

Annual Implementation Plan 2024	
NELP Statements	Desired Actions / Outcomes
Objectives	2024
1. We ensure our places of learning are safe, inclusive and free from racism, bias, discrimination and bullying.	<p>The school values are enacted and evident at all levels.</p> <p>The school's role in the wellbeing of students, staff and board is defined and a plan developed.</p> <p>The health and safety plan is reviewed, updated and implementation is underway.</p> <p>Anti bullying and discrimination programmes planned and implemented</p>
2. We have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	<p>Localised Curriculum is developed for each learning area based around the released NZC refresh curriculum areas (Social Sciences; Maths and English developed)</p> <p>Regularly planned Hui Whanau to build community and gather feedback from whanau. Information collated by the Maoritanga Team and used to inform an Action Plan to respond to the identified needs.</p> <p>Development and training of ESOL team to plan for and assess the needs of our growing number of ethnic groups</p>

<p>3. We reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs.</p>	<p>Akonga Māori feel supported and enjoy success as Māori through the development of a plan to enable continuous upskilling of staff, and initiatives for our school, developed in consultation with whānau.</p> <p>Coordination and funding of support programmes to reduce barriers to learning for all students</p> <p>Utilisation of LSC to maximise learning opportunities for all students</p> <p>Develop programme and practices for ESOL</p>
<p>4. We ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p>	<p>Curriculum teams work on best practice models and incorporation of Better Start Literacy practices and Just in Time Maths.</p> <p>Focus groups in Literacy and Math for those needing further grounding and acceleration</p>
<p>5. We meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our place of learning.</p>	<p>Maori Tanga team to support all staff in the implementation of school wide Te Reo and Tikanga practices.</p> <p>Greater experience with Te Reo and Tikanga through environmental changes, intentional teaching and Marae visits.</p> <p>Giving effect to Te Tiriti o Waitangi is defined and understood by staff and board, with a planned approach developed.</p>
<p>6. We develop our staff to strengthen teaching, leadership and learner</p>	<p>Leadership development courses for management team</p> <p>Better start literacy professional development and refreshers for all junior and middle school staff</p>

<p>support capability across the education workforce.</p>	<p>Just in time Maths focus group with Rob Profitt-White with focus on Mathematics assessment.</p> <p>School wide professional support with revised curriculum development with UCOE facilitator</p> <p>School wide professional development and support for Restorative Practices.</p> <p>ESOL programme and team development</p> <p>Board support for further tertiary studies</p>
<p>7. We collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.</p>	<p>Participation in community projects</p> <p>Consultation with community groups</p> <p>Utilisation of experts from outside the teaching team</p>
<p>Additional Objectives</p>	<p>School acts as a good employer for all staff.</p> <p>Board Maintains a focus on staff wellbeing and supports, including funded counselling services, tertiary study assistance and other wellbeing initiatives.</p> <p>Financial management of the school is well managed. Good practices implemented around preset budgets</p> <p>School maintenance planned for and budgeted. Building improvement projects identified and</p>

	<p>timetabled</p> <p>Effective reporting of student achievement following analysis of data at both a Board and Parent level. Updating of report formats in line with professional development findings.</p> <p>Board will regularly review policy and procedure in line with review timetables and through consultation with our community, update policies to reflect both best practice and the needs and goals of our kura</p>