

Annual Implementation Plan 2024-2025

Where we are currently at:

Ross Intermediate began the journey of implementing the Localised Curriculum in 2018. The process began with consultation with all stakeholders with the creation and publication ready 2019. A visual representation of a whare illustrates how we give effect to our Vision (Connect Nurture Grow). A major focus has been on developing staff capability and knowledge of the 3Cs - learning experiences at Ross Intermediate are based on the explicit teaching of three interconnected areas: Communicators, Communities, Capabilities. This is supported by the philosophy that as we teach Reading, Writing, Maths, we also teach expected and desired behaviours (PB4L - positive behaviour for learning).

Through the Strategic Plan, it was identified Kaupapa Māori should be a major focus of the school. The school has begun its journey over the last couple years to be better treaty partners. The result has been a commitment to improving Tikanga and Reo Māori, developing understanding around Te Tiriti o Waitangi and beginning a partnership with Rangitāne.

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

The Board of Trustees have recently moved policies to School Docs, ensuring policies and procedures align with up-to-date practices. The Board also has a commitment that the local curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori. The support to engage with Te Puna Reo for at least 2024 reflects the Board's focus on improving the teaching of te reo Māori (supporting the revitalisation of Reo Māori) and tikanga Māori. The Board of Trustees collects data on Māori achievement and progress, reflecting on equitable outcomes. The Board is deeply committed to fostering a partnership founded on mutual respect and understanding with Rangitāne.

Strategic Goal 1 - Whanaungatanga

We create an environment that promotes an inclusive community where language, culture, strengths and identity are valued and respected.

Annual Target/Goal:

Will identify targets in T2 when feedback/student voice is collected using Wellbeing@school survey

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

TBC

1a The diverse and individual contributions that every akōnga makes to the classroom and school are valued.

Actions	Who is Responsible	How will you measure success?
Student voice around is collected, collated and reviewed T2 - inclusivity and feeling of being valued T4 - redo	BoT SLT Team Leaders	Reflect on the feedback of students Wellbeing@school survey Compare T2 with T4
Acknowledgments across classrooms, teams, Refresh and media platforms recognise and celebrate ākongā.	SLT Classroom teachers	Regular acknowledgments will take place
Connections between kaiako and ākongā will be built on mutual trust through various opportunities - examples: <ul style="list-style-type: none">● 8:20am connect time● Conferences● Active supervision	All staff	Student voice T2 and T4 Community voice (eg at conferences) will be able to acknowledge connectedness
PB4L development will address ways to connect and value students	PB4L Tier 1 team	Tier 1 team reflect on success over the year, review SWIS data, Big 5 PB4L

<p>Ākonga on support registers (eg LSC, Senco) will be supported with IEPs, IBPs, transition plans, hui with organisations, staff professional development - school and community working together to support students to make effective transitions at critical points on their educational journey</p>	<p>SLT Senco LSC</p>	<p>Specific and relevant whānau voice will be collected</p> <p>Transition surveys show positive responses to ākonga experiences</p>
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1b Strong relationships across iwi, community, whānau and ākonga will be built on mutual respect and trust.

Actions	Who is Responsible	How will you measure success?
Continued focus and development of Kāhui Ako mahi.	SLT WST	Reflect on achievement of Kāhui Ako goals
Opportunities to connect with various community groups including whānau hui, conferences, school events, sports/arts, invitations to community to be part of school events and activities	School leaders (HOD) SLT	Community voice (eg at conferences) will be able to acknowledge connectedness
Communication strengthened through all platforms, responding to feedback, providing opportunities for the community to be heard.	SLT Administration	Anecdotal comments made verbally and online will
Developing partnership with Rangitāne eg. <ul style="list-style-type: none"> ● Kāhui Ako mahi ● Pōwhiri ● Matariki - iwi considerations ● Kaupapa Māori 	SLT	Partnership of respect - Rangitāne will be open to support where possible, and connected in the school setting.

1c Learner graduate profiles show a strong sense of wellbeing, resilience, optimism, belonging, connection, social and emotional competence, and confidence in their identity, language and culture.

Actions	Who is Responsible	How will you measure success?
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Develop graduate profile	SLT	Completion of the graduate profile used in the school setting Stakeholders can articulate the vision and its relevance to them. It strongly connects with the Learner Profile.
Seek community feedback on priorities when informing the graduate profile	BoT SLT	Co-constructed indicators
Teachers to use and provide reflective feedback (using ākongā voice) on the appropriateness of the profile	SLT Teachers	Graduate profile is responsive to feedback
Attend transition workshops provided by the Kāhui Ako Across School Leads	SLT	Kāhui Ako workshops will provide supporting details for the needs of students

Strategic Goal 2 - Manaakitanga

We foster a sense of belonging and identity through connection and understanding of who we are as a kura.

