

# 2024 Annual Implementation Plan

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

## Summary of the plan...a starting point

2024 is to be a year of stability, strength and consolidation at Kaikoura High School. We have a fantastic school with a strong community and wonderful rangitahi who want to learn in a school where there are no limits to what they can achieve. This year we will work especially towards everyone in our kura having a shared understanding of our strategic goals and working to achieve these.

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

Through our staff and students having an increased understanding of Te Tiriti and how this underpins all that we do (both attitudes and actions).

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Strand 1: Communication			
BPO(1)(d)/NELP 1/2/3/5			
<p><b>Strategic Goal:</b></p> <ul style="list-style-type: none"> <li>• Positive, open relationships between whānau and school</li> <li>• Increase relationships with wider Kaikoura community particularly in relation to utilising local environment.</li> <li>• Create an environment of reciprocal engagement and transparent communication.</li> </ul>			
<p><b>What do we expect to see by the end of the year?</b></p> <ul style="list-style-type: none"> <li>• Whanau freely engaging with school in person and via communication channels.</li> <li>• Transition occurs in a positive mana enhancing manner.</li> <li>• Increased student and whānau voice in school decisions</li> </ul>			
Actions	Who is Responsible?	What we need to do/Resources Required	Outcomes/Measures
Our school will foster and develop strong links to our local community	Teacher in charge of student council  Form teachers.  The principal	<ul style="list-style-type: none"> <li>• Initial connections to organizations and individuals e.g., local marae, Council, community groups we have worked with in the past.</li> <li>• Teacher time for involvement</li> <li>• Students having flexibility to miss classes occasionally for community events</li> </ul>	<ul style="list-style-type: none"> <li>• Number of student interactions with community events</li> <li>• The school being an active member of the Kaikoura community</li> <li>• Participation rates of staff at Kahui Ako events and meetings</li> </ul>
Termly knowledge cafes held for whanau	Principal  Other staff for expertise	<ul style="list-style-type: none"> <li>• Funds for kai (budget line)</li> <li>• Timings of cafes to change to allow different groups to attend</li> <li>• Staff expertise and availability</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers attending events</li> <li>• Wellbeing at school survey</li> <li>• whānau voice through evaluations</li> </ul>
Transition process to be clear and available for all to utilize	Counsellor  SLT  Deans  Office staff	<ul style="list-style-type: none"> <li>• enrolments process developed and available for all to see</li> <li>• oversight at key areas understood (e.g. enrolment at Y7, Y9 and transition out at Y12/13)</li> <li>• resource sharing with Primaries/tertiary institutions</li> </ul>	<ul style="list-style-type: none"> <li>• all staff know the transition process and who has oversight where</li> <li>• wellbeing at school survey</li> <li>• Whanau have been involved in the process and feel that their voice has been heard</li> </ul>
Communication channels are updated regularly	Principal  Staff  Website oversight  Facebook oversight	<ul style="list-style-type: none"> <li>• Regular schedule of newsletters staff contribute to</li> <li>• Facebook used as primary instant information source</li> <li>• Website is updated regularly (as process or information changes) without delays longer than 1 month of a change</li> </ul>	<ul style="list-style-type: none"> <li>• Whānau feedback</li> <li>• Staff feedback</li> <li>• Website and Facebook traffic</li> </ul>
Review system is updated and uses common language	SLT  Staff	<ul style="list-style-type: none"> <li>• Schedule of review areas developed</li> <li>• Process clear and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Staff wellbeing at school survey</li> <li>• Reviews being completed in a timely manner with clear reporting back on changes/positives/issues</li> </ul>

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## Strand 2: Culture

**Strategic Goal:**

- the school is enriched by the incorporation of te ao, tikanga and mātauranga maori in daily practice
- students are, and have, leadership opportunities across the school
- positive school culture reflected in attendance and engagement in activities

BPO (1)(b and c)/NELP 1/2/3

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

- Kiva process is understood by all staff
- Clear behaviour management plan
- Student leaders understand the value of servant leadership
- Students know what they will achieve while at KHS and their boundaries will be bigger than the school
- In school attendance has improved

