



Greymouth High School ANNUAL IMPLEMENTATION PLAN 2025

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

<p>Annual Target 1.1 Develop a relational learning culture* across the GHS community</p>	<p>What do we expect to see by the end of the year? Reduction in removals from class and stand downs and improvement in the wellbeing in school data</p>
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*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)
- 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)
<p>1.1.1- Continue to develop relational learning culture through restorative practice PLD. Including differentiated levels of support required for individual staff members.</p>	<p>Restorative schools PLG group Student leaders</p>	<p>Rich and Greg - Restorative Schools SLT Restorative Practice Lead</p>	<p>Positive feedback from staff including challenging their thinking Positive feedback from students Student Leaders develop the</p>	<p>TERM 1 TERM 2 TERM 3 TERM 4</p>

<p>Student leaders to receive training in restorative practice early in the year to use within peer support and beyond</p> <p>Increased contact between student leaders and junior school, NHK, SLP and ALP</p>		<p>Hold a training session during student leadership course 27/28 Jan 2025: with Restorative Schools</p>	<p>capability to run a restorative conversation with juniors</p> <p>Student leaders to continue engagement with their peer support classes beyond the first term i.e. catch ups during events and mentor times</p>	
<p>1.1.2 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</p> <p>Restorative practice training for induction - new staff</p> <p>Restorative practice work with support staff</p> <p>Frequent practice sessions, e.g., 10 mins during meetings, for staff to enhance their skill in restorative kōrero</p> <p>Restorative practice extended mentor</p>	<p>Restorative schools</p>	<p>Rich and Greg - Restorative Schools Ariana - Ngāti Waewae PB4L team Restorative Practice Lead</p>	<p>Continued creation of a relational learning culture for processes and procedures</p> <p>Reviewed meeting structures and roles including those with whānau present</p> <p>Restorative resources created and used by PB4L lead (eg resources to use if students are removed from class) Provide restorative toolkits for staff</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
<p>1.1.3 To develop clear pathways between alternative education systems.</p>	<p>ROCC funding</p>	<p>Deans Hauora + Transition coach Learning support coordinator AE Lead tutor DP</p>	<p>Plans developed for students transitioning to and from alternative pathways.</p> <p>Plans communicated to key stakeholders e.g. Rangatahi, Whānau, Kaiako, External agencies.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

<p>1.1.4 To continue to develop PB4L across GHS. In alignment with GHS relational learning culture</p> <p>Re-visit the out of bounds process</p> <ul style="list-style-type: none"> - Student voice from both parties - recidivists and rule followers 	<p>PB4L Lead</p> <p>Video equipment</p> <p>Prizes for assemblies</p> <p>Student volunteers</p>	<p>PB4L Lead</p> <ul style="list-style-type: none"> - Link/meeting with Year 13s/student leaders - help reinforce their position as role models for PB4L/ARCH values - Assemblies at least 1x per term - Videos re handling social issues/classroom behaviour/managing self/social media behaviour <ul style="list-style-type: none"> - These can be made accessible on sites (school?) - Competitions- making posters/pamphlets/house logo/ - Events re school haka/junior volunteer day - School wide social activities 	<p>Continue to review systems and processes to align them with a relational learning culture.</p> <p>Highly visible PB4L team to explore trends in behavioural data.</p> <p>Enhanced rewards system - focus on weekly notes etc.</p> <p>Develop PB4L aspect to House events. Students involved in PB4L systems.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
<p>1.1.5 Share the understanding of Relational Learning Culture across the wider school community</p> <p>Extended mentor time training and resourcing</p> <p>Student induction pack - may include video and accompanying questions to answer to complete induction</p> <p>Getting to know you process for teachers welcoming new students into their classes at different times of the year.</p>		<p>Restorative Practice Leads</p>	<p>Increased understanding of relational learning culture across the whole of the GHS community</p> <p>All students will have a sound understanding of restorative approaches after being taught them in Term one.</p> <p>Extended mentor time twice per term that has an element of relational learning culture.</p> <p>Ensure that when students arrive</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

