

SPOTSWOOD COLLEGE
TE KURA TUARUA O NGĀMOTU

**ANNUAL PLAN
2024-2025
ACTION PLANS**



Learners at the Centre

Literacy and Numeracy Enhancements

Establish dedicated data driven literacy and numeracy programmes to address individual student needs and work towards co-requisites and beyond.

Student Voice and Agency

Empower students to have a say in their learning experiences, ensuring their voices are heard. Encourage student-led initiatives and projects that align with the curriculum. Support student negotiated assessments.

Celebration of Achievements

Recognise and celebrate student achievements. Highlight success stories to inspire and motivate other learners.

Arotahingā – Outcomes

Literacy and Numeracy:

Outcome: 95% of students participating in dedicated literacy and numeracy programs show measurable improvement in their skills over the academic year.

Student Voice and Agency

Outcome: Increase the number of student-led initiatives and projects, fostering a sense of ownership and engagement in their learning journey

Celebration of Achievements

Outcome: Implement a monthly recognition program to celebrate student achievements, encouraging a positive learning culture and motivation.

Students Will...

Literacy and Numeracy:

Students will: Participate in dedicated literacy and numeracy programs tailored to their individual needs, working towards achieving co-requisites and beyond.

Student Voice and Agency

Students will: Actively contribute to decisions about their learning experiences, initiating and leading projects aligned with the curriculum.

Students will: Collaborate with educators to negotiate assessment methods that reflect their learning strengths and preferences.

Celebration of Achievements

Students will: Be actively involved in recognising and celebrating their achievements, sharing success stories to inspire and motivate their peers.

Staff Will...

Literacy and Numeracy:

Staff will: Develop and implement dedicated literacy and numeracy programs tailored to individual student needs, regularly assessing and adjusting the strategies for improvement.

Student Voice and Agency

Staff will: Empower students to have a say in their learning experiences, creating a collaborative environment where student input is valued and incorporated into the teaching process. Staff will: Support and facilitate student-led initiatives and projects aligned with the curriculum.

Celebration of Achievements

Staff will: Establish and promote a positive learning culture by recognising and celebrating student achievements regularly.

Middle Leaders Will...

Literacy and Numeracy:

Middle Leaders will: Collaborate with teachers to develop and implement dedicated literacy and numeracy programs, ensuring alignment with individual student needs and continuous improvement.

Student Voice and Agency

Middle Leaders will: Support and guide teachers in empowering students to have a say in their learning experiences, fostering a collaborative environment where student input is valued and incorporated into teaching practices.

Celebration of Achievements

Middle Leaders will: Facilitate and promote a positive learning culture by recognising and celebrating student achievements within their respective departments or areas of responsibility.

Senior Leaders Will...

Literacy and Numeracy:

Senior Leaders will: Oversee the development and implementation of dedicated literacy and numeracy programs, ensuring they are data driven and align with the school's overall goals and policies.

Student Voice and Agency

Senior Leaders will: Champion initiatives that empower students to have a meaningful say in their learning experiences, fostering a culture where student input is valued and integrated into the school's educational practices.

Celebration of Achievements

Senior Leaders will: Encourage and support the creation of a positive learning culture by recognising and celebrating student achievements at the school level.

Action Plan

Goal:

To enhance literacy and numeracy skills, empower student voice and agency, and celebrate student achievements.

Objective 1: Literacy and Numeracy Enhancement

Action 1.1: Identify individual student literacy and numeracy needs through AREA data.

- From the Literacy and numeracy action plan, students will be identified from relevant data out of initial testing at the start of each year. 'Ghost' classes will be formed and monitored by the numeracy and literacy leaders, relevant Dean and SLT to ensure that robust learning programmes are designed and created for students to succeed.
- Regular reporting to SLT will be needed so the tracking of positive student progress can be seen. If not, then the programme will need to be altered or other interventions put in place to further support students.

Action 1.2: Develop dedicated literacy and numeracy programs tailored to address these needs.

- Korekoreka reflection – Tupu programme – To be reviewed and implemented to support low literacy & numeracy students.
- A YR 10 programme designed to cater for identified students.

Action 1.3: Monitor and adjust the programs as students progress towards co-requisites and beyond.

