



**New Plymouth Girls' High School**  
Te Kura Taitamawāhine o Puke Ariki

**New Plymouth Girls' High School**  
**Strategic Plan**

**2024-2025**

# Strategic Plan 2024-2025



## 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.

To enable all ākonga/students to realise at least one year's **progress** for a year's learning, regardless of previous achievement or diverse abilities.



## 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.

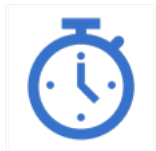


## Engagement

To increase the rate of ākonga/students **attending school regularly**. The definition of 'regular' is attendance of above 90%.

To develop educationally powerful connections with ākonga/students and whānau which show ākonga/students **how to learn** and challenge them to achieve their personal best.

## Curriculum and Qualifications



**Time to focus on NCEA L1**

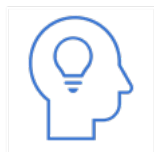


**Focus on Numeracy and literacy progress from Y9-13**



**Prioritise communications on NCEA and Te Mātaihao, keep staff learning top quality**

## Progress



**Learning Support - introduce AFL**



**Share progress with all learners and whānau**



**Gifted and Talented support**



## Cultural Competency



**Kāhui Ako, iwi, whānau,  
taiohi conversations**



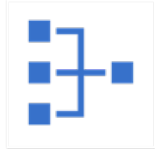
**Māori, Pasifika, Gifted and  
Talented, Learning Support  
communities**



**Professional learning  
opportunities for staff  
translate to practice**



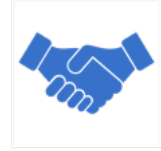
## Attending school regularly



**Further improve attendance systems to be the most efficient and effective**



**Increased accountability for everyone responsible for attendance - staff, students, whānau**



**Partnership with school, learner, whānau**

## How to Learn



**Learnership, knowing how to learn and growing as learners**



**Engagement reports relate to competencies and skills**



**Students are able to articulating what success means for them**

**See Appendix 2 for more details on the Annual Implementation Plan**



**New Plymouth Girls' High School**  
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NPGHS  
Strategic Plan  
2024-2025

# Appendix 1

## NPGHS Strategic Plan 2024-2025

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

### Vision Statement:

**Our vision: To develop educated, confident young adults of outstanding character.**

**Our mission: We exist so that each young person has the opportunity to discover and develop the necessary knowledge, skills, values and character to enable them to fulfil their potential.**

Underpinning our mission are three aspirational areas, or pillars, on which our development and strategic planning is based.

Equity and excellence: We are committed to an equitable education which allows students to unashamedly strive for personal excellence.

Culture and belonging: We embrace and sustain culture, identity, connection, and inclusion for all, prioritising giving life to Te Tiriti o Waitangi.

Engagement: We nurture engagement, leading to success for each ākonga/student as a person and a learner, so they have the courage to live their best life.

**Our values: Whakamana, Haepapa ,Whanaungatanga – Respect, Responsibility and Positive Relationships**

[Refer Regulation 7 \(a\)](#)

### Summary of the information used to develop this plan/How did you create this plan




Data used - Evaluation of 2022 and 2023 annual plans, student learning data such as NCEA results and PAT results, teacher progress report grading, Wellbeing@School survey data, attendance data. Supplementary or proxy data including student feedback surveys, retention and leavers data, and staff readiness surveys for curriculum and NCEA changes were also taken into account.







Key themes from community – wanting their child to experience success, feel safe and be safe, have strong friendships and relationships, have a strong understanding of self/cultural identity and the freedom to express that, teachers who are strong with content and relationships, child to be seen as an individual. Parents and whānau increasingly want the school to focus on things that were traditionally taught by parents such as skills for home and values, personal development and dealing with disappointment, and greater encouragement by school for their child to opportunities and extra-curricular activities.

Ways of engaging - whānau hui, feedback from reporting surveys, analysis of concerns raised, hopes and aspirations survey (current Y9-12ākonga/student/students and whānau/family, incoming Y9 whānau), staff workshops.