			<p>during the year they are inducted into relational learning culture</p> <p>Relational Learning Culture added to our GHS website</p>	
<p>1.1.6 To develop approaches to create a culture of positive attitudes towards difference at Greymouth High School including staff awareness of biases: recognising unconscious bias, low expectations and identifying strategies to help support change.</p>	Time	<p>Kahui Ako lead Ariana Greg and Rich SLT GHS Counsellor</p> <p>Ngāti Waewae Kōmiti Restorative Schools</p> <p>KA lead Kaiako Māori</p>	<p>Whole staff meetings to address best practice to develop skills to create safe, inclusive practices.</p> <p>Toolkits for staff.</p> <p>Adapted PB4L processes to include how to create a culture of positive attitude towards differences</p> <p>Student workshops in assembly or smaller class groups.</p> <p>Feedback from staff around PLD and use this to inform next steps.</p> <p>Survey results will indicate change in attitudes towards differences.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
<p>1.1.7. Investigate the role of student leaders in developing restorative practice across the kura.</p>	Time	<p>Work with Restorative Schools to develop student capacity. Restorative Practice Lead</p>	<p>We will have a plan for student leaders to be involved in restorative processes.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

<p>1.1.8 To support the development of a stronger learning support department by targeting effective learning support interventions for students with additional needs.</p>	<p>Time Rebuild of Block D</p>	<p>Hod supported learning Supported learning team SLT Principal EO</p>	<p>The completion of the actions of the working Supported Learning Action Plan developed in part from the MOE Special Education area. Completion of Block D</p>	<p>TERM 1 TERM 2 TERM 3 TERM 4</p>
<p>1.1.9 Continue to grow the middle leaders development group from 2024. This is important in supporting our middle leaders to lead effectively across the school.</p>	<p>Time PLD</p>	<p>Principal</p>	<p>Future, new or middle leaders from overseas are more confident in leading. Created a plan with principal on how to develop middle leadership skills Attended PLD on middle leadership</p>	<p>TERM 1 TERM 2 TERM 3 TERM 4</p>

<p>Evaluation</p>
<p>Successes</p> <p>Challenges</p> <p>Next Steps</p>

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 1.2

Continue to develop and implement a plan to improve engagement and attendance.

What do we expect to see by the end of the year?

Improved regular attendance across the school (year groups, gender and ethnicity) compared to 2024 attendance data

Key improvement strategies

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 Establish Baseline data	MoE data Student voice	SLT attendance lead By the end of term 1	2024 attendance data is collated to use as a baseline to measure 2025 attendance data against. Target group of students are established and surveyed to use as a comparison group. (Use the same group as for annual target 1.1.) Data shared with and understood by SLT, mentors, attendance team.	TERM 1 TERM 2 TERM 3 TERM 4
1.2.2 Give opportunities for students to have a "trusted adult" as a go to person as well as their mentor teacher through a similar interest in Electives.	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. 2025 Continue to expand the range of options. Communicate with staff the reasoning behind Electives	TERM 1 TERM 2 TERM 3 TERM 4

			<p>being engagement, trusted adult,</p> <p>Students say that they have built some stronger relationships with electives teachers/staff</p> <p>Provide space for two extended mentor times per term, or assembly time.</p> <p>Improved attendance of target students</p>	
1.2.3- Embed a programme to reward attendance	Budget (less than 2025) Meeting time	PB4L Attendance & Engagement lead SLT	<p>The existing attendance reward system is evaluated and any changes are implemented.</p> <p>Feedback is gathered on any updated attendance reward system and is evaluated with a view of implementation.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
1.2.4- Embed the attendance procedures - they are to be reviewed, up to date and monitored, including codes, lateness, and intermittent truancy using the MOE STAR process.	Time	PB4L SLT Attendance Lead kaiāwhina TIC data collection Whole staff	<p>GHS attendance policy procedure and process evaluated and amended where necessary to link with:</p> <ul style="list-style-type: none"> • GHS relational learning culture focus. • New attendance staff. <p>(Annual objective 1.3)</p> <ul style="list-style-type: none"> • MoE STAR (Stepped Attendance response) • Updated MoE Attendance codes 	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