- Review all programmes targeted towards improving numeracy and literacy and any designated co-requisite classes. Amend and adjust in relation to the data of the specific cohort. Literacy & numeracy leaders, relevant Dean and SLT to collaborate around implementing and designing specific and appropriate courses.

Responsible Parties: Literacy and numeracy staff, data analysts, pouārahi.

Timeline: Ongoing throughout the academic year.

Action 1.4: Collect and analyse data related to student performance, literacy, numeracy, and other areas of learning progression.

- Through the use of P.A.R.O.T
- Pouako to monitor course achievement data and discuss/share with Pouārahi
- Data to be communicated through Pouako/Pouārahi/Poutiaki Pouārahi
- Pouārahi collate data from their teams and courses within their HUBs on engagement and achievement and feedback to SLT – one reporting each week?
- Literacy leader to collate
- Numeracy leader to collate

Action 1.5: Share relevant data with students and their whānau.

- Reporting regularly (week 9 of Term 1 and)
- IDPs which are student-led and constructed by students in LA time. In the presentation, there will be Literacy and Numeracy data as well as goal setting for their year.
- Literacy and Numeracy teachers will unpack what the e-asttle report means for students in their class so the students can explain it to their whanau.

Action 1.6: Collaborate with students and whānau to identify areas of improvement.

- This will be through reports, IDPs, and any other methods of communication (such as phone calls), emails etc. by all staff (LA teachers, classroom teachers, poutiaki and SLT).

Action 1.7: Co-construct targeted interventions and monitor progress.

- These will be held with whanau and students to ensure thorough communication and that all parties have the same goal. Regular updates will need to be communicated to whanau.

Objective 2: Empowering Student Voice and Agency – SLT

Action 2.1: Create platforms for students to express their opinions and concerns regarding their learning experiences.

- Collect data from students, such as google forms or anecdotal conversations to gauge students' learning experiences.
- Data will need to be reviewed and reported to SLT to make any adjustments to learning programmes (either individually or school-wide).

Action 2.2: Establish student-led initiatives and projects that align with the curriculum.

- Implement any necessary changes from identified themes

Action 2.3: Support student-negotiated assessments that reflect their interests and goals.

- Pouako to identify students strengths through class profiling and ensure students are aware of options to complete assessments (ie speech, poster etc) as well as themes which interest the students.

Responsible Parties: SLT, Pouārahi, poutiaki,pouako, student council.

Timeline: Ongoing throughout the academic year.

Objective 3: Celebrating Achievements – HTA

Action 3.1: Implement a system to recognise and celebrate student achievements in various aspects of learning.

- Surveys will need to be completed by students and whanau early in 2024 to see what they would prefer as recognition (eg badges, certificates, vouchers ...)
- A Google form will need to be made available so that staff can nominate students for their achievements (learning, sporting, cultural, attendance etc) to be completed regularly before school or level assemblies each term. S
- tudent council to support coordinating, designing and developing the reward system

Action 3.2: Share success stories and achievements to inspire and motivate other learners.

- Guest speakers share their stories to students when they are available to come to school.

Responsible Parties: SLT, teachers, students.

Timeline: Achievement recognition is ongoing and regularly updated.

Monitoring and Evaluation: Progress towards each objective will be regularly reviewed and assessed by designated individuals or committees. Surveys and feedback from students, parents, and teachers will be used to evaluate the effectiveness of the actions and make necessary adjustments. Adjustments and improvements will be made based on the findings to ensure the action plan's success in achieving the stated goals.

Timeline: This action plan will be implemented over the upcoming academic year and will be reviewed and adjusted as necessary for subsequent years.

Quality Teaching, Learning and Leadership:

Culturally Responsive and Inclusive Teaching and Learning:

Be Te Tiriti O Waitangi led through our processes and delivery. All staff to incorporate te reo, tikanga Māori and mātauranga Māori into the classroom environment. Promote culturally responsive teaching practices, recognising and celebrating the cultural backgrounds of all students. Evidence teaching around our 4 Pou Of Learning, Deep, Visible, Inclusive and Culturally Responsive.

