-defined Awhina Learning Support programme will be in operation, attending to the needs of a larger number of students, and providing support in a way that is relevant for our diverse learners. A Gifted and Talented programme that has strong identification systems, and mentorship. Regulation 9(1)(d)</p>				
<p>Actions <i>Detail the key actions, or sequence of actions, you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)</p>	<p>Who is Responsible Regulation 9(1)(c)</p>	<p>Resources Required Regulation 9(1)(c)</p>	<p>Timeframe <i>This is optional however is useful to help with your planning</i> <i>Suggested:</i></p> <ul style="list-style-type: none"> • Implement AIP in T1-T3 (T4 if needed). • Measurement and Evaluation takes place in second half of T3/first half of T4, • Consult on and develop next AIP (and SP if relevant) in T4, ready for implementation in T1 the following year. 	<p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Include process evaluation (was the sequence of actions and the practices applied as planned?) and outcome evaluation (did the desired effect take place, and/or did student learning improve). Student outcomes should include and evaluation of both achievement and growth or progress.</i> Regulation 9(1)(d)</p>
<p>Supported learning structure established, which includes setting up a new home class, as well as a move to more equitable access to Learning Support. The home class environment will provide assistance to students with the aim to support students into lessons in other areas of the school over time.</p> <p>An identification process is established which includes the voice of contributing schools, learning needs, assessments, ākonga and whānau/family.</p>	<p>P/DP Head of Learning Support</p>	<p>Funding for additional teacher(s) and teacher aides for the home class</p> <p>Refurbishment of another space in the school as an office area for Head of Learning Support and another staff member to meet with and work with families.</p>	<p>Home class to be in place for start of 2024.</p>	<p>Students see the home class as a supportive measure that gives them benefit in the short and long term, and are able to maintain strong social networks in and outside of the supported learning environment.</p> <p>Staff, students and whānau/families are able to see progress through the year and reflect on successes achieved.</p> <p>IEPs for students set realistic but challenging goals, engage the support of TAs or other staff, and student progress and/or achievement is evident.</p>
<p>A minimum of 40 new IEPs are developed in conjunction with families/whānau. This may involve changes to student testing/assessment, IEP writing, Teacher Aide allocations, PL for staff in using TA and a system for sharing records and progress developed.</p>	<p>Head of Learning Support, All classroom teachers</p>	<p>Support for those staff changing practice, and upskilling as required</p>	<p>Implement during Terms 1 and 2</p>	<p>IEPs show evidence of review, at least twice in the year, and include parent/whānau and ākonga voice.</p>

<p>A re-connection with the New Zealand Curriculum levels diagram for staff and working in partnership with whānau/families to encourage understanding and a way to measure progress.</p> <p>Reports for Y9 and 10 to move to curriculum levels rather than A, M, E so that growth can be shown. The focus will initially be in Maths and English to support numeracy and literacy.</p> <p>Investigation and implementation of tools that can be used as a guide to curriculum levels in Reading, Writing and Numeracy.</p>	<p>DP Reporting</p>	<p>PL support for those using specific tools.</p> <p>Staff development on the 'next steps' for improvement.</p>		<p>Ākonga and whānau/families, understand and use data and other measures for learning conversations and to celebrate progress.</p> <p>Engage with the Kāhui Ako to invite adjacent stages of teaching to meet together to develop understanding of the curriculum that each covers. For example Y6 primary meet together with Y7 intermediate, Y8 primary/intermediate teachers meet with Y9 teachers.</p>
<p>An inclusive system of identification for gifted learners in Y9 and 10 is developed which takes into account the information from contributing schools, assessments, ākonga and whānau/family nominations.</p> <p>Activities which bring together gifted learners are arranged at least once per term.</p> <p>Individual and group projects for gifted and talented students are encouraged and supported via staff or mentors from the community.</p>	<p>DP Gifted and Talented Co-ordinator</p>		<p>Implement in Term 1-2</p>	<p>Teachers are aware how to locate information about gifted and talented students.</p> <p>At least 4 activities take place during the year.</p> <p>Applications are made for the awards for gifted learners</p>
<p>Create an award to celebrate students who achieve 'Merit Awards' across both Y9 and Y10 similar to the scholar's process.</p>	<p>DP</p>			<p>Students are acknowledged for achieving Merit Awards in two consecutive years.</p>