			<p>The GHS attendance responsibilities are communicated clearly to Classroom teachers, mentors, deans, attendance team and SLT.</p> <p>GHS school nurse is consulted around providing support for ongoing medical absence process.</p> <p>Participation in school events policy has been developed and implemented.</p> <p>This must include early notification of students at risk and plans being made with students & whanau.</p>	
1.2.5- Monitor attendance and gather ideas on how departments can increase attendance and engagement within their departments.	HOD + Dept meetings	Attendance & Engagement lead SLT	<p>Some HoD meetings to have attendance focus</p> <p>Dept meetings to include with 5 -10 minutes of students causing concern/classroom problem-solving.</p> <p>Measure department initiatives against weekly notes and attendance data.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
1.2.6- Embed programmes that increase engagement and opportunities for all students to be successful at school. For example, Enriching Local Curriculum with Junior students, Senior school short courses, extracurricular opportunities including scholarship and external competitions.	Budget	<p>Papa Taio/Junior Conservation Rangers.</p> <p>Careers and Gateway/Work experience coordinator</p> <p>SLT</p> <p>Engagement lead</p> <p>Scholarships - Careers and Principal</p>	<p>Positive student voice.</p> <p>NCEA credits from short courses are calculated for individual target students and compared against student voice around engagement.</p> <p>Available enrichment opportunities are collated</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

	\$1000 enrichment budget		shared with students, whānau and staff. Participation and results monitored, evaluated and shared with SLT.	
1.2.7- Reintegration of students from Growth Project, ALP and Alternate Education into mainstream classes and review alignment with RLC processes.	Time	Deans Coaches SLT	Regular review of students using GP, ALP & AE. Reintegration plans are prepared and communicated before students come back to mainstream classes. Improved coordination with classroom teachers. Improved communication with whānau.	TERM 1 TERM 2 TERM 3 TERM 4
1.2.8 - Calendar regular assemblies: Juniors Seniors Year groups Houses	Time	Annual plan lead	Students have a stronger sense of belonging to GHS and therefore increased attendance and engagement	TERM 1 TERM 2 TERM 3 TERM 4
1.2.9 - To reinvigorate our GHS school houses to boost engagement across the whole school community. As well as points for sporting activities this may include: <ul style="list-style-type: none"> • Cultural activities • Weekly notes (MVP) • attendance 	Time	Annual plan lead Student leaders SLT	Regular house activities in varied areas of the school; eg; - Academic - Junior quiz, Sport- Athletics day, Arts - House film festival, Service - Charity can drive. House points & next competition information are a regular agenda item in assemblies. Other methods of making House information more visible are evaluated eg; TV;s etc. Flags of student nationalities are purchased and hung in Coxon Hall.	TERM 1 TERM 2 TERM 3 TERM 4

<p>1.2.10 - For the first half of 2025, using the kaiāwhina role, ensure that all schools across Māwhera have good processes.</p> <p>Encourage the use of reporting attendance across Māwhera and begin to reimagine the attendance officer role in alignment with funding changes.</p>	<p>MOE funding Car Resourcing</p>	<p>Attendance Officer kaiāwhina</p>	<p>All schools across Māwhera area have the knowledge of how to engage with both the kaiāwhina and attendance officer.</p> <p>GHS uses the</p> <p>Data is collected showing which schools are engaging with both the kaiāwhina and attendance officer.</p> <p>Ensure we make changes aligning with new funding.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
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<p>Evaluation</p>
<p>Successes</p> <p>Challenges</p> <p>Next Steps</p>

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 1.3

Refine and improve our junior curriculum and adapt to the NZ Curriculum Refresh ensuring that it strengthens our relational learning culture.

