Annual Implementation Plan 2024

For 2024 there is a new Principal & Senior Leadership Team, along with many new staff. As a school and with the Board of Trustees, we have gathered voices and feedback to develop the strategic direction of the school.

We have four areas of focus linked to our strategic plan - Excellence, Connectedness, Collaboration, and Resilience. For each of these areas, a clear statement defining our focus is provided. We have then looked at our current data and developed clear targets to ensure we can track our progress. We have provided a high-level statement of what we expect to see at the end of this year. The implementation plan then has a list of actions, timeframes, and measures to ensure accountability in our areas of focus.

As a school our main goal is to achieve equitable outcomes for our Māori learners; our data shows while we are making progress, there is still work to do. The actions listed below will focus on moving us closer to achieving equitable outcomes.

Regulation 9(1)(e) Education (School Planning and Reporting) Regulations 2023

How will our targets and actions give effect to Te Tiriti o Waitangi: Regulation 9(1)(g)

1. Working to ensure plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
   - Partnership with Iwi - Te Kawerau ā Maki
   - Aiming to have Culturally Sustaining Pedagogy (CSP) from design to delivery
   - Using Iwi narratives and local tikanga within lessons when appropriate and guided by Iwi
2. Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
   - Te reo Māori used throughout lessons, during hui times, prize giving etc.
   - Te reo Māori available as a language Year 9 - Year 13 and compulsory in Year 9
   - Kapa Haka accessible & a space for tikanga
3. Achieving equitable outcomes for Māori students
   - NCEA Level 2 and 3 Māori students to achieve at a rate comparable with non-Māori students

SUMMARY OF IMPLEMENTATION PLAN 2024

EXCELLENCE	CONNECTEDNESS	COLLABORATION	RESILIENCE
Providing quality teaching and leadership to enable every ākonga (student) to aspire to their highest possible level of personal and academic excellence	Empowering powerful connections with iwi, whānau, community, stakeholders, and ākonga (students)	Creating an environment for ākonga (students) and teachers that capitalises on each other's strengths, supports each other's learning and growth and encourages problem-solving together.	Creating opportunities for ākonga (students) to develop their resilience
MEASURES Māori Achievement Data NCEA Achievement Data Year 12/13 Literacy/Numeracy Data NZCER Wellbeing@School Survey Data	**MEASURES** Individual Education Meetings (IEMs) engagement Community Survey	**MEASURES** Observation Data Professional Growth Cycle	**MEASURES** Attendance Data NZCER Wellbeing@School Survey Data
MAIN ACTIONS 1. Pedagogy Projects 2. Evidence-informed practice e.g. course reviews, observations 3. NCEA tracking - teacher & students	**MAIN ACTIONS** 1. Iwi Partnership 2. School Bridge Implementation 3. Communication strategy	**MAIN ACTIONS** 1. Module Planning 2. PLG Cycle 3. Pedagogy Projects	**MAIN ACTIONS** 1. Student Leadership Year 9 - 13 2. Specific Interventions 3. Resilience opportunities within hub/across school

Strategic Goal 1 (Regulation 9(1)(a)

EXCELLENCE - Providing quality teaching and leadership to enable every ākonga (student) to aspire to their highest possible level of personal and academic excellence

Annual Target/Goal: Regulation 9(1)(a)

Māori Achievement Data
- NCEA Level 2, 3, and University Entrance: Māori students to achieve at a rate comparable with non-Māori students.

NCEA Achievement Data Year 12/13
- NCEA Level 2, 3, and University Entrance: Achievement at a rate comparable or above to the School Equity index.
- Level 2 and 3 certificate endorsement (Merit and Excellence) rate: Achievement at a rate comparable or above to the School Equity index.

Literacy/Numeracy
- Achievement at a rate comparable or above to the School Equity index.

Wellbeing@School NZCER Survey
- Improvement in median score for 'Teaching and learning' aspect by at least 5 points.
- Improvement in median score for 'Pro-social student culture and strategies' aspect by at least 5 points.
- Māori students to respond positively at a rate similar to non-Māori students (median to increase by at least 9 points).

What do we expect to see by the end of the year? Regulation 9(1)(d)

An improvement in academic achievement & an improvement in the Wellbeing@School data.