Actions	Who is Responsible	What we need to do/Resources Required	Outcomes/Measures
Kiva training for all staff and processes for how to use	Staff SLT	<ul style="list-style-type: none"> <li>Kiva budget</li> <li>Time for staff to observe others and upskill</li> <li>Educate students and parents</li> </ul>	<ul style="list-style-type: none"> <li>Kiva survey</li> <li>Wellbeing at school survey</li> </ul>
Development of clear behavior management plan	Deans SLT	<ul style="list-style-type: none"> <li>Behavior management plan accessible to staff and whānau</li> <li>Behavior management plan is being consistently applied across the school</li> </ul>	<ul style="list-style-type: none"> <li>Referrals decrease</li> <li>Wellbeing at school survey</li> <li>Kiva reports</li> <li>Student feedback on consistency</li> </ul>
Leadership PLD for student leaders at three identified levels, graduate profile developed	SLT Deans	<ul style="list-style-type: none"> <li>Student Leadership plans developed last year embedded and consolidated</li> <li>Graduate profile developed and shared with community</li> </ul>	<ul style="list-style-type: none"> <li>Leavers data and feedback</li> <li>Positive change in school culture – wellbeing at school data</li> </ul>
Within school attendance plan developed	Attendance service SLT Form teachers Deans	<ul style="list-style-type: none"> <li>Process for form teachers, deans and next steps developed</li> <li>Priority strategies for enhancing attendance planned and implemented</li> </ul>	<ul style="list-style-type: none"> <li>Attendance rates increase</li> <li>Casual absence and lates decrease</li> </ul>
All teachers will be involved in Kahui Ako PLD to develop their knowledge and skills in Te Reo, tikanga and matauranga maori	All staff	<ul style="list-style-type: none"> <li>Ability to free staff up for additional meetings if required</li> <li>PLD budget for those wanting other PLD (online or in person)</li> <li>Te Ao Māori will be woven through local curriculum</li> <li>Hikoi around local area that connects our school with whenua, maunga and moana</li> </ul>	<ul style="list-style-type: none"> <li>Staff attendance at Kahui Ako meetings and other Kahui initiatives such as Te Reo café</li> <li>Te Tiriti O Waitangi principles will continue to be revisited with teachers. Explore ways to integrate Te Tiriti principles into classroom practice. Daily karakia and te ao Maori values are visible within daily school life.</li> <li>A Te Ao Māori worldview will be at the forefront of planning, teaching and learning.</li> <li>Staff will participate in trips and personal development explorations during staff only days as well as with students throughout the year.</li> </ul>

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Strand 3: Curriculum		BPO (1)(a)/NELP 1/2/5	
<p><b>Strategic Goals:</b></p> <ul style="list-style-type: none"> <li>all Kaiako have an understanding of mātauranga Māori and apply it to curriculum development</li> <li>Akonga experience academic success and achieve to the best level they can to ensure excellent outcomes for all</li> <li>Alternate pathways exist to engage and assist akonga in gaining success</li> </ul>			
<p><b>What do we expect to see by the end of the year?</b></p> <ul style="list-style-type: none"> <li>new curriculum is embedded across all year levels with coherence to subject links across school.</li> <li>literacy/numeracy plan is in place with alternate pathway developed to exam assessment.</li> <li>NCEA Level 1 changes are developed across curriculum areas and programme in place to maximise opportunities for students to gain Level 1 in desired areas.</li> <li>localised curriculum opportunities - Ki uta ki tai - are developed and embedded in middle and junior school around utilising local environment.</li> </ul>			
Actions	Who is Responsible	What we need to do/Resources Required	Outcomes/Measures
Teachers of all subjects will give effect to Te Tiriti o Waitangi by working to ensure their plans and local curriculum content reflect local tikanga Māori, mātauranga Māori and te ao Māori	All teachers Heads of Curriculum SLT WSL Kahui Ako	<ul style="list-style-type: none"> <li>Kahui Ako support</li> <li>Budget for local curriculum e.g. hangi, engaging with Pūrākau</li> </ul>	<ul style="list-style-type: none"> <li>Teacher plans</li> <li>Student engagement</li> </ul>
Create an aspirational localized curriculum model based on Ki uta ki tai for junior and middle school	All staff	<ul style="list-style-type: none"> <li>Embed our Local Curriculum model across the school (ki uta ki tai)</li> <li>Engage in NZ Curriculum refresh Te Mataihio Framework and learning areas that have been developed</li> </ul>	<ul style="list-style-type: none"> <li>Ki uta ki tai will be visible on the Website and be interactive. Teachers will be able to explain how it works in junior/middle school and it will be visible across the school.</li> <li>Staff will be using parts of Te Mataihio Framework and the learning areas that have been developed thus far in their planning. Further engagement in the progressions once they are published to be pursued.</li> </ul>
New NCEA Level 1 programs will be successfully implemented in all subjects. All NCEA subjects will be re-developed with four achievement standards – 2 internally assessed, 2 externally assessed – worth 20 credits in total.	Teachers of NCEA Level 1 subjects  Heads of Curriculum Areas  Deputy Principal curriculum	<ul style="list-style-type: none"> <li>Contact with NCEA Implementation Facilitators</li> <li>Subject meetings, staff meetings etc are planned for teacher discussion and collaboration</li> <li>Subject associations</li> </ul>	<ul style="list-style-type: none"> <li>All course handbooks for students will reflect the new assessments and expectations clearly for students</li> <li>The curriculum will be delivered in a way that is meaningful for students and assessed appropriately for the level</li> <li>Student achievement and endorsements will remain at 2023 levels or above</li> <li>Student voice through evaluations</li> </ul>
All NCEA Level 1 students will be taught courses which include a focus on literacy and numeracy. Teachers will integrate these aspects of learning across all subjects in meaningful and relevant ways.	Teachers of NCEA Level 1 subjects  Heads of Curriculum Areas  Deputy Principal curriculum	<ul style="list-style-type: none"> <li>Contact with NCEA Implementation Facilitators</li> <li>Participation in NZQA training days</li> <li>Subject meetings, staff meetings etc are planned for teacher discussion and collaboration</li> <li>Workshops and Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Students on the Learning Support Register have IEPs which have been shared with all teachers and relevant staff</li> <li>Students have a sense of agency for their own learning and can evaluate the success of their own goals</li> <li>Whanau have been involved in the process and feel that their voice has been heard</li> </ul>