



2025

Annual Implementation Plan

Te Toki Ara Tāwhaki

Implement an engaging and supportive curriculum



TE TOKI ARA TĀWHAKI An Engaging and Supportive Curriculum

Strategic Intentions	Leadership Inquiries	How Will We Measure Progress?	Groups We Are Working With	Our Steps In 2025 And Beyond
Implement an engaging and supportive pedagogy to support our students in the Junior and Senior Curriculum	<i>How do we track and monitor student progress to forecast pathways?</i> Maria (with Andr'e)	Track UE, lit and num achievement data every 3 weeks from 01 April. Identify Yr11 target groups for additional support. Revise course choice and pathways	Data Manager Academic Navigators. HoFs and Deans	Identify a mechanism for tracking and forecasting student readiness and completion of CAA. Examine the capabilities that fit into our curriculum. Examine the links to Careers and Pathways
	<i>How do we continue to support our students with literacy and numeracy?</i> Andr'e	E-asTTle results in Term 1 and Term 2 Investigate other methods of measuring literacy Continue to target Yr 12/13 L1 Lit & Num achievement. Investigate VST	Assistant HoFs Literacy expert Targeted teachers	Build the literacy capability of the Assistant Hof team- with literacy leads Examine with HoFs and Assistant HoFs what effective pedagogy is needed to help deliver curriculum Identification, tracking and sharing of NEEDS data to teachers. Allocate Lit and Num focused teachers in specialised units: VOA / SER / KOR.
	<i>How do we develop an engaging and supportive Senior Curriculum?</i> Maria (with Andr'e)	Examine data via the annual reports. Scope current Yr11 schemes of learning to identify good practice.	HoFs	Investigate assessment practices alongside the investigation into curriculum.
	<i>Do we know we have an engaging and supportive Junior Curriculum?</i> Luke	Measure staff and student feedback- about clarity of the curriculum		Examine the JC Diploma and its relevance to our junior curriculum. Investigate the links between JC Diploma and our NCEA qualifications

Te Toki Whanake Ira Tangata

Grow and support capacity and capability of teachers and students



TE TOKI WHANAKE IRA TANGATA

Grow Leadership

Strategic Intentions	Leadership Inquiries	How Will We Measure Progress?	Groups We Are Working With	Our Steps In 2025 And Beyond
Teachers examine an engaging and supportive pedagogy	<p><i>How will targeted Professional Learning benefit teachers to improve student outcomes?</i></p> <p>Andr'e</p>	<p>Continue to monitor staff feedback about inquiry and PL</p> <p>Monitor staff feedback about PD workshops</p> <p>Continue to monitor inquiry reflection via the PGC</p> <p>A shift in practice will occur via Rongahia Te Hau</p>	<p>All teachers</p> <p>WSLs</p> <p>SCT</p> <p>Deans</p>	<p>TAI Professional Learning Groups will focus on Culturally Responsive and Relational Pedagogy.</p> <p>MANA Walk Throughs and/or Rongohia te Hau observations will be carried out in order to gather data on effective pedagogy.</p> <p>Junior Deans and Taumata Deans to observe all Junior classes from Weeks 4 to 6 of Term 1 focusing on student learning and engagement.</p> <p>The Specialist Classroom Teacher [SCT] will observe Junior classes causing concern and devise responses in collaboration with their teachers and Year Level Deans.</p> <p>Development of a Pedagogy class that can be run with identified teachers, new teachers to Aotearoa and new teachers to the profession in support of their development during the PL slot.</p> <p>The Professional Growth Cycle will continue to embed. HOFs and Delegated Leaders will plan a cycle of professional discussions and observations for their Faculties and/or Departments.</p>



TE TOKI WHANAKE HĀPORI

Nurture Community

Strategic Intentions	Leadership Inquiries	How Will We Measure Progress?	Groups We Are Working With	Our Steps In 2025 And Beyond
<p>Communication is clear, deliberate and uplifting for the whole community</p> <p>Building sustainable relationships with our different communities will create a sense of belonging</p>	<p><i>How do we engage authentically with our communities?</i></p> <p>Tina with the Board</p>	<p>Measure platform engagement eg: Facebook likes</p>	<p>Board</p> <p>Student leaders</p> <p>SLT</p>	<p>Develop a strategy for delivering the name change and uniform change</p> <p>Work with student leaders to develop our student facebook via toki talks</p>
	<p><i>How do we communicate te Toi Rangi to our community so that there is clarity of purpose?</i></p> <p>Tina with the Board</p>	<p>Survey staff about te toi rangi and their understanding</p> <p>Survey HoFs about te toi rangi</p>	<p>Designated coms on staff</p>	<p>Continue to produce Principal's Panui</p> <p>Communicate te toi rangi via staff meetings</p> <p>Student leaders to work more with students via Houses and assemblies to promote student success</p> <p>Deans to promote attendance and achievement via assemblies</p> <p>Develop a strategy to have students proud to represent in sports</p>