Annual Target/Goal:

PB4L Tier 1/2/3 goals - improved numbers across the Tier Triangles

90%+ attendance with maximum 10% discrepancy/difference between ethnicities.

Ministry attendance targets 2024

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

PB4L data will show improvement across the school.

Truancy data will track as stable or improved through the years

Agencies such as RTLB will have positive feedback

Truancy officer will be used rarely and will be able to comment about successes/improvements

Ākongā that are at risk, less than 80% attendance will be tracked and referred to Rock On where appropriate

2a Tūrangawaewae - Ākonga belong and have a sense of pride in a physically safe environment where everyone feels celebrated and successful.

Actions	Who is Responsible	How will you measure success?
Friday programmes provide opportunities for contribution and sense of belonging - these provide various settings to be recognised in and out of school.	Coordinators and Leads	Student voice gathered to reflect on success and improvements
Outside agencies support mental health	SLT Agencies	Feedback from providers
Review the enrolment and transition process for effectiveness	SLT	Changes relevant to review, transition surveys
BoT will minimise barriers to success, including support for camp, stationery and where needed chromebooks, uniform accessibility.	BoT SLT Teachers	Teachers will provide feedback on individual stories/cases of success and failures
Track attendance stand down/suspension data and engage with agencies for support. Make contact with whānau for students with high absenteeism rates or lateness issues	SLT BoT Truancy Officer SLT Teachers	Tracking of data

2b Events will promote and showcase all individual and group strengths, passions and cultures in our kura, reinforcing who we are 'The Ross Way'.

Actions	Who is Responsible	How will you measure success?
Community events will be marketed well with effective communication <ul style="list-style-type: none"> Ngā Toi 	All staff BoT	Attendance of community Feedback Observations

<ul style="list-style-type: none"> ● Cultural Events ● Picnic in the Park ● Super Sports/Inter School exchanges ● Open Evening ● Production ● Art Festivals ● Matariki celebration ● Camp 		
<p>Events will allow others not performing/competing to experience success eg:</p> <ul style="list-style-type: none"> ● Student leadership tours ● Production and events support 	<p>Leaders SLT</p>	<p>Anecdotal comments Observations and reflections</p>
<p>2c Staff are equipped through the localised curriculum, the school vision and values to support and promote ākonga wellbeing, voice and agency.</p>		
Actions	Who is Responsible	How will you measure success?
Staff are supported with the localised curriculum through professional development	SLT	A clear localised curriculum is in place that all staff know and follow
Revisit the school's vision with all stakeholders and create a resource that unpacks the school's vision clearly for ākonga and whānau.	SLT Staff	Ākonga, staff and the community can articulate the vision and its relevance to them.
Complete the curriculum delivery guide, with consideration to the refreshed curriculum.	SLT	A clear curriculum delivery guide within the localised curriculum is in place that all staff follow

Strategic Goal 3 - Tikanga

We design authentic, innovative and responsive learning experiences through collaboration, coaching and

professional learning.

Annual Target/Goal:

Achievement Targets

Maths - 70 percent of our students are working at or above their expected achievement levels.

Reading - 70 percent of our students are working at or above their expected achievement levels.

Writing - 60 percent of our students are working at or above their expected achievement levels.

Progress Targets - priority learners “At Risk”

Reading/Writing/Maths 90 percent of our at risk students show expected or accelerated learning.

Equitable Outcomes

0% gap in achievement data between Māori and Whole School

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

Students will have the knowledge and confidence to talk about their own learning, where they are at, where they are going and how to get there

Teachers are actively talking about their learners, know their class data and how it compares to schoolwide data and annual targets.

Board are knowledgeable of school achievement levels and target groups

3a Effective teaching is focused on the learning and wellbeing of all ākonga. These are underpinned by relational and culturally responsive teaching to eliminate barriers and improve learning outcomes.

Actions	Who is Responsible	How will you measure success?
SLT will read and reflect on Niho Taniwha	SLT	Informed practice with the potential for this book to be read later by the staff
BoT will provide staff with necessary development for staff in support of growing culturally responsive staff	BoT SLT	Staff feedback
Differentiation will be evident in planning,	Team Leaders	Review of planning