Professional Development:

- Provide ongoing professional development opportunities for teachers to enhance their knowledge of our 4 Pou Of Learning.
- Have a focus on literacy and numeracy.
- Encourage collaboration among educators to share best practices and innovative teaching methods.

Arotahingā – Outcomes

Culturally Responsive and Inclusive Teaching and Learning:

Outcome: Conduct regular audits to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into classroom environments, with an increase in culturally responsive practices observed.

Professional Development:

Outcome: Achieve 90% teacher participation in ongoing professional development opportunities related to the 4 Pou of Learning, with a specific focus on literacy and numeracy.

Students Will...

Culturally Responsive and Inclusive Teaching and Learning

Students will: Experience Te Tiriti O Waitangi-led processes and delivery, with teachers incorporating te reo, tikanga Māori, and mātauranga Māori into the classroom environment.

Professional Development:

Students will: Benefit from innovative teaching methods resulting from ongoing professional development opportunities for teachers.

Staff Will...

Culturally Responsive and Inclusive Teaching and Learning

Staff will: Lead by example in incorporating te reo, tikanga Māori, and mātauranga Māori into the classroom environment.

Staff will: Engage in continuous professional development to enhance their ability to deliver culturally responsive teaching practices.

Professional Development:

Staff will: Actively participate in ongoing professional development opportunities related to the 4 Pou of Learning, with a specific focus on literacy and numeracy.

Staff will: Collaborate with colleagues to share best practices and innovative teaching methods.

Middle Leaders Will...

Culturally Responsive and Inclusive Teaching and Learning

Middle Leaders will: Lead efforts to ensure that te reo, tikanga Māori, and mātauranga Māori are integrated into the classroom environment within their departments. Middle Leaders will: Champion and support professional development opportunities related to the 4 Pou of Learning, fostering a culture of continuous improvement.

Professional Development:

Middle Leaders will: Facilitate and encourage collaboration among educators within their departments to share best practices and innovative teaching methods.

Middle Leaders will: Advocate for and coordinate ongoing professional development opportunities for teachers within their areas of responsibility.

Senior Leaders Will...

Culturally Responsive and Inclusive Teaching and Learning

Senior Leaders will: Lead the integration of te reo, tikanga Māori, and mātauranga Māori into the overall school environment, ensuring that culturally responsive teaching practices are embedded throughout the institution.

Professional Development:

Senior Leaders will: Spearhead and coordinate ongoing professional development opportunities for all staff, emphasizing the importance of the 4 Pou of Learning and promoting a culture of continuous improvement.

Action Plan

Goal:

To promote culturally responsive and inclusive teaching and learning practices while providing ongoing professional development opportunities for educators to enhance their knowledge.

Objective 4: Culturally Responsive and Inclusive Teaching and Learning

Action 4.1: Ensure that all educational processes and delivery are Te Tiriti O Waitangi led.

Action 4.2: Require all staff to incorporate te reo, tikanga Māori, and mātauranga Māori into the classroom environment, fostering an inclusive atmosphere.

Action 4.3: Promote culturally responsive teaching practices that recognise and celebrate the diverse cultural backgrounds of all students.

Action 4.4: Provide evidence of teaching practices that align with the 4 Pou Of Learning: Deep, Visible, Inclusive, and Culturally Responsive.

Responsible Parties: SLT, pouārahi, pouako, kaupapa Māori komiti.

Timeline: Implementation begins at the start of the academic year and continues throughout the year.

Objective 5: Professional Development

Action 5.1: Develop and offer ongoing professional development opportunities for teachers to enhance their understanding and application of the 4 Pou Of Learning.

Action 5.2: Encourage collaboration among educators through regular meetings, workshops, and sharing sessions.

Action 5.3: Create a platform for educators to share best practices, innovative teaching methods, and resources.

Responsible Parties: PL committee.

Timeline: Professional development sessions and collaboration initiatives are scheduled throughout the academic year.

