

# ANNUAL PLAN 2024



## TARGETS

1. NCEA corequisites >95%
2. UE Pass rate >70%
3. NCEA Pass rates L2/3 >90%;
4. NCEA Scholarships: 20+
5. 45% students involved in organised sport
6. Student attendance averages >88%

## PERSISTENT PROBLEMS

1. Many students are unprepared for learning (pens, devices, books, PE uniform) resulting in shoddy work output
2. While most students are generally well-behaved, cognitive engagement for learning may be absent
3. Some negative student behaviour is resistant to change, both in the classroom and, for example, bathroom behaviour
4. Inconsistent provision for gifted or exceptional learners
5. Teacher workload & wellbeing, with teachers swamped with change (curriculum, NCEA, new government).
6. Student 'dramas' - on-going conflict, students bullying and being bullied - (manifesting as gossip, exclusion, rumours, social-media strife, taunting); parents needing support & skills to help their child navigate adolescence
7. Mediocre attendance
8. Student's missing deadlines for academic work; inconsistent homework
9. Staff recruitment & retention in light of rapidly declining trainee numbers.

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## HAUORA

To continue to strengthen student and staff wellbeing, enhancing the pillars of hauora (whenua, emotional, spiritual, social & physical health). **Ākonga are well-rounded, happy and empowered to thrive.**

*He hauora te taonga*

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
<p>The 'Our Place' annual well-being survey is undertaken, with results compared against baseline data from 2023.</p> <p>The appointment of a 'Head of Student Wellbeing' to oversee wellbeing, counselling and emotional support for students is considered</p>	SLT BOT	<ul style="list-style-type: none"><li><input type="checkbox"/> 'Our Place' survey takes place in T2</li><li><input type="checkbox"/> Consideration (Principal &amp; BOT) is given to the creation of a Head of Student Wellbeing, overseeing an integrated 'Wellbeing Hub' (comprising counsellors, nurse, outside agencies, pastoral staff). Student wellbeing improves year on year. Staff and parents understand the impact of things such as social media, literacy &amp; school success on wellbeing.</li></ul>
<p>A senior leader is appointed to lead our <b>anti-bullying</b> approach to ensure that Mahurangi College is a safe place for all students.. An updated <i>Anti-Bullying Strategy</i> is</p>	SLT	<ul style="list-style-type: none"><li><input type="checkbox"/> A senior leader is appointed to lead our anti-bullying strategy by the start of T1</li><li><input type="checkbox"/> An updated <i>Anti-bullying Strategy</i> is developed by the end of T1</li></ul>

<p>developed which includes opportunities and encouragement for parents to report any instances of bullying.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Data collected from bully surveys shows a reduction in incidents.</li> <li><input type="checkbox"/> Parents are directly surveyed twice per year</li> <li><input type="checkbox"/> An Anti-bullying page, with the ability for parents or students to report issues, is added to the website</li> <li><input type="checkbox"/> A termly report on bullying is presented to the BOT</li> </ul>
<p>The collection of <b>student cell phones</b>, to support academic endeavour and diminish anti-social use, is considered and potentially implemented.</p>	<p>SLT BOT KT</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SLT survey the community on the collection of cellphones, with proposals &amp; rationale</li> <li><input type="checkbox"/> Any changes mandated or supported by the community become policy &amp; practice in 2024.</li> </ul>
<p>The <b>Y10 Rite of Passage</b> programme, including <b>Hotoe Wero</b>, is fully established during 2024.</p> <p>Specific PD (Health &amp; Safety, behaviour management, risk analysis) is provided for key Rite of Passage staff</p>	<p>SLT Director of Camps</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The Hoteo camp is fully established by the end of August, 2024</li> <li><input type="checkbox"/> Camps resume, as of September 2024</li> <li><input type="checkbox"/> The annual review (parent &amp; student feedback) of Hoteo takes place in T4 2024.</li> <li><input type="checkbox"/> SLT report to the BOT that Hoteo-specific PD has occurred by the end of T3</li> </ul>
<p>Measures to <b>enhance the campus</b> to ensure a pleasant experience for students continue</p> <ul style="list-style-type: none"> <li>- Continue to improve student bathrooms</li> <li>- Add seating under sheltered areas, to provide respite from sun/rain</li> <li>- Classroom furniture upgrades continue.</li> </ul>	<p>BOT Property Principal</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> J-block bathroom upgrades are completed by the end of T1 2024</li> <li><input type="checkbox"/> New seating for sheltered areas is planned and installed by the end of May 2024, ready for winter</li> <li><input type="checkbox"/> A schedule for classroom furniture upgrades is developed by the end of T1 2024. At least four classrooms have new furniture each year.</li> </ul>