<p>Strategic Goal Culture and Belonging To enhance understanding of cultural competency in a range of contexts, including Te Ao Māori, and what this looks like at NPGHS.</p> <p>Regulation 9(1)(a)</p>				
<p>Annual Target/Goal: We will explore cultural competency in a range of contexts and learn what this looks like in practice for ākonga Māori, and other communities within our school.</p> <p>Regulation 9(1)(a)</p>				
<p>What do we expect to see by the end of the year? Staff will be able to describe ‘deep culture’ rather than surface observations, and identify next steps in their learning which would help develop understanding and trust.</p> <p>Regulation 9(1)(d)</p>				
<p>Actions Detail the key actions, or sequence of actions, you’ll take this year to reach your annual target listed above</p> <p>Regulation 9(1)(b)</p>	<p>Who is Responsible</p> <p>Regulation 9(1)(c)</p>	<p>Resources Required</p> <p>Regulation 9(1)(c)</p>	<p>Timeframe</p> <p>Suggested:</p> <ul style="list-style-type: none"> Implement AIP in T1-T3 (T4 if needed). Measurement and Evaluation takes place in second half of T3/first half of T4, Consult on and develop next AIP (and SP if relevant) in T4, ready for implementation in T1 the following year. 	<p>How will you measure success? Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.</p> <p>Include process evaluation (was the sequence of actions and the practices applied as planned?) and outcome evaluation (did the desired effect take place, and/or did student learning improve). Student outcomes should include and evaluation of both achievement and growth or progress.</p> <p>Regulation 9(1)(d)</p>
<p>Through the Kāhui Ako, we will invite local hapū and iwi to contribute to the conversation about cultural competency and what this means for ākonga Māori.</p> <p>We will hold the same conversation with our whānau and ākonga Māori to build a picture of what this looks like at NPGHS.</p>	<p>DP</p> <p>AST and Lead of Kāhui Ako</p>	<p>Unteach Racism Kāhui Ako</p>	<p>As works with the Kāhui Ako, and hapū and iwi</p> <p>Our own work with whānau starts T1</p>	<p>The cultural competencies related to Te Ao Māori will be seen in the classroom.</p>
<p>Working with groups from the Pasifika, Gifted and Talented, and Learning Support community, we will construct a view of what cultural competency looks like in these contexts.</p> <p>We will provide professional learning opportunities for staff to enhance their understanding of cultural competency in the context of Māori, Pasifika, Gifted and Talented, Learning support.</p>	<p>DP</p>		<p>Late 2024</p>	<p>Staff will know what being culturally competent means for each group. By the end of the year, staff will be able to describe their own understanding and areas for growth.</p> <p>Specific questions in the wellbeing survey, and focus groups of students will identify progress within staff and ākonga/students.</p>

<p>Teaching staff take personal responsibility for their own growth in Te Reo, with some support from school professional learning sessions.</p> <p>Development of a 'next steps' continuum with suggestions for progress.</p> <p>Providing a tool/opportunity for feedback on pronunciation and knowledge of te reo.</p>	<p>P DP</p>	<p>Some staff PL slots</p> <p>Focus on PGC and setting goals</p>	<p>During Term 2 depending on PL plan</p>	<p>Staff will be able to identify their own level of knowledge and expertise of Te Reo, and name next steps for improvement.</p>
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<p>Strategic Goal Engagement To increase the rate of ākongā/students attending school regularly. The definition of ‘regular’ is attendance of above 90%. Regulation 9(1)(a)</p>				
<p>Annual Target/Goal: Increased use of attendance data to identify and respond to issues for individuals, groups, and within our process or curriculum. Regulation 9(1)(a)</p>				
<p>What do we expect to see by the end of the year? We will see increasing numbers of students attending school regularly. Regulation 9(1)(d)</p>				
<p>Actions <i>Detail the key actions, or sequence of actions, you’ll take this year to reach your annual target listed above</i> Regulation 9(1)(b)</p>	<p>Who is Responsible Regulation 9(1)(c)</p>	<p>Resources Required Regulation 9(1)(c)</p>	<p>Timeframe <i>Suggested:</i></p> <ul style="list-style-type: none"> Implement AIP in T1-T3 (T4 if needed). Measurement and Evaluation takes place in second half of T3/first half of T4, Consult on and develop next AIP (and SP if relevant) in T4, ready for implementation in T1 the following year. 	<p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you’ll use to check on your progress. You’ll want to reference the success measures from your strategic plan template.</i> Include process evaluation (was the sequence of actions and the practices applied as planned?) and outcome evaluation (did the desired effect take place, and/or did student learning improve). Student outcomes should include and evaluation of both achievement and growth or progress. Regulation 9(1)(d)</p>
<p>Investigate and implement ways to streamline our attendance system and if it is possible to remove monitoring of attendance from KH teachers. Review attendance policy, and particularly the accountability/follow up needed to ensure that all rolls are marked.</p>	<p>P Board</p>	<p>CNPAS Kāhui Ako Funding for a position.</p>	<p>Investigate during Term 1, implement in Term 2.</p>	<p>Regular attendance improves.</p>
<p>Develop and enact a partnership plan with whānau/families which encourages greater attendance. This might include discussion meetings with parents, updates, and inclusion of attendance percentages on engagement reports.</p>	<p>DP</p>	<p>Data from KAMAR. Using Meet the Teacher KH consultation slots.</p>		
<p>Introduce an electronic rewards system to celebrate personal success in demonstration of the school values to replace the stamps currently used</p>	<p>DPs</p>	<p>School Council Kamar/SchoolPoint</p>	<p>Implemented in Term 1</p>	<p>System is in operation, and student rewards are growing in particular areas.</p>