Our purpose is to provide an engaging junior curriculum that enables all students to make excellent academic progress. Continuing to integrate areas of learning to make learning pathways cohesive across the departments whilst also ensuring that our students develop the key skills needed for success at NCEA.

What do we expect to see by the end of the year?

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.

Schoolwide implementation of the Akoranga Plan.

Key improvement strategies

Implementation / Action (What we will do)			Evaluation (How will we know if we are succeeding?)	
Action:	Resources:	By whom? <i>By when?</i>	Success criteria	Monitoring: (what's working, what isn't and how do we know)
1.3.1 Implement the 2024 akoranga plan by: <ul style="list-style-type: none"> A. Ensuring it is part of new staff induction. B. Use in departmental meetings C. Making it part of learning walkthroughs D. Linking our PLGs to each key section. E. Mid year review to ensure that we are on track F. Conducting an end of year check in to ensure it remains current for 2025. 	A: Induction slides updated and T.O.D. slides B: Meeting time C: Updated Proforma D: PLD Committee member time and outside providers	A: WHE 24/1/25 B: WHE and HODs <i>Ongoing</i> C: WHE T1 W6 D: CoL Leaders, PLD CTE Members. <i>Ongoing</i> E: WHE T4 W5 F: CoL Leaders HAL	A: Check in with new staff to ensure understanding. B: Regular feature in HoD Meeting Agenda Observed / present in Department Meetings C: Data from Learning Walkthroughs shared and used by all. D: Regular updates in the PLD Committee meeting and contribution to the monthly board report. E: Consultation with teachers in T4 staff meeting with updated Akoranga Plan for	TERM 1 TERM 2 TERM 3 TERM 4

<p>G. Continue to embed and improve the pedagogy of Learn Create Share across all provision (see action 1.3.6)</p>	<p>E: Meeting Time for consultation and evaluation. F: Support of M.E.T.</p>		<p>2026 shared with all teachers by the end of term 4. F: All departments and programmes to embed the use of learn create share, including NHK, MSA, ALP, SLP - sharing and making visible the programmes that are being followed and the activities that students are taking part in. LCS pedagogy developed and visible in learning walkthroughs and through student voice.</p>	
<p>1.3.2 Develop our schoolwide values lessons to broaden delivery beyond the first few weeks of Year 9. (explore a value per term)</p>	<p>\$500 approx. for ARCH lesson resources. Staff Meeting time</p>	<p>MKA Leader (OLI) Mentor teachers deliver lessons</p>	<p>ARCH lessons are updated and delivered throughout the year. Information delivered through staff meetings. Students understand ARCH values both in theory and in practice, students can see the value and impact on their relationships, Students have a greater sense of community and unity in their class and in the year group as reflected through student voice.</p>	<p>TERM 1 TERM 2 TERM 3 TERM 4</p>
<p>1.3.3 Increase the use of our Learning Needs Profiles for academic tracking making them an integral part of planning learning.</p>	<p>Meeting time</p>	<p>WHE oversees Meeting Schedule ELL/KIR updates LNPs Deans/HoDs monitor use <i>ongoing</i></p>	<p>Learning Needs Profiles are updated regularly. They are used to form the basis of class teacher discussion to ensure good practice and understanding of individual needs.</p>	<p>TERM 1 TERM 2 TERM 3 TERM 4</p>
<p>1.3.4 Broaden the cross-curricular opportunities like legacy week and the Nature vs Nurture project across the school.</p>	<p>Planning resources and documents Meeting time \$1000 (approx.) for resources</p>	<p>MKA Leader (STR) HODs</p>	<p>At least one additional cross curricular project between different departments with clear and detailed planning available to allow the continuation of these projects beyond 2025. The year 9 staff room board is utilised for cross-curricular learning/planning. Legacy week engagement will be positive as monitored by student voice and additional activities are planned and delivered within the year.</p>	<p>TERM 1 TERM 2 TERM 3 TERM 4</p>

