



2024 Annual Implementation Plan

CONNECT

Strategic Goal 1: A school culture where ākonga have a strong sense of identity and a respectful connection to The Catlins community and environment

Annual Target Goal:

- An improvement in attitudes toward the board, school, and teachers from term 1 to term 3 whānau hui.
- An improvement in kaiako confidence to teach and actual teaching of te reo Māori in classes.

What is expected by the end of the year:

- Clear and consistent communication between the board and the school.
- The community positively engaged with the school.
- Kaiako will be designing programmes of learning that provide high-quality learning opportunities for ākonga in The Catlins Area.
- Kaiako will include the teaching of te reo Māori as part of their teaching and learning programmes.

Actions	Responsibility	Resources Required	Timeframe	Measures
<ul style="list-style-type: none">• Upskill the school board with communication skills	<ul style="list-style-type: none">• LSM• Presiding Member	<ul style="list-style-type: none">• NZSTA training• LSM time	6 months	<ul style="list-style-type: none">• Synthesis of feedback from ākonga, whānau, and kaiako surveys regarding



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	<ul style="list-style-type: none"> Principal 			<ul style="list-style-type: none"> communication, perception Kaiako surveys on confidence to teach and learn and actual teaching and learning of te reo Māori for kaiako and ākonga
<ul style="list-style-type: none"> Create and Implement a communication plan that is focussed on the school's vision and strategic plans to improve the community's perception of the school 	<ul style="list-style-type: none"> LSM Presiding Member Principal 	<ul style="list-style-type: none"> LSM time 	6 months	
<ul style="list-style-type: none"> Create opportunities for informal community feedback 	<ul style="list-style-type: none"> Principal 		12 months	
<ul style="list-style-type: none"> Create and implement a school-wide plan for giving effect to Te Tiriti o Waitangi 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Cultural leader time 	12 months	
<ul style="list-style-type: none"> Continue to improve kaiako capability in the use of te reo Māori 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Cultural leader time 	12 months	
<ul style="list-style-type: none"> Continue to build leadership capability using the Leading Adult Learning framework 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> PLD provider Evaluation Associates facilitator time 	12 months	
<ul style="list-style-type: none"> Create and implement a plan for gathering ākonga voice via hui/fono 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Cultural leader time 	12 months	



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Strategic Goal 2: A local curriculum and teaching practices that place high expectations on all ākonga and empower them to progress and achieve their future goals through authentic programmes of learning

Annual Target Goal:

- All cohorts of ākonga in years 1 to 10 will show at least a 10% improvement overall in achievement in reading, writing, and mathematics.
- Target cohorts in years 1 to 10 will show accelerated achievement in reading, writing, and mathematics.
- There will be an increase in achievement, merit, and excellence NCEA credits.
- Years 11-13 ākonga without goals linked to NCEA will achieve their individual goals.
- Kaiako will show progress in their understanding and implementation of the localised curriculum.

What is expected by the end of the year:

- Classes will show improved engagement and achievement in reading, writing, and mathematics.
- Kaiako will be confident that they are meeting the needs of all ākonga in their classes.
- Kaiako will be designing programmes of learning that provide high-quality learning opportunities for ākonga and their planning for all ākonga will be accessible and visible.
- Kaiako will be confident in moderation processes and making accurate OTJ for reading, writing and mathematics.
- Mid-year and end-of-year assessments will show acceleration in tier 2 ākonga/student achievement.
- NCEA ākonga are engaged in programmes of learning that connect with future educational and career pathways.
- NCEA ākonga will continue to show an increase in achievement at the merit and excellence level.
- Kaiako will be involved in a meaningful PGC to improve their practice.



Actions	Responsibility	Resources Required	Timeframe	Measures
<ul style="list-style-type: none"> Consistent reference in classroom profiles and regular hui to ensure there is consistent implementation of the 3-tier structure for identifying ākongā and classroom kaiako are developing appropriate learning plans that address ākongā needs. 	DP Teach & Learn	<ul style="list-style-type: none"> Learning support co-ordinator time 	12 months	<ul style="list-style-type: none"> Assessment data for reading, writing, and mathematics analysed by class, gender, ethnicity, and learning support tier for reading writing and mathematics for ākongā in years 1-10 at the end of each term. Year-long Acceleration data for reading, writing, and mathematics analysed by class, gender, ethnicity, and learning support tier for reading writing and mathematics for ākongā in years 1-10 at the end of each term. NCEA assessment data will be monitored at each NCEA level for achievement, merit & excellence. Ākongā with achievement goals not linked with NCEA will be identified and progress and achievement reported on termly.
<ul style="list-style-type: none"> To develop capability in kaiako to differentiate programmes of learning 	DP Teach & Learn	<ul style="list-style-type: none"> PLD Kāhui Ako PLD specific providers 	12 months	
<ul style="list-style-type: none"> Create and implement Individual Learning Plans (ILP) for tier 3 and tier 2 ākongā to meet their teaching and learning needs and to accelerate their achievement, especially for ākongā who are English Language Learners (ELL) and neurodiverse 	DP Teach & Learn	<ul style="list-style-type: none"> Learning support co-ordinator time Learning Village Online Programme Teacher Aide time 	12 months	
<ul style="list-style-type: none"> Continued development of a concept-based, responsive, inclusive, integrated, localised school curriculum (years 1-10) 	DP Teach & Learn	<ul style="list-style-type: none"> School-wide localised curriculum PLD - Chic Foote Release time - DP Teach & Learn 	12 months	
<ul style="list-style-type: none"> Continued development and implementation of school-wide term/unit plan templates for years 1-10 	DP Teach & Learn	<ul style="list-style-type: none"> School-wide localised curriculum PLD - Chic Foote 	12 months	



