Mission Heights
JUNIOR COLLEGE
GROWING GREATNESS
KIA MANA AKE

Annual Implementation Plan 2026

Preamble:
MHJC will work towards achieving outcomes which align with its **vision** of "growing greatness through innovative, constantly evolving, personalised learning" and **the National Educational and Learning Priorities** (NELPs) which are given expression below.

The work of our staff in partnership with whānau towards supporting students as they develop their **graduate profile** and supporting each other on their own **professional growth cycle** will ensure we remain focused on our individual and collective goals.

NELP 1: LEARNERS ARE AT THE CENTRE - Learners with their whānau are at the centre of education.				
Places of learning are **safe, inclusive and free from racism, discrimination and bullying**.				
Element	**Actions**	**Resources needed**	**Outcomes**	**Progress**
Physical safety Workers, students and visitors will feel safe on site	Future proof site considering: Climate change Sustainable energy Growing roll Refer: Property plan H&S plan Utilise upgraded BMS Ensure lifts are operable Explore resourcing a nurse for the Sick Room	10YA funding Capex budget	Fewer incidents and accidents Measured by: - H&S data - BMS data	
Emotional wellbeing	Provide PLD for teachers wrt Trauma Informed	Time in SLT meetings for DP forums to focus on	High levels of satisfaction of each element of the	

All students feel valued, included and safe to be "who they are meant to be"	Pedagogy - focus on greater balance of digital and active learning - more healthy activities for break times - offer learning opportunities for parents Eg guest speakers wrt online safety Refer: Student Support Network Plan Cultural and Inclusion Coordinator Action Plan	wellbeing and attendance Time in PLC to identify at risk students and develop support plans	Wellbeing survey Focus groups HIgh levels of engagement data from holistic report - Attendance - Homework completion - Participation	

High aspirations for every learner/ākonga, supported by **partnering** with their whānau and communities to **design and deliver education that responds to their needs** and **sustains their identities, language and cultures.**

To provide a curriculum which is **personalised** (engaging, responsive and differentiated), challenging and future focused.

A **contextualised** curriculum with clear **connection**s between Learning Areas and **authentic outcomes** will be the foundation of our curriculum delivery.

Element	**Actions**	**Resources needed**	**Outcomes**	**Progress**
Personalised learning Teachers will know, understand and meet the individual needs of every student. Students will develop their passions, interests and explore new learning through DEEP and Wānanga Wednesday	Focus of PLC meetings Focus of Student Led Conferences Focus of PLD - differentiation integrated into planning to cater for excellence and engagement Continue to make DEEP an innovative vehicle of personalised learning for students.	Review to see impact of DEEP on student learning Funding for GATE programmes during DEEP Funding for pathways	High levels of student progress and achievement Measured by e-asTTle testing, CAT results, CAAS and GPA data	

	Promote careers pathways to develop understanding of how the economy works Refer: Whānau Action Plans - registers - PLC minutes			
Collaborative planning and delivery Contexts will show cross curricular connections, be engaging and have authentic outcomes.	Context planning will be a focus of PLC Agendas Great contexts and best practice will be shared Consider repeating Matariki context	Planning time in PLC AP forums to be created to discuss best practice re: curriculum planning and delivery. Time will be provided Learning Areas to address the challenges of the curriculum review	Students will see connections between learning areas when learning about real and relevant topics. Students will be well prepared for transition to senior college	
Four cornerstones of extra curricular participation Will challenge and enrich students' school experience	Explore how our values can be aligned and reported through our extra-curricular programme Refer: Four Cornerstone Action Plan and DEEP Action Plan	Budget for four cornerstone activities and DEEP contractors Time to plan how to integrate values into 4 cornerstones and DEEP	Data will show high levels of engagement and low number of incidents of serious misconduct Measured by: Attendance data Participation data Stand down and suspension data	
Holistic reporting including progress, values, qualities, competencies Students will become "great" by building a report which shows evidence of living our values, progress, achievement, engagement inside and outside the classroom	Teachers will provide more opportunities for students to find and provide evidence for their reports and make our values implicit in planning and delivery. Refine the system of collecting evidence by aligning with classroom	Great Learner Assessment Day for LAs to meet students who need support Dedicated LA time and Wānanga Wednesday when needed Resources for values posters.	All students will know and understand and live our school values. - Measured by increased % of students reaching Stage 2 of the Great Learner Progression	

	assessment. Acknowledge in assemblies.			

NELP 2: BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner.

Reduce barriers to education for all, including **Māori and Pacific** learners/ākonga, **disabled** learners/ākonga and those **who learn differently**.

Meaningfully incorporate **Te Reo Maori and tikanga Māori into the everyday life** of the school.

