

Geraldine High School Annual Plan 2024

Goal 1 - *Building through connections: Mana Whenua, Tangata Whenua and Tangata Tiriti*

Strategic Goal 1: Inspire and empower individuals to create meaningful connections.						
Outcome	What?	How?	Who?	By When?	Costs	Progress
Build closer relationships with the local community	Increase the number of businesses that have a relationship with the kura, students and staff.	Establish a database of local businesses. Make contact initially by email. Follow up with phone calls and face to face meetings	PA, Co,Cp	Term 1 database of at least 15 local businesses established. Emails sent and follow up phone calls. One on one meetings end of Term 1 and throughout the remainder of the year.	NA. This may be an opportunity to gain some school sponsorship from these local businesses.	
	Build closer relationships with contributing schools.	Meet with the Principals of the local schools and establish their needs. Look to support these schools by regular visits of students to their kura and visits to our kura.	Cp, Cm, Rk , Te	Term 1 meetings. Plan for student visits in term 2 and beyond.	Transport costs.	
	Build closer relationships with parents.	Increase the number of sporting/cultural opportunities.	Cp,Co,Jh	End of 2024.	\$30,000 -\$80,000 (Minivans)	
	Develop our	Engage with tertiary	Cp, Me, Ma	Term 1, Term 2	NA	

	students' understanding of employability skills.	<p>providers about options for life after school.</p> <p>Engage with a larger group of employers about the skills and characteristics needed to be successful in the workforce.</p> <p>Develop a graduate profile of students leaving GHS</p> <p>Work day introduced for selected year level students.</p> <p>Increase the number of employers involved in the inspiring futures programme</p> <p>Increase the number of subject areas engaging with Venture Timaru (Science, Mathematics)</p> <p>Planning for BCITO</p>	<p>Cp, PA, Co, Ma</p> <p>Hod's Cp</p> <p>Cp, Me to facilitate work days for year levels 9-13</p> <p>Cp, Me</p> <p>Kw, Qn</p> <p>Cp, Pd, Fs, Dave</p>	<p>Term 1 and 2</p> <p>Term 2/3</p> <p>Term 3</p> <p>Whole year.</p> <p>Terms 2,3,4</p> <p>Term 2,3,4</p>	<p>NA</p> <p>NA</p> <p>Income generated for the school.</p> <p>Transport costs</p> <p>Transport costs. Curriculum costs.</p> <p>Set up costs.</p>	
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		building programme. Key stakeholders established.	Jones, Ar, Ku, Me, BCITO Mark McKenzie			
Grow our students knowledge of our local histories	Connect with Arowhenua and have a marae visit with a small group of students or teachers.	Cp, SLT, So, Te, Oa	Term ¾	Transport, Food and accommodation costs.		
	Waiata and haka developed for the school.	So, Te, Oa	Term 1,2	NA		
	Kapa Haka group to be developed to participate in lower level Kapa Haka competitions and observe higher level competitions.	So, Te, Oa	Term 1,2,3,4	Transport costs. Uniform costs.		
	Students to participate in a combined canterbury rural kapa haka group	So, Te, Oa	Term 1,2,3,4	Transport costs. Uniform costs.		
	Research the history of GHS. Interactive timeline developed. Unit of work developed for a year level at GHS.	Cp, Cf, Librarian	Term 2-4	Transport costs. Uniform costs.		

Strategic Goal: Inspire and empower individuals to create meaningful connections

Annual Goal: Build closer relationships with the local community

- Targets:
1. Increase the number of businesses that have a relationship with the kura, students and staff.
 2. Build closer relationships with contributing schools.
 3. Increase the number of ex students on the graduate profile database

Baseline Data: Start of 2024

Number of businesses currently working with GHS (number) (link to document with names and contact details)
Contributing Schools: Geraldine Primary School, Woodbury Primary School, Carew Peel Forest primary School, Pleasant Point Primary School, Winchester Primary School, Hinds Primary School, Mayfield School.
Number of students on the graduate profile database (number) (link to document with names and contact details)