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<p>Strategic Goal Engagement To develop educationally powerful connections with ākonga and whānau which show ākonga how to learn and challenge them to achieve their personal best. Regulation 9(1)(a)</p>				
<p>Annual Target/Goal: (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan) We will build awareness of, and grow application of, learner agency, habits of mind, growth mindset, along with differentiation and engagement with kaiako, ākonga/students and whānau. Regulation 9(1)(a)</p>				
<p>What do we expect to see by the end of the year? Ākonga/students believe in themselves and are able to articulate their own definition for success. Regulation 9(1)(d)</p>				
<p>Actions <i>Detail the key actions, or sequence of actions, you'll take this year to reach your annual target listed above</i></p> <p>Regulation 9(1)(b)</p>	<p>Who is Responsible</p> <p>Regulation 9(1)(c)</p>	<p>Resources Required</p> <p>Regulation 9(1)(c)</p>	<p>Timeframe <i>This is optional however is useful to help with your planning</i></p> <p><i>Suggested:</i></p> <ul style="list-style-type: none"> • Implement AIP in T1-T3 (T4 if needed). • Measurement and Evaluation takes place in second half of T3/first half of T4, • Consult on and develop next AIP (and SP if relevant) in T4, ready for implementation in T1 the following year. 	<p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p> <p><i>Include process evaluation (was the sequence of actions and the practices applied as planned?) and outcome evaluation (did the desired effect take place, and/or did student learning improve). Student outcomes should include and evaluation of both achievement and growth or progress.</i></p> <p>Regulation 9(1)(d)</p>
<p>The work will be underpinned by the principles of a growth mindset and habits of mind. We need to provide support to teachers to grow their knowledge of what that looks like in a practical setting. With this as the base, teachers will continue to work on the provision of differentiated and engaging learning, using the engagement tool first developed in 2022. Ākonga will be supported to become agile learners, who look for opportunities for growth. We will develop ways to communicate with whānau/families and inform ākonga/students as part of the implementation plan.</p>				
<p>Developing and implementing key actions and strategies from the school engagement tool, habits of mind, growth mindset, habit formation/goal setting, being an agile learner, and agreeing on what is a 'baseline' for classrooms and teachers at our school.</p> <p>Determine and implement best strategies for PL to achieve outcomes. We will make the tools easier to use, and explore ways to implement this in class and get feedback.</p>	<p>DPs</p>		<p>Term 1 PL plan to be available for start of Term 1. Term 2-4 available for the beginning of Term 4 once further PL needs are known.</p>	<p>A shared understanding about 'baseline' requirements at our school.</p> <p>A Tuesday PL plan that is linked to the implementation plan and an expectation that staff try/implement ideas in their classrooms.</p> <p>Support in different contexts has been available and accessed by staff, as required.</p>

<p>Support systems for staff to grow their own knowledge and skills such as one-to-one, group, modelling.</p>		<p>Allocate some part of the school PL on Tuesdays to this development.</p> <p>Facilitate staff to observe others</p>		<p>Full attendance at staff professional learning with a focus on an agile learner, with staff able to identify practical applications and changes they have made.</p> <p>Engagement rubrics, Wellbeing @School or other surveys will be used to determine student confidence in their approach to learning, using a variety of strategies, and feeling challenged in their work before and after implementation.</p>
<p>Engagement reports, based on the key competencies, are available fortnightly to whānau/families.</p>	<p>DP</p>			<p>Data analytics show at least 75% of whānau are opening the engagement reports sent fortnightly.</p>
<p>Habit development/goal setting is linked to the idea of growth and development and a tool is identified to make this more accessible to students.</p>	<p>DP</p>			<p>The number of students setting habit formation targets/goals increases from previous years.</p>