<p>Following from 2023's Sports Review, a <b>Sports Strategic Plan</b> is developed, including the provision of coaching, leadership and management support, mentoring, accountability and PD.</p>	<p>JB Sports Director</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A 3-year Strategic Plan for sport is developed</li> <li><input type="checkbox"/> Student participation grows year on year, as evidenced through College Sport data</li> </ul>
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## CULTURE

To continue to grow a culture of inclusivity and genuine mutual respect underpinned by our PRIDE values which drives highly engaged behaviour for learning. **Students feel safe and are fully engaged active learners.**

*Clarity creates an aligned team, and an aligned team sustains culture (Jenny Thompson)*

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
<p>Further interventions to support <b>students at risk</b> are developed and trialled</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Specific interventions are developed for               <ul style="list-style-type: none"> <li>- Behaviour regulation</li> </ul> </li> </ul>

<p>Successful <b>intervention programs</b> seen in other schools (in-house Alt-Ed, cadets etc) are considered</p> <p>A suite of interventions, including a comprehensive <b>intervention flow-chart</b> are developed with clear strategies and sanctions for persistent disruptive classroom behaviour</p>		<ul style="list-style-type: none"> <li>- Anxiety issues</li> <li>- Anger management</li> <li>- Pro-social behaviour</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> In-house Alt-Ed is considered, trialled (programs, staffing, site, resourcing) and potentially planned for 2025</li> <li><input type="checkbox"/> A 'cadets' programme is considered for 2025</li> <li><input type="checkbox"/> Tools such as the flowchart lead to better communication with parents and improvements in classroom behaviour</li> </ul>
<p>Supporting teachers with <b>behaviour &amp; relationship management</b> continues. This includes:</p> <ul style="list-style-type: none"> <li>- Establishing positive cultures</li> <li>- Deliberate teaching of pro-social behaviour</li> <li>- Relationships and mindsets; positive reinforcement, modelling politeness</li> <li>- Reinforcement of existing routines</li> <li>- Ongoing behaviour management PD for staff</li> <li>- Introduction of student (Y7-10) line-ups to build culture &amp; consistency</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Behaviour Management PD is provided for staff in T1, and on occasions throughout the year</li> <li><input type="checkbox"/> Existing school-wide expectations (e.g. seating plans Y7-11) are continually reinforced</li> <li><input type="checkbox"/> Student line-ups are successfully introduced Y7-10</li> <li><input type="checkbox"/> Latrobe Uni (or similar) behaviour PD is made available to staff</li> <li><input type="checkbox"/> Earlier consequences and referrals for continual disobedience</li> <li><input type="checkbox"/> New students receive comprehensive induction into school culture &amp; values</li> </ul>
<p>Further support and resource <b>Whānau</b> classes and teachers</p> <p>Consider potential changes or</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Models of exemplary practice are made available to staff</li> <li><input type="checkbox"/> Whānau is reviewed as part of our overall pastoral care provision during 2024 with any changes</li> </ul>

<p>enhancements to <b>Whānau</b> to ensure overall provision of pastoral care is excellent.</p> <p>Various models of Tuakana-Teina are considered</p>		<p>implemented in 2025</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students feel connection with Mahurangi, as evidenced in surveys</li> </ul>
<p><b>Continue to improve community relationships</b></p> <ul style="list-style-type: none"> <li>- On-going continual review and improvement of events &amp; communication</li> <li>- More opportunities for parents to provide feedback, via short surveys, website options</li> <li>- Revive 'Friends of Mahu'</li> <li>- Task our Publicity Officer (Theresa) to review all communication modes. This may include parent surveys, and/or the creation of a small working group, and may result in guidelines or a communication strategy.</li> </ul>	<p>Principal SLT Board</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Events improve year on year</li> <li><input type="checkbox"/> Initiate the following parent surveys/opportunities for feedback: <ul style="list-style-type: none"> <li>- Twice a year, invite parents to specifically report any bullying concerns, via a direct email</li> <li>- Consult with parents on any cell phone policy changes</li> </ul> </li> <li><input type="checkbox"/> Strategy to revise Friends of Mahu is developed</li> <li><input type="checkbox"/> Communication with the community is clear, consistent, informative and responsive, as evidenced in feedback.</li> </ul>
<p>Maintain &amp; grow opportunities for students to <b>celebrate their culture</b></p> <p>Continue to work with local schools in growing and supporting students' cultures</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend Polyfest 2024; maintain current cultural events</li> <li><input type="checkbox"/> Continue engagement with iwi to support haka &amp; pōwhiri, and to further build our relationship - this will be a long term mahi in order to have a meaningful and authentic partnership.</li> <li><input type="checkbox"/> All cultures are celebrated in meaningful ways</li> </ul>

