Greymouth High School ANNUAL IMPLEMENTATION PLAN 2024 (with monitoring)

Strategic Goal: To lead our community in the provision of a school culture that reflects our vision and ARCH values, thereby engaging all students to strive for success in their learning

Annual Target 1.1	What do we expect to see by the end of the year?
Refine and embed our redeveloped junior curriculum and adapt to the NZ Curriculum Refresh. We're providing an engaging curriculum so students want to learn. Integrating areas of learning and making it cohesive across the departments. Ensuring that our students develop the key skills needed for success at NCEA whilst ensuring the curriculum is engaging.	*Years 9 and 10 experience improved engagement as evidenced by selected indicators including average WNS, attendance, NZC Levels including English, Maths and Science by year groups, gender and ethnicity*

Key improvement strategies				

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)	
Action:	Resources:	By when? By whom?	Success criteria	Monitoring: (what's working, what isn't and how do we know)
1.1.1 Further develop and improve the GHS junior curriculum that: ● Is student-centred, clearly setting out the intended student experience ● Is connected between curriculum areas and year levels ● Uses inquiry learning within the QWest programme initially which can then be shared amongst the wider teaching team. ● Is localised and bicultural ● Has prominent Key Competencies and ARCH Values	Time (to plan and review) Staffroom whiteboard RTLBs KA Leaders SLT Toolkits PLG's	WHE, Curriculum Leaders, Teaching staff. Ongoing. Kaitakawaenga (regular contact with target students and whānau) Kaiako Māori	A high-quality learning experience for junior students with a distinct GHS flavour. Students experience an updated and distinct curriculum tailored for our community. Students engage more in learning, developing better skills and knowledge including some unique to Māwhera. Teachers enjoy connecting with each other, students and our curriculum.	

			In the first 6 weeks of Year 9, students complete an introduction to the GHS way with their own class teachers.	
● Includes an introduction to the GHS way in conjunction with the Akoranga Plan which includes a student understanding of relational learning culture. ● Is inclusive and ensures that all students make excellent progress; develop a greater understanding about the different ways students learn (eg neurodiversity) and specific learning differences (eg Dyslexia). ● Has the opportunity to develop the skills needed for the new NCEA Levels ● Is in line with the NZC Refresh ● Implements different approaches to differentiation in the junior classrooms. ● Ensures clear learning objectives, success criteria that are understood by learners. ● Progresses and extends all students.			Increased engagement and attendance. Increased number of students achieving at or beyond their level. SOLO implemented in some subject areas. Junior Academic Tracking in all subject areas. All juniors learn our school haka and participate in karakia and waiata. All students should have some access to some unit standards before Y11. Akoranga plan replaces teaching framework will be implemented and used. Schoolwide curriculum document for the Junior School.	
1.1.2 Offer more opportunities for students to make choices about their own learning in Year 9.		DP Option subject teachers timetabler	Development of a new programme for year 9 "options" Review at the end of each rotation and the end of the year	
1.1.3 Be responsive to all of our student's needs in terms of transition to High School and continue to develop and deliver ARCH values and Hauora lessons for year 9s and 10s	$3000 for AL set up. Time PLD Resources	DP Lead teacher and team SLT, Departments Attendance & Engagement lead	Development of an Active Learners Class Increased positive relationships with the Y8 students in contributing primary schools	
1.1.4 Facilitate further cross-curricular and localised curriculum opportunities.	$1000 per week off TT $5000 for Electives KA lead	Engagement and Attendance Leader Overseen by SLT All teachers and some non-teaching staff.	More weeks / days like 'project 2050' week throughout the year where teachers work in a cross-collaborative way. Electives programme implemented and impact on attendance reviewed.	