Prioritising goals – Our approach is that a strategic goal or annual goal is not ‘one and done’ but needs to be part of an ongoing plan to ensure that initiatives are developed, implemented and then successfully embedded within the school culture. This means not having new goals every year, but committing to a goal until it is embedded or replaced by a more effective alternative action that has the same aims. For 2024-2025, selected goals are a combination of areas that were not fully achieved from the previous strategic plan and still remain relevant for improvement, the aspirations of students/families, the needs of staff, and areas the data shows some differences between learners. Our experience shows us that no more than three new strategic goals can be successfully developed in a cycle, with up to a further three that are related to previous goals included for implementation and embedding so that they become business as usual. Priority was given to new goals that are important to both our community and show as differences in the data.

[Refer Regulation 7 \(c\)](#)

<p><b>Strategic Goals</b> These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b> These are set out in Section 127 of the Education and Training Act 2020.</p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Links to Education requirements</b> This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</p> <p>Refer Regulations 7(d)</p>	<p><b>What do you expect to see?</b> What is the anticipated result of successful completion of your Objectives - at the end of 2 years (2024-2025).</p> <p>What evidence will you see of this?</p> <p>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</p> <p>Refer Regulations 7(g)</p>	<p><b>How will we achieve or make progress towards our strategic goals?</b> What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</p> <p>These must be based on the identities, needs and aspirations or your school community.</p> <p>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</p> <p>Refer Regulations 7(e), 7(f)</p>	<p><b>How will you measure success?</b> You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</p> <p>Refer Regulations 7(g)</p>
<p>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.</p> <p>(Equity and Excellence - Develop/Implement)</p>	<p>1271a,1b,1c,1d.</p>	<p><a href="#">NELP Priorities 1,2,3,4,5,6,7</a></p> <p><a href="#">Te Mātaiaho</a></p> <p><a href="#">The literacy and Communication and Maths strategy</a></p> <p><a href="#">Common Practice Model</a></p> <p><a href="#">Ka Hikitia – Ka Hāpaitai</a></p> <p><a href="#">The Action Plan for Pacific Education 2020-2030</a></p> <p><a href="#">Te Atiawa Strategic Plan</a></p>	<p style="text-align: center;"></p> <p>Our school curriculum actively reflects Te Mātaiaho, our local knowledge, our community's priorities for their rangatahi or taiohi, and iwi priorities for education in our region.</p> <p>School leaders, Kaiako, whānau and ākonga/students are engaged in courses which allow students to pursue their interests and life goals, making progress and achieving success.</p> <p>Kaiako are clear and confident on the learning within our school curriculum, how that links to the revised NCEA assessment structure and are able to access and utilise all supports for student learning.</p> <p>We have established systems and processes to measure and report on individual student progress with respect to the curriculum, and to track progress in NCEA.</p>	<p style="text-align: center;"></p> <p>We will implement the necessary curriculum refresh changes as released, through the ongoing development of our school curriculum.</p> <p>We will invite local hapū and iwi to contribute to the te matauranga Māori, te reo Māori, and tikanga included in the school curriculum and will encourage this collaboration through the Kāhui Ako.</p> <p>We will strengthen subject, school and Kāhui Ako connections with hapū and iwi.</p> <p>We will build awareness and grow understanding of Te Mātaiaho with kaiako, ākonga/students and whānau.</p> <p>We will engage in ongoing professional development opportunities related to Te Mātaiaho and the revised NCEA packages at L1, L2, L3.</p> <p>We will prioritise ākonga/student progress in numeracy and literacy to support access to all parts of the curriculum, and to enable access to NCEA. This will include ensuring equitable access to numeracy and literacy support for all ākonga/students, particularly those who enter secondary school below the expected level in these areas.</p> <p>We will develop individual tracking methods to complement the existing cohort tracking already in place, and implement programmes to allow all students to be supported in their learning to experience challenge and experience success.</p>	<p style="text-align: center;"></p> <p>44</p> <p>Collaborative relationships are established to support ongoing improvements in learner outcomes.</p> <p>Engagement (at least annually) with ākonga/students, Kaiako and whānau measures understanding of our curriculum, connections to local knowledge, connections to global context, and an understanding of progression in the curriculum.</p> <p>Analysis of ākonga/student learning, and progress achievement data shows positive outcomes for students.</p> <p>Analysis of ākonga/student learning and progress achievement data shows positive outcomes for students, particularly in regard to the achievement of numeracy and literacy results throughout the school.</p> <p>Annual wellbeing and belonging measures will continue to ensure that balance is maintained.</p>

