

Annual Implementation Plan 2024

1. 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

How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Annual Target 1.1 Refine and embed our redeveloped junior curriculum and adapt to the NZ Curriculum Refresh.</p> <p>Annual Target 1.2: Design and implement NCEA programmes which allow students to experience increased levels of success.</p> <p>Annual Target 1.3 Develop a relational learning culture across the GHS community</p> <p>Annual Target 1.4 Continue to develop and implement a plan to improve engagement and attendance.</p>	<ul style="list-style-type: none"> - Increased attendance. - Increased NCEA results. - Increased positive “results” in wellbeing data. - Increased literacy & numeracy NCEA results. - Increased NCEA merit & excellence endorsements. - Increased UE. - Implementation of refreshed curriculum - Continued tracking and intervention for Junior academic success. - Increased value added from Year 9 to Year 10 reading, writing & science academic data. - Decrease in negative pastoral data. - More positive responses from Ngāti Waewae surveys. - Student and whānau voice.

2. To ensure that Māori students can enjoy success as Māori:

- Ensure te reo me ōna tikanga and te ao Māori are actively practised, 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.

How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>Annual Target 2.1 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.</p> <p>Annual Target 2.2 Consolidate the kaupapa Māori pathway and continue to open pathways to the learning across the whole school.</p>	<p>Wider school community</p> <ul style="list-style-type: none"> - Whānau voice - Student voice - Community and staff voice - Academic success on par with non-Māori - Increased participation in Māori activities <p>Ngā Here Kahikatea</p> <ul style="list-style-type: none"> - Whānau, student, community and staff voice - Increased academic outcomes of Māori in comparison with non-Māori - Students are choosing to immerse themselves in cultural activities outside of school hours - Individual pathways are developed through choice and need - Increased confidence to be present and visible in the wider school community

Other Key Information

Cluster engagements 2023	Effective pedagogy for all learners	Māori dimension and cultural diversity
<ul style="list-style-type: none"> • Māwhera Kāhui Ako • Toki Pounamu / Manaiakalani Outreach • Attendance service 	<p style="text-align: center;"><i>Learn - Create - Share</i></p> <p>The 3 key areas of effective teaching we value for our community are:</p>	<ul style="list-style-type: none"> • Recognise Māori and Pakeha as full Treaty partners • Respect the kawa me ona tikanga of Ngāti Waewae as mana whenua • Value the unique heritage, culture and people of the Māwhera Grey District • Use the Hikairo Schema to guide our pedagogy • Use the Pasifika Education Plan
<p style="text-align: center;">Contract responsibilities:</p> <ul style="list-style-type: none"> • West Coast Trades Academy Lead Provider • Alternative Education Managing School • Māwhera Services Academy • Alternative Education Services • Māwhera Attendance Service 	<ul style="list-style-type: none"> • Creating a supportive, learning-focussed environment • Improving students' ability to access learning • Developing relational, collaborative environments 	