<p>1.3.5 Increase opportunities for extension experiences both in and out of class.</p>	<p>Small budget for competitions.</p>	<p>Engagement Lead (COS) Learning support coordinator (ELL/KIR) <i>Ongoing</i></p>	<p>There is an Increase in the range of extension activities available to students (not just maths and science competitions).</p> <p>Extensions activities within classes are visible in classrooms and on learning sites.</p> <p>Junior students have increased leadership opportunities.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
<p>1.3.6 Embed Learn Create Share Pedagogy and improve the consistency and use of our Akoranga Learning Hub sites to improve and progress learning.</p>	<p>PLD from M.E.T.</p>	<p>MKA Leader (HAL) PLD Coordinator (WHE) <i>Ongoing</i></p>	<p>PLD is available to all including (PLG's, toolkits, Toki Pounamu staff meeting workshops) to support teachers to develop capacity in the share aspect of LCS pedagogy.</p> <p>Good practice of learning is shared and celebrated.</p> <p>Students and whānau know how to access the akoranga learning hub and resources are available to provide rewindable learning.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
<p>1.3.7 Literacy Action Use the science of learning principles to increase literacy skills and achievement.</p>	<p>PLD from MoE and Evaluation Associates. Continued PLD for all staff.</p>	<p>Literacy Leader (HAN) and English department to trial approaches in Terms 1 & 2, and to share across the staff for wider implementation in Terms 3 & 4.</p>	<p>Teachers undergo PLD in the principles of learning</p> <p>Priority is given to Science of Learning principles in English department meetings to share what is working well and identify next steps for teachers and learners.</p> <p>Unit plans and lesson observations (planned and informal walkthroughs) show the principles in action.</p> <p>Literacy Leader shares progress with HODs and then with all staff. Opportunities for wider staff PLD on Science of Learning are made available.</p> <p>Student progress is evident in improved easttle writing and PAT reading results and in improved literacy co-requisite results.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

<p>1.3.8 Numeracy Action</p> <p>To improve our NCEA numeracy success rates before Year 11 by:</p> <ul style="list-style-type: none"> A. Early identification of students working at level 4 and below of the curriculum so that intervention plans can be put in place. B. Year plans and unit plans are updated to reflect the numeracy skills required. C. Additional practice tests focussed on Numeracy skills including easttle to give better feedback. D. Early engagement with whānau on the student numeracy journey and improved reporting on student progress E. Strengthen relations with other departments for Numeracy across the curriculum by ensuring that they are all supported with their departmental numeracy action. 	<p>Meeting time</p> <p>PLD from MoE and Evaluation Associates</p> <p>Access to resources ie calculators etc</p>	<p>HoD Maths / Numeracy Leader (CHI)</p> <p><i>Ongoing</i></p>	<p>Data update on LNPs and strategies used and shared in department meetings.</p> <p>All year 9 teachers utilising the unit plans and more or less at similar pace</p> <p>Numeracy practice evident in lessons (not just in maths) as evidenced in learning walkthroughs.</p> <p>Increased achievement in numeracy co requisite by students in Year 10.</p> <p>Differentiation / UDL evident in lessons.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
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<p>Evaluation</p>
<p>Successes</p>
<p>Challenges</p>
<p>Next Steps</p>

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 1.4: Improve levels of NCEA student achievement with a focus on Literacy and Numeracy co-requisites and endorsements.

What do we expect to see by the end of the year?

- Increased percentage of students gaining the NCEA Level they are working towards.
- Increased percentage of students achieving Literacy and Numeracy co-requisites.
- Increased level of NCEA Endorsements.
- Students planning on continuing to tertiary study have the entry requirements they need.

