



Implementation Plan Feb 2025

Preamble:

MHJC will work towards achieving outcomes which align with its **vision** of “growing greatness through innovative, constantly evolving, personalised learning” and **the National Educational and Learning Priorities (NELPs)** which are given expression below.

The work of our staff in partnership with whānau towards supporting students as they develop their **graduate profile** and supporting each other on their own **professional growth cycle** will ensure we remain focused on our individual and collective goals.

NELP 1: LEARNERS ARE AT THE CENTRE - Learners with their whānau are at the centre of education.				
Places of learning are safe, inclusive and free from racism, discrimination and bullying.				
Element	Actions	Resources needed	Outcomes	Progress
Physical safety	Future proof site from climate change - shelter/covered areas/bike track Eg field and gym to main block	From 10YA See Property Action Plan And Health and Safety Action Plan	Workers, students and visitors will feel safe on site - Measured by surveys and incident/near misses data	
Emotional wellbeing	Maintain a wellbeing focus for Student Support Network - focus on hauora during Health classes and LA (hauora check in tool) - focus on greater balance of digital and active learning - more healthy activities for break times - Inclusion coordinator to develop a plan to celebrate all cultures and	See Property Action Plan (exercise areas) See Student Support Network Action Plan Including Cultural Diversity and Inclusion Action Plan DP forums to be created to focus on wellbeing and attendance Students to know,	<u>All</u> students feel safe to be “who they are meant to be” - Measured by survey, focus groups and engagement data	

	groups	understand and live our values will help all students to feel safe		
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High aspirations for every learner/ākonga, supported by **partnering** with their whānau and communities to **design and deliver education that responds to their needs and sustains their identities, language and cultures.**

To provide a curriculum which is **personalised** (engaging, responsive and differentiated), challenging and future focused.

A **contextualised** curriculum with clear **connections** between Learning Areas and **authentic outcomes** will be the foundation of our curriculum delivery.

Element	Actions	Resources needed	Outcomes	Progress
Personalised learning	<p>Focus of PLC meetings</p> <p>Focus of Student Led Conferences</p> <p>Focus of PLD - differentiation integrated into planning to cater for excellence and engagement</p> <p>Continue to make DEEP an innovative vehicle for students.</p>	<p>Refer: Whānau Action Plans</p> <p>- registers</p> <p>- PLC minutes</p> <p>Funding for GATE programmes during DEEP</p>	<p>Teachers will know, understand and meet the individual needs of every student.</p> <p>Students will develop their passions, interests and explore new learning through DEEP and WW</p>	
Collaborative planning and delivery	<p>Context planning will be a focus of PLC Agendas</p> <p>Contexts will be shared and discussed by APs</p>	<p>Planning time in PLC</p> <p>AP forums to be created to discuss best practice re: curriculum planning and delivery.</p>	<p>Students will see connections between learning areas when learning about real and relevant topics.</p>	
Four cornerstones of extra curricular participation	<p>Explore how our values can be aligned and</p>	<p>See Four Cornerstone Action Plan and</p>	<p>Opportunities will be offered outside the classroom to</p>	

	reported through our extra-curricular programme	DEEP Action Plan	cater for the individual and collective needs of students	
Holistic reporting including progress, values, qualities, competencies	Teachers will provide more opportunities for students to find and provide evidence for their reports and make our values implicit in planning and delivery. Revisit the value of developing Stage 3 and 4 E.g. Self-directed time for learning	Great Learner Assessment Day for LAs to meet students who need support Dedicated LA time and Wananga Wednesday when needed	All students will know and understand and live our school values. - Measured by increased % of students reaching Stage 2 of the Great Learner Progression	

<p>NELP 2: BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner.</p> <p>Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those who learn differently.</p> <p>Meaningfully incorporate Te Reo Maori and tikanga Māori into the everyday life of the school.</p>				
Element	Actions	Resources needed	Outcomes	Progress
Commitment to serve the needs of priority learners	Māori, Pasifika, disabled, GATE and Students with additional needs differently will be identified and plans made to meet their needs Explore alternative programmes for students at risk of not achieving Extra resourcing for rising number of ESOL students	See Māori and Pasifika Action Plans See Student Support Network Action Plan	Learning for all previously disadvantaged students is accelerated - Measured by progress and engagement data	
Commitment to Treaty of	Continue to develop our	See Māori Action Plan	The confidence and capacity	