<p>Continue to grow <b>staff culture</b>. Ensure staff feel recognised for their contributions.</p> <p>Monitor <b>workload</b> to prevent burnout. Continue to prevent staff exposure to superfluous or trivial work</p> <p>Provide targeted professional growth opportunities for staff</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage Jo Robson to run leadership coaching for identified staff</li> <li><input type="checkbox"/> 'Teacher of the week' recognition</li> <li><input type="checkbox"/> Invite staff/branch PPTA to form a 'staff-wellbeing' committee to run events and make workload suggestions to SLT</li> <li><input type="checkbox"/> Meaningful PD is provided for staff, including career development</li> </ul>
<p><b>Attendance.</b> To successfully address the needs of students / families who find it challenging to attend school.</p> <p>Pastoral staff are tenacious in tracking and addressing root causes of attendance</p>	<p>KT HOYs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A succinct <i>Attendance Strategy</i> is written, to be reviewed yearly</li> <li><input type="checkbox"/> Continue to review the needs of individual students and put into place individualised programmes to address any attendance issues.</li> <li><input type="checkbox"/> Persistently absent students are identified quickly and effectively. Referrals to <i>Managed Moves</i> occur promptly</li> </ul>

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## CURRICULUM

To continue to build an ambitious and challenging curriculum, carefully sequenced and underpinned by knowledge, including Mātauranga Māori, with particular focus on literacy and numeracy. **Every student is a competent reader.**

*A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even disadvantaged pupils to clamber in to the discourse and practices of the educated, so that they gain the advantages of the powerful (Christine Counsell)*

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
<p>Develop a '<b>Numeracy Strategy</b>' to lift our numeracy results.</p> <ul style="list-style-type: none"><li>- Review the Y7-10 curriculum to ensure students are prepared for senior school success, including NCEA co-requisites</li><li>- Focus primarily on 'number' (multiplication, number bonds etc) at Y7</li><li>- Introduce <i>Sparx Maths</i> as a homework tool for Y7&amp;8</li><li>- Continue with <i>Education Perfect</i> for</li></ul>	<p>SLT - CA HOF Maths HOF Junior</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> A comprehensive numeracy strategy, led by a senior leader &amp; the HOF Maths, is developed by the end of T2 and shared with the BOT</li><li><input type="checkbox"/> The Y7-10 <i>Mahurangi Maths Curriculum</i> is fully sequenced and posted on our website by the end of T2</li><li><input type="checkbox"/> <a href="#">Sparx Maths</a> is successfully introduced as a homework intervention, and a review is provided to the Board by the end of T2 (NB Mahurangi will be the first NZ school to offer <i>Sparx</i>).</li><li><input type="checkbox"/> Over time, results in the numeracy co-requisite improve to meet our goal &gt;95%</li></ul>



<p>Y9-13</p> <ul style="list-style-type: none"> <li>- Continue to track and support students at-risk of not achieving numeracy co-requisites</li> <li>- Provide high-quality in-house maths PD for teachers</li> </ul>		
<p>Investigate and trial the use of <b>curriculum booklets</b> in many learning areas in order to improve student engagement and knowledge retention, as well as lessening teacher workload</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Invite interested staff from each learning area to engage in the research &amp; theory of 'curriculum booklets' in T1</li> <li><input type="checkbox"/> Support those staff to write and trial the use of a booklet at 1-2 year levels T2&amp;3</li> <li><input type="checkbox"/> Review (including student voice) the use and effectiveness of booklets T4</li> </ul>
<p>Continue to build relationships with schools to foster <b>curriculum collaboration</b></p> <ul style="list-style-type: none"> <li>- Engage PLD support to facilitate subject collaboration where appropriate</li> <li>- Provide opportunities for curriculum leaders to visit other schools (e.g. junior faculty to visit high-performing NZ intermediate schools)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage Jo Robson to facilitate a curriculum leader cluster to meet termly</li> <li><input type="checkbox"/> Discover high-performing NZ intermediate schools, and arrange staff visits</li> </ul>
<p>Develop a comprehensive <b>Generative AI Policy</b>, which ensures the authenticity of student work. Alongside this, develop policies and procedures to ensure students meet academic deadlines, with checkpoints</p>	<p>SLT HOFs Principal's Nominee</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AI policy is developed by start of 2024, incorporated into documentation, and shared with parents &amp; students</li> <li><input type="checkbox"/> HOFs make necessary adjustments to assessments</li> </ul>

