

## Annual Implementation Plan - Teaching and Learning 2024

<b>Strategic Goal 2</b> Develop a refreshed local curriculum that promotes and engenders academic excellence for all ākongā. Regulation 9(1)(a)																			
<b>Annual Target/Goal:</b> Build awareness and have a shared understanding of Te Mātaiaho with all staff. Regulation 9(1)(a)																			
<b>What do we expect to see by the end of the year?</b>  Staff have a shared understanding of Te Mātaiaho Strengthened relationships with all members of our community.  Regulation 9(1)(d)																			
<table border="1"> <thead> <tr> <th data-bbox="106 814 555 989"> <b>Actions</b>  <i>Detail the key actions you'll take this year to reach your annual target listed above</i>             Regulation 9(1)(b)         </th> <th data-bbox="555 814 813 989"> <b>Who is Responsible</b>             Regulation 9(1)(c)         </th> <th data-bbox="813 814 1780 989"> <b>Resources Required</b>             Regulation 9(1)(c)         </th> <th data-bbox="1780 814 2036 989"> <b>Timeframe</b>  <i>This is optional however is useful to help with your planning</i> </th> <th data-bbox="2036 814 2816 989"> <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>             Regulation 9(1)(d)         </th> </tr> </thead> <tbody> <tr> <td data-bbox="106 989 555 1230">           Establish and deliver a program with the staff on Te Mātaiaho         </td> <td data-bbox="555 989 813 1230">           SLT Curriculum working group         </td> <td data-bbox="813 989 1780 1230"> <ul style="list-style-type: none"> <li>Whole staff unpacking Te Mātaiaho whakapapa</li> <li>Mixture of whole staff, working in departments and across departments</li> <li>Use resources to develop common understandings on Te Mātaiaho</li> <li><a href="https://curriculumrefresh.education.govt.nz/te-mataiaho">https://curriculumrefresh.education.govt.nz/te-mataiaho</a></li> </ul> </td> <td data-bbox="1780 989 2036 1230">           Term 1         </td> <td data-bbox="2036 989 2816 1230"> <ul style="list-style-type: none"> <li>Use in individual planning for classroom teaching</li> <li>Engagement with Te Mātaiaho online</li> <li>Consistency in unit planning templates across departments, with reference to Te Mātaiaho</li> <li>Staff survey</li> <li>Evidence in unit planning</li> </ul> </td> </tr> <tr> <td data-bbox="106 1230 555 1906">           Investigate systems and structures within the school and possible alternatives (possible implementation from 2025)         </td> <td data-bbox="555 1230 813 1906">           Curriculum working group         </td> <td data-bbox="813 1230 1780 1906"> <ul style="list-style-type: none"> <li>Change junior curriculum to promote agency i.e. remove junior rotation and replace with (half year/whole year?) options.</li> <li>Have the same allocation of hours for each learning area in a fortnight also accommodating RST requirements</li> <li>More vertical integration into a range of systems. This could be specialised roles in SLT i.e. one SLT assigned to pastoral for ALL years rather than one per year level or Junior/Senior school.</li> <li>Provide time/create expectation for kaiārahi to contact regularly with more guidance around what is valuable for whānau.</li> <li>Review reporting systems i.e. change from number rating system, support whānau to engage with SchoolBridge app that seamlessly integrates with school portal, real feedback on learning progress</li> <li>Rearrange students so that all students in an Ako class are in the same house</li> <li>Vertical Ako classes (promotes relational spaces and tuakana-teina type relationships) - design and implement process for this change i.e. gather voice from all parties, speak to other schools, gather voice from parties on options, make change</li> <li>Review Department structure to align with Learning Areas of the Curriculum.