

# 2024 ANNUAL IMPLEMENTATION PLAN: Huntly College



## Annual Targets

**Strategic Goal # 1:** 80% of our school roll aiming at 80% or above attendance rate

**Strategic Goal # 2:** Huntly College students achieving at the same level or above of schools with the same equity index in NCEA L1, 2 and 3 achievement.

**Strategic Goal # 3:** All Year 13 students who are aiming for UE, gain University Entrance

**Strategic Goal # 4:** Huntly College will create a safe learning environment that is well resourced



### Where we are currently at:

- Revised curriculum changes in Puna Ako, introduction of Puna Maturanga (grouping of students in year levels explicitly taught numeracy and literacy in a team teaching environment). Included in the changes is an introduction of Sports, Culture and Leadership which will further develop and enhance our school values and culture at Huntly College.
- Staff structure - teachers returning back to curriculum leaders for additional specialised support in their chosen curriculum. A robust professional growth cycle programme for classroom teachers, middle leaders, senior leaders and principal. A review of our current support staff structure to ensure we are being efficient and effective in our day to day roles and responsibilities which enhances student outcomes.
- Continue to further develop and enhance our relationships with whaanau, marae, iwi, hapu and community members so that we can draw on their skill sets, experiences so that our school will thrive. We need to provide opportunities for our key stakeholders to be a part of the decision making and help share the responsibility of growth and improvement of our kura.
- Ensure we are meeting the needs of our students, staff and whaanau. Building a safe learning environment where we can all thrive. Resourcing the school effectively to benefit all key stakeholders.

### How will our targets and actions give effect to Te Tiriti o Waitangi:

- Plans, policies and our school localised curriculum will reflect Waikato-Tainui tikanga, Maturanga Maaori and Te Ao Maaori. This will give effect to our unique connection to the kingitanga movement
- Our strategic plan will ensure equitable outcomes for students that identify as maaori (81% of our school roll)
- Taking all reasonable steps to make instruction available in tikanga maaori and te reo maaori. We model best practice by starting our day together with karakia and waiata. We currently do not have a Te Reo Maaori teacher on staff to deliver a robust Te Reo Maaori programme.

**How the teaching and learning strategies support students to progress in numeracy and literacy.**

- Ensure all aspects of the lit/num CAA are covered in Puna Matauranga and where possible included in the planning of I am modules
- Using local contexts as examples of functional literacy/numeracy in action and also to bring to life our school values
- Curriculum leaders work closely with SLT to monitor and track coverage in subject areas
- Improve communication with whaanau about content, progress and how they can support their child with lit/num learning

**Addressing the needs of students whose needs have not yet been well met.**

- Early indication of our learners that require additional support with their learning
- SENCo/Learning Support Coordinator to provide support for teachers to help build capacity when working alongside students that require more help
- Use of data to inform next steps to help student learners
- Create a Collaborative Action Plan to support student, whaanau and staff to accelerate students learning and progress

**Actions To Meet Annual Targets**

#	Actions to meet annual targets	Success measures/evidence	Resourcing - when/how/who
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<b>1</b>	<b>Strategic Goal #1: Our students, empowering students to learn and connect with self and others. Improve attendance processes and procedures</b>		
	<p>He waka eke noa - we are all in this together. Improving our shared understanding of:</p> <ul style="list-style-type: none"> <li>• Teachers legal requirement to record the roll accurately and timely</li> <li>• The steps to follow up on unexplained absence with student and whaanau</li> <li>• Robust systems to ensure no one 'falls through the cracks'</li> <li>• Further develop our relationships between teacher to student AND teacher to whaanau</li> </ul>	<ul style="list-style-type: none"> <li>• Close monitoring and tracking of attendance using KAMAR</li> <li>• Traffic light system for Puna Ako teachers to support students in lifting their attendance rate</li> <li>• Inquiry model used to identify needs and supports for individual students</li> <li>• Link attendance rates to house points</li> <li>• Publicise improvements of attendance through school assemblies and newsletters</li> </ul>	<p>Employ an attendance support person to help school connect with our hard to reach whaanau, engaging with them from home</p> <p>Regular dosage during Wednesday PLD</p>

