



ANNUAL PLAN 2022

Goals	Specific Goals	Actions	Staffing	Resourcing
Goal 1 Tangata Students and staff thrive in an inclusive learning environment and culture.	Cohorts of students at risk of not thriving are specifically targeted with well-informed initiatives	<ul style="list-style-type: none"> All at risks students identified and teachers work with all involved to address their needs Update Learning Register as new students are identified Syndicates develop and implement a set of norms and practices for behaviour, communication and interaction that are consistent across the school Identified ADHD as a barrier to learning for a substantial number - focus #1 Identified that our very capable students are also at risk of not being challenged and extended - focus #2 	SLT - LSC Teachers and Teacher Aides Classroom teachers LSC, SENCo Teachers	Learning Needs register RTLit involvement TOD - ADHD, Trauma, Anxiety
	Wellbeing processes and strategies are embedded as 'what we do'	Student Wellbeing <ul style="list-style-type: none"> Student affirmations - these are identified and acknowledged weekly (at risk Students) Sharing student success - acknowledged weekly (students who are sometimes overlooked due to their consistently appropriate behaviours) Address and include wellbeing in the ILPs for each at risk student and link to initiatives Behaviour groups - for specific identified students Refresh PB4L - the link to calm, consistent strategies and practices to ensure well being of all stakeholders PD and strategies for teachers to work with at risk 	SLT RK, Staff SENCo Teachers Specialist Teachers PB4L team SLT and staff	Behaviour reports and analysis EDGE incident reports PB4L programme Planned lessons



		<p>students</p> <ul style="list-style-type: none"> • PB4L approach reviewed - including the use of effective restorative practices • Focus on active teaching of school values - revisiting these as often as necessary <p>Continuation and further enhancement of specific programmes catering for the wellbeing of Maori students</p> <p>Staff Wellbeing - following initiatives implemented:</p> <ul style="list-style-type: none"> • "What's on top?" a start of meeting culture • Small actions to enhance positive wellbeing • Staffroom - space for relaxing with no work-related discussions • Weekly Morning teas • Establishment of an active Social club - providing a variety of activities that support staff to build positive relationships • Friday staff 'Chill' Sessions • Wellbeing goals for staff (start of the year) • Create a Wellbeing Treaty and check in at each Admin meeting • Wellbeing Motivation session at TOD to be followed up later in the year 	<p>Teachers Teachers MW and PM SLT All staff All staff students SLT MW and staff Lauren Parsons</p>	<p>Workshops & staff PD UBRS PD LATT (PM) MAC PD Staffroom (tidy space where everybody is welcome) Admin meetings PLD</p>



<p>Goal 2 Ako</p> <p>A pedagogically rich curriculum informs the learning programmes of all students.</p>	<p>Continuous development of the local curriculum framework through a collaborative process with aim to review the curriculum</p>	<p>Ongoing development of:</p> <ul style="list-style-type: none"> Digital Technologies - through a new Leadership role and support group to ensure confident embedding of curriculum Trial a Sport Coordinator to ensure full implementation and further development of the HPE programmes across the school providing a variety of extra opportunities for students with capabilities in Sport Continue to build on collaborative practice using a 'Hybrid' Learning approach - incorporating Digital Learning formats alongside traditional practices and sustainable pedagogy. Introduce more opportunities through programmes for capable students who need extension like: <ul style="list-style-type: none"> Academies - students with skills and high competency levels in Maths, Science and Literacy Enrichment - Engineering, construction, problem solving and focus on environmental issues Leadership - in the Arts, Technology, School Service 	<p>DF, MLT Teachers SH All teachers</p> <p>SLT and MLT Teachers</p> <p>Classroom and Specialist Tchrs SLT</p>	<p>Aggressive search for funding & support</p> <p>Budget</p> <p>PLD Budget</p> <p>Encourage sustainable resourcing for some of these</p>
	<p>Cultural competencies are embedded within the local curriculum</p>	<p>Further develop confidence in the use of Te Reo in everyday communications through weekly staff PD in Te Ao Maori. Also:</p> <ul style="list-style-type: none"> PD with MAC Continuation and further enhancement of specific programmes catering for Maori students 	<p>Teachers MW, SH, PM</p>	<p>Kura Ahurea MAC Te Ao Maori PD UPCC Orongomai</p>



		<ul style="list-style-type: none"> Focus: Maori succeeding as Maori 		Marae
	<p>Quality classroom pedagogy and practice is consistent and embedded across the learning programmes</p>	<p>Implementation of the MIS Curriculum and close collaboration of teaching teams will ensure:</p> <ul style="list-style-type: none"> the pedagogy is effective and authentic and addresses the needs of every student Learning practices are consistent and appropriate Each end of the learning spectrum is addressed - ORS and L.1 students as well as those achieving at L. 5 	<p>Teachers</p> <p>RK</p> <p>ORS Teacher</p> <p>Teacher Aides</p>	<p>Use of outside agencies & MOE funding as req</p> <p>Wednesday Workshops (PD)</p> <p>RTLB</p> <p>RTLit</p>
<p>Goal 3</p> <p>Whenua</p> <p>The local physical environs, and community, enhance learning, and honours the bi-cultural context of MIS.</p>	<p>Learning programmes use the local environment in an authentic context.</p>	<p>Teachers set up programmes that explore and utilise:</p> <ul style="list-style-type: none"> local history and environs of Upper Hutt and are included in the Integrated programme planning <p>Ensure:</p> <ul style="list-style-type: none"> that teaching/learning programmes are structured to provide students with opportunities to identify and explore local issues and solutions classroom programmes link with local community organisations and businesses effective building of relationships through newsletters, local community open evenings - (inviting local businesses to school) 	<p>MW and Curr leaders</p> <p>Teachers</p> <p>Staff and community</p>	<p>MIS Curriculum</p> <p>Classroom learning</p> <p>Upper Hutt community</p>
	<p>Consultation takes a variety of forms</p>	<p>Programmes will be designed to:</p> <ul style="list-style-type: none"> Strengthen our links with Orongomai Marae through our 	<p>SLT</p> <p>Teachers</p>	Orongomai Marae



	<p>and effectively informs development. The environment now reflects the bi-cultural context.</p>	<p>connections and interests, and through Cluster initiatives</p> <ul style="list-style-type: none"> • incorporate “deeper thinking” ideas in planning and programmes.eg- local history <p>The school environment reflects our bi-cultural context through:</p> <ul style="list-style-type: none"> • Signage being bi-lingual • Renamed syndicates using local environs • Develop and display a kura whakatauki. 	<p>Teachers</p> <p>SLT, JW</p> <p>MW, PM</p>	<p>Budget</p>
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Professional Learning and Development Streams:

Review the set of norms and practices across the school.	Treaty of Waitangi - implications for practice at MIS.	Accurately identifying and meeting the needs of 'At risk' students at either end of the learning spectrum.
Understand and better address the needs of students at risk of being stood-down and implement alternative and effective strategies to ensure needs are met.	Develop an authentic understanding of tikanga Maori and the needs of Maori akonga through the PLD provided by MAC.	Consistently implementing the MIS Curriculum <ul style="list-style-type: none"> - Incorporate integrated units - Embed elements and practice in Digital Technology to ensure 'Hybrid Learning' is developed
PB4L Action Plan	Embedding Te Ao Maori learning and practice	NZ History Curriculum - continue developing and Keeping HPE at the core of Integrated Learning Programmes