

TKHS Annual Implementation Plan 2025

Strategic Goal 1: Cultivate Inclusive Educational Practices:

Development Areas	Actions	Outcomes	Lead by	Timeline
<ul style="list-style-type: none"> Foster high expectations for every student by collaborating with their whanau and communities to develop young individuals equipped with the knowledge, skills, dispositions, and values necessary to thrive and contribute to society, 	<ul style="list-style-type: none"> Identify and set target groups for 2025. Complete analysis of variance after considering 2024 achievement data <ul style="list-style-type: none"> Student Achievement targets (MOE) (HODs) HODs are leaders of learning and are responsible for developing a responsive curriculum Evidence is gathered in an ongoing manner to analyse and review progress against the targets. School wide and curriculum group professional learning and development in assessment capability Review and implementation of 	<ol style="list-style-type: none"> Targets have been set <ul style="list-style-type: none"> Junior Targets 60% at 4P or higher for literacy at end of year 10 60% at 4P or higher for Numeracy by end of year 10 NCEA level 1 65% + 90% lit num NCEA Level 2 80% NCEA Level 3 60% + 30% UE Students progress towards targets is tracked from yr 9-13 Target learners are identified and support programs are implemented. Teacher practice exemplifies high expectations of the learner at all times. HOD and Manukura teams ensure safety and 	Principal, Deputy Principals & HODs	ongoing

	assessment tasks and procedures to align with effective teaching practice criteria	stretch of all learners		
<ul style="list-style-type: none"> • Create customized educational experiences. 	<ul style="list-style-type: none"> • Create and use evidence guidelines (observation templates, rubrics and students voice templates) to align with effective teaching practice criteria. Particular importance to be placed on: <ul style="list-style-type: none"> ○ Catering for targeted learners ○ Feedback that enhances learning ○ The use of exemplars and progressions • Co-constructing learning progressions for all learning areas • TKHS pedagogical Model implemented. • Pastoral systems align and provide clarity for students,whanau and staff. • Reporting procedures developed to align with effective teaching practice criteria 	<p>Teachers and students develop real connections and a deeper understanding of NCEA requirements, including knowing next steps</p> <p>Teachers developing skills at getting to know the learner and using this evidence to accelerate success</p> <p>Shared understanding of effective teaching practice at Te Kuiti High Schools leading to improved learning outcomes</p> <p>Learning areas ensure engaging programs of learning that are fit for purpose in the 21st century work environment</p>	Principal & Deputy Principal	ongoing

	<ul style="list-style-type: none"> Identifying and defining what effective teaching practice looks like at Te Kuiti High Schools Through TKHS pedagogical model 	TKHS pedagogical model used by all staff across the school.		
<ul style="list-style-type: none"> Focus on tailoring the curriculum to align with individual needs and preserving heritage, language, and cultural identity. 	<ul style="list-style-type: none"> Increase the number of Māori students who earn University Entrance <ul style="list-style-type: none"> Develop a cohesive curriculum that is balanced with dispositional and academic aspects in order to enhance personal growth. Create and implement learning programmes within whanau programmes that have clearly defined links to the New Zealand Curriculum Document and provide evidence of learning progress Continue to develop a localised curriculum that preserve heritage, language, and cultural identity. 	<p>Aim to improve by 10% from 2024</p> <p>Introduce Guy Claxton's learning power growth mindset and the learning pit to give students a scaffold to improve outcomes</p> <p>Junior PODs to experience EOTC locally and understand local stories and connections.</p>		
Strategic Goal 2: Nurture a Supportive School Environment:				

Development Areas				
Development Areas	Actions	Outcomes	Lead by	Timeline
<p>Create a safe, engaging environment at Te Kūiti High School</p>	<ul style="list-style-type: none"> ● Creating team structures for a wrap around service for students to develop a consistent relational platform that is responsive to individual needs of students for improved student success ● Referral systems will be reviewed and developed ● Create links with external professional/experts, outside providers ● Pastoral systems being cohesive and explicit ● Student wellbeing programmes implemented ● Create structures for communication with respect to student transitions and 	<ul style="list-style-type: none"> ● Pastoral systems are cohesive and explicit and teachers are aware and use these consistently. ● Teachers engage in conversations to redirect behaviour which is underpinned by restorative processes. ● KAMAR is used as a tool for gathering data on behaviours ● Structures are in place for communication with respect to student transitions and pathways and staff are aware. ● Visible pathways of transition are clear and discussed with all students. 	<p>Principal & Deputy Principals Manukura & All staff</p>	<p>ongoing</p>

	<p>pathways</p> <ul style="list-style-type: none"> • Develop opportunities for visible pathways for students • Build staff capability and understanding of pathways education 	<ul style="list-style-type: none"> • All teachers have received training for restorative practices 		
instil pride in students	<ul style="list-style-type: none"> • Waiata, pōwhiri • Develop a process to ensure Māori student voice (Manaaki Tauira and others) • Develop student leadership to fulfil their roles • Acknowledging and valuing identity, culture and language • Our uniform is reviewed and student voice is included • Our School environments are modernised 	<ol style="list-style-type: none"> 1. Teachers understand, lead, and model culturally responsive pedagogy and understand how it relates to effective teacher practice for improved teaching and learning. For eg: <ol style="list-style-type: none"> a. Always use correct names for students and correct others when they don't b. Signage c. Te Reo Māori is used d. Staff acknowledge Māori achieving success as Māori - what do our school principles mean for Māori 2. Improved learning outcomes for Māori students 3. We utilise every opportunity to be inclusive and celebrate all cultures 	Principal & Deputy Principals all staff	Ongoing