		Curriculum Leaders Lara with Papa Taiao, possibility to connect with departments	Enriching Local Curriculum implemented with Year 10s	
Lara with Papa Taiao				
1.1.5 Further develop the QWest integrated student-inquiry learning programme. The QWest curriculum should include links to literacy and numeracy as much as possible and a clear curriculum mapping should be created and shared to ensure all curriculum leaders understand the QWest programme.	Time Rescheduled meetings to allow further cross-curricular development PLD	Ongoing - QWEST teachers QWEST lead PLD opportunities Numeracy Lead Literacy Lead	Increased engagement from our students. Student voice and pastoral data. Increased student choice and independent learning skills and self-management. Qwest's nature of more KC based learning leads to specific skills needed to be taught at relevant times. The use of https://cybersmart.manaiakalani.org/ resources throughout all Qwest will ensure students are cyber smart when researching. Termly meetings with Numeracy and Literacy leads and QWest lead Curriculum leaders aware of QWest curriculum.	
1.1.6 HoD's collaborate, with each other, SLT, and with guidance from Ngāti Waewae, to further improve the junior Curriculum and there is improved understanding and academic tracking of our junior students.	Time	Heads of Department Ngāti Waewae support CoL Leaders	Careful consideration of coherent learning experience and starting to change how curriculum is developed. Hikairo schema is used to support teaching and learning pedagogy and practice across departments.	
1.1.7 All staff will understand the requirements of the literacy co-requisite and how their teaching and learning programmes contribute to student literacy proficiency.	Staff time	**Term 1 - 4** Literacy leader working with teachers in staff meetings and department contexts. LSC & RTLB to facilitate trials of using Read Write and Google Voice	Resources for developing literacy skills on our school website are used with confidence and frequency by staff and students. Everyone understands the literacy requirements for NCEA and how their reading and writing in each department	

		Typing in year 10 classes. Meeting for ECE - NCEA teachers to share how everyone can contribute to the co-requisite skill development for numeracy & literacy 6 May 2024.	contributes to gaining this qualification. Staff are familiar with the various terms to describe to the literacy requirements for NCEA.	
1.1.8 Continue to develop understanding of effective pedagogies for the teaching of mathematics and numeracy across the curriculum ● Develop a comprehensive understanding of effective pedagogies for the teaching of mathematics and numeracy across the curriculum which allows for attainable improvement. ● Increase the percentage of students in year 10 who achieve the Numeracy standard in NCEA by 10% ● Increase the percentage of Merit or Excellence results in NCEA Level 1 Mathematics.	Time Access to professional learning and literature Access to Numeracy assessment data. Resources for targeted intervention programme. Access to NCEA Level 1 Mathematics assessment data. Resources for targeted intervention programmes.	CHI/PTY/CPP CHI/HAL/PTY CHI/COS/CPP/PTY	Conduct a literature review to identify effective pedagogies for the teaching of mathematics and numeracy across the curriculum. Create a professional development plan that aligns with the identified effective pedagogies. Evident in classrooms during learning walkthroughs and lesson observations. Analyse the results of the previous year's Numeracy assessments to identify areas that need more support. Develop a targeted intervention program to address these areas of weakness. Successful implementation of targeted intervention program. Regular analysis of Numeracy assessment data throughout 2024. Successful implementation of targeted intervention program. Quarterly monitoring of student progress	

		throughout the year	

Evaluation
Successes
Challenges
Next Steps

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Annual Target 1.2: Design and implement NCEA programmes which allow students to experience increased levels of success.	What do we expect to see by the end of the year? ● Successful implementation of new Level 1 NCEA standards. ● Departments develop teaching programmes in line with refreshed NZ curriculum ● Increased percentage of students gaining NCEA Level 1 compared to 2023 ● Reduced end of year intervention

Key improvement strategies				
Implementation / Action (What we will do)			**Evaluation** (How will we know if we are succeeding?)	
Action:	Resources:	By when? By whom?	Success criteria	Monitoring: (what's working what isn't and how do we know)
1.2.1 Successful Implementation of new NCEA standards at Level 1.	NCEA change programme and NZ Curriculum refresh programme.	All departments	Units of work are updated at Level 1 to reflect new standards. Internal moderation is carried out for each achievement & unit standard. External Moderation is submitted on time and moderation report feedback is implemented. HoD's to submit External Moderation directly through the NZQA moderation tool. Review Senior Course credit loads in light of experience with new standards.	**TERM 1** PLD opportunity publicised with staff new to NCEA. Online subject specific workshops for Level 1 standards publicised. 2023 External Moderation report
1.2.2 Staff will continue to develop knowledge on how to unpack and teach NCEA standards.	2023 External Moderation reports.	NZQA resources PLD KA leaders SLT	Continue to develop knowledge around how to structure units of work and assessments in order to give students better opportunities of NCEA success.	

