



Waimate High School - Annual implementation Plan 2024

Our Strategic Objectives

| Success for every student | A supportive and inclusive learning environment | Working with and for our community |
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| <p>The needs of all students are recognised and met through the provision of rich and engaging learning experiences that allow all students to experience success</p> | <p>Strong learning-focussed relationships support our students to live the school values of respect, responsibility and resilience.</p> | <p>Work with, and for, our community to encourage and build strong connections within the school, local, national and global community to provide opportunities, explore possibilities and create a sense of belonging for all members.</p> |

Our Strategic Goals

| Success for every student | A supportive and inclusive learning environment | Working with and for our community |
|---|---|--|
| <ul style="list-style-type: none"> ● To ensure that every student has an appropriate and personalised education pathway to lift engagement, progress and achievement ● To develop teacher capacity using evidence-based practice to lift engagement, progress and achievement of every ākonga | <ul style="list-style-type: none"> ● Create a safe and inclusive culture where diversity is valued and all learners and staff feel as if they belong ● Make Waimate High School, the school of choice for the community by ensuring students and staff demonstrate the schools mission, vision and values | <ul style="list-style-type: none"> ● Create new opportunities for student/community engagement and school/community engagement ● Collaborate with local industries, employers and tertiary institutions to ensure that students have the skills and knowledge to succeed in work |
| <ul style="list-style-type: none"> ● Develop a local curriculum that reflects local tikanga Māori and builds connections with mana whenua | | |

Strategic Goal 1

- To ensure that every student has an appropriate and personalised education pathway to lift engagement, progress and achievement

Annual Target(s)

- Maintain current NCEA pass rates
- Understand current trends in years 7 - 10 data
- New schemes of work for Year 11 students

What do we expect to see at the end of the year

- NCEA pass rates at above 85% at all levels
- A complete picture of junior assessment data to inform 2025 planning

| Actions | Who is responsible | Resources | Timeframe | Success | Progress |
|--|---|--|--|--|-----------------|
| 1.1 Implement NCEA Level 1 changes in line with MOE requirements | HODs and classroom teachers Literacy Lead HoD Mathematics | PLD - NIF support NCEA website NZQA exemplars Regional subject cluster meetings | 2024 | Level 1 students gain NCEA Level 1 qualification | |
| 1.2 Use achievement data to inform best practice and raise achievement | SLT, HODs | Department achievement data asTTle data Statement of Variance | Term 1 - SOV Term 2 - mid-year asTTle data Term 3 - Lit/Num Term 4 - Lit/Num, EOY asTTle data | SLT and HODs have confidence in data and use this to plan more effectively | |

Strategic Goal 2

- To develop teacher capacity using evidence-based practice to lift engagement, progress and achievement of every ākongā

Annual Target

- Teachers participate in relevant PLD that lifts both their practice and student engagement in lessons

What do we expect to see at the end of the year

- Reliable data in both achievement and engagement that enables us to target more specific interventions

| Actions | Who is responsible | Resources | Timeframe | Success | Progress |
|--|----------------------------------|---|------------------|--|-----------------|
| 2.1 Continue our reporting review and use data to implement change | Ha RELA | Current Department data Testing options - PAT, AsTTle | End of 2024 | Review of current data being collected A clear process for the collection and analysis of junior data is implemented | |
| 2.2 Implement 1 hour a day of reading/writing/numeracy. | Ha Literacy Lead HOD Maths | MOE resources NCEA website TOD Term 2 PLD - literacy/numeracy strategies | Term 2 | Department planning will identify where literacy and numeracy are being addressed and observations of classroom practice will reflect this | |
| 2.3 Support staff implementation of the refreshed curriculum-Te Mataiaho | Ha | PLD - School-based and NIF and Subject Association support TODs Term 2/4 | 2025-2027 | Te Mātaiaho ready for implementation by English and Mathematics Learning Areas in 2024 | |

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| 2.4 Build on the success of Ready to Work Week and introduce Ready to Study week for Year 11 | Hk | Financial support on top of STAR funding to pay for providers to deliver courses | Term 1 and Term 4 mop-up if required | Students participate and achieve available credits | |
|--|----|--|--------------------------------------|--|--|

Strategic Goal 3

- Create a safe and inclusive culture where diversity is valued and all learners and staff feel as if they belong

Annual Target

- Working towards constantly improving attendance and engagement

What do we expect to see at the end of the year

- Moving more students into the 80%+ attendance rate and comparison against targets for developing next steps
- Some added uniform items and plan for progression in 2025
- Improvement engagement scores on fortnightly reports

| Actions | Who is responsible | Resources | Timeframe | Success | Progress |
|---|--------------------|--|--|---|----------|
| 3.1 Expand PB4L to include Restorative practice | Fw | <ul style="list-style-type: none">- PLD on Restorative Practice and PB4L training days- Restorative teacher (Hb) and SCT support (Cw) | Ongoing | Teachers being confident in implementing the Restorative process | |
| 3.2 Continue with Kahui Ako Relationship Based Practice | Ha | <ul style="list-style-type: none">- PLD provided to train key staff (SCT, CoL leaders, DPs, Pastoral Managers) as impact coaches- Whole staff PLD to become confident in Relation- based practice | Key staff certified as impact coaches by end of Term 3 2024 | Trained Impact Coaches working alongside teachers by Terms 3 and 4 Relation-based practice visible in classrooms and being reinforced through coaching model | |
| 3.3 Carry out uniform review to be more inclusive | Tg, Cp, Hk | <ul style="list-style-type: none">- NZ Uniforms support and story boarding- Other school research into | 2024 - Process of concepts | Images & Product samples accessed Student voice gathered | |

