



Implementation Plan Feb 2024

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 and 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 | Future proof site from climate change - shelter/covered areas/bike track Eg field and gym to main block | From 10YA See Property Action Plan And Health and Safety Action Plan | Workers, students and visitors will feel safe on site - Measured by surveys and incident/near misses data | |
| Emotional wellbeing | Maintain a wellbeing focus for Student Support Network - focus on hauora during Health classes and LA (hauora check in tool) - focus on greater balance of digital and active learning - focus on more healthy activities for break times | See Property Action Plan (exercise areas) See Student Support Network Action Plan Including Cultural Diversity and Inclusion | <u>All</u> students feel safe and thriving - Measured by survey, focus groups and engagement data | |
| 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 **connections** between Learning Areas and **authentic outcomes** will be the foundation of our curriculum delivery.

| Element | Actions | Resources needed | Outcomes | Progress |
|--|--|---|--|----------|
| Personalised learning | <p>Focus of PLC meetings</p> <p>Focus of Student Led Conferences</p> <p>Focus of PLD - differentiation integrated into planning to cater for excellence and engagement</p> <p>Continue to make DEEP an innovative vehicle for students.</p> | <p>Refer: Whānau Action Plans</p> <ul style="list-style-type: none"> - registers - PLC minutes | <p>Teachers will know, understand and meet the individual needs of every student.</p> <p>Students will develop their passions, interests and explore new learning through DEEP and FFR</p> | |
| Collaborative planning and delivery | <p>Context planning will be a focus of PLC Agendas</p> | <p>Planning time in PLC</p> | <p>Students will see connections between learning areas when learning about real and relevant topics.</p> | |
| Four cornerstones of extra curricular participation | <p>Explore how our values can be aligned and reported through our extra-curricular programme</p> | <p>See Four Cornerstone Action Plan and DEEP Action Plan</p> | <p>As many opportunities will be offered outside the classroom to cater for the individual and collective needs of students</p> | |
| Holistic reporting including progress, values, qualities, competencies | <p>Teachers will provide more opportunities for students to find and provide evidence for their reports and make our values implicit in planning and delivery.</p> <p>Explore incentives for students who reach Stage 3 and 4 E.g. Self-directed time for learning</p> | <p>Great Learner Assessment Day for LAs to meet students who need support</p> <p>Dedicated LA time and Focus Friday when needed</p> | <p>All students will know and understand and live our school values.</p> <ul style="list-style-type: none"> - Measured by increased % of students reaching Stage 2 of the Great Learner Progression | |

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 | <p>Māori, Pasifika, disabled, GATE and Students who learn differently will be identified and plans made to meet their needs</p> <p>Explore alternative programmes for students at risk of not achieving</p> <p>Extra resourcing for rising number of ESOL students</p> | <p>See Māori and Pasifika Action Plans</p> <p>See Student Support Network Action Plan</p> | <p>Learning for all previously disadvantaged students is accelerated</p> <p>- Measured by progress and engagement data</p> | |
| Commitment to Treaty of Waitangi and bicultural partnership | <p>Continue to develop our special connection with, and acknowledgement of Ngai Tai ki Tamaki.</p> <p>Continue to work with TupuOra (cultural capabilities)</p> | <p>See Māori Action Plan</p> | <p>The confidence and capacity of staff and students to use Te Reo and practice Tikanga Māori will be developed in an authentic manner (normalise) with evidence shown in our PLG and students' Great Learner Evidence.</p> | |
| Pasifika Education Plan | <p>A special focus will be made on knowing and understanding the Pasifika World View and how it aligns with Mātauranga Māori.</p> <p>Explore a possible outreach initiative in Oceania</p> | <p>See Pasifika Action Plan</p> <p>And Global Connections Action Plan</p> | <p>Our knowledge, understanding and appreciation of the Pasifika World View will grow</p> | |

| Ensure every learner/ākonga gains sound foundation skills , including language, literacy and numeracy . | | | | |
|---|--|---|---|----------|
| Element | Actions | Resources needed | Outcomes | Progress |
| Language | <p>More use of Te Reo Māori by staff and students</p> <p>Support for growing number of ESOL students</p> | | | |
| Literacy | <p>PLD focus with Evaluation Associates Strengthen our Essentials programme to support students well below curriculum Identify and provide more opportunities for our GATE students to excel</p> <p>Implement corequisite Literacy and Communication</p> | <p>See Literacy Action Plan</p> <p>Support of Evaluation Associates</p> | <p>We see significant improvement in our literacy progress and achievement data measured by e-asTTle scores</p> | |
| Numeracy | <p>PLD focus with Evaluation Associates Develop our numeracy certificate to support students at every level of the curriculum Identify and provide more opportunities for our GATE students to excel</p> <p>Eliminate any possible student misuse of digital platforms</p> <p>Implement corequisite for Numeracy</p> | <p>See Numeracy Action Plan</p> <p>Support of Evaluation Associates</p> | <p>We see significant improvement in our numeracy progress and achievement data measured by e-asTTle scores</p> | |

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 | Regular consultation on key issues | | Staff, students and community feel included and heard wrt decision making | |
| Innovative delivery/pedagogy | Implement the curriculum refresh And Education Change Plan from MoE | See Curriculum development Action Plan - external PLD | Teachers will be well prepared for the changes including the introduction of the Aotearoa/New Zealand Histories curriculum | |
| Professional learning | Embed the Professional Growth Cycle (PGC) with a focus on sound pedagogy, assessment and reporting Introduce the Leadership Growth Cycle (LGC) and new Tuakana Teina mentoring model | See PLD Action Plan | Teachers will develop their skills and knowledge through the coaching and mentoring system | |