



Kilbirnie School (2880)

Annual Implementation Plan 2024.

Principal's Endorsement	Yes.
School Board endorsement	Yes.
Availability on school website.	March 1 st 2024

Strategic goal 1: Equity and excellence for all students as they access the New Zealand and Kilbirnie School curricula. Literacy and numeracy are prioritised.			
Annual target: To accelerate the progress being made by students who may have learning needs in writing (acceleration is defined as making more than one year's progress in 2024). To increase the number of Māori students across the school achieving AT or ABOVE expectation in writing.			
Students targeted: Lower achieving students in writing. Students achieving at the expected level who may have the potential to achieve above the expected level in writing. All Māori students that are not progressing or achieving at the expected rate in writing.			
Baseline data- collected, collated and analysed at the end of 2023. Well below: 4 students including 2 Asian students. Below: 37 students including 7 Māori, 1 Pasifika student, 5 Asian students. Above: 15 students including 1 Māori, 0 Pasifika student, 2 Asian students.		2024 Targets. Well below: 0 students Below: 10 students including 0 Māori and 0 Pasifika students. No more than 2 Asian students. Above: Increase the total number of students above. Increase the number of Māori, Pasifika and Asian students above.	
Action	Responsibility	Time frame	How will we measure success?
Gather start of year data to evaluate student ability in writing and use formatively. This data will be used to identify specific next steps for each student. Teachers will use data to plan for group-based teaching correlated to needs identified.	Senior Leadership Team	Term 1- Term 4	Professional Growth Cycle hui and discussions around student achievement in writing. Comparison of start of year, mid-year and end of year student achievement information.
Develop a critical friend observation and feedback cycle based on improving practice in new initiatives related to student needs in writing.	Hub leaders	Term 1- Term 4	Kaiako discussion, feedback and review in critical friend hui. Senior Leadership Team discussion to evaluate progress in achievement in writing and work to progress this.
2024 professional learning and development in structured literacy target needs. Initiatives for specific needs planned and established- RTL/	Senior Leadership Team	Term 1- Term 4	Kaiako and ākonga review of the impact of professional learning and development across the year.

TA involved as needed.			
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<p>Strategic goal 2: Kilbirnie school gives effect to Te Tiriti o Waitangi. Ākonga Māori have the opportunity to succeed as Māori.</p>			
<p>Annual target: The vision of the Kilbirnie School Te Tiriti o Waitangi commitment and Ākonga Māori Achievement Plan is enacted.</p>			
<p>Expectations this year:</p> <ul style="list-style-type: none"> • Kiako participate in professional learning and development in Te Tiriti o Waitangi underpins work with students. This includes PD in the ANZHC. • Implementation and monitoring of Te Tiriti Commitment and Ākonga Māori Achievement Plan. This includes implementing the ANZHC (school-wide study in term 2). 			
Action	Responsibility	Time frame	How will we measure success?
Review Te Tiriti professional learning and development in 2023. Next stages of professional learning in Te Tiriti o Waitangi and te reo for this year.	Senior Leadership Team. Kaiako te reo Māori	Term 1- Term 4	Professional Growth Cycle hui and discussions around personal development in te reo Māori.
Implementation and monitoring of Te Tiriti Commitment and Ākonga Māori Achievement Plan.	Senior Leadership Team	Term 1- Term 4	Kaiako discussion, feedback and review in hui. Senior Leadership Team discussion to evaluate progress based on this feedback.
Implementation of the ANZHC (school-wide study in term 2).	Hub leaders	Term 2	Kaiako and ākonga review of the term 2 inquiry post study.

Strategic goal 3: Hauora (well-being) for all students in a safe environment where relationships are positive.			
Annual target: Strategies to promote personal emotional Hauora are deliberately taught and practiced in all homerooms.			
Expectations this year:			
<ul style="list-style-type: none"> • Kaiako professional learning and development in strategies for Hauora continue. • Kaiako develop understanding of Te Whare Tapa Wha to use in the development of a Kilbirnie School Hauora (well-being) curriculum. 			
Action	Responsibility	Time frame	How will we measure success?
Review all strategies and approaches introduced at Kilbirnie School to promote the intent of Te Whare Tapa Wha. Work to develop these into a curriculum that works for all areas of the kura.	Hub leaders Katrina	Term 1- Term 4	An initial draft iteration of a Kilbirnie School Hauora (well-being) curriculum is developed before the end of the year.
Implementation of Think, Pause, Smile programme	Hub leaders Katrina	Term 1- Term 4	Kaiako discussion, feedback and review in hui illustrates that the programme is being delivered consistently across the kura. Kaiako may observe and offer feedback.
Professional learning and development and implementation in Zones of Regulation programme	Hub leaders Katrina/ Soazik	Term 1- Term 4	Kaiako and ākonga review of the term 2 inquiry post study.
Professional learning and development on the NZCER Well-being @ school tool	Peter	Term 2	The tool is used and data reviewed for use in developing and improving programmes.

Strategic goal 4: Develop a local school curriculum that is consistent with the needs and interests of our students. This is based on the intent and requirements of Te Mātaiaho (the refreshed New Zealand Curriculum).

Annual target: Kilbirnie School Kaiako will continue to develop in their comprehension of how we will implement Te Mātaiaho within the context of the Kilbirnie School local curriculum.

Expectations this year:

- Kaiako understanding of all aspects of Te Mātaiaho develops.
- Kaiako review processes for reporting student achievement, next steps and learning goals to whānau.
- Develop understanding of the Common Practise Models once available.

Action	Responsibility	Time frame	How will we measure success?
Kaiako professional learning and development in Te Mātaiaho continues.	Senior Leadership Team.	Term 1- Term 4	Professional Growth Cycle hui and discussions around understanding and readiness to implement. Feedback used to develop next steps in PD.
Kaiako professional learning and development in the ANZHC continues. School-wide study in term 2 continues the implementation of this curriculum.	Senior Leadership Team	Term 1- Term 4	Kaiako discussion, feedback and review in hui. Senior Leadership Team discussion to evaluate progress based on this feedback. Specific review of the term 2 inquiry involving Ākongā.
Review of processes for reporting student achievement, next steps and learning goals to whānau. Initial steps to developing an updated approach.	Lou Elaine Juliet	Term 1- Term 4	Next steps toward developing an updated approach identified and planned.