Actions Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required/Actions Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
Develop simplified and strengthened hub framework	Deputy Principal / Community Leaders team	HERO Hub Focus Professional learning (visits to other schools) Student and staff voice Synthesising resources	Term 1 - Wellbeing@School survey completed / Term 1 - meet with HERO developers and kickstart student-led reflection and goal-setting posts / Term 1, 2 & 3 - Visit other schools to look at pastoral structures / Term 2 - analyse staff feedback / student voice to be gathered. / Term 4 - refine hub coach handbook and Google Drive / end of Term 1 2025 - Repeat survey	Through quality of HERO posts as their portfolio of personal excellence (Hobsonville Habits) Improvement in attendance, engagement, and relationships in hubs. Improvement in NZCER Wellbeing@School "Pro-social student culture and strategies" aspect.

| Tracking of academic achievement | Hub coaches / CLs / subject teachers / SLT | Develop a plan for tracking and reporting achievement and communicate this to whānau and staff.

Create standardized Qual Tracker to be used by all NCEA Levels 1-3 students.

Collation and utilisation of up-to-date NCEA achievement data at key junctures throughout year to track achievement and lead interventions

Reporting on Learning Outcomes to whānau shifting from HERO to reporting via KAMAR/portal to increase accessibility. | Term 1 - Trackers out to students /

T2-T4 Hub coaches guide students to maintain trackers

T2 - T4, Week 3, up-to-date student NCEA results communicated to community and 'at risk' students identified and concerns communicated. | Each student has a tracker completed and updated.

Year 11-13 student voice gathered in Terms 2 and 3 to measure student awareness of progress and next steps.

Survey question gathered in Term 2 IEMs. *Are you aware of how your child is tracking?*

Reporting on progress, learning outcomes and NCEA achievement is communicated to whānau. |

NCEA Change and Curriculum change programme planning Teachers/LALs are involved in the planning for change Professional Learning/PL time is provided to support the change process	Subject teachers / LALs / SLT	Time allocation during PL programme to support LALs and LA teachers to implement NCEA changes LALs supported to be fully cognisant of the NCEA and curriculum changes, materials and resources Supporting teachers who partake in NCEA change PL to share back to LA	Term 1 - implementation of the PL schedule Term 1-4 - Dedicated LA time every fortnight to support NCEA and curriculum change programmes	Subject teacher confidence in and awareness of new NCEA and curriculum changes. Time given to supporting NCEA change programme (Professional Learning & LA time).
Review and reporting of courses from the previous years, highlighting Māori and Pacific student achievement	Subject teachers / LALs / SLT	Standardised Course Review template Standardised Learning Area Review summary template	Term 1 - subject teachers review courses from previous year and implement changes Term 1 - 2 LALs summarise LA reviews and	Subject teachers complete their individual course reviews and implement any changes LALs complete the subject/learning area summary review and note

		LALs reporting to the BOT relating to 2023 achievement	highlight trends or patterns that require attention Term 2 - 3 - LALs report back to BoT	trends or patterns that require attention All LALs present their findings to the BoT.
Observation Tool Implemented	Principal/Deputy Principal/PL Rōpū/LAL/LDL	Design Meetings & Term 2 opt-in observation/LAL hui/Observation team created/Formal observation start Term 4	Design Term 1 Term 2-3 opt-in/LAL conversations/ Term 4 observations take place	This will provide baseline data to enable us to set targets for 2025.
Professional Learning - teachers undergoing targeted inquiry into Academic and Personal Excellence; highlighting Māori student academic and personal excellence	Led by SLT and the Professional Learning Team	Staff provoked, through voice and data, to reflect on teaching practice and identify areas for growth. Staff partake in the targeted inquiry/ pedagogical projects in groups, implement interventions and	Term 1 - introduction to Pedagogical projects (targeted inquiry) Term 2 - Staff participate in the pedagogical projects, undertaking research and starting to	Staff undertake a group pedagogical project/targeted inquiry over the course of the year, and present findings at the end of the year. Dedicated time given to pedagogy projects/targeted inquiry during the year. Improvement in Wellbeing@School Data

		measure their success	implement actions in their classrooms. Term 3-4 - Staff measure the success of their interventions, reflecting on progress.	(Teaching & Learning aspect)

Strategic Goal 2 Regulation 9(1)(a)

CONNECTEDNESS - Empowering powerful connections with iwi, whānau, community, stakeholders, and ākonga (students)

Annual Target/Goal: Regulation 9(1)(a)

Individual Education Meeting (IEMs) Participation

- 90% attendance at IEMs
- Improvement in NZCER Wellbeing@School "Teachers and parents work together" item by at least 10 points.