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 Establish an accurate baseline of current student achievement.	Principals reports KAMAR achievement data- standards, courses, teachers Junior LIT.NUM (ASTLE/PAT) achievement data from previous year Te Manu ka Rere	JHN HoD/TIC/Teachers Teachers - Early T1 Numeracy lead Literacy lead	Previous year's NCEA achievement reports are produced & disseminated to establish a baseline for the current year Data based reports are produced and evaluated showing level of student achievement at a school, dept, teacher and standard level. Departmental report templates are reviewed to check they are providing the data we need to accurately establish levels of achievement and the evaluation of why. Teachers to develop class learning needs document early in the year. PN work with HoD ENG & MAT to use data to inform course design at L1.	TERM 1 TERM 2 TERM 3 TERM 4

			Year 13 Dean to have an accurate list of what specifically Year 13 students are wanting to achieve in 2025?	
1.4.2 Ensure all staff have access to up to date NCEA professional learning opportunities	-NZQA online resources. -Subject associations.	JHN HoD	New to NCEA PLD is offered to staff. Staff are made aware of Putake resources. External Moderation reports are used to provide direction for PLD opportunities. HoDs to identify PLD priorities for their department	TERM 1 TERM 2 TERM 3 TERM 4
1.4.3 Ensure Year 11, 12 and 13 students have accurate information detailing what they need to achieve for NCEA L1,2 , 3 and UE as well as NCEA processes.	Time	PN Deans	Information about NCEA & UE requirements are communicated to students & whanau Trades students and teachers look at the credits students are entered for and develop plans to balance time out of class with subject achievement.	TERM 1 TERM 2 TERM 3 TERM 4
1.4.4 HoD/TIC's to support the development of effective learning programmes to improve the level of endorsements.	SOLO Training Time Resources	HoD/SLT meetings	Including out of class opportunities - effective use by students of Tutorials and Homework Club (H/W Club will be rebranded by Engagement Lead) Tutorial timetable between departments that could contribute to duty time. PLG is established for teachers to learn and implement SOLO in their practice and examine any impacts on NCEA Endorsements. Teaching staff & TA's are familiar with SOLO taxonomy and teaching staff can apply it to help students deepen their knowledge and understanding.	TERM 1 TERM 2 TERM 3 TERM 4

1.4.5 Develop staff capacity to implement AI tools to enhance teaching and learning throughout the school			Unit & lesson planning tools. Staff to understand how tools can be used to support differentiation in the classroom.	TERM 1 TERM 2 TERM 3 TERM 4
1.4.6 Gather and analyse data to monitor the effectiveness of teaching and learning programmes.		PN HoD's	Staff are collecting and analysing student voice.	TERM 1 TERM 2 TERM 3 TERM 4
1.4.7 Maximise opportunities to celebrate success	Academic badges Achievement assemblies. Review Prizegiving	PN Engagement Lead	Ensuring students are aware of the various academic prizes available and what they need to do to be eligible. SC - links with Competitions from Engagement Lead. Deans to encourage utilisation of Homework Club for students with needs eg catching up, parents concerned.	TERM 1 TERM 2 TERM 3 TERM 4
1.4.8 Ensure accurate KAMAR academic data.	KAMAR NZQA timelines	Teachers HoD/TIC PN/SLT	Markbooks are set up correctly. Entries are made correctly. PLD provided on markbook management. Teacher markbook management is monitored. Student entries are checked by students before withdrawal deadline.	TERM 1 TERM 2 TERM 3 TERM 4
1.4.9 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	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.	TERM 1 TERM 2 TERM 3 TERM 4
B. 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	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	TERM 1 TERM 2 TERM 3 TERM 4
1.4.10 ESOL Introduce ESOL standards for international students - further details TBC	One hour per week support for ESOL students	Gretta Burroughs	ESOL students have pathways to success towards their academic goals at every level of their language competency.	TERM 1 TERM 2 TERM 3 TERM 4

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.