When	What	Who	Indicators of progress
Term One	<p>Compile a list of current businesses working with the kura.</p> <p>Add new businesses that could potentially have an interest in forming a relationship. Send an introduction letter to the businesses.</p> <p>Follow up phone calls with face to face meetings with business leaders.</p> <p>Contact each Principal of the contributing schools to organize a meeting to discuss ways we can work together over the year.</p> <p>Updating the ex-student database.</p> <p>Investigate costs of minivans for the school. Apply for funding from the foundation and PTA. Apply for funding from charitable trusts.</p>	<p>PA, Me, Cp</p> <p>Cp</p> <p>PA, Mg</p> <p>Cp, Co, PA</p>	<p>List completed</p> <p>Meetings completed.</p> <p>List continually being updated.</p> <p>Minivans bought for school and sign-written.</p>

	Reinvigorate PTA at GHS. Email parents and shoulder tap.	Cp, Co, Hn, Lu	Initial meeting held. New members appointed.
Term Two	Meetings with local business leaders continues.	Cp	Meetings completed.
	Meeting with Venture Timaru	Cp	Meeting completed.
	Meeting with "Inspiring the Futures" group to set up this year's event.	Cp, Me	Meeting completed. Date set for event.
	GHS students working with contributing Primary schools in areas of interest.	Cp, Wn, Pd, Ty	Students transported to Primary schools to work with primary students or hosting events for the contributing schools at GHS.
	Contributing schools invited for a matinee performance of Grease.	Cp, Wm	Students at Matinee performance.
	Planning for Rogaine in Term 4	Cp, Co, Hn, Lu	
Term Three	Meetings with local business leaders continues.	Cp	Meetings completed.
	GHS students working with contributing Primary schools in areas of interest.	Cp, Me Cp, Wn, Pd, Ty	Event held. Students transported to Primary schools to work with primary students or hosting events for the contributing schools at GHS.
	Planning for Rogaine in Term 4	Cp, Co, Hn, Lu	
Term Four	GHS students working with contributing Primary schools in areas of interest.	Cp, Wn, Pd, Ty	Students transported to Primary schools to work with primary students or hosting events for the contributing schools at GHS.
	Review the number of businesses involved in the school. Run a	Cp, Me	Event held.

	thank you evening with gratitude from students and staff involved. PTA Rogaine event.	Planning for Rogaine in Term 4	Event held.
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Strategic Goal: Inspire and empower individuals to create meaningful connections	
Annual Goal: Develop our students' understanding of employability skills.	Targets: <ol style="list-style-type: none"> 1. Develop a graduate profile of students leaving GHS. 2. Increase the number of subject areas engaging with Venture Timaru. 3. Planning for BCITO building programme to begin in 2025.
Baseline Data: Start of 2024	
No graduate profile for graduating students of GHS in 2024. One subject currently involved with Venture Timaru (Science). No BCITO programme in place for 2024.	

When	What	Who	Indicators of progress
Term One	In initial meetings with businesses, gain voice about skills and attributes needed for employees. https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/Graduate-profiles-a-vision-of-future-oriented-learners	Cp	Meetings for some businesses are complete. List of skills and attributes collected.
	Look for expressions of interest	Cp, Wn	More subject areas interested in

	<p>from other subject areas to be involved in Venture Timaru contextualized learning in local businesses.</p> <p>Key stakeholders meeting held for BCITO building programme.</p>	<p>Cp, Pd, Fs, Dave Jones, Ar, Ku, Hn Co, Me, BCITO, Nicky Donkers? Mark McKenzie?</p>	<p>being a part of this initiative. Planning for this in a unit of work.</p> <p>Initial meeting held. Names and contact details of interested community members established.</p>
Term Two	<p>Continued meetings with local businesses.</p> <p>HOD's to develop a graduate profile of the skills and attributes needed by students to graduate Level 3 of their subjects.</p> <p>Planning of units of work in identified subject areas for Venture Timaru initiative.</p> <p>Meeting with interested community members and potential business partners for BCITO building programme.</p>	<p>Cp</p> <p>HOD's</p> <p>HOD's</p> <p>Cp, Pd, Fs, Dave Jones, Ar, Ku, Hn, Co, Me, BCITO, Nicky Donkers? Mark McKenzie? Others?</p>	<p>Meetings held.</p> <p>Graduate profiles for students that are subject specific created.</p> <p>Units planned.</p> <p>Meetings held.</p>
Term Three	<p>Graduate profile for students developed using feedback from HOD's, Business members.</p> <p>Units of work delivered for Venture Timaru initiative.</p> <p>Further planning of BCITO project</p>	<p>Cp</p> <p>HOD's</p> <p>Cp, Pd, Fs, Dave Jones, Ar, Ku,</p>	<p>Graduate profile complete.</p> <p>Students experience units outside of the classroom in the local community.</p> <p>Meetings, formation of a</p>