<p>Ensure a strong foundation in essential skills for personal and academic growth.</p>	<ul style="list-style-type: none"> • Embed attendance processes and procedures to increase the school attendance rate. • Analysis of achievement data for Māori students • Targeted academic mentoring • Powerful partnerships with whanau • Iwi and hapu connections 	<p>Attendance rates for Maori and non maori at 40% regular attendance</p> <p>Daily Attendance above 80%</p> <p>Create graduate profile</p> <p>Maori students working at same level as non maori</p> <p>70% Students ready for CAA at yr 10 and further 20% by yr 11</p>	<p>Deputy Principals HOD's Manukura</p>	<p>Ongoing</p>
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Strategic Goal 3: Empower and Develop School Staff:

Development Areas	Actions	Outcomes	Lead by	Timeline
<p>Develop staff to strengthen teaching, leadership and learner support capability</p>	<ul style="list-style-type: none"> • All staff are engaged in a Professional Learning Group related to the vision/Kaupapa • .Implementation of professional learning groups and other leadership opportunities 	<ol style="list-style-type: none"> 1. All staff actively contribute to a Professional Learning Group related to the Vision/ Kaupapa 2. Staff feel valued and empowered as teachers and leaders 3. Through inquiry and reflection staff leadership 	<p>Principal Deputy Principals</p>	<p>PLD throughout year</p>

	<ul style="list-style-type: none"> ● Appoint a facilitator for each PLG ● Engage outside expertise for each PLG focus area ● Source and share professional readings regularly ● Opportunities are provided for ako (staff leading workshops for other staff) ● Develop structures and programmes that grow staff capability within and across the school. ● Formal mentoring is established and ongoing ● Explicit teacher profile indicators established. 	<p>is grown and a culture of trust, respect, and learning is evident</p> <ol style="list-style-type: none"> 4. Teacher practice exemplifies high expectations of the learner at all times. 5. Shared understanding of effective teaching practice at Te Kuiti High Schools leading to improved learning outcomes 		
<p>3.3 Staff Wellbeing</p>	<ul style="list-style-type: none"> ● Be aware of, and responsive to, creating a culture of a healthy work-life enjoyment by: <ul style="list-style-type: none"> ○ Being responsive to the nature of working in a established staff ○ Providing opportunities for staff voice ○ Planning long term 	<ol style="list-style-type: none"> 1. Staff with a high level of personal well-being 2. Wellbeing committee is visible and active within the school 	<p>Principals & Deputy Principals</p>	<p>ongoing</p>

	<p>but with the capacity to be flexible (understanding upcoming workload)</p> <ul style="list-style-type: none"> ○ Allow opportunities for reflection and responsiveness in a sustainable way ○ Clear communication processes/expectations ○ Create regular opportunities for positive whole staff team building ○ Space for social activities and fun ○ Create a wellbeing committee 			
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Strategic Goal 4: Forge Strong Industry and Employer Partnerships:

<ul style="list-style-type: none"> ● Establish strategic partnerships with industries and employers 	<p>Consolidate community partnerships and authentic learning opportunities through engagement and partnering with local businesses</p>	<p>Continue to provide opportunities for Industries and employers to engage with our students</p>	<p>Careers SLT</p>	
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<ul style="list-style-type: none"> • equip learners with the skills, knowledge, and pathways necessary for success in the workforce. 	<p>Become increasingly intentional in our delivery of Carers and Pathways education</p> <p>Ensure all senior students develop key work-readiness skills</p>	<p>100% of students get career pathway plans</p> <p>100% senior students access work ready skills programs.</p>	All	
<ul style="list-style-type: none"> • Develop programs that 	<p>Gateway Licence to work Trades academy</p>	<p>Authentic learning experiences and exposure events for all students between yr 9- 13.</p>		

<p>bridge the gap between education and industry, providing students with real-world experiences and opportunities for career development.</p>				
<p>4. Self Review</p>	<ul style="list-style-type: none"> ● BOT self review completed ● Implement the cycle of policy and procedure self review with staff, BOT and community ● Complete cycle of policy and procedure audits as specified ● Complete student, staff and community surveys to gather their voice in the areas of : <ul style="list-style-type: none"> ○ Reporting and assessment ○ Transition procedures 	<ol style="list-style-type: none"> 1. A structure of review is developed and in place which aligns to the school charter and strategic goals. The timelines of evidencing are structured and cohesive 2. A safe workplace environment 3. All statutory requirements are met 4. Key changes made to reporting and assessment, transition and communication 	<p>Principals</p>	

	<ul style="list-style-type: none">○ School communication○ Charter development 2023	functions as highlighted by survey		
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