<p><b>Strategic Goals</b> These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Which Board Primary Objective does this strategic goal work towards meeting?</b> These are set out in Section 127 of the Education and Training Act 2020.</p> <p>Refer Regulations 7(1)(b)</p>	<p><b>Links to Education requirements</b> This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</p> <p>Refer Regulations 7(d)</p>	<p><b>What do you expect to see?</b> What is the anticipated result of successful completion of your Objectives - at the end of 2 years (2024-2025).  What evidence will you see of this?  What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take? Refer Regulations 7(g)</p>	<p><b>How will we achieve or make progress towards our strategic goals?</b> What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.  These must be based on the identities, needs and aspirations or your school community.  Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</p> <p>Refer Regulations 7(e), 7(f)</p>	<p><b>How will you measure success?</b> You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</p> <p>Refer Regulations 7(g)</p>
<p>To enable all ākonga/students to realise at least one year's progress for a year's learning, regardless of previous achievement or diverse abilities.</p> <p>(Equity and Excellence - Develop/Implement)</p>	<p>1271a 1b,1c,1d.</p>	<p><a href="#">NELP Priorities 1,2,3,4,5,6</a></p> <p><a href="#">Te Mātaiaho</a></p> <p><a href="#">The literacy and Communication and Maths strategy</a></p> <p><a href="#">Common Practice Model</a></p> <p><a href="#">Ka Hikitia – Ka Hāpaitai</a></p> <p><a href="#">The Action Plan for Pacific Education 2020-2030</a></p> <p><a href="#">The New Zealand Child and Wellbeing Strategy</a></p>	<p> School leaders, kaiako, whānau and ākonga/students are engaged in courses which allow students to pursue their interests and life goals, making progress and achieving personal success.</p> <p>A thriving system of support for all learners, in the mainstream classroom and in purposefully directed hubs.</p>	<p> We will build awareness and grow understanding with kaiako, ākonga/students and whānau about the ways in which Te Mātaiaho can be differentiated for learning which meets ākonga/students where they are and challenges them to make progress. The aim will be for students to access mainstream learning with additional supports, including supported learning environments, as required.</p> <p>We will establish a 'supported learning' home class to engage students who enter NPGHS working below curriculum level 3 (or in some cases at e-asTTle level 3B) in reading, writing, and/or maths.</p> <p>We will support Gifted and Talented learners through provision of a range of individual and group events.</p>	<p> Regular review and analysis of additional supports (may not be an IEP) shows supports are working to ensure a challenging environment is provided with appropriate supports. Parents/whānau and ākonga/students are positive about the support being offered.</p> <p>Regular review and analysis of IEPs shows supports are working to ensure a challenging environment is provided with appropriate supports. Parents/whānau and ākonga/students are positive about the support being offered.</p>
<p>To enhance understanding of cultural competency in a range of contexts, including Te Ao Māori, and what this looks like at NPGHS.</p> <p>(Culture and Belonging – Implement/Embed)</p>	<p>1271a,1b,1c,1d.</p>	<p><a href="#">NELP Priorities 1,2,3,4,5,6</a></p> <p>NZSTA's guidance for giving effect to Te Tiriti o Waitangi. <a href="#">Part 1</a> and <a href="#">Part 2</a></p> <p><a href="#">Ka Hikitia – Ka Hāpaitai</a></p> <p><a href="#">The Action Plan for Pacific Education 2020-2030</a></p> <p><a href="#">The New Zealand Child and Wellbeing Strategy</a></p> <p><a href="#">Inside Out</a></p> <p><a href="#">Low vision or hearing impairment</a> information</p> <p><a href="#">Tātaiako: Cultural competencies for teachers of Māori learners.</a></p>	<p> Viewing diversity as an advantage, Kaiako work effectively in contexts to create situations where learners are able to connect new learning to their own prior knowledge and experiences. This may include supporting diversity such as low vision, deaf culture, neurodiverse communities, alongside Rainbow, Pasifika, and all groups of our community.</p> <p>Classrooms where ākonga/student's cultures are incorporated and enhanced. Their knowledge is valued and new knowledge is co-created by leveraging the cultural capital of all in the classroom.</p> <p>Ākonga/students and kaiako growing in their understanding and use of te reo me ōna tikanga Māori.</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 provide professional learning opportunities for staff to enhance their understanding of cultural competency in a diverse range of contexts.</p> <p>We will provide learning opportunities for Kaiako to assess or receive feedback on and then grow their knowledge of te reo me ōna tikanga Māori.</p>	<p> Focus groups of ākonga/students and whānau/families recount positive experiences for students.</p> <p>Wellbeing@Schools survey data shows positive increases in relevant responses.</p> <p>We will hear te reo used naturally and with increasing confidence by staff, both in informal and formal settings.</p>