TE TOKI UARA

Tend to the Look and Feel of the School

Strategic Intentions	Leadership Inquiries	How Will We Measure Progress?	Groups We Are Working With	Our Steps In 2025 And Beyond
Our school environment is inviting and inclusive for students and the community	<p><i>How can we make our environment more inviting and inclusive for students and the community?</i></p> <p>Luke</p>	<p>Community feedback about the changes made in property</p> <p>Scan and scope property and review condition</p>	Community- students, staff and Board	<p>Continue to work with MOE to develop the 10YPP</p> <p>Make up the 10 year strategic property plan</p>
Restorative practice will impact students feeling safe and nurtured in the school	<p><i>How do we continue to provide a safe haven for all students?</i></p> <p>Jenna with Tina</p>	Student and Staff feedback	<p>Child Matters</p> <p>Anger Busters</p> <p>Odyssey and</p> <p>CADS</p> <p>Hisk Risk meetings</p>	<p>Continue to engage with Child Matters to train all staff in child protection</p> <p>Continue to embed practice in the deans team by continuing to offer PL via Fiana and Russell</p> <p>Introduce Trauma informed practice as a key piece of new learning for all our staff..</p> <p>Engage with Tutaru to educate students around addiction services.</p> <p>Sustain the high-risk meetings with all stakeholders.</p> <p>Have a Manaaki intervention resourced by a teacher so that Unit standards/Literacy can be taught in a withdrawal space for students to allow for a reset.</p> <p>Engage with and access our Ed Psych support earlier to address behavior concerns before they become high risk.</p> <p>Keep documents like TRP active and relevant for all sustains so they reflect risks.</p> <p>Access RTLB more effectively for concerning behaviours so that they are on the MOE radar well before a stand down or a suspension occurs.</p> <p>Use testing data to target support in areas of need ELL/Lit/Num</p>

TE TOKI PŪNAHA WHAIORA

Sharpen Processes and Systems

Strategic Intentions	Leadership Inquiries	How Will We Measure Progress?	Groups We Are Working With	Our Steps In 2025 And Beyond
<p>A sharpened focus on attendance will improve academic achievement</p> <p>Reinforce the JC code will improve community wellbeing</p> <p>Internal systems and processes are reviewed and updated</p>	<p><i>How do we sharpen systems and processes in school to ensure safe, consistent, and sustainable outcomes for all students?</i></p> <p>Cinal (with Luke)</p> <p><i>How do we monitor and improve attendance so that students can achieve?</i></p> <p>Jenna (with Luke)</p>	<p>Our Drives are organised and clear</p> <p>Coms to our community can be found easily and are reinforced consistently.</p> <p>Safety Measures & Emergency Protocols</p> <p>SLT processes are reviewed and are communicated to our community</p> <p>Feedback from staff and the community</p>	<p>Alt Ed and TPU</p> <p>Staff</p> <p>Community</p>	<p>Change to Google and Schoolbridge</p> <p>Regular safety drills and staff training on crisis management.</p> <p>Clear guidelines for handling emergencies and student wellbeing.</p> <p>Individual Attendance Plans for high-risk students/those chronically absent</p> <p>Interventions in Key strategic areas have engagement/attendance components/measures</p> <p>Close achievement gaps for priority learners (link to improved attendance)</p> <p>Effective induction (and associated resourcing) for new student and whanau</p> <p>Safe and supportive environment in place so students engaged and attend</p> <p>Alt Education on site to meet student needs</p>

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TE TOKI PŪNAHA WHAIORA

Sharpen Processes and Systems

Strategic Intentions	Leadership Inquiries	How Will We Measure Progress?	Groups We Are Working With	Our Steps In 2025 And Beyond
	<p><i>How do we reinforce the JC code so there is clarity and consistency amongst staff and for students?</i></p> <p>Tina (with Cinal)</p>	<p>Staff PD workshop survey</p> <p>Ongoing Staff Support - Allow for staff feedback and adjustments to enforcement strategies.</p>	Staff	<p>Implement recommendations from Child Matters - Training provided to staff</p> <p>Clear expectations of staff embedded in employment pack</p> <p>All staff have a functioning JD. Continue to update the HR file.</p> <p>A robust HR process is inclusive of a quality recruitment and retention plan.</p> <p>School Calendar locked and loaded to avoid disruptions the year prior.</p> <p>Electronic EOTC submission and Approval system. Annual EOTC are incorporated in the Calendar as a routine.</p> <p>As the school grows and staff changes occur more often, there would be a need for Termly/regular induction of new staff/Relievers.</p> <p>Survey what PD workshops staff would like to take in 2025 9 Term 2 onwards)</p> <p>Devise a 4-week module for PD workshop staff who are interested in and approach facilitators based on experience/ expertise within the school.</p> <p>Highlight key values and expectations in a way that connects with the school's culture and ethos.</p>