Element	Actions	Resources needed	Outcomes	Progress
Commitment to serve the needs of priority learners	Previously disadvantaged, Māori, Pasifika, students with disabilities, GATE, ESOL and students with additional needs will be identified and plans made to meet their needs ESOL coordinator and SENCO will work closely with PLCs to provide appropriate support	See Māori and Pasifika Action Plans See Student Support Network Action Plan See Whānau Action Plans Hardship funding for uniforms, learning materials, breakfast club and lunches. Space for ORRS funded students in Coast and Mountains Upstairs Cafe Extra hours for students who learn differently and ESOL	Learning for all previously disadvantaged students is accelerated - Measured by progress and engagement data	
Commitment to Treaty of Waitangi and bicultural partnership	Continue to develop our connection with, and acknowledgement of Ngāi Tai ki Tāmaki.	See Māori Student Coordinator Action Plan Funding for NPK campaign	The confidence and capacity of staff and students to use Te Reo and practice Tikanga Māori will be developed in an authentic manner (normalise)	

	A plan to promote the use of the school haka to be developed Encourage teachers to complete Te Reo Language courses Continue to work with OSC and OJC with NPK (Ngā Pou Kahikatea) kapa haka group Consider Marae visit by whole staff Put Māori and Pasifika signage, art work around the school		with evidence shown in our PLG and students' Holistic Report.. Staff will avoid deficit thinking by adopting a strengths based approach using the Holistic Report as a tool to build self-efficacy for all students. Māori students' engagement, progress and achievement will match other groups. Measured by e-asTTle and GPA, and engagement data (attendance, homework completion and participation)	
Pasifika Education Plan	A special focus will be made on knowing and understanding the Pasifika World View and how it aligns with Mātauranga Māori. Continue to celebrate the Pasifika cultures through events like Te Moana Nui o Pasifika Embed the new outreach project to Fiji	See Pasifika Student Coordinator Action Plan And Global Connections Action Plan	Our knowledge, understanding and appreciation of the Pasifika World View will grow. Pasifika students progress and achievement will match other groups. Measured by e-asTTle and GPA, and engagement data (attendance, homework completion and participation)	
Ensure every learner/ākonga gains sound **foundation skills**, including **digital technology**, **language**, **literacy and numeracy**.				
Element	**Actions**	**Resources needed**	**Outcomes**	**Progress**
Digital technology	**Support teachers to use AI**	See E-learning plan	Staff and students will be	

Will be used to enrich teaching and learning	**for planning, assessment, marking and reporting** Reinforce the 80/20 rule and encourage (inter) active teaching and learning Ensure the network is able to prevent students misusing the internet	PLD time to support use of AI in the classroom Chromebooks for students who cannot afford a device	responsible and capable users of digital technology - tools and platforms AI will be harnessed as both a challenge (of authenticity) and opportunity (to support teaching and learning).	
Literacy Every student will have strong foundations in literacy	The Specialist Classroom Teacher for Literacy will work with the English LAL to develop and implement a whole school strategy to promote literacy knowledge and skills. Continue to offer CAAs (Co-reqs) in Literacy and Communication to Y10 students	See Literacy Action Plan Extra sessions to be provided for literacy skills Resource the Literacy Specialist Classroom Teacher	Government targets are met by 2030 Significant improvement in progress and achievement in writing Measured by e-asTTle test scores	
Numeracy Every student will have strong foundations in literacy	The numeracy coordinator will work with the Mathematics LAL to develop and implement a whole school strategy to promote numeracy knowledge and skills. Develop our numeracy certificate to support students at every level of the curriculum Continue to offer CAAs (Co-reqs) in Mathematics to Y10 students	See Numeracy Action Plan Extra sessions to be provided for numeracy skills	Government targets are met by 2020 Significant improvement in progress and achievement Measured by e-asTTle test scores	

NELP 3: **QUALITY TEACHING AND LEADERSHIP**- Quality teaching and leadership make the difference for learners/ākonga and their whānau. To ensure robust systems and processes provide for honest reflection and inquiry to guide **continuous improvement.**				
Develop staff to **strengthen teaching, leadership and learner support capability** across the school. To provide an environment where **high quality staff** are attracted, grow and feel valued.				
Element	**Actions**	**Resources needed**	**Outcomes**	**Progress**
Internal review The school is focused on continual review through honest, regular internal evaluation	Regular consultation on key issues Forums and surveys will be held with parents for next Strategic Plan	Time for consultation with community, staff and students	Quality decisions will be made to ensure the school maintains high standards and committed to its vision, purpose and strategic direction.	
Innovative delivery/pedagogy Teachers will be able to grow their teaching and leading capabilities.	Use the Common Practice Model and “super highway” as a model for PLD delivery. **Ensure teachers and leaders know and understand the new curriculum changes** Embrace AI opportunities for shift from instructional to relational practice. Encourage retention of high performing staff Refer: PLD plan E-learning plan	PLD budget Meeting time for: - Whole staff - Learning Areas - Personal time Release time for curriculum leaders to attend workshops on new curriculum Resources for acknowledgement of staff	Highest quality teaching and learning. Teachers and students will be confident, capable and responsible users of digital platforms so teachers can focus more on being guides than instructors. Students will become more proficient as independent and collaborative learners.	
Professional learning	Align Professional Learning and Development with new Professional Standards and the Professional Growth Cycle Experts will be used to	Release time for focus group to develop new PGC Release time for Learning Areas to implement changes to the curriculum	Teachers will have a clear understanding of what good practice looks like and become better teachers.	

	support colleagues individually or as a group Refer: See PLD Action Plan			