Mid year reflection:

End of year reflection:

#	Actions to meet annual targets	Success measures/evidence	Resourcing - when/how/who
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<b>2</b>	<b>Strategic Goal #2: Our students, empowering students to learn and connect with self and others. Close monitoring and tracking students NCEA achievement</b>		
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	<ul style="list-style-type: none"> <li>Identifying students who will be at risk of achieving their NCEA qualification using the traffic light system</li> <li>Making predictions of students who will achieve and who who will not achieve due to poor attendance</li> <li>Engage whaanau into support their child with their studies</li> <li>Work closely with school leavers to ensure they are getting what they need to be eligible for their chosen study or employment</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge students who are on track to achieve their NCEA qualification termly</li> <li>Student and teacher working together to keep track of progress</li> <li>Inform whaanau early when students are at risk of achieving NCEA</li> <li>Design workshops, NCEA catch ups when needed through the year.</li> <li>Publicise students achievement through the school newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Mid term checks of all students in Year 11, 12 and 13 in progress of students achievement</li> <li>DP's from each whaanau group responsible of tracking and monitoring progress of students from their whaanau</li> <li>Talking with whaanau about next steps for their children to improve or enhance achievement in NCEA</li> </ul>
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Mid year reflection:

End of year reflection:

#	Actions to meet annual targets	Success measures/evidence	Resourcing - when/how/who
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<b>3</b>	<b>Strategic Goal #3: Our students, empowering students to learn and connect with self and others. Year 13 students working towards UE will gain University Entrance</b>		
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	<ul style="list-style-type: none"> <li>Identify students working on achieving UE early</li> <li>Ensure subject teachers are aware and that it is a collective approach for everyone to support the student to achieve UE</li> </ul>	<ul style="list-style-type: none"> <li>Students are well aware of the process in achieving UE</li> <li>Identify the 3 approved subjects students have tagged towards UE and ensure these subject</li> </ul>	<ul style="list-style-type: none"> <li>Mid term checks of progress for students</li> <li>DP's responsible for closely monitoring and</li> </ul>
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	<ul style="list-style-type: none"> <li>• Inform whaanau on the academic plan by sharing information about university entrance and what this means for their child</li> <li>• Students, staff and whaanau will be well informed of what is expected for the student in reaching their academic goal of UE.</li> </ul>	<p>teachers are well aware.</p> <ul style="list-style-type: none"> <li>• Provide ongoing support for students working towards UE qualification</li> </ul>	<p>tracking peaks and pits of their students in their whaanau group</p> <ul style="list-style-type: none"> <li>• Regularly check ins with whaanau on progress towards UE goal</li> <li>• SLT support Y13 student on university, further training applications</li> </ul>
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Mid year reflection:

End of year reflection:

#	Actions to meet annual targets	Success measures/evidence	Resourcing - when/how/who
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<b>4</b>	<b>Strategic Goal #4: Our School, creating a safe learning environment that is well resourced</b>		
	<ul style="list-style-type: none"> <li>• Will maintain property that enhances teaching and learning opportunities</li> <li>• Improve areas of the school that is needed such as the hall, C and D block</li> <li>• Seek whaanau feedback on what they want to see happen for school property</li> <li>• Replace the school turf and remove the turf fenceline</li> <li>• Work closely with MOE to fast track urgent property matters such as drainage and roofing needs</li> <li>• Provide quality teaching resources for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly checks on areas that need improvement and plan accordingly</li> <li>• Prioritise needs and tag these works to happen first</li> <li>• Regular meetings with the MOE property liaison (twice termly)</li> <li>• Work closely with curriculum leaders to identify classroom/teaching resources early so budgets can be set early and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• SLT responsible for checking in with staff around property needs</li> <li>• Principal responsible to meet regularly with MOE</li> <li>• Collecting whaanau voice on property matters for the future of Huntly College</li> </ul>

Mid year reflection:

End of year reflection: