



ALBANY PRIMARY SCHOOL
Where learning makes a difference ...

ANNUAL IMPLEMENTATION PLAN 2024

**Annual Goal One:
Sustaining Excellence in Leading, Teaching and Learning
(Students, Teachers, Parents, Community, Community of Learning)**

a) Our Albany Primary Curriculum (APC)

To revisit and refresh the Albany vision and REACH values in alignment with the revised Te Mātaiaho NZ Curriculum (NZC)

To continue developing teacher knowledge and understanding of the eight learning areas (with the transition from Achievement Objectives to Progress Outcomes through Understand, Know and Do) in alignment with the revised Te Mātaiaho NZ Curriculum (NZC)

b) Teacher Pedagogy (PGC / A4L / Growth Coaching / Te Reo & Tikanga / Collaboration)

To embed best practice for all teachers through our Professional Growth Cycle (PGC) and working collaboratively using a 'GROWTH' Coaching approach to track teachers progress against the Albany quality practice statements

To refresh and update job descriptions, teacher expectations and moderation of assessment practices, ensuring these are supported and used by all teachers and aligned to the common practice model and revised NZ Curriculum (Te Mātaiaho)

To continue developing Teacher Effectiveness by focusing on Assessment for Learning (A4L) approaches across Reading, Writing and Maths, and then the remaining six curricular strands

To continue to develop an Early Literacy approach at Albany for Years 0 to 3 (phase 1 of the Te Mātaiaho - Literacy Curriculum) and embed our version of the Better Start Literacy Approach (BSLA).

To enrich Cultural Effectiveness through collaboration and a focus on shifting pedagogical practice; reflecting understanding (and true partnership) of Te Tiriti o Waitangi (all three articles), and being Culturally Responsive to all staff, students and their families

To develop Teacher and staff effectiveness through understanding histories, heritages, languages and cultures of all partners to Te Tiriti o Waitangi (celebrating

Expected Outcomes:

All staff are developing a deeper understanding of the revised learning areas of the NZ Curriculum (across all curriculum levels and progress outcomes, through exploration at team level and schoolwide)

All learners (whānau, students and staff) know what our values are and are able to unpick them and what they look like

All learners are able to share their progress in relation to the Te Mātaiaho progress outcomes (in real time and at an age appropriateness - know what they are learning, why they are learning it and what they need to do/remember to achieve success)

All teaching staff are actively engaged in a Professional Growth Cycle and professional development is targeted to support individual and group needs

All other staff have an annual appraisal cycle

All staff can discuss how their content knowledge and pedagogy has increased, and is reflected in students' ability to discuss their learning and achievements

All staff are developing a deeper understanding of formative and summative assessment (across all curriculum levels and progress outcomes), through moderation, at team level and schoolwide

Job descriptions, expectations and systems are available and being implemented and utilised across the school

An early Literacy approach at Albany is created and plans to enhance community engagement, including transition (underpinned by BSLA) is visible to all

An early literacy programme that all teachers and students have access to and use as their literacy programme is in place

our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa)

c) Middle Management (Mentors / Team Leaders / Project Leaders) Collaboration

To build and sustain high trust relationships, professional community and collective leadership

To build evaluative capability and robust systems for tracking, review and evaluation of how effective practice enhances improvement in learner outcomes

To revisit and update job descriptions, teacher expectations and moderation of assessment practices, ensuring these are supported and used by all teachers

All staff using appropriate, Culturally Responsive teaching practices

All students and staff being able to celebrate our place Ōkahukura - Albany, respecting bicultural NZ and connecting with the rich history that embodies Aotearoa

Specialised professional development and transparent pathways are constructed to support collective leadership and empower professional learning communities (and potential development / career pathways)

An open pathway of leadership constructed with potential career pathways and opportunities for all

A distributed leadership model that proactively provides a range of leadership opportunities for new and / or aspiring leaders.

**Annual Goal Two:
Enhancing Community and Stakeholder Partnerships
(Students, Teachers, Parents, Community, Community of Learning and Industry)**

Community collaborations that enrich opportunities for students to become confident, connected, actively involved, lifelong learners

School and community working together to support students to make effective transitions at critical points on their educational journey

Proactively identifying and drawing on community resources to enhance student learning opportunities, achievement, and wellbeing

Expected Outcomes:

Community partnerships with school are a common occurrence and these genuine and authentic connections enhance learning experiences and create lasting mutually beneficial relationships within our local community (whānau, business and wider community)

Staff are comfortable designing learning programmes that include links directly to and from the community (whānau, business and wider community - primary resources)

Local curriculum identification and design takes community voice into account prior to any decisions being made

All stakeholders understand the transitions and skills growth of students through a clear and visible holistic learner profile and fluid, visible learning goals

Regular online interactions with senior school learners that model a genuine three-way partnership e.g. commenting on learning, ad-hoc sharing

Regular and specific surveys, communication and records detailing community aspirations, needs and skills, enabling a two-way partnership to occur

School takes a leading role in the educational upskilling of whānau through the offering of parent digital navigation workshops, to assist the connection between home and school (whānau, business and wider community - primary resources)

**Annual Goal Three:
Governing and Leading with Equity and Excellence
(National Administration and Education Guidelines)**

Our Board is committed to its role, the Board is actively representing and serving the school and education community, and upholding the principles of Te Tiriti.

The Board, inclusive of Māori and Pacific whānau, (hapū and iwi perspectives where and if possible), effectively plans for and acts in the schools medium and long-term interests to realise the school community's vision and values.

The Board consistently responds to targets, and provides the relevant resourcing in order to improve learners' progress and achievement.

The Board continues to increase their own knowledge through; learning from each other, networking with other Whānau ki te Ako Board members, and NZSTA training opportunities. We will continue to use our individual skill sets to support key portfolios of the role (e.g. finance, policy, property, community partnerships), self review against our own performance, and implement a succession plan.

Expected Outcomes:

Stewardship has strategically and consistently enhanced school performance and learner outcomes. Equity for Māori and Pacific learners is strategically planned with ongoing input from learners and Māori whānau, and parents, families and community

The Board actively monitors progress towards Curriculum Achievement (in relation to year level and to groups, including Māori and Pacific Learners) and those with diverse learning requirements

The Board effectively scrutinised its own and the school's performance in achieving equity and excellence in order to inform planning and resourcing for ongoing and sustained improvement

The board meets its statutory and regulatory responsibilities including the National Education Learning Priorities (NELP's)

A Board that models exemplary practice in its service to the community