<p>Annual Target 2.1</p> <p>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>What do we expect to see by the end of the year?</p> <p>Higher success rate of Māori students feeling successful as Māori in the Wellbeing and Identity (Ngāti Waewae) survey from year to year (in cohorts).</p> <p>Measures throughout the year for Māori students are equitable with non-Māori students (ie student voice, academic outcomes, removed from class, attendance data, award data...)</p>
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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)
<p>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.</p>	<p>Ngāti Waewae Kōmiti Mātauranga</p> <p>SLT Kaiako Māori Use of hikairo schema Kahui Ako lead</p>	<p>Identified and made plans on how to honour TToW</p> <p>Karakia embedded before and after staff hui and kai</p> <p>Waiata (ka haea te ata and others) learned by staff and not needing lyrics.</p> <p>Actions to waiata Perform school haka</p> <p>Staff and students understand the reasons why we use karakia</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

		<p>Feedback from staff around understanding of te tiriti o Waitangi</p> <ul style="list-style-type: none"> • 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. 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.	<p>Ngāti Waewae Kōmiti Mātauranga KA lead SLT Use of Hikairo Schema Using google form Terms 1-4</p>	<p>PLD held on culturally responsive practices with the Ngāti Waewae Kōmiti Mātauranga as our PLD provider.</p> <p>Feedback from staff, students, whānau</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
2.1.3 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.	<p>Kahui ako lead to help support staff learning around matauranga māori</p>	<p>Te reo, matauranga and tikanga Māori is more visible and available for ākongā throughout the wider school.</p> <p>Learning programmes and site reflect Aotearoa and te tiriti</p> <p>Whakatauki for each section of the Hikairo Schema displayed on a poster around school</p> <p>There are opportunities for students to opt in to learning experiences that are additional to timetabled classes</p> <p>Build staff understanding of the importance of cultural experiences</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

		<p>Add top year students for te reo Māori/matauranga</p> <p>Offering Mau rākau and other Te ao Māori activities to all students and having a Hui a ākongā Māori at the beginning of the year and trying to interest Māori students in the activities we have available.</p>	
<p>2.1.4 Continue to develop individual staff members te reo and te ao journey</p>	<p>PLD committee Staff Kaiako Māori KA lead - deliver to whole staff or depts Terms 1-4</p>	<p>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.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
<p>2.1.5 Matariki</p>	<p>KA leads Embed into calendar</p>	<p>Matariki is organised and celebrated schoolwide</p> <p>- Half a day of activities</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
<p>2.1.6 Hui ā whānau</p>	<p>Kahui Ako lead Kaiako Māori Other staff CON - lead / ZAC / MAS / BUR come together to plan</p>	<p>A hui ā whānau twice a year</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
<p>2.1.7 Using the Hikairo Schema to ensure that culturally responsive practices are consistent across GHS</p>	<p>KA lead PLD committee Terms 1-4</p>	<p>PLD designed by Kahui Ako lead, PLD committee and SLT support for whole school implementation of Hikairo Schema</p> <p>PLD with Kahui ako lead on Hikairo Schema implementing</p> <p>Continued development of walkthroughs and Classroom</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

		<p>observations with strong links to the Hikairo Schema</p> <p>Using the Hikairo schema in more detail to support: Term 1 & 2 Hikairo schema focus - Āwhinatia</p> <p>Term 3&4 - Kotahitanga</p>	
<p>2.1.8 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.</p>	<p>Pūmanawa kaiako Māori HOL careers timetable committee Deans DPs - NCEA</p>	<p>Hui ā ākongā Māori at the start of the year to connect. Ongoing hui to gather voice.</p> <p>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.</p> <p>Option lines to allow for strengths to ensure that the choices available are equitable for all rangatahi.</p> <p>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.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>
<p>2.1.9 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</p>	<p>Social Science department</p>	<p>Trip organised and well attended</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

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.

<p>Annual Target 2.2</p> <p>Consolidate the kaupapa Māori pathway and continue to open pathways to the learning across the whole school.</p>	<p>What do we expect to see by the end of the year?</p> <p>The Ngā Here Kahikatea rangatahi wellbeing and identity (specifically as Māori Learners) will develop throughout the year (survey to become future baseline data)</p>
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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)
<p>2.2.1. Kaupapa Māori Pathway teaching matauranga Māori, with an emphasis on speaking te reo, with links to matauranga Pakeha, aiming for ākonga to stand proud as Māori, will run across all year levels with flexible options for seniors. There will be a focus on supporting our neuro diverse members of NHK.</p>	<p>Staffing, Resources Koha RTLb</p>	<p>Kaiako Māori curriculum prep; SLT support and timetable prep Terms 1-4</p> <ul style="list-style-type: none"> - All staff to spend some time in NHK during a noncontact during the year - RTLbs 	<p>Students learn in Māori pathway for their time at GHS and learning is based on te Ao Māori with an increased emphasis on speaking te reo</p> <p>Consolidate our current success without losing momentum. Make and strengthen connections with the rest of the 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 there (invite departments).</p> <p>Students receive support and encouragement when with other teachers (as seniors) to use a Māori world view in all learning.</p> <p>Contextual learning based on te Ao Māori is offered to other Māori students outside of NHK.</p> <p>Equitable Māori student achievement at senior levels compared to non-Māori students</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

			<p>Increased attendance for NHK students from 2024</p> <p>Work with the RTLBs to support NHK ākonga who are neuro diverse. Supporting neurodiverse students supports all students</p>	
2.2.2 Flowing relationship between the wider GHS community and Ngā Here Kahikatea.	Staffing time	<p>Kaiako Māori , PLD with Ngāti Waewae Whānau hui Culturally responsive teaching workshops</p> <p>The whare could be a shared learning space to begin to have a relationship with GHS wider community.</p> <p>Pumananwa presence at student leader hui and assembly</p> <p>Staff capable of performing school haka</p> <p>Learning programmes with an aspect of matauranga Māori embedded</p> <p>Administration systems and processes</p> <p>Work with MSA</p> <p>Informal voluntary working group Mau rakau to be offered to interested students - Terms 1-4</p> <ul style="list-style-type: none"> - Pumanawa to be included in the student leadership. 	<p>Continuing the inclusion of Ngā Here Kahikatea in school systems and processes.</p> <p>Time and space to teach what we are learning to the rest of the school</p> <p>EG - haka to kaiako and then to ākonga.</p> <p>Access to mau rākau and kapa haka for all Māori students who are interested.</p> <p>Continue to build relationships with the following departments:</p> <ul style="list-style-type: none"> • The arts • Social Sciences (mihi) • Drama • Te Ao haka • Reo <p>For example - Science could include using Maramataka EG: through growing plants, seasons, fishing and hunting, and night sky.</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

		<ul style="list-style-type: none"> - Peer support could be run in the whare by the pumanawa and introduce other leaders gradually - pumanawa to bring new year 9 NHK to join other year 9 groups during peer support sessions <p>Awareness of other Māori students within GHS - not just NHK</p> <p>NHK possible integration with MSA for collaborative and schoolwide practices.</p> <p>Opportunities for team teaching at with kaiako Māori and other subjects (social sciences, science, etc)</p>		
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	<p>Kaupapa Māori role holder, Principal and SLT Kahui ako Māori leader Kaiako Māori</p> <p>Terms 1-4</p>	<p>Continue to maintain partnership with Ngāti Waewae, Whare Manaaki and other Māori community based projects (Te hono, kapahaka etc).</p> <p>GHS develops institutional culture to properly reflect Treaty of Waitangi (be less Euro-centric).</p> <p>PLD is offered around dealing with race based issues (alongside other prejudices) that are impacting on our staff and students (including application for</p>	<p>TERM 1</p> <p>TERM 2</p> <p>TERM 3</p> <p>TERM 4</p>

			funding to continue PLD with Ariana).	
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Evaluation

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Next Steps to include all māori students at Greymouth High School