

McAuley High School Annual Implementation Plan 2024

Summary of the plan

Our focus for 2024 has three areas:

The first focus is on our Special character and ensuring our students are knowledgeable about our Mercy charism and how to live the values.

Our curriculum focus is on Literacy and Numeracy. From 2024 this is a co-requisite in NCEA and in order to gain level one, two or three, students must successfully complete set literacy and numeracy standards.

Our third focus is on wellbeing and ensuring our students are connected, equipped with skills to help them be resilient and strong in their own identity.

Where we are currently at:

We know from data that not all students are at standard in numeracy or literacy in order to be able to successfully navigate NCEA. Our data shows us that approximately one third of our year 10 students are ready for Level one literacy and approximately one half are ready for Level one numeracy. We are transitioning to school wide teacher practices, so all teachers are teachers of literacy and numeracy. This across school focus will give students more access to deliberate acts of teaching to help prepare them.

How will our actions give effect to Te Tiriti o Waitangi:

We ensure all akōnga have access to high quality literacy and numeracy education.

We track our akōnga to identify barriers to be removed.

We work in partnership with whanau.

We continue to incorporate Mātauranga Maori into the school wide curriculum.

We have a school wide focus on Literacy and numeracy and a 2-year Professional Development Plan.

We provide a year 11 double English Literacy support class and a Mathematics Numeracy support class

Strategic Goal 1

Atawhai: that builds on Catholic culture and tradition

Annual Target/Goal:

To provide a rich induction programme for our Catholic Mercy Charism so that Mercy in Action defines McAuley High School.

What do we expect to see by the end of the year?

Ākonga who positively contribute to their communities, Aotearoa, and the world through Mercy values.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Year 9 orientation includes an introduction the Mercy charism and values	Yr 9 Dean DRS	Mercy resources	week 1 term 1	Year 9 Students can talk about Catherine McAuley when asked
New Staff Induction includes Mercy Charism and school values	SLT DRS		Week 0 term 1	There is positive feedback from now staff

Prefect Last Word linked to the Mercy value of the year	Prefects DP -LG		Prepared at prefect camp. Delivered at assemblies throughout the year	Staff and Student comment is positive
At the end of lessons students identify applicable Mercy values.	All teachers	Whole school magnets with values on them	ongoing	All Students can name the Mercy Values
Prayer is said at the end of the day.	All teachers		ongoing	Students report this occurs as standard practice.
School prayer is said every Form time.	Form teachers	Copy of school prayer in each classroom.	ongoing	Students report this occurs as standard practice.
Students can identify their own actions of Mercy	Form teachers Students		part of the Form time schedule -Friday Reflections in form time. (Informal tasks to identify how students live the Mercy values.)	Form teachers report students can name their own Mercy in Action

Service groups lists published in staffroom	DP -LG		week 5 term 1	
Parents welcomed to attend a school Mass			Open invitation to our Dedication Cathedral Mass in week 2 Term 1 Invitation to the Year 9 Mass in week 1 Term 1	Whanau attend our Mass

Strategic Goal 2

Ako: to be the best we can be.

Annual Target/Goal:

Design and plan learning programmes that are culturally responsive and ensure all Ākonga access knowledge, understandings, and practices that promote excellence, inclusion, and equity..

What do we expect to see by the end of the year?

- Teaching and learning programmes reflect culturally responsive practices.
- Ākonga achieve to their potential.
- Strengthened ako, whanau and kaiako relationships.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Po ako runs 2x week	LG	Teachers to run evenings Subject teacher reps attend po ako leading up to assessment deadlines	mid term 1 - mid term 4	Senior subjects pass rates improve by 5% in all departments
Whole staff Professional development in numeracy and literacy weekly	DP- SR	Insert links to literacy plan and numeracy plan Outside providers Lead groups formed from department reps	Runs Wednesday 3.20pm - 4.20pm weekly	By the end of year 10, 75% of students pass the two Literacy and one Numeracy standard
Departmental Professional development in numeracy and literacy with focused strategies, and a commitment to implement PLD. runs weekly	DP-SR	Insert links to planning document - 'Departmental professional learning' Department PLD attached to Professional Growth Cycle - Collaborative	Department PLD 8.00am-8.30am Thursdays	Changes will be seen in classroom observation and by reporting back in departments every 3 weeks.

		departmental assignment containing report/reflection Google Slides document for presentation (to other departments).		
One afternoon for TPS interviews	SLT		(12.30pm - 8.30pm) Week 10 Term 2	Attendance by 70% of Caregivers

Strategic Goal 3

Hauora: That nurtures home and heart.

Annual Target/Goal:

Strengthen resilience, culture, beliefs, and values so that Ākonga confidently carry who they are wherever they go.

What do we expect to see by the end of the year?

Resilient Ākonga who have a strong sense of tūrangawaewae.

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Cultural Week for minority communities	Cultural Champions (members of staff to work with students)		Term 2	Students participate and report positively about the event
Parent Huis for our minority groups	SLT Cultural Champions	Separate hui for each cultural group food provided	Term 2 - prior to cultural weeks	40% of Parents of the minority groups attend
Mindfulness Mondays & Friday Reflections	DP-SR	Plan and resources provided	3 Form Times per week throughout the year	
Form time moved to after period 2 and is structured			Trial for 2024 to see if lateness improves	Lateness to school improves
Talanoa evenings held for each year level	Deans	Careers information NCEA information Suitable food	Term 1,2,3 1 per year level per term	10% increase by Whanau attending talanoa evenings than 2023
Potluck dinner for families new to McAuley (unconnected)	LG	Cost to supplement food	Term 1	Whanau feel welcomed

Parents welcomed in and offered opportunity to support language weeks	sLT Cultural Champions		language weeks	Whanau feel welcomed
Student/caregiver House breakfasts	SLT Deans Form teachers	cost of \$15-20 Tickets limited to 100	7.15am - 8.15am term 2 and 3	Whanau feel welcomed
Explicit anti-bullying messages	DP-SR	Part of the Form time activities	ongoing	Our Wellbeing@School data will show improvement in key areas At school, everyone knows what to do if someone is being hurt or bullied.
Digital citizenship	DP-SR	Part of Form time activities		

Centred in Christ

Matthew 26: 35-36

In Mercy we give effect to te Tiriti o Waitangi

Atawhai Tama'ita'i o le Aagalofa <i>That builds on Catholic culture and traditions</i>	Ako A'oa'oga <i>To be the best we can be</i>	Hauora Tauhi e vā ke Tupulaki <i>That nurtures home and heart</i>
Initiatives Provide a rich induction programme for our Catholic Mercy Charism so that Mercy in action defines McAuley High School.	Initiatives Design and plan learning programmes that are culturally responsive and ensure all Ākonga access knowledge, understandings, and practices that promote excellence, inclusion, and equity.	Initiatives Strengthen resilience, culture, beliefs, and values so that Ākonga confidently carry who they are wherever they go.
Indicators of success <ul style="list-style-type: none"> • Ākonga positively contributes to their communities, Aotearoa, and the world through Mercy values. 	Indicators of success <ul style="list-style-type: none"> • Teaching and learning programmes reflect culturally responsive practices. • Ākonga achieve to their potential. • Strengthened Ākonga, whānau and Kaiako relationships. 	Indicators of success <ul style="list-style-type: none"> • Resilient Ākonga who have a strong sense of tūrangawaewae (belonging).

“Tangata ako ana i te kāenga, te tūrangā ki te marae, tau ana”

A person nurtured in the community contributes strongly to society.