Annual Plan 2025

TE IHI KI TE AKO
ZEST FOR LEARNING

Alfriston college

Strategic Goals	Annual Goals	Expected Outcomes	Actions	Success Indicators
In our community, learning will be inclusive, connected, authentic and relevant and our culturally responsive and relational pedagogy will develop lifelong, independent learners.	To develop and implement a junior school wide literacy and numeracy programme.	Measurable data will show that progress toward functional literacy and numeracy has been made by all learners.	Consistent implementation and review of learning programmes. Specialist teams to develop literacy and numeracy nests (learning programmes). Use reliable measures of progress: PAT, e-asTTle, CAAs and formative assessment.	• Purposeful pre and post assessment and testing • Ongoing learner portfolios • Overall Teacher Judgements • Engagement data • Achievement and engagement data • Meaningful connected, authentic and relevant learning programmes • Contribution of specialist teams to school wide PLD • Clarification of expected learner outcomes and overall teacher judgements • All Learning Leaders seeing themselves as teachers of literacy and numeracy • Improved achievement data
In our community, we will collaborate and partner with our learners and their whaanau and with industries and employers to ensure the best possible education opportunities and outcomes for all.	Strengthen our partnership with our school community through our refreshed Whānau Mentor programme.	Shared plans and ownership for our learners' aspirations.	Refine and strengthen a robust whānau tutor learning programme. Provide PLD to support a robust Whānau Mentor learning programme, including learning progress conversations. Robust reporting which includes weekly automated reporting that indicates learning effort and progress, achievement data, assessment deadlines and learner recognitions.	• Fewer disciplinary events • Improved achievement data • Student Leader engagement • Improved attendance in Whānau • Learner, staff and whānau voice • Engagement with wider school groups and teams • Timely and appropriate interventions for disengaged learners • Improved and timely learner progress communications for whānau • Improved and consistent whānau engagement • More pastoral notes showing LPCs with learners and contact with home • More timely and appropriate interventions resulting in fewer 'catch up' programmes
In our learning environment we expect the very best from everyone and will maximise learning experiences and outcomes by being a safe, supportive, and inclusive community that is free from racism, discrimination and bullying.	Implement robust school wide attendance systems and processes.	Improved attendance and achievement rates, particularly for target groups.	Refine and consistently apply the attendance process. Develop a plan to respond to Māori and Pasifika achievement and attendance data. Review, refine and implement clear pastoral and attendance processes. Proactive interventions and support from the TKoR team and Te Wahi Awhina for learners and staff. Connected, authentic and relevant approach to promoting and supporting languages and cultures.	• Improved attendance (KAMAR and Everyday Matters Attendance reports) • More accurate and complete absence coding, less unjustified absence • Improved communication from and to whaanau • Wider use of the 'parent portal' data in the community • Improved achievement for Māori and Pasifika • Fewer disciplinary events • More recognition of positive learning behaviours • Every learner can name one adult in school who knows them the best • Proactive interventions & support from TKoR team & Te Wahi Awhina for learners and staff. • More PLD for staff • More cultures are visible in AC • More ethnic groups contribute to wider school culture, events and activities • Regular whānau hui/fono for Māori and Pasifika whānau
In our community, leaders will be future focused, culturally competent, learning and learner centred, collaborative and open to learning.	Growing collaborative and high functioning teams.	Collaborative and high functioning teams who contribute to school culture.	Strengthen and develop Leadership through coaching and mana enhancement. Targeted professional development to grow staff capacity and capabilities to collaborate and contribute to pedagogy and curriculum. Targeted professional development to grow staff capacity and capabilities to contribute to team culture.	• Deadlines are met • Change is embedded successfully • Increased contribution to decision making • Increasingly agentic leaders, learning leaders and staff • Change is embedded successfully • Increased contribution to decision making • Improved achievement • Improved staff well-being, engagement and participation (ie fewer absences) • Happy teachers - happy kids!
In our community, our organisation will be trusting, relational, reflective, and responsive to the needs of all learners.	Mentoring, tracking and monitoring (MTM) achievement and engagement data across all year levels to support responsive and targeted interventions for learners.	Stronger and more genuine partnerships between learning leaders, the child and whānau/caregivers.	Developing and implementing a school-wide approach to MTM. PLD programme to support a school-wide approach to MTM. Targeted interventions for target groups of learners, including Māori and Pasifika learners.	• More positive and timely interactions between school and home • Improved achievement and attendance • Improved learner well-being