ALBANY SENIOR HIGH SCHOOL ANNUAL PLAN 2025

Me mātau ki te whetū, i mua i te kōkiri o te haere | *Before you set forth on a journey, be sure you know the stars*

	Impact Projects	Specialist Subjects	Tutorial	Effective Teacher Learning
Actions	**To embed effective mentoring approaches for Impact Projects across all year levels to boost student success and engagement.** IP leads understand and develop explicit connections to Te Ao Maori and expand their use of Te Reo Maori concepts and language within the IP curriculum. All Impact Projects establish authentic external partnerships. IP 101 students complete 6 credits in Semester One. All other students complete an NCEA standard in Semester One and Semester Two. IPStarter - Design Thinking, agile methodologies, learning dispositions and IP principles are explicitly taught. IP Leads continue to build the capacity of their IP Mentor team, understand their needs and support and improve their mentoring practices. All mentors intentionally teach Design Thinking. All mentors use agile methodologies to structure the day and phases of IP (3 weeks sprints). Mentors confidently use the principles and self-reflection tool to give feedback to ākonga at the end of a sprint and at the end of a project. Impact mentors monitor attendance and contact whānau and tutors where needed to re-engage ākonga. All mentors use Google Classrooms consistently to deliver IP resourcing.	**To continue to develop and refine our approaches to inclusive learning design in Specialist Subjects.** Instructional design and resourcing approaches are planned within the department and explicitly implemented to facilitate self-directed learning reflecting digital best practice. Kaiako will design and deliver Level One courses that include a school-wide Term One approach to pretesting and preloading to support subject-specific concepts/language in NCEA standards. Ākonga needing to gain the Literacy/Numeracy Co-requisite are supported to complete this requirement. All departments create and develop a Google site to supplement Google Classroom that provides resources using Universal Design for Learning (UDL) to enable Self Directed Learning (SDL). Kaiako and ākonga have a clear and agreed understanding of Course completion for each course/programme of learning and high expectations are maintained all year. Kaiako offers varied assessment approaches, but will negotiate timelines with some ākonga, being responsive when needed. Kaiako will continue to embed te reo Māori and te ao Māori through their Teaching/Learning approaches and learner relationships.	**To plan for and deliver, organised and sequenced tutor lessons, so that all ākonga experience consistent levels of support, community, connection and success.** Community Leaders (CLs) and tutors will continue to embed te reo Māori, te ao Māori and mātauranga Māori through the Hikairo Schema and ASHS pepeha. Tutors are supported by CLs to work with ākonga to ensure all ākonga have individualised learning plans and personal and academic goals that are monitored. Tutors are supported by CLs to embed learner agency and self-directed learning skills to enhance executive function. Tutors are supported by CLs to implement attendance procedures, to support the engagement of ākonga. CLs are supported by DPs to improve tutor practice. Tutors will continue to design and deliver lessons that support the well-being of tutees. CLs review and revise the well-being strategy in tutorial. Community Kaiarahi supports student kaiārahi to build learning experiences, programmes and events to improve the culture of the community. All tutors use Google Classrooms consistently to deliver tutor lessons. CLs support tutors to explicitly plan 100 minutes of teaching and learning and develop routines.	**To support middle leaders and teachers to engage in teachers' professional growth cycles (including professional inquiries).** DPs meet with SSLs weekly to discuss and progress: • teachers' learning in their professional growth cycles (including teachers' PIs) • observations within departments to support teacher learning and teachers' professional growth cycles. • the departmental culture and structures supporting teacher collaboration focussed on teacher learning. DPs and SSLs observe teachers from their departments as part of weekly meetings. Teaching observations take place and are resourced in a way that supports teacher learning. Provide feedback on PIs and facilitate the sharing of this information across teachers. Friday morning professional growth cycle mini-sessions reinforce the role of teacher collaboration and use of data within departments. Further data are identified and made available along with existing data more accessible. Support SCT to support SSLs through the effective teacher learning group (newly established in 2025). DPs support SSLs to carry out the external department reviews and implement findings.