		<a href="#">Te Atiawa Strategic Plan</a>					Staff surveys will show the difference they might make for ākongā Māori by making progress in their own journey of te reo me ōna tikanga. Relevant Wellbeing@Schools data will be monitored annually.  KAMAR incidents will be monitored at the time of interventions.
				Fewer instances of bullying and racism, with students feeling confident to be who they are and feel accepted.		We will take specific actions that are inclusive, celebrate diversity, anti-bullying and explicitly anti-racist. We will monitor their effect immediately and months later, particularly for the impact on students' strength in standing up for others. .	
<b>Strategic Goals</b> <i>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need.</i>	<b>Which Board Primary Objective does this strategic goal work towards meeting?</b> <i>These are set out in Section 127 of the Education and Training Act 2020.</i>	<b>Links to Education requirements</b> <i>This includes National Education Learning Priorities, education strategies or plans and curriculum statements.</i>		<b>What do you expect to see?</b> <i>What is the anticipated result of successful completion of your Objectives - at the end of 2 years (2024-2025).</i>  <i>What evidence will you see of this?</i>  <i>What shifts and changes to teachers' and leaders' practices, and learner outcomes do you expect to see as a result of the goals set and actions you will take?</i>		<b>How will we achieve or make progress towards our strategic goals?</b> <i>What high-level tangible steps will you take that will work towards achieving your strategic goals - these will then be broken down into more detail in the annual implementation plans.</i>  <i>These must be based on the identities, needs and aspirations or your school community.</i>  <i>Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	<b>How will you measure success?</b> <i>You might want to consider: How will you know how well you have achieved your goals? How will you evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will you use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will you gather to support your evaluation? Who will be involved in gathering and making sense of the evidence?</i>
Refer Regulations 7(1)(b)	Refer Regulations 7(1)(b)	Refer Regulations 7(d)		Refer Regulations 7(g)		Refer Regulations 7(e), 7(f)	Refer Regulations 7(g)
To increase the rate of ākongā/students attending school regularly. The definition of 'regular' is attendance of above 90%.  (Engagement – Develop/Implement)	1271a,1b,1c,1d.	<a href="#">NELP Priorities 1,2,3,4</a>  <a href="#">Attendance and Engagement Strategy</a>  <a href="#">The New Zealand Child and Wellbeing Strategy</a>  <a href="#">Ka Hikitia – Ka Hāpaitai</a>  <a href="#">The Action Plan for Pacific Education 2020-2030</a>		We will see increasing numbers of students attending school regularly.  Increased use of attendance data to identify and respond to issues for individuals, groups, and within our process or curriculum.		We will communicate an expectation that parents, caregivers and whānau are responsible for making sure ākongā/students attend school every day, and prioritise processes which alert them to more serious attendance concerns.  We will provide a welcoming environment where ākongā/students feel safe, physically and emotionally, and motivated for learning.  Māori and Pasifika learners are disproportionately impacted by factors that disrupt engagement with learning. We will ensure that conversations about Māori are with Māori, which includes seeking advice from whānau Māori on how best to encourage attendance, and promote engagement. We will engage Pasifika whānau in a similar way.	  Regular reviews of attendance data shows positive improvements in regular attendance by ākongā/students.  <i>Note that some factors that are thought to improve attendance are included in other strategic goals, namely, engaging curriculum, cultural competency, support to learn, educationally powerful connections.</i>
To develop educationally powerful connections with ākongā/students and whānau which show ākongā/students how to learn and challenge them to achieve their personal best.  (Engagement – Implement)	1271a,1b,1c,1d.	<a href="#">NELP Priorities 2,3,4,5,6, 7</a>  <a href="#">Te Mātaiaho</a>  <a href="#">The literacy and Communication and Maths strategy</a>  <a href="#">Common Practice Model</a>  <a href="#">Ka Hikitia – Ka Hāpaitai</a>		We will see ākongā/students willing to try, and to get the most out of a learning situation. Ākongā/students will have strategies to use when they don't know an answer or what to do.		We will provide professional learning and support for staff so they are able to use deliberate strategies and practice with students to improve 'learnership'.  We will build awareness and grow understanding of learner agency, habits of mind, and growth mindset with kaiako, ākongā/students and whānau.  We will provide students with scaffolds to learn how to learn and manage challenges when tough or unfamiliar situations happen.	  Engagement rubrics or surveys will be used to determine student confident in their approach to learning, using a variety of strategies, and feeling challenged in their work before and after implementation.  Data related to the number of students not engaging with an assessment will show this percentage decreasing.  A review number of classroom discipline incidents recorded in KAMAR will be undertaken to determine any change in the incidents recorded.

