

HIBS 2025 Annual Implementation Plan

<p><b>Strategic Goal 1 – Teaching &amp; Learning</b>                  Regulation 9(1)(a)</p>				
<p><b>Annual Target/Goal:</b>                  Enhance Literacy and Numeracy capability of ākonga by emphasizing more explicit attention to Literacy and Numeracy programmes to identify strengths and challenges.                  Aim to maintain 100% Literacy and Numeracy success by the end of Year 11.                  Regulation 9(1)(a)</p>				
<p><b>What do we expect to see by the end of the year?</b>                  (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)                  Regulation 9(1)(a)</p>				
<p>All Year 10 students will continue to be engaged with targeted Literacy &amp; Numeracy within their learning programmes.                  All Year 10 students will attempt the co-requisite CAA in May and again later in the year (if required).                  Maintain or surpass 2024 Achievement rates at both assessment points.</p>				
<p><b>Actions</b>  <i>Detail the key actions you'll take this year to reach your annual target listed above</i></p>	<p><b>Who is Responsible</b></p>	<p><b>Resources Required</b></p>	<p><b>Timeframe</b>  <i>This is optional however is useful to help with your planning</i></p>	<p><b>How will you measure success?</b>  <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p>
<p>Regulation 9(1)(b)</p>	<p>Regulation 9(1)(c)</p>	<p>Regulation 9(1)(c)</p>		<p>Regulation 9(1)(d)</p>
<p>Revisit Year 9 &amp; 10 programmes to ensure Literacy and Numeracy strategies (previously included) are implemented</p>	<p>DP Curriculum HODs</p>	<p>HOD and department time to check for implementation.</p>	<p>Ongoing throughout the year and teacher only days</p>	<p>HOD/Teaching knowledge of strategies evident in Department planning.                  Shifts in student use of strategies in their classwork and assessment tasks.                  School wide Literacy and Numeracy maintaining and or improving corequisite achievement.</p>
<p>Continue to track ākonga achievement from Year 7 to identify higher risk students.</p>	<p>HOD Learning Support                  Literacy and Numeracy Coordinators                  DP Curriculum                  AP – Junior School</p>	<p>Use PAT and CEM (Year 7 and 9) data to inform decisions about initial class placement.                  Funding to use PATs/CEM.                  Digital tools for accessing data.                  Time to share quantitative data.</p>	<p>Beginning of the year.                  End of year.</p>	<p>Use testing tools to measure ākonga progress from previous year, and again at the end of the year.                  Students progressing, becoming more competent in the use of Literacy and Numeracy in class tasks.                  Review CEM for student progress from Entrance to Year 7 to Entrance to Year 9.</p>

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<p>Extend Literacy and Numeracy coordinator positions by one year. In doing so – continue to provide targeted focus on Literacy and Numeracy to maintain success of our ākonga in NZQA literacy and numeracy corequisite assessments</p>	<p>Principal Deputy Principal curriculum Literacy coordinator Numeracy coordinator</p>	<p>Literacy and Numeracy Coordinator time to: Provide resources to teachers of Year 10 to support preparation of ākonga for corequisite assessment in Year 10. Provide school-wide assistance to staff to help continue to embed literacy and numeracy strategies across the junior school. Provide targeted assistance to Yr 10 students who did not pass first corequisite opportunity and Yr 11 students sitting first opportunity again.</p>	<p>Within Literacy and Numeracy Coordinator allocated time.</p>	<p>Achievement data for attainment through corequisite results and Level 1 Literacy and Numeracy allocated standards.</p>
<p>Be intentional about continuing to embed Te Reo in everyday use across classes.</p>	<p>Cultural Advisor All teachers Deputy Principal Curriculum</p>	<p>Cultural Advisor/Teacher of Te Reo time</p>	<p>Through-out the year through videos of greetings/key words/basic vocab that teachers can access and use.</p>	<p>Through lesson observations in departments – an increase in use of Te Reo being noted in lessons.</p>

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<p><b>Strategic Goal 2</b> – Deliver NCEA changes with confidence and safeguarding the educational outcomes and Teacher wellbeing                  Regulation 9(1)(a)</p>				
<p><b>Annual Target/Goal:</b>                  Continue to ensure HIBS is a physically and emotionally safe place for staff.                  Regulation 9(1)(a)</p>				
<p><b>What do we expect to see by the end of the year?</b>                  (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)                  Regulation 9(1)(d)</p>				
<p>For the staff to feel valued and acknowledged for their input in the workplace. Staff will be managing work/life balance.</p>				
<p><b>Actions</b>                  Detail the key actions you'll take this year to reach your annual target listed above                   Regulation 9(1)(b)</p>	<p><b>Who is Responsible</b>                   Regulation 9(1)(c)</p>	<p><b>Resources Required</b>                   Regulation 9(1)(c)</p>	<p><b>Timeframe</b>                  This is optional however is useful to help with your planning</p>	<p><b>How will you measure success?</b>                  Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.                  Regulation 9(1)(d)</p>
<p>Construct a brief staff wellbeing survey to gauge wellbeing</p>	<p>DP Curriculum Chaplain</p>	<p>Google Survey/time</p>	<p>At points throughout the year</p>	<p>Analyse survey results to observe patterns reflecting current staff feeling with the intent of responding to needs.</p>
<p>Continue to address/manage staff workload with regards to new curriculum/NCEA changes and timetabling of events.</p>	<p>SLT</p>	<p>Looking at term calendars and curriculum responsibilities to ensure balance of workload.</p>	<p>Throughout the year</p>	<p>Through survey results</p>

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<p><b>Strategic Goal 3</b> – Barrier free engagement in co-curricular activities to safeguard school culture and Special Character  <a href="#">Regulation 9(1)(a)</a></p>				
<p><b>Annual Target/Goal:</b>                  Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.  <a href="#">Regulation 9(1)(a)</a></p>				
<p><b>What do we expect to see by the end of the year?</b>                  (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)  <a href="#">Regulation 9(1)(d)</a></p>				
<p><a href="#">Expect to see that students are accepting of each other and realise that every human is valued, upholding the HIBS DNA and our Christian values.</a></p>				
<p><b>Actions</b>                  Detail the key actions you'll take this year to reach your annual target listed above   <a href="#">Regulation 9(1)(b)</a></p>	<p><b>Who is Responsible</b>   <a href="#">Regulation 9(1)(c)</a></p>	<p><b>Resources Required</b>   <a href="#">Regulation 9(1)(c)</a></p>	<p><b>Timeframe</b>                  This is optional however is useful to help with your planning</p>	<p><b>How will you measure success?</b>                  Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.  <a href="#">Regulation 9(1)(d)</a></p>
<p>Pastoral Team along with Year 13 and all staff to set the standard of guidelines and behaviour.</p>	<p>SLT                  Pastoral Team                  Full staff</p>	<p>Pastoral data                  Counselling data                  Team meetings                  Assembly reminders                  School wide class behaviour structures.e.g junior school entry to class</p>	<p>Throughout the year.</p>	<p>Continue to measure the number of serious incidents involving discrimination.                   We would expect a reduction.</p>