	for 2025.	Hn, Co, Me, BCITO, Nicky Donkers? Mark McKenzie? Others?	business/curriculum plan.
Term Four	Units of work delivered for Venture Timaru initiative. Planning finalised. Staffing put in place. For BCITO	HOD's Cp, Pd, Fs, Dave Jones, Ar, Ku, Hn, Co, Me, BCITO, Nicky Donkers? Mark McKenzie? Others?	All units complete. BCITO building project ready for start of 2025. Fully staffed and planned.

Strategic Goal: Inspire and empower individuals to create meaningful connections	
Annual Goal: Grow our students knowledge of our local histories	Targets: <ol style="list-style-type: none"> 1. Connect with Arowhenua and have a marae visit with a small group of students or teachers. 2. Kapa Haka group to be developed to participate in lower level Kapa Haka competitions and observe higher level competitions. 3. Students to participate in a combined canterbury rural kapa haka group 4. Research the history of GHS. Interactive timeline developed. Unit of work developed for a year level at GHS.
Baseline Data: Start of 2024 No visits to Arowhenua marae previous to 2024. No school waiata or haka. Has the Kapa haka group participated in local competitions? If so, what? What aspirational competitions could they go and observe? A rural group does not currently exist for GHS students. What specific Geraldine History units are in place, if any, at GHS?	

When	What	Who	Indicators of progress
Term One	Contact Arowhenua and organize a potential visit.	Cp, So, Te, Oa	Contact made. Date set.
	Meeting with key stakeholders about waiata and haka.	Cp, So, Te, Oa	Meeting held.
	School Kapa Haka group formed and practices begun. Performances planned for the year.	So, Te, Oa	Kapa haka practices held.
	Combined rural kapa haka group established.	So, Te, Oa. other rural schools?	Rural kapa haka committee established. Tutor employed.
	Meeting with Cm and Cf to establish what is currently in place and what the need for a GHS history unit might look like.	Cp, Cm, Cf, Ar, Librarian	Plan for the outline of a unit created. Students identified and brought on board.
Term Two	Arowhenua visit.	So, Te, Oa	Visit or Noho completed.
	Development of haka and waiata by staff and rangatahi leader	So, Te, Oa	
	Kapa haka performance - Matariki	So, Te, Oa	Performance completed.
	Combined rural kapa haka group practices and performance.	So, Te, Oa	Performance completed.
	Students developing GHS unit and interactive timeline of Geraldine History.	Cp, Cm, Cf, Ar, GATE Students	Students making progress on unit and interactive timeline.
Term Three	Arowhenua visit.	So, Te, Oa	Visit or Noho completed.
	Kapa haka group practice of school haka and waiata.	So, Te, Oa	Kapa haka practice
	Kapa haka performance, and or observation of competition- ?	So, Te, Oa	Performance completed.

	<p>Combined rural kapa haka group practices and performance.</p> <p>Students developing GHS unit and interactive timeline of Geraldine History.</p>	<p>So, Te, Oa</p> <p>Cp, Cm, Cf, Ar, GATE Students</p>	<p>Performance completed</p> <p>Students making progress on unit and interactive timeline.</p>
Term Four	<p>Arowhenua visit.</p> <p>Kapa haka performance - Prizegiving including school waiata and haka.</p> <p>Unit complete. Community presentation of interactive timeline.</p>	<p>So, Te, Oa</p> <p>So, Te, Oa</p> <p>Cp, Cm, Cf, Ar, GATE Students</p>	<p>Visit or Noho completed.</p> <p>Performance completed.</p> <p>Community presentation of interactive timeline completed.</p>

Goal 2 - *Wellbeing for Life: Mauria Te Pono (believe in yourself)*

Strategic Goal 2: Well-being for Life <i>Mauria te pono (believe in yourself)</i>						
Outcome	What?	How?	Who?	By When?	Costs	Progress
Create equitable, safe and restorative learning environments for Geraldine High School ākonga	Develop an equitable PSE programme that has a culturally responsive and holistic approach to hauora and learning.	Use Te Whare Tapa Wha and the GHS school values as a guide in developing the wider PSE programme.	Ty, Ma	Term One, 2024	NIL	Completed, but ongoing for the remainder of Term 4
		Students understand the words and purpose of the school karakia, as established in whanaungatanga	Ty, Ma	Term Two - Three, 2024	NIL	-

		time and during PSE lessons.				
	Develop a PSE programme that reinforces and focuses on the school values.	Ensure PSE Learning Objectives clearly incorporate culturally responsive outcomes (where appropriate).	Ty, Ma	Term One, 2024 (ongoing)	NIL	Complete for Term One
		Recordings of values and a break down of what they mean. Add to website and have students speak to them in morning karakia on speaker.		Termly, 2024	NIL	-
		Ensure Learning Objectives and activities have clear connections to the school values.		Termly, 2024	NIL	Complete for Term One
		In senior years, ensure speakers and foci are centred around the school values.		Termly, 2024	NIL (some programmes have had costs covered by external businesses)	Complete for Term One
	Ensure staff, student and community voice is used to inform best practice and	Gather student, staff and community voice through discussion, forms, feedback and	Ty, Ma	Term 2 and 4	NIL	-

	planning.	feedforward data gathering				
	Develop and refine clear and effective well-being (Hauora Hub) practices, referral systems and processes for staff, students and whānau.	Clearly define the role of the counsellor and the role of the youth and whanau support worker Meet with the Hauora Team regularly to discuss caseload, issues, questions and concerns	Co, Ty, Kr, Sn Ty, Kr, Sn	Term One, 2024 Ongoing	NIL NIL	- Ongoing
		Develop a clear referral system for staff, students and whanau to access when referring young people and their whanau to the Hauora Hub	Ty, Kr, Sn	Term One, 2024	NIL	Complete
		Use a joint email address for the Hauora Hub to ensure transparency and to manage caseloads appropriately	New Era, Ty, Kr, Sn	Term One, 2024	NIL	Complete
	Ensure student, staff and whanau welfare is prioritised in the GHS pastoral care	Assess counsellor caseload based on the number of students on the waiting list to see	Ty, Kr	Termly	NIL	-

	systems	<p>the counsellor.</p> <p>Assess youth and whanau support worker caseload based on waiting list to see the youth and whanau support worker and how many students/families are being supported by the social worker. Use the Social Worker's spreadsheet to analyse quantitative data and incoming referrals</p>	Ty, Sn	Termly	NIL	-
		Assess needs of students based on discussions with Hauora Hub team using (anonymous) qualitative data	Ty, Kr, Sn	Termly	NIL	Ongoing
		Meet with wider pastoral team (Deans) to discuss student needs	Ty, Kr, Sn, Pastoral Team (Deans)	Twice a term	NIL	Ongoing
		Hauora Hub to report to the wider pastoral team and BoT on trends within year levels, ethnicities and genders,	Ty, Kr, Sn, Pastoral Team, BoT	Twice a term with Pastoral Team Once a year with BoT	NIL NIL	Ongoing -

		<p>interventions used to support students and plans to improve well-being in the school</p> <p>Get staff, community and whanau feedback on the well-being needs of the students</p> <p>Counsellor to engage in regular supervision to discuss caseload and get feedback on practice</p> <p>Youth and Whanau Support Worker to engage in regular supervision to discuss caseload and get feedback on practice</p>	Ty, Kr, Sn	Term Two and Four	NIL	-
	Ensure a commitment to ethical, safe and best practices are adhered to		Ty, Kr	Fortnightly	TBC	Ongoing
			Ty, Sn	Fortnightly	TBC	Ongoing
	Strategic Goal: Well-being for Life	Ensure Counsellor and Youth and Whanau Support Worker have a working knowledge of, and commitment to adhere to the Child Protection Policy	Cp, Ty, Kr, Sn	Term Two	NIL	-
	Annual Goal: Create equitable, safe and restorative learning environments for Geraldine High School ākonga			Targets:		
				<ol style="list-style-type: none"> To create a PSE programme that is inclusive, effective and reflective of student and community needs To develop inclusive and effective well-being processes and systems in the Hauora Hub Review the use of PB4L processes at GHS and implement correct systems school-wide 		
	Baseline Data: Start of 2024 Prior to 2024 PSE programme did not explicitly address cultural competencies, te reo Māori, or community/whanau voice	Hauora Hub team to engage in relevant Professional	Ty, Kr, Sn	As needed	Costs will vary	-