		<p><a href="#">The Action Plan for Pacific Education 2020-2030</a></p> <p><a href="#">Attendance and Engagement Strategy</a></p> <p><a href="#">The New Zealand Child and Wellbeing Strategy</a></p>		<p>Connections with school community which ensure all voices are heard to support engagement of learners</p>		<p>We will provide clear and consistent channels of communication between kaiako, ākonga/students and whānau.</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>Through reflection, ākonga/students and their family or whānau will consider their established habits for success, evaluate their ability to identify what led to a successful outcome.</p>
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## Appendix 2

# 2024 Annual Implementation Plan NPGHS

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

### 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\(1\)\(g\)](#)

# 2024 Annual Implementation Plan NPGHS

<p><b>Strategic Goal</b> Equity and Excellence</p> <p>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.</p> <p>Regulation 9(1)(a)</p> <p>Regulation 9(1)(f)</p>				
<p><b>Annual Target/Goal:</b></p> <p>Ākonga/students and whānau/families are able to describe their progress with respect to the curriculum, and track progress towards NCEA.</p> <p>Regulation 9(1)(a)</p>				
<p><b>What do we expect to see by the end of the year?</b></p> <p>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.</p> <p>Regulation 9(1)(d)</p>				
<p><b>Actions</b></p> <p>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><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Timeframe</b></p> <p>Suggested:</p> <ul style="list-style-type: none"> <li>Implement AIP in T1-T3 (T4 if needed).</li> <li>Measurement and Evaluation takes place in second half of T3/first half of T4,</li> <li>Consult on and develop next AIP (and SP if relevant) in T4, ready for implementation in T1 the following year.</li> </ul>	<p><b>How will you measure success?</b></p> <p>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>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.</p>	<p>DPs HoDs</p>	<p>Meeting cycle reviewed to ensure aims can be achieved while this is prioritised</p>	<p>Outline of suggested aims to be provided at the start of each term.</p>	<p>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.</p>
<p>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</p>	<p>HoD English/Maths DP  DP (reporting)</p>		<p>Initial assessment in Term 1 2024</p>	<p>Ākonga and whānau/families, understand and use the progress tools for learning conversations and to celebrate progress.</p>

# 2024 Annual Implementation Plan NPGHS

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.	HoD English/Maths/ DP	Early information regarding student needs	Twice yearly, as half year options	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'.
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.  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.	HoD English/Maths DP  Learning Support, SENCOs	Knowledge of students with IEP in Year 11-13. Data from previous achievement in co-requisite and the readiness tool.	For start of 2024 with timetable.	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.
Termly tracking to ensure that we keep up with the annual curriculum development timelines and support learning areas/departments with the implementation of these.  This may be through time, or allocation of MMA as available.	DP  P	Te Mahau information and timelines, and the flexibility to move with these as they change	As per the implementation plan, with termly checks.	Annual tracking through internal audit and self review to ensure school curriculum development and implementation is occurring aligned with the Te Mātaiaho implementation guidance.  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.
Prioritise individual professional learning that focuses on NCEA L1 and Te Mataiaho development.	DP	PL budget	Throughout the year	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.  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.