	NZQA updated resources. NZQA online training courses available on Putake.	SCT Targeted to staff/Depts that need help.	Fewer moderation reports returned as "not-consistent" (2023- 3 out of 29 reports were not consistent) Internal moderation processes are followed with PN to verify a sample via Department meetings. Staff new to NCEA are supported in learning processes. Increased levels of achievement and endorsements. Principal Nominee monitors subject specific PLD. Support PN created. Time is provided in Department and Staff meetings to communicate and implement changes.	
1.2.3 Continue to develop systems for staff, HoDs and Dean's to collaborate in identifying and intervening to enable students to experience NCEA success. This includes monitoring endorsements.	Time Meetings with Deans/HoDs to determine what data we need. Student Engagement Lead	KAMAR Markbook processes around accurate set up, entry and submission of results. -Yes/No Flags. - 1 Internal grade on KAMAR by early T2. Level 1 NCEA monitoring responsive to new standards and timelines.	Check points established, communicated and monitored. Timelines clearly communicated around NZQA deadlines. Students identified and offered help if achievement is at risk. Students who are achieving highly are identified and offered support to reach endorsements. Cycle of Numeracy and Literacy tracking established with departments and dean	

		Teaching staff HoDs SLT	Consistent academic tracking process across Y11 - 13. This includes the development and implementation of a communication plan with MSA and NHK to ensure that the lead teacher has a better overview of NCEA credits.	
1.2.4 Continue to work towards refreshed NZ Curriculum implementation.	Timeline Te Mātaiaho NCEA & Curriculum refresh timeline	Departments Reporting PLG established	Staff updated with current information, timelines and resources to enable the implementation of refreshed curricula. GHS Year 9 & 10 reporting structure changed to make language and structure consistent with Refreshed curriculum documents.	
1.2.5 Career pathways planning, advice and guidance optimised through use of career tools and resources.				
A. Career Central will continue to be used as the platform for students to record and monitor their career pathway development and progress.	Career Central Time Budget Staffing Timetabling considerations Kura Solution Licence	Rapuara|Career Pathways Advisor /teacher Mentors/Elective Teachers HODs All Teachers	A. All students will be using Career Central to record and monitor their career pathway development and progress from Year 9 through to transitioning out of school.	
B. All students will have the opportunity to gain NCEA Pathways Endorsement alongside academic subject endorsements.	Career Central Time Budget Staffing Timetabling considerations Kura Solution Licence	Rapuara|Career Pathways Advisor / Teacher Mentors/Elective Teachers HODs All Teachers	B. NCEA pathways endorsement will be monitored, including monitoring of standards on offer across the curriculum, to ensure students have the capacity to achieve an endorsement in their chosen pathways.	

C. All students at risk of leaving school without a viable Career Plan leading to further education, training or employment will be given the support ensuring a successful transition from school	STAR funding to support short courses (needs to be investigated in more detail)	Development West Coast and GHS Rapuara|Career Pathways Advisor	C. Students at risk of leaving school without a viable Career Plan will be identified early by the Dean (end of Year 10 onwards) and work with the Careers Pathways Advisor to develop career plans. Outside Agencies engaged to support leavers without clear plans	

Evaluation

Successes

Challenges

Next Steps

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Annual Target 1.3 Develop a relational learning culture* across the GHS community	**What do we expect to see by the end of the year?** Reduction in referrals and stand downs and improvement in the wellbeing in school data

*Relational learning culture

We see relational learning culture as our overarching practice and underneath it sits:
- Restorative practice
- Cultural capabilities with Ngāti Waewae
- Hikairo schema (Angus and Sonja McFarlane)
- Teaching and Leading to the NE (Russell Bishop)
- PB4L

Key improvement strategies				
Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)	
Action	Resources	By when? By whom?	Success criteria	Monitoring (what's working what isn't and how do we know)
1.3.1- Continue to develop relational learning culture through restorative practice PLD. Including differentiated levels of support required for individual staff members.	Restorative schools PLG group	Rich and Greg - Restorative Schools SLT Restorative Practice Lead	Positive feedback from staff including challenging their thinking Positive feedback from students	
1.3.2 Continue to use a relational learning culture lens for processes and procedures for staff working with students and their whānau and ensure that staff have a good understanding of them	Restorative schools	Rich and Greg - Restorative Schools PB4L team Restorative Practice Lead	Continued creation of a relational learning culture for processes and procedures Reviewed meeting structures and roles including those with whānau present Work with PB4L lead to create restorative resources for processes and procedures (eg	