Community Survey

- 90% of our community who have completed the 'communication survey' in Term 4 identify as being 'satisfied' with our communication

What do we expect to see by the end of the year? Regulation 9(1)(d)				
An authentic relationship with Kawerau ā Maki. An increase in the number of whānau attending IEMs and positive feedback from our community survey.				
Actions Regulation 9(1)(b)	**Who is Responsible** Regulation 9(1)(c)	**Resources Required/Actions** Regulation 9(1)(c)	**Timeframe**	**How will you measure success** Regulation 9(1)(d)
Te Kawerau ā Maki engagement plan	Principal/Kaimahi Maori	Engagement plan written & priority areas established Kahimahi Maori rōpū, curriculum mahi, pedagogy projects, Kapa Haka	All Year	Termly hui with Te Kawerau ā Maki, Kapa Haka performing 3 times a year, CSP includes in planning, observation data CSP
Maintain high level of participation in Individual Education Meetings	Deputy Principal, Assistant Principal, and Community Leaders team	School Bridge Implementation Parent Contact - Emails/Phone calls Tracking documentation for hub coaches	Term 1 - IEMs are put in the school calendar early. / End of Term 1 - communicate dates with whānau. / Term 2 - Implement School Bridge booking system. / Term 2, 3 & 4 - Timeline	Attendance at IEMs Improvement in Wellbeing@School "Teachers and parents work together" indicator.

			of follow-up of IEMs that aren't booked.	
Collect Pathway Engagement Data	Deputy Principal/Pathway team	KAMAR/Investigate New System/Team gather data/Planning Term 1	Report Termly starting Term 2	This data will provide a baseline for the Pathway team & enable resources to be allocated appropriately
Communication Strategy developed & implemented	Principal/Deputy Principal	New website/communication strategy developed/Community survey created	Term 2 new timetable/Survey Term 4	The new website operational, and 90% satisfaction from the community with our communication

Strategic Goal 3 Regulation 9(1)(a)

COLLABORATION - Creating an environment for ākonga (students) and teachers that capitalises on each other's strengths, supports each other's learning and growth and encourages problem-solving together.

*For HPSS this is not only teachers but all of our staff including non-teaching staff.

Annual Target/Goal: Regulation 9(1)(a)

Observation Data

- 100% of teaching staff are observed in 2024

Professional Growth

- 100% of staff are involved in professional growth cycles.

What do we expect to see by the end of the year? Regulation 9(1)(d)

An increase in student engagement measured by student voice & the observation tool.

Actions Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required/Actions Regulation 9(1)(c)	Timeframe	How will you measure success Regulation 9(1)(d)
Observation Tool Implemented - collaboration questions included.	Principal/Deputy Principal/PL Rōpū/LAL/LDL	Design Meetings & Term 2 opt-in observation/LAL hui/Observation team created/Formal observation start Term 4	Design Term 1/Term 2-3 opt-in/LAL conversations/Term 4 observations take place	This will provide baseline data to enable us to set targets for 2025.

Implementation of pedagogy projects	Led by SLT and the Professional Learning Team	Staff provoked, through voice and data, to reflect on teaching practice and identify areas for growth. Staff partake in the targeted inquiry/ pedagogical projects in groups, implement interventions and measure their success	Term 1 - introduction to Pedagogical projects (targeted inquiry) Term 2 - Staff participate in the pedagogical projects, undertaking research and starting to implement actions in their classrooms. Term 3-4 - Staff measure the success of their interventions, reflecting on progress.	Staff undertake a group pedagogical project/targeted inquiry over the course of the year, and present findings at the end of the year. Dedicated time given to pedagogy projects/targeted inquiry during the year.
Curriculum Design Research	Principal/SLT	A survey given to collect staff views and responses	Term 2 - survey shared with staff and voice analysed.	SLT have analysed voice and utilised this to plan for curriculum design in 2025.
Module Planning	Subject teachers/LALs	Subject teachers who are co-teaching undertake ongoing planning together, considering connections in content,	Ongoing throughout the year, for both subject teacher planning and LA hui	Subject teachers record co-planning in a way that suits them (planners, shared docs, classrooms).