Monitoring and Evaluation:

Progress towards each objective will be regularly reviewed and assessed by Komiti Māori which will be informed by feedback from taura Māori. Surveys and feedback from educators, students, and parents will be used to evaluate the effectiveness of the actions and make necessary adjustments. Observations and classroom assessments will provide evidence of the implementation of culturally responsive and inclusive teaching practices. Adjustments and improvements will be made based on the findings to ensure the action plan's success in achieving the stated goals. Highlighted in SLT, Poutiaki, Pouarahi, Poako, Poawhina minutes. AREA data re Maori/Pasifika students Ensure PLD is available

Timeline: This action plan will be implemented over the upcoming academic year and will be reviewed and adjusted as necessary for subsequent years. Ongoing professional development and collaboration initiatives will continue in the long term.

Connected and Inclusive:

Inclusive Curriculum Design:

Develop a culturally responsive and inclusive school culture that reflects diverse perspectives and experiences.

Whānau, Hāpori Engagement:

Foster strong connections with students' whānau to create a supportive learning community. Hold regular meetings, workshops, and events to involve whānau in their child's education journey

Arotahingā – Outcomes

Inclusive Curriculum Design:

Outcome: Establish an inclusive curriculum that reflects diverse perspectives, with an increase in the incorporation of culturally diverse content.

Whānau, Hāpori Engagement:

Outcome: Increase attendance at whānau workshops and events by strengthening connections between the school, students, and their whānau.

Students Will...

Inclusive Curriculum Design:

Students will: Engage in a curriculum that reflects diverse perspectives, contributing to discussions about inclusive content and experiences.

Whānau, Hāpori Engagement:

Students will: Participate in meetings, workshops, and events that involve their whānau, creating a strong and supportive learning community.

Staff Will...

Inclusive Curriculum Design:

Staff will: Collaborate to design an inclusive curriculum that reflects diverse perspectives, ensuring that content is culturally responsive and engaging for all students.

Whānau, Hāpori Engagement:

Staff will: Foster strong connections with students' whānau, involving them in the education journey through regular meetings, workshops, and events.

Middle Leaders Will...

Inclusive Curriculum Design:

Middle Leaders will: Work collaboratively with teachers to design an inclusive curriculum that reflects diverse perspectives within their specific subject areas.

Whānau, Hāpori Engagement:

Middle Leaders will: Facilitate strong connections with students' whānau within their departments, organising department-specific meetings, workshops, and events.

Senior Leaders Will...

Inclusive Curriculum Design:

Senior Leaders will: Oversee the development of an inclusive curriculum that reflects diverse perspectives, ensuring consistency across all departments and subject areas.

Whānau, Hāpori Engagement:

Senior Leaders will: Facilitate strong connections with students' whānau at the school level, organizing events and initiatives that involve the broader community in the education journey.

Action Plan

Goal:

To create a connected and inclusive educational environment by developing a culturally responsive and inclusive curriculum, fostering strong connections with students' whānau, and involving the wider community in the learning journey.

Objective 6: Inclusive Curriculum Design

Action 6.1: Develop and implement a culturally responsive and inclusive school culture that reflects diverse perspectives and experiences in the curriculum.

Action 6.2: Incorporate diverse cultural and historical perspectives into lesson plans, teaching materials, and classroom activities.

Action 6.3: Regularly review and update the curriculum to ensure it remains inclusive and relevant.

- Ensure that the korekoreka process is undertaken annually
- Follow the korekoreka process for the Curriculum & Assessment Handbook
- Consult with the local community and contributing schools to

Responsible Parties: SLT, pouārahi, pouako

Timeline: Curriculum development is an ongoing process, with regular reviews and updates.

Objective 7: Whānau, Hapū, Iwi Engagement – NNG

Action 7.1: Establish and maintain strong connections with students' whānau, hapū, and iwi to create a supportive and inclusive learning community.

Action 7.2: Organise regular meetings, workshops, and events that involve whānau in their child's education journey.

Action 7.3: Engage local leaders and advisors to facilitate dialogue and collaboration between the school and the wider community.

Responsible Parties: SLT, pouako

Timeline: Ongoing engagement and events are scheduled throughout the academic year. Monitoring and Evaluation: Ensure that the korekoreka process is undertaken annually. Follow the korekoreka process for the Curriculum & Assessment Handbook. Consult with the local community and contributing schools to Progress towards each objective will be regularly reviewed and assessed by designated individuals or committees. Surveys, feedback from whānau, and community members, as well as assessments of curriculum inclusivity, will be used to evaluate the effectiveness of the actions and make necessary adjustments. Adjustments and improvements will be made based on the findings to ensure the action plan's success in achieving the stated goals.