			resources to use if students are referred)	
1.3.3 To reinvigorate PB4L across GHS inline with GHS relational learning culture	PB4L Lead	PB4L Lead	Continue to review systems and processes to align them with a relational learning culture. Create PB4L team to explore trends in behavioural data. Enhance rewards system - focus on weekly notes etc. Contribute to Deans meetings when necessary.	
1.3.4 Share the understanding of Relational Learning Culture across the wider school community		Information into enrolment packs and interviews - HAI Add relational Learning Culture to our GHS website - Emily Ensure that when students arrive during the year they are inducted into relational learning culture Restorative Practice Lead	Increased understanding of relational learning culture across the whole of the GHS community Y9 students will have a sound understanding of restorative approaches after being taught them in Term one.	
1.3.5. Investigate the role of student leaders in developing restorative practice across the kura.	Time	Work with restorative schools to develop student capacity. Restorative Practice Lead	We will have a plan for student leaders to be involved in restorative processes.	

Evaluation
Successes
Challenges
Next Steps

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Annual Target 1.4	**What do we expect to see by the end of the year?**
Continue to develop and implement a plan to improve engagement and attendance.	Improved regular attendance across the school (year groups, gender and ethnicity) compared to 2023 attendance data

Key improvement strategies				
Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)	
Action	Resources	By when? By whom?	Success criteria	Monitoring (what's working what isn't and how do we know)
1.4.1 PB4L role development		SLT PB4L lead	Establish PB4L team. Identify behaviour trends and share with relevant people. Simplify PB4L processes and consult with staff.	
1.4.2. Embed a mentoring programme (electives) that is responsive to the needs of each cohort	Budget Community support for electives e.g. coaching	SLT in coordination with Attendance & Engagement lead Kaitakawaenga (regular contact with target students and whānau)	A working elective programme with a wide range of options. Improved attendance of target students	
1.4.3- Embed a programme to reward attendance	Budget Meeting time	PB4L Attendance & Engagement lead SLT	Rewards given to high attendees and most improved attendance.	
1.4.4- Embed the attendance procedures - they are to be reviewed, up to date and monitored, including codes, lateness, and intermittent truancy.		PB4L Attendance & Engagement lead SLT kaiāwhina TIC data collection Whole staff	Attendance process evaluated and amended where necessary to link with our relational learning culture focus. (Annual objective 1.3)	

1.4.5- Monitor attendance and gather ideas on how departments can increase attendance and engagement within their departments.	HOD + Dept meetings	Attendance & Engagement lead SLT	Some HoD meetings to have attendance focus Dept meetings to begin with 5 -10 minutes of students causing concern/classroom problem-solving.	
1.4.6- Embed programmes that increase engagement and opportunities for all students to be successful at school. For example, Turuki, Enriching Local Curriculum with Junior students, Senior school short courses.	Budget	Lara Thompson John (Careers) and Gateway/Work experience coordinator SLT	Positive student voice. Good regular attendance stats. Good NCEA achievement data	
1.4.7- Reintegration of students from C2 into mainstream classes and review alignment with RLC processes.		Deans Hauora Coach SLT	Regular review of students using C2 Improved coordination with classroom teachers Improved communication with whānau	
1.4.8 - Calendar regular assemblies: Juniors Seniors Year groups Houses		Annual plan lead	Students have a stronger sense of belonging to GHS and therefore increased attendance and engagement	
1.4.9 - To reinvigorate our GHS school houses to boost engagement across the whole school community. As well as points for sporting activities this may include: ● Cultural activities ● Weekly notes (MVP) ● attendance		Annual plan lead Student leaders SLT	More house activities Tally house points regularly and share visibility and/or in assembly	
1.4.10 - Embed kaiāwhina and attendance officer roles across Māwhera.	MOE funding Car Resourcing		All schools across Māwhera area engage both the kaiāwhina and attendance officer All schools have attendance procedures	

| 1.4.11 Students will have access to enrichment and extracurricular opportunities including scholarship and external competitions. | $1000 enrichment budget | Engagement lead overseen by SLT.

Scholarships - Careers and Principal | Coordination of available enrichment opportunities shared with students, whānau and staff.

