



## TARGET 1 IMPROVE RATES OF STUDENTS' ACHIEVEMENT

### JUNIOR ACHIEVEMENT

**Y9 / Y10** Learning areas plan and utilise differentiation & adaptation.  
Subject teachers collaborate on, track and monitor targeted students including those on IEP's.  
Continue to utilise asTTle testing and data for differentiation and adaptation.  
Continue to utilise advise from literacy and numeracy rōpū to support targeted students.

### OVERALL STUDENT ACHIEVEMENT

**NCEA Level 1-3** Students in identified target groups are supported by appropriate programmes of work (established criteria).  
Utilise as XCEL programme to support targeted students.

**ROLL BASED TARGETS**

NCEA 1 – 80%
NCEA 2 – 85%
NCEA 3 – 75 %
UE – 48%

Actively promote achievement targets to students and staff.

Engage in NCEA change programme and the NZC refresh project.

**Reviews:** Reporting at junior school.  
Gifted support across school.

### DIGITAL TECHNOLOGIES

Continue implementation and embedding of new Digital Technologies curriculum into courses.  
PLD – continue to develop tools and pedagogy.  
BYOD / ePedagogy usage & promotion continues.

## TARGET 2 PROMOTE STUDENT AND STAFF WELL-BEING

### ROLE OF THE FORM TEACHER

Continue to clarify the expectations of the teacher in fulfilling their obligations around our school foci, including;

Attendance focus – unjustified absences targets:	5.0%	overall
	3.0%	Y9
	4.5%	Y10
	4.0%	Y11
	6.0%	Y12
	8.0%	Y13

Academic progress / mentoring and appropriate course selections.

Engage students in pathway planning / post secondary school direction.

Maintain positive home / school partnerships.

Utilise key competencies.

### PARTICIPATION AND SERVICE

Whole school focus around participation and service.

Arts / Culture
Sports
Service
Other

### WHAITAKE (PB4L)

Continue to enhance communication to staff, students, and whānau.  
Use student / staff feedback to help guide direction.  
Teaching of positive behaviours embedded in classroom and online practice.  
Maintain the “5 ways to well-being” framework for staff and students.  
De-privatise data as appropriate.

## TARGET 3 PROMOTE THE HIGHEST LEVELS OF STAFF PERFORMANCE AND ACCOUNTABILITY

### CULTURALLY RESPONSIVE AND RELATIONAL PEDAGOGIES

Lead CR & RP practice across Kāhui Ako rōpū: Localising content in PLD programmes for rōpū as required.

Pivot observation practice to support PGC of staff.

Engage in Rongohia te Hau twice per annum.

**RTH target :** 75% of staff at integrating by end 2022.  
No staff at L1 or L2 by end 2023.

### CO-CONSTRUCTION PRACTICE

**Data driven** Our focus is primarily on priority learners and use of quality data and feedback.

**Embed Professional Growth Cycle (PGC)** Embed the Standards for the Teaching Profession into the Professional Growth Cycle.

### HOME / SCHOOL PARTNERSHIPS

Continue to develop community engagement tools / events.  
Establish stronger links with whānau and local iwi via Manurewa Marae.

### REPORTING TO THE COMMUNITY

Utilise key competency reporting across the school.

### KĀHUI AKO ENGAGEMENT

Socialise achievement plan.  
Link PHS Annual Plan & Kāhui Ako.  
Fully engage with Kāhui Ako events and activities.