



# ANNUAL IMPLEMENTATION PLAN 2024

## Plan Summary:

Currently we are following the work of our Kahui Ako taking our lead from the work being done in this space.

## Where we are currently at:

We have begun our professional journey by having regular PLD together with a foci on cultural competency. We also are working on enhancing our wellbeing by coming together to build and bind a strong team ethos so we feel a sense of belonging and satisfaction in our work place.

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

We work alongside our Kahui Ako to be involved with our rūnganga to honour Te Tiriti o Waitangi in all that we think, feel and do.

## Strategic Goal 1:

Collaborative Practice

To share collective knowledge to support all learners so teaching practice improves.

Engage in reflective dialogue.

## Annual Goal:

Quality Teaching

Teachers talk about learning and teaching, children report on their own learning, visible learning conversations between students, at staff meetings, teachers will plan for their targeted students and share effective strategies to individualise learning and teaching.

Quality Leadership

Principal leads by example, builds a strong cohesive team, provides resourcing and supports teachers to be the best educators for their students.

## What do we expect to see by the end of the year?

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Student achievement in literacy will be higher than at the end of 2023. In reading, students were 86% at or above and in writing, students were 90.1% at or above. Our curriculum focus is primarily on reading for 2024. There are currently 6 females and 3 males who are our target students across all year levels.

Samples of quality work on display in class and in other school spaces.

Feedback from teachers will confirm that their PLD has resulted in effective change to practice.

Feedback from teachers will confirm high rates of satisfaction with school leadership.

Feedback from parents will show a high rate of satisfaction with Kaikōura Suburban School.

Actions	Responsibility of	Resourcing	Timeframe	How will these be measured?
1. Principal leads PLD each week on Tuesday –	Principal	Resources and time for PLD and further discussion	Terms 1 – 4	Student achievement, OTJ's at the end of the year literacy will be higher than in 2023. Our school's data aligns with expected outcomes for the Kāhui Ako. Teacher and teacher Aide voice confirms confidence in leadership and school practices, high rates of staff satisfaction. Akonga voice confirms high rates of feeling successful as learners. Students with diverse learning needs meet their targets.
2. All teaching staff will attend 2 Kāhui Ako and CORE PLD sessions each term.	All teachers	PLD sessions where teachers share best practice and external experts lead sessions for staff.	Terms 1 – 4	
3. Survey ākongā, kaiako and parents.	Principal All teachers		Term 3	
4. PLD about meeting the needs of ākongā with diverse learning needs (autism and trauma informed practice).	Principal All kaiako and kaiawhina	Time for teachers to plan collaboratively and share examples of best practice.	Term 2-4	
5. Teacher planning reflects attention to the individualised needs of ākongā.	All teachers	Devoted time to develop this collaboratively with the team.	Terms 2 - 4	
6. Professional Growth		Reading Together	Term 2	

<p>Cycle is developed collaboratively in our school context</p>		<p>PPP- RTLB support Pet Therapy</p>		<p>Teacher voice confirms effective PLD has resulted in change to practice. Teacher voice confirms they are happy with the way they get to plan together when this is appropriate. All planning shows a cohesive thread through from New Entrant to Year Teachers have ownership of their inquiry cycle into practice. Discuss target students and share planning. Teacher voice confirms that they have had great feedback from their colleagues and the principal. The board is assured that there is a robust review process in place.</p>
<p><b>Strategic Goal 2:</b> Wellbeing To be satisfied with work knowing we are effective educational professionals</p>				
<p><b>Annual Goal:</b> Learners at the Centre Create a safe and inclusive culture where diversity is valued and all people feel they belong. Build relationships with Māori, involve them in decision making and partner with them to support rangatiratanga and Māori educational</p>				

success as Māori.

### What do we expect to see by the end of the year?

Our team have worked hard to create safe, organised learning spaces.

Engagement by families within our school will be at higher rates than in previous years.