Participation and results monitored, evaluated and shared with SLT. | |

Evaluation
Successes
Challenges
Next Steps

Strategic Goal: To ensure that Māori students can enjoy success as Māori:

- Ensure te reo me ōna tikanga and te ao Māori are actively practiced, promoted & prioritised within all aspects of the school.
- Actively engage with iwi, hāpori, and whānau to develop the collective knowledge to positively transform Māori student outcomes.
- Strive to empower ākonga to collaboratively lead their learning and to provide opportunities for ākonga to develop their mana and self-worth through their successes.
- Change as needed to meet the intent of te Tiriti o Waitangi.

Annual Target 2.1	What do we expect to see by the end of the year?
Implement Te Tiriti o Waitangi, further. This is to build the capacity of Board, staff, students and whānau in tikanga, te reo and matauranga Māori. and ensure that there are opportunities for rangatahi to develop ownership of their own development, as Māori, within school.	Higher success rate of Māori students feeling successful as Māori in the Wellbeing and Identity (Ngāti Waewae) survey from year to year (in cohorts). Measures throughout the year for Māori students are equitable with non-Māori students (ie academic outcomes, referrals, attendance data, award data…) **Te Ao concepts / purakau embedded in teaching programmes / classrooms and learning sites looking like they are in NZ**

Key improvement strategies			
Implementation / Action (What we will do)		**Evaluation** (How will we know if we are succeeding?)	
Actions	By when? By whom?	Success criteria	Monitoring (what's working what isn't and how do we know)
2.1.1 With mana whenua identify and provide suitable PLD on Te Tiriti o Waitangi, culturally responsive practices and growing te reo Māori including identifying ways that we can honour TToW in GHS and instil the "why" within our whole school community.	Ngāti Waewae Kōmiti Mātauranga SLT Kaiako Māori Use of hikairo schema Kahui Ako lead	Identified and made plans on how to honour TToW Feedback from staff around understanding of te tiriti o Waitangi - In learning programmes - In professional practice - Presentation from students (TOW) - Investigate TToW pld providers - if needed - Exposure to PLD held throughout the year around the TToW	

		specifically with Ngāti Waewae Kōmiti Mātauranga as our PLD provider.	
2.1.2. Staff awareness of biases, including recognising unconscious bias, low expectations and identify strategies to help support change.	Ngāti Waewae Kōmiti (terms 1 and 2 specifically) Mātauranga KA lead Kaiako Māori	- Feedback from staff around PLD and use this to inform next steps. - Feedback from 2024 survey to students, staff and whānau	
2.1.3. Māori-focussed culturally responsive practices professional learning offered both through the marae and in school, promoting a strength focused learning approach so Māori can feel acknowledged, respected and valued, while understanding that there are many ways of being Māori.	Ngāti Waewae Kōmiti (terms 1 and 2 specifically) Mātauranga KA lead SLT Use of Hikairo Schema Terms 1-4	- PLD held on culturally responsive practices with the Ngāti Waewae Kōmiti Mātauranga as our PLD provider. - Feedback from staff, students, whānau	
2.1.4 Ensure te reo me ōna tikanga and te ao Māori and matauranga Māori are actively practised, promoted & prioritised within all aspects of the school including with staff, students, whānau and local community.		- Te reo, matauranga and tikanga Māori is more visible and available for ākonga throughout the wider school. - Learning programmes and site reflect Aotearoa and te tiriti - There are opportunities for students to opt in to learning experiences that are additional to timetabled classes - Build staff understanding of the importance of cultural experiences - Add top year students for te reo Māori/matauranga - Offering Mau rākau and other Te ao Māori activities to all students and having a Hui a ākonga Māori at the beginning of the year and trying to interest Māori students in	

		the activities we have available.	
2.1.5 Continue to develop individual staff members te reo and te ao journey	PLD committee Staff Kaiako Māori KA lead - deliver to whole staff or depts Terms 1-4	Staff to use basic te reo with correct pronunciation. Staff can introduce themselves with mihi. Staff use a whakatauki/purākau and can relate it to a teaching or learning principle. - evidence in learning programmes & observations Matariki is organised and celebrated schoolwide.	
2.1.6 Matariki	KA lead	**Matariki** is organised and celebrated schoolwide - Half a day of activities	
2.1.7 Hui ā whānau	Kahui Ako lead Kaiako Māori Other staff	A hui ā whānau twice a year	
2.1.8 Using the Hikairo Schema to ensure that culturally responsive practices are consistent across GHS	KA lead PLD committee Terms 1-4	PLD designed by Kahui Ako lead and SLT support for whole school implementation of Hikairo Schema PLD with Kahui ako lead on Hikairo Schema implementing Continued development of walkthroughs and Classroom observations to include Hikairo Schema	
2.1.9 Ensure rangatahi Māori are given genuine say over their course choices and options within courses, career pathways (with whānau) and are able to contribute meaningfully to schoolwide decision-making.	Pūmanawa kaiako Māori HOL careers timetable committee Deans	Hui ā ākonga Māori at the start of the year to connect. Ongoing hui to gather voice. Survey of Rangatahi Māori (kanohi ki te kanohi) Rangatahi Māori are surveyed (kanohi ki te kanohi) and positively feedback that they have been listened to and have had genuine say over their course choices and	