</li> </ul> </td> <td data-bbox="1780 1230 2036 1906">           Term 1 and term 2         </td> <td data-bbox="2036 1230 2816 1906"> <ul style="list-style-type: none"> <li>Working group established</li> <li>Voice from stakeholders</li> <li>Plan in place by T2 end for consultation and then implementation in 2025</li> </ul> </td> </tr> </tbody> </table>					<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  Regulation 9(1)(b)	<b>Who is Responsible</b>  Regulation 9(1)(c)	<b>Resources Required</b>  Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<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>  Regulation 9(1)(d)	Establish and deliver a program with the staff on Te Mātaiaho	SLT Curriculum working group	<ul style="list-style-type: none"> <li>Whole staff unpacking Te Mātaiaho whakapapa</li> <li>Mixture of whole staff, working in departments and across departments</li> <li>Use resources to develop common understandings on Te Mātaiaho</li> <li><a href="https://curriculumrefresh.education.govt.nz/te-mataiaho">https://curriculumrefresh.education.govt.nz/te-mataiaho</a></li> </ul>	Term 1	<ul style="list-style-type: none"> <li>Use in individual planning for classroom teaching</li> <li>Engagement with Te Mātaiaho online</li> <li>Consistency in unit planning templates across departments, with reference to Te Mātaiaho</li> <li>Staff survey</li> <li>Evidence in unit planning</li> </ul>	Investigate systems and structures within the school and possible alternatives (possible implementation from 2025)	Curriculum working group	<ul style="list-style-type: none"> <li>Change junior curriculum to promote agency i.e. remove junior rotation and replace with (half year/whole year?) options.</li> <li>Have the same allocation of hours for each learning area in a fortnight also accommodating RST requirements</li> <li>More vertical integration into a range of systems. This could be specialised roles in SLT i.e. one SLT assigned to pastoral for ALL years rather than one per year level or Junior/Senior school.</li> <li>Provide time/create expectation for kaiārahi to contact regularly with more guidance around what is valuable for whānau.</li> <li>Review reporting systems i.e. change from number rating system, support whānau to engage with SchoolBridge app that seamlessly integrates with school portal, real feedback on learning progress</li> <li>Rearrange students so that all students in an Ako class are in the same house</li> <li>Vertical Ako classes (promotes relational spaces and tuakana-teina type relationships) - design and implement process for this change i.e. gather voice from all parties, speak to other schools, gather voice from parties on options, make change</li> <li>Review Department structure to align with Learning Areas of the Curriculum.</li> </ul>	Term 1 and term 2	<ul style="list-style-type: none"> <li>Working group established</li> <li>Voice from stakeholders</li> <li>Plan in place by T2 end for consultation and then implementation in 2025</li> </ul>
<b>Actions</b> <i>Detail the key actions you'll take this year to reach your annual target listed above</i>  Regulation 9(1)(b)	<b>Who is Responsible</b>  Regulation 9(1)(c)	<b>Resources Required</b>  Regulation 9(1)(c)	<b>Timeframe</b> <i>This is optional however is useful to help with your planning</i>	<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>  Regulation 9(1)(d)															
Establish and deliver a program with the staff on Te Mātaiaho	SLT Curriculum working group	<ul style="list-style-type: none"> <li>Whole staff unpacking Te Mātaiaho whakapapa</li> <li>Mixture of whole staff, working in departments and across departments</li> <li>Use resources to develop common understandings on Te Mātaiaho</li> <li><a href="https://curriculumrefresh.education.govt.nz/te-mataiaho">https://curriculumrefresh.education.govt.nz/te-mataiaho</a></li> </ul>	Term 1	<ul style="list-style-type: none"> <li>Use in individual planning for classroom teaching</li> <li>Engagement with Te Mātaiaho online</li> <li>Consistency in unit planning templates across departments, with reference to Te Mātaiaho</li> <li>Staff survey</li> <li>Evidence in unit planning</li> </ul>															
Investigate systems and structures within the school and possible alternatives (possible implementation from 2025)	Curriculum working group	<ul style="list-style-type: none"> <li>Change junior curriculum to promote agency i.e. remove junior rotation and replace with (half year/whole year?) options.</li> <li>Have the same allocation of hours for each learning area in a fortnight also accommodating RST requirements</li> <li>More vertical integration into a range of systems. This could be specialised roles in SLT i.e. one SLT assigned to pastoral for ALL years rather than one per year level or Junior/Senior school.</li> <li>Provide time/create expectation for kaiārahi to contact regularly with more guidance around what is valuable for whānau.</li> <li>Review reporting systems i.e. change from number rating system, support whānau to engage with SchoolBridge app that seamlessly integrates with school portal, real feedback on learning progress</li> <li>Rearrange students so that all students in an Ako class are in the same house</li> <li>Vertical Ako classes (promotes relational spaces and tuakana-teina type relationships) - design and implement process for this change i.e. gather voice from all parties, speak to other schools, gather voice from parties on options, make change</li> <li>Review Department structure to align with Learning Areas of the Curriculum.</li> </ul>	Term 1 and term 2	<ul style="list-style-type: none"> <li>Working group established</li> <li>Voice from stakeholders</li> <li>Plan in place by T2 end for consultation and then implementation in 2025</li> </ul>															