Waitangi and bicultural partnership	<p>special connection with, and acknowledgement of Ngāi Tai ki Tāmaki.</p> <p>A plan to promote the use of the school haka to be developed</p>		<p>of staff and students to use Te Reo and practice Tikanga Māori will be developed in an authentic manner (normalise) with evidence shown in our PLG and students' Great Learner Evidence.</p>	
Pasifika Education Plan	<p>A special focus will be made on knowing and understanding the Pasifika World View and how it aligns with Mātauranga Māori.</p> <p>Trial a new outreach project to Fiji</p>	<p>See Pasifika Action Plan</p> <p>And Global Connections Action Plan</p>	<p>Our knowledge, understanding and appreciation of the Pasifika World View will grow</p>	

Ensure every learner/ākonga gains sound **foundation skills**, including **digital technology, language, literacy and numeracy**.

Element	Actions	Resources needed	Outcomes	Progress
Digital technology	<p>Students will be responsible and capable users of digital technology - tools and platforms</p> <p>Develop a plan to use AI for assessment, marking (e-asTTle writing) and reporting</p>	<p>See E-learning plan</p>	<p>AI will be harnessed as both a challenge (of authenticity) and opportunity (to support teaching and learning).</p>	<p>Reconsider reintroduction of Linewize to avoid misuse of digital technology.</p>
Literacy	<p>Strengthen our Essentials programme to support students well below curriculum</p> <p>Implement corequisite Literacy and Communication</p>	<p>See Literacy Action Plan</p> <p>One extra session for literacy has been allocated in the timetable Y7-10</p>	<p>We see significant improvement in progress and achievement in writing and from our students who are well below curriculum level and priority learners measured by e-asTTle scores</p>	

	<p>Identify and engage more students in rich opportunities for students to excel</p> <p>Introduction of a Literacy Specialist Classroom Teacher appointed for two years</p>			
Numeracy	<p>Develop our numeracy certificate to support students at every level of the curriculum</p> <p>Identify and engage more students in rich opportunities for students to excel</p> <p>Implement corequisite for Numeracy</p>	<p>See Numeracy Action Plan</p> <p>One extra session for numeracy has been allocated in the timetable to Y7&8</p>	<p>We see significant improvement in progress and achievement from our students who are well below curriculum level and priority learners measured by e-asTTle scores</p>	

<p>NELP 3: QUALITY TEACHING AND LEADERSHIP- Quality teaching and leadership make the difference for learners/ākonga and their whānau.</p> <p>To ensure robust systems and processes provide for honest reflection and inquiry to guide continuous improvement.</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the school.</p> <p>To provide an environment where high quality staff are attracted, grow and feel valued.</p>				
Element	Actions	Resources needed	Outcomes	Progress
Internal review	<p>Regular consultation on key issues</p> <p>Forums and surveys will be held with parents for next Strategic Plan</p>	N/A	<p>Staff, students and community feel included and heard wrt decision making</p>	
Innovative delivery/pedagogy	<p>Introduce the Common Practice Model which</p>	<p>See Curriculum development Action Plan</p>	<p>Teachers will be well prepared for the changes</p>	

	embraces our initiatives: Curriculum refresh; Mana orite Literacy and numeracy skills and strategies	- external PLD	including the introduction of the Aotearoa/New Zealand Histories curriculum	
Professional learning	Embed the Professional Growth Cycle (PGC) with a focus on sound pedagogy, assessment and reporting Embed the Leadership Growth Cycle (LGC) and new Tuakana Teina mentoring model	See PLD Action Plan Meeting time and PLD will be allocated to support new Deans and Senior Leaders	Teachers will develop their skills and knowledge through the coaching and mentoring system	