Outcomes	Engagement and attendance levels in Impact Projects are raised. Ākonga experience personalised learning and support from their mentors. Ākonga understand and use specific processes in IP to experience success in Impact Projects. Mentors of Impact Projects are energised and feel confident using the design thinking framework. Consistent delivery of structured projects (eg: teachers actively engaged with ākongha throughout the day.) Impact project resources and planning include te Reo and te ao Māori. Google classroom analytics show consistent engagement from mentors and ākonga.	Ākonga are able to navigate their learning programmes based on a clear plan and grow their levels of agency. Ākonga are meaningfully engaged in learning that supports developing literacy and numeracy skills. Ākonga use learning technologies effectively to improve their learning outcomes. Assessment practices are negotiated, responsive and inclusive for all ākonga. All departments/subjects have a Google site that supports UDL/SDL for students. Ākonga earns a greater percentage of quality credits (Merit/Excellence). Learning programmes clearly reflect the embedding of te reo Maori and te ao Maori.	Ākonga tutorial experiences are cohesive, consistent and inclusive. Ākonga can articulate processes and strategies that support their learning. Ākonga feel a sense of tutor and community connection. The ASHS pepeha and te ao Māori in the tutorial curriculum is visible to ākonga and tutors. Ākonga voice indicates that their well-being is supported through tutorial. Ākonga voice demonstrates that their academic achievement is supported through tutorial. All tutors complete tracking on time. Tutors have regular communication with ākonga and whānau regarding attendance.	Middle leaders are supporting teachers in their individual teacher learning. Middle leaders are facilitating collaborative learning in the departmental teacher learning mini hui. Middle leaders are supported by the DPs to effectively lead their teams in weekly meetings. Observations happen for all teachers during the year and are embedded in their professional growth cycle and/or PI. Teachers carry out PIs to support their learning in ways that link student learning outcomes with teacher actions and practices. SCT effectively enhances teacher learning outcomes through support from DP.
Targets	100% of new ākongha undertake an IPStarter and use Design Thinking, sprints, and learning dispositions. 100% of teachers plan and teach using Design Thinking, agile methodology, and learning dispositions. Ākonga gain 10 credits or more NCEA standards in IP. The IP website and resourcing are updated to include Te Reo and Te Ao Māori language and concepts. (Design Thinking and dispositions) >80% of projects will have an authentic external partner. All hubs have Google classrooms that reflect school expectations.	>80% of all ākonga achieved their personal academic goals. >80% of all ākonga have experienced responsive assessment practices (choice/negotiation). >75% of ākonga needing to gain Lit/Num have success. >70% of Level 1 have success in the two standards offered in each of their 5 courses. >50% gain Level 3 meeting a Merit & Excellence target. >90% of ākonga gain their appropriate NCEA certificate (completing a standard NCEA programme).	>70% of ākonga believe their wellbeing has been supported through tutorial. >80% of ākonga agree/strongly agree that their tutor helps them monitor their individual learning plan towards success. >60% of ākonga feel connected to a larger community of learners through tutorials. Attendance has improved across all terms above 5%.	100% of SSLs can describe their department members' practice improvement areas and use this to carry out support actions during the year. 100% of SSLs organise and carry out observations across their departments. 100% of SSLs engage in their department members' teacher learning. 70% of teachers submit all phases of their Professional Inquiries. (Averaged across teacher learning survey responses during the year.)

Supplementary Goal - Community Engagement

	Community Engagement
Actions	**To review and strengthen community connections and collaboration.** **To raise the profile of the school within the wider community.** Communication and Marketing Manager is employed and deevelops a strategy fpr raising the profile of the school within the wider community. ASHS continues to share regular updates and celebration of achievements through the AJHS Newsletter. An ASHS "show reel" video produced to help educate the community about the three strands of the ASHS Curriculum and school culture promoted so as to address common misconceptions. The AJHS/ASHS "Better Together" strategy continues with parent events held at each feeder primary school. Partnership embedded with Te Kawerau ā Maki. (Year Two). A communication and connection strategy is developed for all ākonga who identify as Māori.
Outcomes	The pathway between Albany Junior High School and Albany Senior HIgh School is strengthened. Community perception of the school is enhanced with a greater number of "in zone students" choosing to attend the school. Misconceptions about the school are addressed and minimised. A partnership is established with Te Kawerau ā Maki. Communication and connection with Maori ākonga and their whānau is strengthened
Targets	5% increase of "in zone" students enrol in 2026 100% Māori students have been identified and profiles created for academic tracking and engaging with whānau and specific iwi.