## Annual Implementation Plan - Teaching and Learning 2024

		<ul style="list-style-type: none"> <li>Review Deaning structure - House Deans rather than year level Deans, more Deans per house/year level (might make Deaning more attractive)</li> <li>Revamp Ako programme to align with house structures i.e. house assemblies, house deans, inter-house competitions, speakers, whakawhanaungatanga time, further embed school values more effectively</li> <li>Better support whānau to engage with Kōrero ā whānau more effectively (Talanoa Ako PD doc, run meetings in evenings, other ideas?)</li> <li>Review restorative practice systems i.e. one SLT in charge, clearer communication pathways and training</li> <li>Review timetable structure to enable cross-curricular learning / cross-school (ie SBC)</li> <li>As above, mixture of lesson times, contact schools who already do this (SPC), longer lessons give opportunity for place-based learning</li> <li>Shared SHC and SBC classes – could this work?</li> <li>Inquiry based learning across departments, junior school particularly</li> <li>PLD timing for staff engagement at the start of the day rather than end of day</li> <li>Uniform expectations for inclusivity and individuality. Non-uniform Y13? Term 3 and 4?</li> <li>Growth cycle actions explicit link to curriculum development</li> </ul>		
Have clear links to our local curriculum and relationships with whanau	HODs TICs	<ul style="list-style-type: none"> <li>Explore ways to form connections with whānau to gain access to local narratives.</li> <li>Use community resources in the classroom</li> <li>Place based learning in the local community – add more opportunities in junior school, cross curricular place based learning</li> <li>Involve whānau in curriculum planning stage</li> <li>Student voice – what do you want to learn? What are you interested in?</li> <li>Invite whānau in where appropriate, e.g Y10 tournament</li> <li>Connections with local primary/intermediates</li> <li>Further connections with SBC – brother school, lots of siblings there</li> </ul>	Throughout year	<ul style="list-style-type: none"> <li>Survey results are positive from both students and the wider community</li> <li>Units of work include use of the community</li> <li>Increase in number of connections with our contributing primary schools and SBC</li> </ul>
Establish consistency of practice in literacy and numeracy across all curriculum areas	Literacy and numeracy coordinators HODs	<ul style="list-style-type: none"> <li>Use the new literacy and numeracy coordinators to plan a whole school approach</li> <li>Department planning to show explicit links to this approach</li> </ul>	Throughout the year as per PLD plan	<ul style="list-style-type: none"> <li>Staff skilled with strategies and resources to use when teaching N&amp;L</li> <li>All curriculum areas have N&amp;L strategies and teaching in units of work</li> <li>All students gaining co-requisite N&amp; L</li> </ul>
Provide differentiated learning experiences to meet the needs of all ākonga	All teachers	<ul style="list-style-type: none"> <li>Implement universal design for learning in all planning</li> <li>Department liaison with Learning Support department</li> <li>De-Streaming 2030 resources</li> <li>Differentiation PD – learning support? Within school or external?</li> <li>Opportunity to observe examples of differentiated learning in action – maybe access local primary/intermediates where group rotations are the norm</li> <li>Literacy focussed courses offered at all senior levels, such as the communication literacy being offered at level 3 2024</li> <li>Create a pathway for maths for living, level 2 and 3</li> </ul>	Throughout year	<ul style="list-style-type: none"> <li>Clear differentiation shown in planning</li> <li>Measure of progress for all students</li> <li>More students achieving in senior maths and literacy when there is an option they can access and achieve in</li> </ul>