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| | | <p>their change options</p> <ul style="list-style-type: none"> - Student & Community Voice | <p>Some Junior Options changed for 2025 Blazers for 2025 to be discussed with board</p> <p>Further options for 2026</p> | <p>Contract approved by Lawyer</p> <p>Storyboard options finalised</p> <p>Consultation conducted/complete</p> <p>Info out to families</p> <p>Prospectus updated</p> | |
| <p>3.4 Continue to focus on attendance working towards new MOE targets</p> | Tg | <ul style="list-style-type: none"> - New MOE guidelines overview document (Attendance & Engagement Strategy) - Attendance Policy - Attendance coding system - ROCK ON - Arowhenua Truancy services | <ul style="list-style-type: none"> -2024-2026 moving towards targets. - Implement LA class profiles fortnightly from start of 2024 - Track student attendance via LA fortnightly under the new categories from start of 2024 - | <ul style="list-style-type: none"> -LA's have a data report and regular attendance monitoring provided from them to access to remove barriers of them finding this. Providing attendance information at the start of year and in the newsletter/facebook Aim to increase attendance rate of 80%+ and have actions in place for those with poor attendance. | |

Strategic Goal 4

- Make Waimate High School, the school of choice for the community by ensuring students and staff demonstrate the schools mission, vision and values

Annual Target

- To maintain or increase our role

What do we expect to see at the end of the year

- More students enrolling and less leaving at end of Year 8

| Actions | Who is responsible | Resources | Timeframe | Success | Progress |
|--|---------------------------|--|---|--|-----------------|
| 4.1 Refurbishment of English/Social Science classrooms | Hk | 5YA money and F&E grant | Work should be completed by Term 3 2024 | Classrooms are finished and well-equipped for learning. | |
| 4.2 Continually focus on high expectations across all aspects of school life and promote the positive things happening at school | Fw | My Mahi (PB4L) points PB4L values and area posters around school Social media/Newsletter | Ongoing | Students being celebrated in assembly. Community awareness of student success | |

Strategic Goal 5

- Create new opportunities for student/community engagement and school/community engagement

Annual Target

- Develop a plan for both short term and long term international students
- Establish an Agriculture-based course that is delivered at the Racecourse

What do we expect to see at the end of the year

- International students at school
- Students attaining Level 2

| Actions | Who is responsible | Resources | Timeframe | Success | Progress |
|--|---------------------------|---|------------------|--|-----------------|
| 5.1 Develop and expand the Agriculture program at the racecourse | Hk, Cw | Time Funding for new equipment Sector contacts i.e. PITO, | 2024 | An Aghub will be established that supports learning of authentic agriculture skills etc. | |
| 5.2 Attract international students to the school | Hk | Financial resourcing to find marketing trips overseas and local (NZ) agent meetings | Ongoing. | Regular attendance of both short-term and long-term fee paying students | |

Strategic Goal 6

- Collaborate with local industries, employers and tertiary institutions to ensure that students have the skills and knowledge to succeed in work

Annual Target

- Leavers data show all students leaving with a qualification and moving into employment or further study

What do we expect to see at the end of the year

- As above

| Actions | Who is responsible | Resources | Timeframe | Success | Progress |
|--|---------------------------|---|-------------------------|---|-----------------|
| 6.1 Build connections with local employers and tertiary institutions to establish relevant pathways for our students | Hk, Sr | Time Careers staff External tertiary and employment contacts. | Ongoing til end of 2025 | Waimate High School has a wide range of connections that its students can utilise for their next step | |

Strategic Goal 7

- Develop a local curriculum that reflects local tikanga Māori and builds connections with mana whenua

Annual Target

- Evidence of local curriculum activities in department plans
- Māori action developed ready for 2025 implementation

What do we expect to see at the end of the year

- Departments identified where existing connections are and opportunities for development to be for their planning in 2025
- Development of the relationships first work to support Māori Achievement

| Actions | Who is responsible | Resources | Timeframe | Success | Progress |
|--|--------------------|---|--|--|----------|
| 7.1 Work with Koia to Mātauraka to look at local Māori contexts and learning opportunities that can be woven into learning programmes. | Ha Tg | Students Staff Community Koia to Mātauraka | 2024 | Staff have completed a stocktake of how they already use local Māori contexts and learning opportunities and develop a matrix for this. Departments identify an area they would like to develop in this space and for this to be included in their department goals from 2025 | |
| 7.2 Develop and implement a Māori action plan | Tg | Students Staff Community | 2024 - Develop plan 2025 - Start carrying out implementation of actions | To be familiar with documentation, and share with staff. To have developed a plan and timelines for working with our Māori | |

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| | | | | and Pasifika learners and whanau for 2025 that incorporates their voice. | |
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