Prior to 2024 there had not been a collaborative approach in the Hauora Hub to student well-being, nor had there been clear referral systems

Prior to 2024 there had not been a review of PB4L system since 2020

When	What	Who	Indicators of progress
<p>Term One</p>	<p>Engage with the South Canterbury PB4L Liaison to begin a review process at GHS</p> <p>Clearly define the role of the counsellor and the role of the youth and whanau support worker</p> <p>Develop a clear referral system for staff, students and whanau to access when referring young people and their whanau to the Hauora Hub</p> <p>Appoint a PB4L staff lead to assist in the review process and strengthen practice at GHS</p> <p>Develop a Restorative Practice Professional Learning Group for staff to strengthen practices and start an inquiry process</p> <p>Recordings of values and a breakdown of what they mean for PSE. Add to website and have students speak to them in morning karakia on speaker.</p>	<p>Ty, TIC, Nikola Vincent (liaison)</p> <p>Ty, Co, Kr, Sn</p> <p>Ty, Kr, Sn</p> <p>Ty, Co</p> <p>Ty</p> <p>Ty, Wn/student exec, Ma</p>	<p>Will have met with South Canterbury PB4L Liaison at GHS</p> <p>Job Descriptions will have been refined</p> <p>Referral system completed and in forms for staff</p> <p>PB4L staff lead will be appointed</p> <p>Restorative Practice PLG begun and sessions developed</p> <p>Term One value recorded by student exec</p>
<p>Term Two</p>	<p>Gather student, staff and community voice through discussion, forms, feedback and feedforward data gathering for PSE</p>	<p>Ty, Ma</p>	<p>Feedback will have been gathered and data collected</p>

	<p>Student Exec create a video explaining what the school karakia means and how it fits into our values to be shared online and with PSE classes</p> <p>Get staff, community and whanau feedback on the well-being needs of the students for Hauora Hub</p> <p>Ensure Counsellor and Youth and Whanau Support Worker have a working knowledge of, and commitment to adhere to the Child Protection Policy</p> <p>Begin PB4L review process</p> <p>Recordings of values and a breakdown of what they mean for PSE. Add to website and have students speak to them in morning karakia on speaker.</p>	<p>Ty, Wn/student exec, Ma</p> <p>Ty, Kr, Sn</p> <p>Ty, Cp, Kr, Sn</p> <p>Ty, TIC, Nikola Vincent (liaison)</p> <p>Ty, Wn/student exec, Ma</p>	<p>Student exec will have created a video</p> <p>Feedback will have been gathered and data collected</p> <p>Hauora Hub staff will have read the Child Protection Policy and displayed an understanding of the policy</p> <p>Liaison will have started to lead the review process through survey and observation</p> <p>Term Two values recorded by student exec</p>
Term Three	<p>Recordings of values and a break down of what they mean for PSE. Add to website and have students speak to them in morning karakia on speaker.</p> <p>Staff, student, whanau and community voice on PB4L</p>	<p>Ty, Wn/student exec, Ma</p> <p>Ty, TIC, Nikola Vincent (liaison)</p>	<p>Term Three values recorded by student exec</p> <p>Feedback gathered and data collected re. PB4L</p>
Term Four	<p>Gather student, staff and community voice through discussion, forms, feedback and feedforward data gathering for PSE</p>	<p>Ty, Ma</p>	<p>Feedback will have been gathered and data collected</p>

	<p>Recordings of values and a break down of what they mean for PSE. Add to website and have students speak to them in morning karakia on speaker.</p> <p>Hauora Hub to report to the BoT on trends within year levels, ethnicities and genders, interventions used to support students and plans to improve well-being in the school</p> <p>Get staff, community and whanau feedback on the well-being needs of the students for Hauora Hub</p> <p>Plan for PB4L structure in 2025</p>	<p>Ty, Wn/student exec, Ma</p> <p>Ty, Kr, Sn, Cp, BoT</p> <p>Ty, Kr, Sn</p> <p>Ty, TIC, Nikola Vincent (liaison)</p>	<p>Term Four values recorded by student exec</p> <p>Hauora Hub will have reported to the BoT</p> <p>Feedback will have been gathered and data collected</p> <p>2025 PB4L structure will have been discussed and determined</p>
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Goal 3 - *Motivated to reach their highest potential* - *Whaia te matauranga hei oranga mo kouto*

Strategic Goal 3: Inspire and empower individuals to be motivated to reach their highest potential						
Outcome	What?	How?	Who?	By When?	Costs	Indicator of Progress
Develop the understanding and use of Foundation Learning throughout the school.	Improve Literacy and Numeracy levels throughout the school	Conduct initial assessments to establish baseline levels (eAsttle, PAT).	English, Maths, Science departments	End of Term 1	NA	Assessments completed
		Create targeted programs for students below the expected level to	HOD's and Departments	End of Term 1	NA	Targeted programs created

		<p>raise achievement.</p> <p>Professional development for teachers on effective strategies to teach Lit & Num across the curriculum.</p> <p>Regular monitoring and feedback sessions.</p>	<p>Kw and Hg in staff meetings</p> <p>HOD's</p>	<p>Throughout the year</p> <p>Throughout the year</p>		<p>PLD delivered in Staff meetings</p> <p>Monitoring meetings held and teaching strategies altered</p>
	To further develop the way we use the Foundation Learning assessment data	<p>Training on data analysis and application for all HODs.</p> <p>Develop the use of Kamar markbook summaries and data analysis tools amongst HODs.</p> <p>Regular meetings to discuss curriculum and KC achievement data.</p> <p>Recognising academic achievement regularly for students</p>	<p>Wn</p> <p>Wn & Cf</p> <p>HOD's and Department teachers</p> <p>Wn & Cf</p>	<p>First 4 weeks of Term 1 and then throughout the year</p> <p>Throughout the year in HOD meetings</p> <p>In department meetings throughout the year as well as class information sharing meetings</p> <p>During each reporting cycle</p>	<p>ChatGPT subscriptions for HOD's as a trial for Term 1</p> <p>NA</p> <p>NA</p> <p>Costs related to Certificate printing</p>	<p>Training sessions held in HOD meetings and 1on 1</p> <p>HODs using markbook summaries</p> <p>Dept meetings used to analyse KCs</p> <p>Certificates given. Profile raised for academic achievement</p>
	Use assessment data to inform planning for whole year level courses like Core subjects	Analyse assessment data to identify specific needs for each year level.	Cf	<p>By the end of Term 1</p> <p>By the end of Term 1</p>	NA	All staff have access to assessment data analysis

	and PSE	<p>Make curriculum programme adjustments based on data analysis.</p> <p>Design new content, strategies and materials in courses to cater to the learner's needs.</p>	<p>HOD's and Departments</p> <p>HOD's and Departments</p>	<p>Throughout the year</p>	<p>NA</p> <p>NA</p>	<p>Lesson plans are adapted based on data to suit student needs</p> <p>New strategies implemented in lessons</p>
	Key Capability identification of Strengths and weaknesses in Year levels	<p>Data analysis to pinpoint strengths and weaknesses of KC's in every year group.</p> <p>Use this data to inform planning and differentiation.</p>	<p>Wn and Cf</p> <p>HOD's and Departments</p>	<p>Start of Term 1</p> <p>By the end of Term 1</p>	<p>NA</p>	<p>KC Spreadsheets created and accessible for all</p> <p>Examples of data informed planning and differentiation</p>
	Departments put plans in place to improve their programmes to address weaknesses	<p>Department meetings to discuss analysis results.</p> <p>Development of department-specific improvement plans.</p> <p>Ongoing review of implemented plans</p>	<p>HOD's and Departments</p> <p>HOD's and Departments</p> <p>HOD's and Departments</p>	<p>Throughout the year</p> <p>???</p> <p>Regularly</p>		<p>Focused meetings held</p> <p>Dept Improvement plans created</p> <p>Regular reviews in Dept meetings</p>
	Analyse and track NCEA achievement, UE and endorsement	<p>Establish a more robust system for tracking and analyzing NCEA progress.</p>	<p>Mt</p> <p>Mt</p>	<p>By the end of Term 1</p> <p>By the end of Term 2</p>		<p>System created and shared with teachers</p> <p>Tracking data is</p>

	rates	Regular updates on achievement and endorsement rates. Use data to create target groups of students for tracking		By the end of Term 2		shared Target groups shared and feedback gained from teachers
Outcome	What?	How?	Who?	By When?	Costs	Indicator of Progress
Improve teaching pedagogy in the following areas; Literacy and Numeracy across the Curriculum, Critical Thinking, Restorative Practice, Maori Tikanga and Te Reo Maori (NELP 1, 2, 3)	Run a dedicated stream of PLD for all staff focussed on developing the skills of teaching Literacy and Numeracy across the curriculum	Identify lead teachers to run PLD sessions. Schedule and run PLD workshops. Integrate Lit & Num strategies into lesson planning throughout the school. Monitor and evaluate the impact of the Lit & Num PLD.	Wn Wn, Kw & Hg HOD's and Departments Kw, Hg and Wn	Start of the year Start of the year By the end of Term 3 Throughout the year for monitoring and evaluate in Term 4	NA NA NA NA	Teachers organised to lead PLD Calendar created and PLD delivered Documented strategies in Department plans Lit & Num assessment results rise as a result of this PLD
	Run another stream of PLD dedicated to developing the following areas of teaching and learning; <ul style="list-style-type: none"> • Critical Thinking • Restorative Practice 	Identify lead teachers to run PLD sessions. Organise PLD calendar and structure and deliver PLD. Apply PLD learning in classrooms.	Wn Wn, Ty, Whaea Jordyn and Whaea Addie Teachers	Start of the year Term 1 Throughout the year Term 1		Done Completed for Term 1, need to plan for Term 2. Evidence of PLD being applied in classrooms

	<ul style="list-style-type: none"> Te Ao Maori Te Reo Maori 	<p>Gain pre PLD baseline data through staff surveys.</p> <p>Gather feedback and refine courses.</p>	<p>Wn, Ty, Whaea Jordyn and Whaea Addie</p> <p>Wn, Ty, Whaea Jordyn and Whaea Addie</p>	<p>End of Term 2</p>		<p>Collect and analyse baseline data</p> <p>Analyse feedback and adapt PLD for the second round</p>
Outcome	What?	How?	Who?	By When?	Costs	Indicator of Progress
Deliver new NCEA level 1 courses as well as plan and prepare for further NCEA changes (NELP 2, 4, 5)	Deliver new NCEA level 1 programmes.	<p>Curriculum development for new courses.</p> <p>Attend professional development for staff on new course content and delivery.</p> <p>Implementation of new courses with ongoing support for teachers and HODs</p>	<p>SLT, HOD's and Departments</p> <p>SLT, HOD's and Departments</p> <p>HOD's and Teachers</p>	<p>Start of Term 1</p> <p>Ongoing throughout the year.</p> <p>Start of Term 1</p>		<p>Level 1 courses ready to be delivered by teachers</p> <p>SLT, HODs and Teachers attend in person, online and school based PLD</p> <p>HOD's and Teachers feel supported in running these courses</p>
	Review NCEA level 1 programmes throughout the year	<p>Continuous assessment of student performance and feedback.</p> <p>Regular meetings with teachers to discuss course progress and</p>	<p>HODs, Teachers and Academic Dean.</p> <p>HOD meetings and Department meetings</p>	<p>Ongoing throughout the year</p> <p>Ongoing throughout the year</p>		<p>Regular collection of student assessment data identifying areas for improvement</p> <p>Regular meetings held</p>

		challenges. Adjustments to the programme based on feedback and assessment results	HOD's and Departments	Term 4		Examples of adjustments made to teaching programmes
	Plan and prepare for NCEA Level 2 and 3 changes.	Research upcoming NCEA changes and their implications. Development of new or revised curriculum materials for Levels 2 and 3. Professional development for staff on upcoming changes and new requirements. Preparation of resources and materials for the new courses.	SLT, HOD's SLT, HOD's SLT, HOD's and Departments SLT, HOD's and Departments	When new information is available When new information is available When PLD is available Unknown		Being aware of any upcoming changes Create a plan of PLD to design new Level 2 and 3 courses Same as above Same as above