Timeline: This action plan will be implemented over the upcoming academic year and will be reviewed and adjusted as necessary for subsequent years. Ongoing engagement with whānau, hapū, and iwi will continue in the long term, fostering a connected and inclusive learning community.

Future of Learning and Work:

Community Partnerships:

Collaborate with hāpori, organisations, businesses, and institutions to provide students with real-world experiences and mentorship opportunities.

Arotahingā – Outcomes

Community Partnerships:

Outcome: Establish partnerships with local businesses, community organisations, and tertiary institutions, providing students with diverse opportunities for real-world experiences.

Arotahingā – Our Outcomes:

Outcome: Regularly review and assess the effectiveness of outcomes through data analysis, feedback, and reflection, adjusting strategies to continuously improve alignment with the strategic Pou.

Students Will...

Community Partnerships:

Students will: Collaborate with local businesses, community organizations, and tertiary institutions, gaining real-world experiences through mentorship opportunities.

Staff Will...

Community Partnerships:

Staff will: Collaborate with local businesses, community organisations, and tertiary institutions, establishing partnerships to provide students with diverse opportunities for real-world experiences.

Staff will: Take part in regular review and assessment process within their departments, using data analysis, feedback, and reflection to make informed decisions and improve alignment with the strategic Pou.

Middle Leaders Will...

Community Partnerships:

Middle Leaders will: Lead efforts to establish partnerships with local businesses, community organisations, and tertiary institutions within their subject areas, providing students with subject-specific real-world experiences. Middle Leaders will: Lead the regular review and assessment process within their departments, using data analysis, feedback, and reflection to make informed decisions and improve alignment with the strategic Pou.

Senior Leaders Will...

Community Partnerships:

Senior Leaders will: Lead efforts to establish and maintain partnerships with local businesses, community organizations, and tertiary institutions, providing students with a comprehensive range of real-world experiences.

Senior Leaders will: Lead the regular review and assessment process at the school level, ensuring that data analysis, feedback, and reflection guide informed decisions and improvements aligned with the strategic Pou.

Action Plan

Goal:

To enhance the future of learning and work by establishing meaningful partnerships with local organisations, businesses, and institutions, providing students with real-world experiences and mentorship opportunities.

Objective 8: Community Partnerships

Action 8.1: Identify potential local organisations, businesses, and institutions that align with the educational goals and aspirations of the school.

- A staff wide Document that staff can put contacts on
- Create a package offering benefits from connecting with Spotswood College

Action 8.2: Establish relationships with these entities through formal partnerships or collaborative agreements.

- Digitally store formal partnerships and agreements.

Action 8.3: Develop programmes that offer students opportunities for real-world experiences, such as internships, apprenticeships, or job-shadowing.

- Create a document with businesses that currently offer opportunities

Action 8.4: Facilitate mentorship opportunities by connecting students with professionals in relevant fields.

Action 8.5: Encourage educators to integrate real-world case studies and projects into the curriculum, leveraging the expertise of community partners.

Responsible Parties: SLT, GTW Hub, Careers

Timeline: Establishing partnerships and developing programs will be an ongoing effort, with opportunities for student involvement starting in the upcoming academic year.

Monitoring and Evaluation: Progress towards the objective will be regularly reviewed and assessed by designated individuals or committees. Feedback from students, educators, and community partners will be used to evaluate the effectiveness of the actions and make necessary adjustments. Digitally store formal partnerships and agreements. Create a document with businesses that currently offer opportunities. Student surveys and success stories will provide insights into the impact of real-world experiences and mentorship opportunities on their learning and career aspirations. Adjustments and improvements will be made based on the findings to ensure the action plan's success in achieving the stated goals.

Timeline: This action plan will be implemented over the upcoming academic year and will be reviewed and adjusted as necessary for subsequent years. Ongoing community partnerships and student opportunities will continue in the long term, enhancing the future of learning and work for all stakeholders.