

ANNUAL IMPLEMENTATION PLAN 2024

Strategic Goal GOAL 1	Initiative	Actions	Measures, methods and targets <u>Data Gathering Plan</u>	Responsible (Doing the doing)	Accountable (Responsible if it is not done)	Checkpoint Analysis
<p>Goal 1: Empower all Akonga</p> <p>Success Maori and Pasifika learners and their families are safe, valued, and equipped to achieve their educational aspirations.</p>	<p>1.1 Give effect to Te Tiriti o Waitangi</p> <p>1.2 Coordinate actions to become culturally competent with diverse Pasifika learners</p>	<p>1.1.1 Establish a new Te Ao Maori leadership role.</p> <p>1.1.2 Gather data on student, teacher, leader and whanau knowledge.</p> <p>1.1.3 Facilitate Parent /whanau information opportunities</p> <p>1.1.4 Create conditions for te reo Maori to be seen, heard & spoken.</p> <p>1.2.1 Know your Pasifika learners.</p> <p>1.2.2 Implement a range of strategies including Pasifika words, songs, activities & artefacts to connect & engage with the children & their parents.</p>	<ul style="list-style-type: none"> Regularly measure levels of participation of parents. Aggregate Maori and Pasifika cohorts Regularly survey students and whanau about feeling cared for and safe at our school. Measure student ability to engage in korero Teachers can Talanoa about their Pasifika students & families. 	<p>Kylee Foster (Leader) SLT Leaders Teachers</p> <p>Teachers</p>	<p>Kylee Foster Anne</p> <p>SLT</p>	<p>(link to road map)</p>

Goal 1 (cont.)	1.3 Activate partnerships with whanau and the community.	1.3.1 Teachers have dedicated time to meet with new students and families.		Christine, Anne, Rae	Christine, Anne	
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<p>GOAL 2</p> <p>Goal 2: Embed collective teacher efficacy through collaboration to sustain and value what we have and believe.</p> <p><u>Success</u> Teachers have a collective belief they will have a positive impact on learning (efficacy) Our teachers are highly skilled, responsive practitioners.</p>	<p>2.1 Strengthen leadership accountability through regular conversations with leaders about student progress & achievement.</p> <p>2.2 Strengthen planning and responsive teaching.</p> <p>2.3 Use Conceptual learning as a vehicle for inquiry learning.</p>	<p>2.1. Re-establish fidelity of PGC.</p> <p>2.1.1 Set a leadership goal that reflects Tikanga (Fidelity)</p> <p>2.1.2 Schedule regular conversations with leaders</p> <p>2.2 Planning is responsive to the needs of students while continuing to reflect acceleration and engagement</p> <p>2.3 Design conceptual learning (that involves students' prior knowledge, cultural identity, and ways of making sense of the world.)</p>	<p>2.1 Leaders talk knowledgeably about their teachers & their cohort of students with evidence.</p> <p>2.2 Feedback/ letters from facilitators and learning leaders.</p> <p>2.3 Use the Learner Agency Rubric to collect student voice to measure the change in teachers' practice & student agency.</p> <p>End of Year Learner ...</p> <p>2.3.1 Students speak about their learning & see themselves as a partner in their learning.</p>	<p>Learning Leaders</p> <p>WSL's</p>	<p>SLT</p> <p>SLT</p>	

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<p>GOAL 3</p> <p>Goal 3: To embed a balanced academic, social and emotional curriculum so that all Akonga make progress</p> <p>Success Learners who live enriched lives. Educated learners who protect our planet.</p>	<p>3.1 Develop empathetic interpretative behaviours.</p> <p>3.2 Strengthen kaitiakitanga (environmental guardianship).</p> <p>3.3 Use conceptual learning as a vehicle for inquiry learning including STEAM subjects.</p>	<p>3.1 Schedule intermediate students to attend Activ8.</p> <p>3.2 Identify and rectify local environmental needs. Develop enviro leaders.</p> <p>3.3 Design conceptual learning (that involves students' prior knowledge, cultural identity, and ways of making sense of the world.)</p>	<p>3.1 NZQA Wellness survey</p> <p>3.2 Present to the board and parents their mahi and the impact they have had on the environment.</p> <p>3.3 Use the Learner Agency Rubric to collect student voice to measure the change in teachers' practice & student agency.</p>	<p>Leaders</p> <p>Morgan and Rachael.</p> <p>WSLs - Lauren, David Saysha</p>	<p>Anne</p> <p>Anne</p>	