Goals are met successfully from IEPs.

The use of local stories visible around our school.

Feedback from staff, parents and learners will confirm that their wellbeing and that of the school is positive, that they feel included and connected.

Actions	Responsibility of	Resourcing	Timeframe	How will these be measured?
<p>Survey all parents to gauge levels of satisfaction.</p> <p>Invite Māori parents who identify as being Māori for their viewpoints.</p> <p>Code of Conduct will be adhered to.</p> <p>New Entrant liaison meetings will be attended</p> <p>Contact Ngati Kurī and listen to our local stories.</p> <p>Visit local Pūkākau.</p> <p>Our website will be fully functional and fit for purpose.</p> <p>Termly fun evenings with our parent community.</p> <p>Hold curriculum PLD for our parents.</p>	<p>All</p> <p>Principal</p> <p>Curriculum Lead</p> <p>All teachers</p> <p>NE teacher</p> <p>Curriculum Lead</p> <p>All teachers</p> <p>Principal</p> <p>All teachers</p> <p>All teachers</p>	<p>PLD with the Halberg Inclusivity team</p> <p>Participate in Ninjaline</p> <p>Weekly communication emails</p> <p>MoE Traumatic Incident/Restorative Practice PLD</p> <p>Consider creating a maangakitanga budget for 2025</p> <p>Use the Runganga website</p> <p>Time given to Ngati Kurī collaboration.</p>	<p>Term 3</p> <p>Term 3</p> <p>Terms 2-4</p> <p>Terms 1-3</p> <p>Terms 1-4</p> <p>Term2</p> <p>Term 4</p> <p>Term 3</p> <p>Term 1-4</p> <p>Terms 3-4</p>	<p>Akonga will report positive attitudes to learning.</p> <p>Parents and staff will report positively to school actions.</p> <p>Neuro diverse students will meet their individual targets.</p> <p>Code of Conduct will be signed.</p> <p>With New Entrant liaison meetings feedback will be acted on.</p> <p>An ILP document will be in place and used as required.</p> <p>Local stories will be recorded.</p> <p>Signage will reflect our school.</p>

				Use ILPs with parents. Have regular contact with parents of students requiring an ILP.
<b>Strategic Goal 3:</b> Culturally Responsive Practice To be involved in all aspects of cultural practice supporting our colleagues to implement new cultural practices				
<b>Annual Goal:</b> Quality Teaching and Leadership Use development opportunities for teachers and leaders to build their teaching capability, knowledge and skills in Te Reo and tikanga. Develop teacher confidence and competence to teach diverse learners with various needs and to appropriately modify teaching approaches.				
<b>What do we expect to see by the end of the year?</b> Teachers would have attended Te Reo me o nga tikanga hui An increased awareness and use of Te Reo me o nga tikanga Feedback from Māori whanau Website inclusive of whakataauaki, photos, values				
Actions	Responsibility of	Resourcing	Timeframe	How will these be measured?
Teachers work on improving pronunciation of Māori kupu. Build up knowledge and understanding of our local area. Build a waharoa. Introduce new vocab to our staff meetings. Karakia for all hui.	All teachers Curriculum Lead	Te Reo Cafe with Whaea Jess Te Reo lessons with Susie Gould- CORE Education Tīmata Whiri Hautū Māori dictionary Takahanga Marae	Term 2 Term 2-4 Terms 1-4	Teachers will document PLD in their PGCs. Teachers will gain knowledge and language from PLD and this will be visible within and around our kura. Teachers will report an increased level of confidence in their

<p>Bi-lingual school signage and website.  Weekly kapahaka lessons from the runganga.  Perform at the kapahaka festival.</p>				<p>knowledge and understanding.  Our school will reflect more bi-cultural content.  Learn our school waiata.  Have a drive for all Māori resources.  Know the correct pronunciation and sing Taniwha, E Moe Pepe and Ko Te Whirika with pride.</p>
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