

Annual Implementation Plan 2024

LEARN

Initiative - Raise student engagement and achievement through effective teaching and learning programmes

Actions - Strengthen teaching and learning relationships and pedagogy

| | WHO | HOW | WHEN | SUCCESS |
|---|-----------------------------|---|----------|---|
| 1 | Principal DP Teachers | Guide and engage teachers with the book <i>Teaching to the North-East</i> by Russell Bishop. Introduce the book, purchase copies, and distribute them before the Term 2 holidays. | Term 1-4 | Teachers have a copy of the book and will have read through it. Teachers have an understanding about the book's objectives and relevance. Teachers show engagement with the book, as evidenced by their participation in related discussions or activities. |
| 2 | Principal DP Teachers | Teachers will read each chapter independently. They will reflect on the content of their assigned chapters, identifying key themes and insights. They will share their reflections and main ideas with the group during staff meetings. Reflections here | Term 2-4 | Teachers have a shared understanding of the key ideas from the book. There is active participation and discussion from all staff members, demonstrating an understanding of the chapters. Teachers can articulate how the insights from the reading can be applied to their teaching practice or professional development. Teachers use effective relational and specific literacy learning approaches to monitor and progress student achievement. |
| 3 | Principal DP Teachers | Review relevant resources and research to enhance understanding of teaching practices and approaches that promote accelerated learning and student achievement. Helen Wall - The Writing Teacher Science of Learning | Term 2-4 | Teachers have a deeper understanding and awareness of specific and effective teaching approaches to improve student progress and achievement. This knowledge enables teachers to implement strategies that better support student growth and success. PGC Class Observations and school data |
| 4 | Principal DP Teachers | Teachers have reflected on their teaching approaches and begun to use improved relational and teaching approaches to support the progress and achievement of students. | Term 2-4 | Identification of improved student-teacher relationships and enhanced teaching approaches and student achievement. PGC Class Observations |

EXPLORE

Initiative - Raise student engagement and achievement through effective teaching and learning programmes

Actions - Improve literacy outcomes through quality teaching, PLD, and partnerships with whanau

| | WHO | HOW | WHEN | SUCCESS |
|---|--|--|--------------------|---|
| 1 | Principal Teachers Support Staff | Teachers and support staff will participate in Professional Learning Development that supports a clearer understanding of effective writing approaches. | Term 1 and ongoing | A record of staff PLD is kept in the school's shared drive in the PGC folder, identifying cumulative learning of effective writing approaches. |
| 2 | Principal Teachers | Determine the writing approaches used in classrooms and ensure that teachers have access to high-quality, structured literacy resources. Writing approaches here | Term 2-4 | Teachers have access to high-quality, structured literacy resources and understanding of the various writing approaches. Teachers effectively use the provided resources to support and improve their literacy instruction. There is consistent application of effective writing approaches across classrooms and enhanced teaching practices in writing, leading to better student outcomes. PGC Class Observations |
| 3 | Principal Teachers | Gather student views about writing. | Term 2 | Gathering insights into students' writing opinions and challenges will inform adjustments to teaching strategies, helping to better meet their needs. Teachers will use this feedback to enhance engagement in writing activities and develop targeted support and resources tailored to students' specific needs and preferences. |
| 4 | Principal Teachers | Examine the refreshed English Curriculum. Contact MOE for providers who can attend staff meetings or at TOD. Find and view resources that will help unpack the refreshed English Curriculum. | Term 2 | Teachers will gain a thorough understanding of the new curriculum's objectives and methods, enabling them to implement it effectively and align their teaching strategies with the new standards. Targeted professional development will build their confidence, leading to improved student engagement and achievement. |
| 5 | Principal Teachers | Create an assessment tool/system of recording student data and moderating work samples. | Term 2-4 | Develop a standardized assessment tool to ensure consistent evaluation and feedback, identify learning trends, and support tailored instruction. Regular moderation of work samples will align assessment criteria, improve skills, and promote a unified approach. The tool will enhance feedback quality, streamline data management, and facilitate clear communication with students and parents. |
| 6 | Principal Teachers | Invite whanau to school to hear about the writing approaches and discuss these ideas and their understanding. | Term 2 & 4 | Whānau can support their child's writing development more effectively at home, with better alignment between home and school. This reinforcement enhances student learning, while whānau gain insight into the curriculum and teaching methods. The approach fosters a supportive, collaborative learning environment and encourages ongoing dialogue between |

whānau and teachers.

B E L O N G

Initiative - Create a sense of purpose, belonging and identity that is reflective of our SDA Christian special character and responsive to Te Tiriti o Waitangi

Actions - Incorporate a greater variety of languages and cultures into learning programmes and events

| | WHO | HOW | WHEN | SUCCESS |
|---|---|---|-------------|--|
| 1 | Principal Teachers | Utilise the various languages available at school by our staff and whanau community to create a programme for language lessons. | Term 2 | Identify languages, staff, and whānau who will be able to teach the language lessons. Conduct weekly language lessons. Increased cultural competency, improved engagement, and motivation by students. Student learning is both enjoyed and shared in formal and informal contexts. |
| 2 | Principal Teachers | Survey whanau community to find out who may be able to teach a language. | Term 2 | Completed survey results collected, analysed and used to determine language lessons. |
| 3 | Principal Teachers Parents Volunteers | Organise a school concert and offer opportunities for whanau community to create and contribute cultural items | Term 2-3 | High whānau attendance and student participation at the concert will celebrate the school's diverse cultures, fostering pride and belonging. Whānau contributions strengthen community ties and enrich students' learning experiences by exposing them to various cultural expressions. |
| 4 | Principal Teachers | Provide learning lessons that promote and teach about student cultures. | Term 2-3 | Students develop a deeper understanding and appreciation of their own and others' cultures, leading to increased motivation and engagement. They feel valued and gain self-esteem, while building empathy, tolerance, and communication skills. This approach provides a broader perspective on various contexts, strengthens whānau and community engagement, and prepares students to navigate and contribute to a diverse world with greater cultural competence. |

All supporting documents are tracked in google docs - see 2024 Staff Meeting Admin documents otherwise links provided.