supporting diverse cultures and needs of students	Teachers	LSC working with teachers on IEPs
3b The localised curriculum responds to Ākonga's progress and achievement gaps, targeting accelerated progress and priority learners.		
Actions	Who is Responsible	How will you measure success?
Reporting and progress will have reference to priority learners, gender and Māori students	SLT Teachers	Individual and cohort achievement and progress will be tracked on a termly basis
Kaiako will collaborate around priority learners, class needs, ākonga at risk, plans in place with consideration to the 3Cs	Class Teachers Team Leaders	Data shared with the BoT and community
Curriculum delivery guide will support the diverse learners of the school to allow equity,	SLT	Curriculum delivery guide is consulted over and completed
Build evaluative capability in staff and robust systems for tracking, review and evaluation of how effective practice enhances improvement in learner outcomes	SLT	Staff voice Improved learner outcomes
Continue developing Teacher Effectiveness by focusing on Assessment approaches across Reading, Writing and Maths, and then across the curriculum	SLT	Staff Voice Enhanced assessment practices
3c Learner Agency - Ākonga will show progress and be able to articulate their learning journey, meeting high expectations with outcomes that are equitable, through differentiated and effective learning programmes.		
Actions	Who is Responsible	How will you measure success?
Staff use informed/best evidence practice to assist in plans for ākonga to reach their potential	SLT Class Teachers	All stakeholders understand the transitions and skills and growth of students through a clear and visible localised curriculum and fluid, visible learning goals

Learning programmes that enrich opportunities for students to become confident, connected, actively involved, lifelong learners	SLT Team Leaders	Student voice at conferences and with their homeroom teachers
To continue developing teacher knowledge and understanding of the revised Te Mātaiaho NZ Curriculum (NZC) (with the transition from Achievement Objectives to Progress Outcomes through Understand, Know and Do)	SLT	Ākonga are able to share their progress in relation to progress outcomes (know what and why they are learning it and what they need to do to achieve success)

Strategic Goal 4 - Kaupapa Māori

We foster culturally sustaining practices guided by the principles of Te Tiriti o Waitangi.

Annual Target/Goal:

All classes are operating at Level 4B

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

All staff are confident and feel supported in operating at level 4B
 Classes are integrating te Reo Māori a minimum 3 hours per week
 Some classes are looking to increase their immersion levels to 4A and 3.
 Students celebrating new learning, engaged in Tikanga and Reo Māori
 School systems, documentation and personnel support an inclusive approach to Kaupapa Māori
 Te Tiriti o Waitangi is alive in the school, staff are knowledgeable and engage with Te Tiriti partnership principles

4a Ākonga learning te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori, giving effect to Te Tiriti o Waitangi through the curriculum.

Actions	Who is Responsible	How will you measure success?
The Board responds to targets, and provides the	BoT	The Board monitors progress towards Curriculum

relevant resourcing in order to improve learners' progress and achievement.	SLT	Achievement in relation to year level and gender of Māori and all learners
School will engage with Te Puna Reo in lifting the knowledge and expertise of reo Māori and Tikanga Māori of staff and students	SLT Team Leaders	Evaluate and review the effectiveness of the programme mid and end of year.
To enrich Cultural Effectiveness through collaboration and a focus on shifting pedagogical practice; reflecting understanding (partnership) of Te Tiriti o Waitangi, and being Culturally Responsive to all staff, students and whānau	SLT	Professional development with staff (run by stakeholders including Kaiārahi i te reo, Cultural Leader and WSTs) Cultural Matrix is created and in effect
4b Educational and relational connections, communication and partnership with Māori whānau, hapū, iwi and parents, families and communities		
Actions	Who is Responsible	How will you measure success?
Whānau hui are established and run termly to open up communication channels, provide collective partnership with ākonga at the centre.	SLT	Whānau voice Engagement from whānau at hui
Develop teacher and staff effectiveness through understanding histories, heritages, languages and cultures of all partners to Te Tiriti o Waitangi and Rangitāne (acknowledging bicultural Aotearoa)	SLT BoT	Staff confidence
Partnership started and strengthened with Rangitāne	SLT BoT	Communication and relationship with Rangitāne
4c Affirming Māori learners as Māori		
Actions	Who is Responsible	How will you measure success?
Kapa Haka/Mauraku is celebrated, valued - expertise is explored to further support growth	SLT Cultural leaders	Numbers in kapa haka Voice of staff and students

and success		Expertise is offered and evident in the school
Mana Whenua - Rangitāne knowledge, expertise shared/partnership upheld	SLT Cultural leaders	Waiata, Karakia, Knowledge of Purākau, respect and accuracy across the school.
Explicit use of Te Reo Māori being used throughout the school eg classrooms, communication, environments Through Puna Reo PD, extending staff knowledge	Whole staff	Visible/displayed in buildings and learning spaces Spoken throughout the school, formal and informal times Reflections of PD in teams/across staff
Upholding tikanga as a school (extending staff knowledge)	SLT Team Leaders staff	Karakia is used at the beginning and end of day and events. Powhiri process is documented, endorsed by Rāngitane
Paepae is embedded into classroom practice	Classroom teachers	Each class is confident in using the structure at the beginning of each day Monday hui embraces paepae as part of process
Maori Concepts are used for termly planning e.g Rangatiratanga, Matariki, Whānaungatanga	SLT Team Leaders	Each term learning/inquiry focus is around Māori concepts