

2024 Annual Implementation Plan - Anchorage Park School

Strategic goal #1 Quality Practice - a continuous learning culture is fostered for staff.

Rationale: So that staff have a positive relationship with literacy, communication and maths to ensure a connection to learning for each and every learner. This in turn, will empower our staff to reach their full potential.

Strategic Goal	Actions	Measures What we expect to see Progress outcome, so that
1.1. Continue to build collective capability and practice of staff through relevant professional learning and development	<ul style="list-style-type: none"> - Maintain a robust Professional Growth Cycle (PGC) for teachers that will have a monthly focus area. This will be undertaken by either the Principal, DP and/or mentor teacher. - Sue Pine and Rob Proffitt-White (Maths), Laurayne Tafa (ANZH), Sport Auckland (PE and Health) and Kahui Ako PD opportunities will be attended. - New planning expectations and format will be adopted. - Revisit APS learner profile. 	<ul style="list-style-type: none"> - Strengthened staff pedagogical approaches and practices will be evidenced in individual PGC's for 2024. - Evidence of the APS Quality Practice Statements in PGC documentation. - PD expectations will be met and actioned and evidence of PD will be seen in planning and practice. - Consistent use of new planning will be evident throughout the school. - Evidence of coherent learning pathways from year to year by referring to, and using, the APS learner profile.
1.2 Quality practice, across the curriculum, provides authentic contexts for literacy and maths learning	<ul style="list-style-type: none"> - Continue to reflect and refine our curriculum so that it responds to needs and high aspirations. 	<ul style="list-style-type: none"> - 80% of students are achieving at or above expected curriculum level in reading, writing and maths. - Strengthened staff understanding of Te Mātaiaho.
1.3 Evidence of language of learning	<ul style="list-style-type: none"> - Weekly visits to classrooms by either Principal/DP to hear and 	<ul style="list-style-type: none"> - Language of learning is seen and heard in every classroom all day, everyday (daily use of modelling books, LI and SC).

	<p>see evidence of the language of learning being used.</p> <ul style="list-style-type: none"> - Use the language of learning at every opportunity during assemblies, daily interactions and through social media and communication with parents/whānau (including termly parent workshops). 	<ul style="list-style-type: none"> - 80% of students are able to articulate the what, how and why of learning. - Language of learning is “business as usual’ subconscious use. e.g. ‘ just the way we do things around here.’
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Strategic goal #2 Personalised Learning - all learners have access to high quality personalised learning.

Rationale: So that responsive, explicit and intentional teaching cares for learners and their learning by recognising and addressing learning needs of each individual student to help them progress and achieve.

Strategic Goal	Actions	Measures What we expect to see Progress outcome, so that
2.1 Embed a shared understanding of personalised learning which promotes learning partnerships between students, teachers and whānau	<ul style="list-style-type: none"> - “Know me before you teach me” is a statement to be used as a prompt for personalised learning and the impact on learners. - Identify/highlight the statements that demonstrate personalised learning in the APS quality practice matrix - Explicit, targetted and intentional teaching for each and every student. 	<ul style="list-style-type: none"> - Students have a strong work ethic and self efficacy showing an awareness and pride in their progress and achievement in learning. - Teachers are able to show what they are doing to embed personalised learning into their classrooms.
2.2 A culture of continuous learning is promoted throughout the school.	<ul style="list-style-type: none"> - Academic learning time is valued and protected by all staff. - Class learning cultures are implemented, revisited and sustained throughout the year. 	<ul style="list-style-type: none"> - An absolute minimum of interruptions in classes especially in the first 2 teaching blocks. - Students know what it means to be a learner in their room, and articulate what it looks like, sounds like, feels like.

2.3 Strengthen the evaluation and effectiveness of personalised learning through inquiry and collaboration and modification of teacher practice.	<ul style="list-style-type: none"> - Learning support staff are utilised to their full effect to support students personalised learning journeys (this will include, but not exclusive to, ELL students). - Update learning support staff job descriptions. - Target children are identified and case studies are drawn up to track throughout the year. - Plot n dot graphs will be undertaken to show progress vs. achievement for all students in reading, writing and maths. 	<ul style="list-style-type: none"> - LS job descriptions will reflect the work they are doing so learning support staff are fully versed in their roles and responsibilities. - Target student case studies show the work being done by teachers in and around personalised and are supported by each other in a collaborative manner. - Graphs indicate students that are making sufficient progress and achievement and/or highlight students that require further support in order to achieve the 80% threshold of students achieving at or above expected curriculum levels in reading, writing and maths.
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Strategic goal #3 Equity and Excellence - inform and engage whānau which contributes to stronger learning for all.

Rationale: So that an actively engaged learning community has rich, reciprocal interactions that are inclusive, respectful and culturally centered.

Strategic Goal	Actions	Measures What we expect to see Progress outcome, so that
3.1 Inform and engage whanāu so there is an understanding of the what, when and how.	<ul style="list-style-type: none"> - Hold the annual “Meet the teacher” event - Trial term 1 Manaaki meetings and continue to hold and extend the quality of 3 way learning conferences. - Parent open morning/workshops are actively encouraged and planned for (1 per term). - Explore opportunities to engage whānau throughout the year. 	<ul style="list-style-type: none"> - Evidence of 80-90% attendance at all events is recorded. - Parent surveys request feedback after each term's events.
3.2 Partnerships between home and school are strong, reducing barriers where	<ul style="list-style-type: none"> - STEM is introduced through the CRT programme to expose and engage this new learning opportunity to all students. 	<ul style="list-style-type: none"> - STEM programme is positively received with high engagement levels. - 90% attendance is achieved throughout the year.

necessary so the link between home and school supports ubiquitous, seamless learning.	<ul style="list-style-type: none"> - Engage with Riverhills and Riverina to promote and undertake more sporting and cultural experiences for our students. - Be proactive by providing support materials and/or resources to whānau to access at home (this includes the use of Google Classroom and Seesaw). - A (MU) for curriculum enhancement coordinator. - Introduce digital citizenship programme school wide “Keeping it real” modules. - Digital Citizenship parent information afternoon. 	<ul style="list-style-type: none"> - Lateness is reduced by 50% across the school. - Evidence of collaboration between the small schools. - An increase in extra curricular opportunities and event participation is evident. - Digital Citizenship is embedded into our everyday learning.
3.3 Whānau and ākonga feel physically and emotionally safe by te reo and tikanga Māori having its rightful place in our kura.	<ul style="list-style-type: none"> - TOday to introduce new karakia, school pepeha and personal pepeha/mihi, pronunciation and kapa haka experience. - Laurayne Tafa PD undertaken to develop our school narrative and journey map to deepen our curriculum content (inclusive of ANZH). 	<ul style="list-style-type: none"> - Increased confidence and knowledge in te reo and tikanga by staff. - Our school narrative “The battle of the sun’s rays” will be shared with staff, students and the wider school community.