		options and contribute meaningfully to schoolwide decision-making. Option lines to allow for strengths to ensure that the choices available are equitable for all rangatahi. Rangatahi Māori report back that they have been listened to and have had genuine say that school wide decisions are equitable for our Māori students.	
2.1.10	Social Science department	To organise a trip for all of our year 9s and year 10s to the Arahura marae to learn about our local hapu, pūrakau and matauranga Māori	

Evaluation
Successes
Challenges
Next Steps

To ensure that Māori students can enjoy success as Māori:

- Ensure te reo me ōna tikanga and te ao Māori are actively practiced, promoted & prioritised within all aspects of the school.
- Actively engage with iwi, hāpori, and whānau to develop the collective knowledge to positively transform Māori student outcomes.
- Strive to empower ākonga to collaboratively lead their learning and to provide opportunities for ākonga to develop their mana and self-worth through their successes.
- Change as needed to meet the intent of te Tiriti o Waitangi.

Annual Target 2.2 Consolidate the kaupapa Māori pathway and continue to open pathways to the learning across the whole school.	What do we expect to see by the end of the year? The Ngā Here Kahikatea rangatahi wellbeing and identity (specifically as Māori Learners) will develop throughout the year (survey to become future baseline data)

Key improvement strategies				
Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)	
Actions	Resources	By when? By whom?	Success criteria	Monitoring: (what's working what isn't and how do we know)
2.2.1. Kaupapa Māori Pathway teaching matauranga Māori, with links to matauranga Pakeha, aiming for ākonga to stand proud as Māori, will run across all year levels with flexible options for seniors.	Staffing, Resources Koha	Kaiako Māori curriculum prep; SLT support and timetable prep Terms 1-4	Students learn in Māori pathway for their time at GHS and learning is based on te Ao Māori. Consolidate our current success without losing momentum. Make and strengthen connections with the rest of the	

19

			school. We can start with simple things by having a staff hui in the whare. Invites to teachers/Departments to come to NHK and see what is happening over there (invite departments). Students receive support and encouragement when with other teachers (as seniors) to use a Māori world view in all learning. Contextual learning based on te Ao Māori is offered to other Māori students.	
2.2.2 Flowing relationship between the wider GHS community and Ngā Here Kahikatea.	Staffing time	Kaiako Māori , PLD with Ngāti Waewae Whānau hui Culturally responsive teaching workshops Learning programmes with an aspect of matauranga Māori embedded Administration systems and processes Work with MSA Informal voluntary working group Terms 1-4 Opportunities for team teaching at with kaiako	Continuing the inclusion of Ngā Here Kahikatea in school systems and processes. Time and space to teach what we are learning to the rest of the school EG - haka to kaiako and then to ākonga. Access to mau rākau for all Māori students who are interested.	

		Māori and other subjects (social sciences, science, etc)	Continue to build relationships with the following departments: • The arts • Social Sciences (mihi) • Drama • Te Ao haka • Reo	
2.2.3. A team comprising of at least the Kaupapa Māori role holder and the Principal will continue to work with Ngāti Waewae Komiti Matauranga, maata waka Māori students, whānau and other stakeholders, to review and embed the Kaupapa Māori pathway class.	Time Hui kai Possible training/PLD	Kaupapa Māori role holder, Principal and SLT Kahui ako Māori leader Kaiako Māori Terms 1-4	Continue to maintain partnership with Ngāti Waewae, Whare Manaaki and other Māori community based projects (Te hono, kapahaka etc). GHS develops institutional culture to properly reflect Treaty of Waitangi (be less Euro-centric). PLD is offered around dealing with race based issues that are impacting on our staff and students (including application for funding to continue PLD with Ariana).	

Evaluation

Successes

Challenges

Next Steps