<p>and milestones, and that parents are well-informed to support their children</p>		
<p>Continue to build an <b>ambitious and challenging Y7-13 curriculum</b>:</p> <ul style="list-style-type: none"> <li>- Ensure the curriculum is culturally responsive, and embeds Mātauranga Māori where appropriate</li> <li>- Ensure students achieve well, over time, and the implementation and impact of the curriculum means that they know more over time. Students are ready for the next stage of their learning.</li> <li>- Replace 'Topic' at Y7 (2024) and Y8 (2025) with specific <i>science</i> and <i>social science</i> lessons</li> <li>- Provide time for curriculum leaders to meet and plan</li> <li>- Post curriculum details for each learning area on the website to ensure parents are well informed about curriculum pathways</li> <li>- Ensure literacy sits at the heart of lessons - including explicit teaching of vocabulary, and multiple opportunities for students to read and hear challenging text</li> </ul>	<p>SLT HOFs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each subject's curriculum is culturally responsive, allowing students to see themselves reflected in the curriculum.</li> <li><input type="checkbox"/> Dedicated 'Science' and 'Social Science' lessons are successfully introduced at Y7</li> <li><input type="checkbox"/> Teachers are resourced to confidently teach Science &amp; Social Science.</li> <li><input type="checkbox"/> Website curriculum information is added for each learning area</li> <li><input type="checkbox"/> <i>Ka Hāpaitia</i> and <i>Action Plan for Pasifika Education</i> are included in professional learning</li> <li><input type="checkbox"/> Data, including PAT tests, shows an upward trend in reading and writing.</li> <li><input type="checkbox"/> 2x faculty days each year to undertake curriculum planning are scheduled</li> <li><input type="checkbox"/> Classroom observations show a focussed literacy approach: explicit teaching of vocabulary, explicit teaching of knowledge, high quality writing. Reading is prioritised in classes and enables students to read with fluency, confidence and enjoyment.</li> </ul>

<p>Enhance opportunities for gifted and exceptional learners. Ensure challenging extension work is provided. Ensure parents are aware of these opportunities.</p>		<p><input type="checkbox"/> A teacher is appointed to write and lead an 'Exceptional Learner' strategy</p>
<p>A clear, evidence-informed <b>homework policy</b> is developed to give clarity to staff and parents</p>		<p><input type="checkbox"/> A homework policy is finalised. High quality homework is set for students. Parents understand how to support their child with homework.</p>
<p>A <b>Y7-10/11 'Certificate'</b> is investigated to improve student awareness and understanding of: deadlines, milestones, homework, academic integrity, appropriate use of AI, importance of attendance (possibly linked to certificate or exam requirements, e.g. in order for students to qualify to sit end-of-year exams, they must exceed 90% attendance), accumulation of credits towards a qualification etc</p>	<p>SLT HOF</p>	<p><input type="checkbox"/> A small team of staff/leaders investigate and plan a certificate for possible roll-out in 2025. Other schools with similar systems are investigated.</p>

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## PEDAGOGY

To continue to grow highly effective teachers whose understanding of pedagogy is supported by robust research and cognitive science. **High impact teaching practice is visible in every classroom.**

*A school where every teacher believes they need to improve, not because they are not good enough, but because they can be even better (Dylan Wiliam)*

ACTIONS	RESPONSIBILITIES	SUCCESS INDICATORS
<p>Continue to grow the use and understanding of <b>Explicit Instruction</b> as our tier one teaching approach.</p> <p>High quality PD continues for staff.</p> <p>Consideration is given to instructional coaching approaches</p>	<p>SLT Specialist Classroom Teacher</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> A library of video clips is developed, showcasing high-impact teaching, and used in PD sessions</li><li><input type="checkbox"/> High impact teaching practice is visible in every classroom, evidenced in faculty board reports and classroom observations</li><li><input type="checkbox"/> The SCT trials instructional coaching with a small number of volunteer staff</li></ul>
<p>A senior leader leads a review (including recent research &amp; parent voice) of the use and effectiveness of <b>BYOD</b> devices in classes</p>	<p>SLT</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> A review occurs in T1, with recommendations presented to the BOT in Term 2 (this allows enough lead-in time for any changes for 2025)</li></ul>

<p>Embed and strengthen tier 2 literacy interventions. Measure and report impact.</p>	<p>CA</p>	<p><input type="checkbox"/> Data (such as PAT results) shows improvement, over time</p>
<p>Finalise our '<b>Neurodiverse</b>' policy and procedures. Ensure a suite of interventions is available to support dyslexia, dysgraphia etc. Continue to ensure <b>inclusion</b> is considered in all aspects of College life Support TAs to excel with ongoing PD</p>	<p>CA LSCs Te Korowai</p>	<p><input type="checkbox"/> Neurodiverse Policy &amp; procedures are completed <input type="checkbox"/> Teachers understand and use approaches to support neurodiverse students <input type="checkbox"/> Targeted interventions are available for those students who are showing high levels of challenge re: anxiety or social, emotional and mental health. <input type="checkbox"/> PD is provided for TAs</p>