		skills, outcomes, context LALs facilitate regular conversations in LA hui as to how connections between learning areas can be made		LA hui record any useful information about connecting between learning areas in their ongoing agendas.
Student voice groups/planning established	Principal/Across School Lead/LAL	Set up student voice rōpū/Planning using voice in lesson planning/LAL discussion	Term 1 - group established/Term 2 -4 voice collected	Voice has been gathered from the student rōpū and this has been used to inform PLD for staff.
Professional Growth Cycle	SLT/all staff	SLT meet with all staff members in their community 2 times a year, to set and track personal goals.	Term 1 - first check-in meeting with SLT to set goals Ongoing throughout the year - opportunities for Professional Growth via Learning Area support, individual PL requests, and pedagogy projects	Staff have shared evidence of their professional growth through a 'celebration of learning' in Term 4.

			Term 4 - second meeting with SLT	

Strategic Goal 4 Regulation 9(1)(a)

RESILIENCE - Creating opportunities for ākonga (students) to develop their resilience

Annual Target/Goal: Regulation 9(1)(a)

Attendance Data

- Attendance for all groups (gender/ethnicity/year level) at a rate comparable to or above the National data.
- Improvement in attendance data for the students with 'chronic absence' (70% attendance or less).
- Increase in number of students "attending regularly" (91% attendance or higher).

NZCER Wellbeing@School Survey

- Improvement in median score for "Pro-social student culture and strategies" aspect by at least 5 points.
- Improvement in median score for "Resilience strategies" indicator by at least 10 points.

What do we expect to see by the end of the year? Regulation 9(1)(d)

An increase in the number of opportunities/interventions for our students to build their resilience & leadership. Improvement in our attendance data.

Actions Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required/Actions Regulation 9(1)(c)	Timeframe	How will you measure success Regulation 9(1)(d)
Implement Wellbeing@School survey	Deputy Principal / Community Leaders team	The NZCER Wellbeing at School Survey and Self Review Tool	Week 9, Term 1 Week 2, Term 4	Improvement in NZCER Wellbeing@School "Pro-social student culture and strategies" indicator. Increase in NZCER Wellbeing@School "Resilience strategies" indicator.
Implement Intervention and Prevention Programs, e.g. Te Whetū Māori mentoring Evaluate Māori and Pacific Island student Rōpū	Deputy Principal / Community Leader team / Guidance	Te Whetū Māori mentoring Māori and Pacific Rōpū The Combat Centre	Term 1 - parents emailed with information and invitation for students to join / Term 1 - new interventions started / Term 3 - Review	Three new interventions trialled and evaluated. Attendance rates and progress reports of Māori and Pacific Island student Rōpū Participation in the interventions.

School-Wide Student Leadership Plan established	Principal/Assistant Principal	Create/Investigate student leadership for Years 9 - 11/Trial ideas for leadership Term 3/Evaluate Term 4 & write plan for 2025	All Year	A school-wide leadership programme is created and ready to be rolled out 2025
Explicit teaching of resilience within the hub framework.	Deputy Principal / Community Leaders team / Head of Guidance	Good Space survey NZCER survey Speakers for hui time / Plan Hui according to themes arising in survey data Pedagogy project around Resilience	All Year	Improvement in our attendance data. Increase in resources around resilience. Improvement in NZCER Wellbeing@School "Pro-social student culture and strategies" indicator. Improvement in NZCER Wellbeing@School "Resilience strategies" indicator.
Improve attendance data	Deputy Principal / Community Leaders team / Attendance Officer / Attendance Support Services	Attendance data shared Referrals made	Twice termly - attendance shared with whānau and hub coaches	Improvement in overall attendance data. Reduced unexplained absences. Reduced 'chronic absence'.

		Whānau involved in solutions-focused hui	Referrals and hui - all year ongoing	Increase in students "attending regularly"