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<ul style="list-style-type: none"> Continuation of the embedding of a common teaching and assessment approach to structured literacy in classroom practice from years 1 -10. 	DP Teach & Learn	<ul style="list-style-type: none"> Primary Leader time Release time - DP Teach & Learn 	12 months	<ul style="list-style-type: none"> Kaiako surveys and rubrics on localised curriculum development
<ul style="list-style-type: none"> Implementation of a common approach to the teaching and assessment of mathematics from years 1 to 10. 	DP Teach & Learn	<ul style="list-style-type: none"> Primary Leader time Kāhui Ako Within School Lead Learning Support 	12 months	
<ul style="list-style-type: none"> Continued review of curriculum achievement plans and moderation processes for reading, writing and mathematics 	DP Teach & Learn	<ul style="list-style-type: none"> Primary Leader time Kāhui Ako Within School Lead Learning Support 	12 months	
<ul style="list-style-type: none"> Involve ākonga in high-quality digital technology learning through the Future Focus Learning (FFL) initiative 	DP Teach & Learn	<ul style="list-style-type: none"> Future-focused learning lead teacher release time 	12 months	
<ul style="list-style-type: none"> Careers focussed on strengths of ākonga 	DP Teach & Learn	<ul style="list-style-type: none"> Careers website 	12 months	
<ul style="list-style-type: none"> Connect NCEA ākonga with meaningful programmes of learning 	DP Teach & Learn	<ul style="list-style-type: none"> School-wide localised curriculum PLD - Chic Foote Release time - DP Teach & Learn 	12 months	



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<ul style="list-style-type: none">Continue to develop and have kaiako engage with a meaningful Professional Growth Cycle (PGC)	DP Teach & Learn	<ul style="list-style-type: none">Specialist classroom teacher time	12 months	
<ul style="list-style-type: none">Continue to build capacity within kaiako/teaching staff to lead the learning of others	DP Teach & Learn	<ul style="list-style-type: none">PLD provider Evaluation Associates facilitator time	12 months	



GROW

Strategic Goal 3: A school where hauora grows ākongā confidence so they make positive choices for themselves and others

Annual Target Goal:

- There will be a consistency in the recording of pastoral, and support data and improved confidence that baseline data can be determined to show improvement in behaviour can be monitored.
- Attendance for all cohorts within the school will show improvement.
- There will be an increase in attendance for those students who have been identified as requiring an intervention to improve attendance.
- There will be an improvement in kaiako confidence in using restorative practices, zones of regulation, the TCAS Way, and attendance systems.

What is expected by the end of the year:

- The SW-PB4L systems will be responsive to the needs of specific ākongā and cohorts, and there will be increased recording of both supports and positive behaviours through the Edge-SMS.
- Kaiako will be confident in their knowledge, understanding and use of restorative practices, zones of regulation, the TCAS Way, behaviour and attendance systems.
- There will be a decrease in the number of referrals to the **Kāhui Ako – Big River** councillor.
- The behaviour, support and reward data will be used to drive changes to school-wide approaches to ākongā wellbeing.

Actions	Responsibility	Resources Required	Timeframe	Measures
<ul style="list-style-type: none"> • Increase kaiako and ākongā capability in the use of restorative practices to resolve conflict across the school. 	DP Wellbeing	<ul style="list-style-type: none"> • Min. Ed. Restorative Practices PLD 	12 months	<ul style="list-style-type: none"> • Synthesis of feedback from ākongā, whānau, and kaiako surveys



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		<ul style="list-style-type: none"> Release time - DP Wellbeing 		<p>regarding restorative practices, zones of regulation, TCAS Way, and attendance.</p> <ul style="list-style-type: none"> SMS-Edge pastoral data will be analysed by class, gender, ethnicity, and learning support tier for behaviour, supports, and positives, for ākonga in years 1-10 at the end of each term. Attendance will be monitored termly and analysed by class, gender, ethnicity, and learning support tier and compared to Ministry of Education targets.
<ul style="list-style-type: none"> Increase kaiako and ākonga capacity in the use of the Zones of Regulation to improve self-regulation of emotions. 	DP Wellbeing	<ul style="list-style-type: none"> PLD Min. Ed. behaviour team 	12 months	
<ul style="list-style-type: none"> Improve clarity and use of the TCAS Way, SW-PB4L systems, and Edge-SMS support and behaviour data. 	DP Wellbeing	<ul style="list-style-type: none"> Rewards, ticket system 	12 months	
<ul style="list-style-type: none"> Implementing systems to record TCAS Way data so that positive behaviours can be analysed and reported on to facilitate improvement in the school environment. 	DP Wellbeing	<ul style="list-style-type: none"> Administration time to enter TCAS Way cards into SMS-Edge 	12 months	
<ul style="list-style-type: none"> Implement systems for monitoring and reporting on attendance. 	DP Wellbeing	<ul style="list-style-type: none"> Release time - DP Wellbeing 	12 months	
<ul style="list-style-type: none"> Implement attendance and engagement interventions. 	DP Wellbeing	<ul style="list-style-type: none"> Release time - DP Wellbeing Teacher aide to support support target students and whānau and specific interventions 	12 months	



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<ul style="list-style-type: none">• Improve the implementation of the attendance system so that there is regular communication between the kura and whānau regarding ākongā attendance.	DP Wellbeing	<ul style="list-style-type: none">• Release time - DP Wellbeing	12 months	
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