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<p><b>Strategic Goal</b> Equity and Excellence To enable all ākongā to realise at least one year's progress for a year's learning, regardless of previous achievement or diverse abilities.</p> <p>Regulation 9(1)(a)</p>				
<p><b>Annual Target/Goal:</b> A thriving system of support for all learners, in the mainstream classroom and in purposefully directed hubs.</p> <p>Regulation 9(1)(a)</p>				
<p><b>What do we expect to see by the end of the year?</b></p> <p>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.</p> <p>Regulation 9(1)(d)</p>				
<p><b>Actions</b> 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><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Timeframe</b> This is optional however is useful to help with your planning</p> <p>Suggested:</p> <ul style="list-style-type: none"> <li>Implement AIP in T1-T3 (T4 if needed).</li> <li>Measurement and Evaluation takes place in second half of T3/first half of T4,</li> <li>Consult on and develop next AIP (and SP if relevant) in T4, ready for implementation in T1 the following year.</li> </ul>	<p><b>How will you measure success?</b> 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>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, ākongā 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 ākongā voice.</p>

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<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 <a href="#">awards for gifted learners</a></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>

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<p><b>Strategic Goal</b> 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><b>Annual Target/Goal:</b> 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><b>What do we expect to see by the end of the year?</b></p> <p>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><b>Actions</b> 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><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Timeframe</b></p> <p>Suggested:</p> <ul style="list-style-type: none"> <li>Implement AIP in T1-T3 (T4 if needed).</li> <li>Measurement and Evaluation takes place in second half of T3/first half of T4,</li> <li>Consult on and develop next AIP (and SP if relevant) in T4, ready for implementation in T1 the following year.</li> </ul>	<p><b>How will you measure success?</b></p> <p>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>



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<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><b>Strategic Goal Engagement</b></p> <p>To increase the rate of ākongā/students attending school regularly. The definition of 'regular' is attendance of above 90%.</p> <p>Regulation 9(1)(a)</p>				
<p><b>Annual Target/Goal:</b></p> <p>Increased use of attendance data to identify and respond to issues for individuals, groups, and within our process or curriculum.</p> <p>Regulation 9(1)(a)</p>				
<p><b>What do we expect to see by the end of the year?</b></p> <p>We will see increasing numbers of students attending school regularly.</p> <p>Regulation 9(1)(d)</p>				
<p><b>Actions</b> 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><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Timeframe</b> Suggested:</p> <ul style="list-style-type: none"> <li>Implement AIP in T1-T3 (T4 if needed).</li> <li>Measurement and Evaluation takes place in second half of T3/first half of T4,</li> <li>Consult on and develop next AIP (and SP if relevant) in T4, ready for implementation in T1 the following year.</li> </ul>	<p><b>How will you measure success?</b> 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>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</p> <p>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><b>Strategic Goal Engagement</b></p> <p>To develop educationally powerful connections with ākongā and whānau which show ākongā how to learn and challenge them to achieve their personal best.</p> <p>Regulation 9(1)(a)</p>				
<p><b>Annual Target/Goal:</b> (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)</p> <p>We will build awareness of, and grow application of, learner agency, habits of mind, growth mindset, along with differentiation and engagement with kaiako, ākongā/students and whānau.</p> <p>Regulation 9(1)(a)</p>				
<p><b>What do we expect to see by the end of the year?</b></p> <p>Ākongā/students believe in themselves and are able to articulate their own definition for success.</p> <p>Regulation 9(1)(d)</p>				
<p><b>Actions</b> <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><b>Who is Responsible</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Resources Required</b></p> <p>Regulation 9(1)(c)</p>	<p><b>Timeframe</b> <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"> <li>• Implement AIP in T1-T3 (T4 if needed).</li> <li>• Measurement and Evaluation takes place in second half of T3/first half of T4,</li> <li>• Consult on and develop next AIP (and SP if relevant) in T4, ready for implementation in T1 the following year.</li> </ul>	<p><b>How will you measure success?</b> <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. Ākongā will be supported to become agile learners, who look for opportunities for growth. We will develop ways to communicate with whānau/families and inform ākongā/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>

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<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>