



# ALBANY SENIOR HIGH SCHOOL CHARTER 2023-2025

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*

## Our Vision

### At Albany Senior High School

we nurture each other

we inspire each other

we empower each other

**to achieve highly and be good citizens.**

## Our Values

### We value:

- Excellence in all that we do
- Families as a part of our learning community
- Learning together and making decisions together
- Curiosity and enquiry, creativity and innovation
- Warm, mutually respectful relationships
- Fairness, openness, honesty and trust
- Using evidence and reflection to make decisions
- Contributing to our local and global communities
- Diversity that enriches our learning community

## Our Mantras

- It's not if you are bright, it is how you are bright
- No one slips through the cracks
- We will always be a new school



# ALBANY SENIOR HIGH SCHOOL ANNUAL PLAN 2024

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	Impact Projects	Specialist Subjects	Tutorial	Effective Teacher Learning
Actions	<p><b>To enhance mentoring approaches for Impact Projects across all year levels to boost student success and engagement.</b> Authentic external partnerships are established, supported and nurtured for a majority of projects. NZQA Standards are offered in all Impact Projects. All new ākongha will undertake IP101 for Semester One. IP101 - Design Thinking, agile methodologies, learning dispositions and IP principles are explicitly taught. Mentors embed the IP101 structured impact project approach. IP Leads establish an IP Mentor team, understand their needs and support and improve their mentoring practices. Mentors intentionally teach Design Thinking. 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 ākongha at the end of a sprint and at the end of a project. IP champions have distinct responsibilities in areas of branding, advertising, external expertise, agile methodology Mentors build a 'team' culture within their project class. Impact mentors monitor attendance and contact whānau and tutors where needed to re-engage ākongha.</p>	<p><b>To further develop and improve our approaches to inclusive learning design in Specialist Subjects.</b> Kaiako are supported by SSLs to design and populate a collaborative Google site to supplement Google Classroom that provides resources using Universal Design for Learning (UDL) to enable Self Directed Learning (SDL). Kaiako incorporate teaching and learning technologies to enhance learning opportunities and improve ākongha outcomes. Changes in practice and improvement to Teaching/Learning programmes are made to ensure continued engagement and are informed by ākongha voice and achievement data. Kaiako will design and deliver Level 1 courses that focus on significant learning and include two new NCEA Level 1 standards. Instructional design and resourcing approaches are planned within the department and explicitly implemented to facilitate self-directed learning. Kaiako and ākongha have a clear and agreed understanding of Course completion for each course/programme of learning and high expectations are maintained all year. Kaiako will negotiate assessment approaches and timelines with ākongha while having high expectations so as to maximise opportunities for ākongha success. Kaiako will embed te reo Māori, te ao Māori and mātauranga Māori through their Teaching/Learning approaches and learner relationships.</p>	<p><b>To embed effective tutor practice and deliver the Tutorial Curriculum so that all ākongha experience consistent levels of support, connection and success.</b> Tutors embed te reo Māori, te ao Māori and mātauranga Māori into their learning design to give effect to Te Tiriti o Waitangi. Tutors are supported by Community Leaders (CLs) to work with ākongha to ensure all ākongha have individualised learning plans and personal and academic goals. Tutors are supported by CLs to foster the skills that enable learner agency, self-directed learning and executive function. Tutors are supported by CLs to implement attendance procedures, to support the engagement of ākongha. CLs are supported by DPs to foster community collaboration and support individual tutors to improve tutor practice. Tutors are supported by CLs to use the Tutor Improvement Model and the Hikairo Schema to reflect on and improve tutor practice. Tutors will continue to nurture the wellbeing of tutees through engagement with and delivery of relevant programmes Community Kaiarahi supports Associate Tutors to build learning experiences, programmes and events to improve the culture of the community.</p>	<p><b>To support middle leaders and teachers to engage in teachers' professional growth cycles (including professional inquiries).</b> DPs meet with SSLs weekly to discuss and progress:</p> <ul style="list-style-type: none"> <li>teachers' learning in their professional growth cycles (including teachers' PIs)</li> <li>observations and the links with teachers' professional growth cycles.</li> <li>the departmental culture and structures supporting teacher collaboration around professional growth cycles.</li> <li>data literacy and the integration of data in teacher learning and practice.</li> </ul> <p>Identify additional data that can inform the actions of SLT, middle leaders and/or teachers and make these more readily available. Teaching observations take place and are resourced in a way that supports teacher learning. Collect PI information from teachers at the different PI phases, provide feedback and facilitate the sharing of this information across teachers. Friday morning professional growth cycle mini-sessions reinforce the role of teacher collaboration, data and research within departments. Further develop the effective teacher learning dashboard at the course level (attendance, Google Classroom engagement, grade data, well-being meter etc).</p>
Outcomes	<p>Engagement and attendance levels in Impact Projects are raised. Ākongha experience personalised learning and support from their mentors. Ākongha understand and use specific processes in IP to experience success in Impact Projects and thrive in this strand of our curriculum. 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.)</p>	<p>Ākongha are able to navigate their learning programmes based on a clear plan and grow their levels of agency. Ākongha are meaningfully engaged in learning until the end of the year. Ākongha develop a sense of responsibility and ownership for their achievement. Assessment practices are negotiated, responsive and inclusive for all ākongha. Ākongha use learning technologies effectively to improve their learning outcomes. Learning programmes clearly reflect the embedding of te reo Maori, te ao Maori and mātauranga Maori.</p>	<p>Ākongha tutorial experiences are cohesive, consistent and inclusive. Attendance and engagement are improved for at-risk ākongha. Ākongha can articulate processes and strategies that support their learning. Ākongha feel a sense of tutor and community connection The place of te ao Māori in the tutorial curriculum is valued by ākongha and tutors Ākongha voice demonstrates that their wellbeing is supported through tutorial Ākongha voice demonstrates that their academic achievement is supported through tutorial</p>	<p>Middle leaders are carrying out one-to-one discussions and facilitating opportunities in department meetings for teacher collaboration on professional growth cycles and PI. Middle leaders explore differences in perspectives about teaching practice in conversations with their teachers and in department meetings. 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 and professional growth cycles to support their learning in ways that link student learning outcomes with teacher actions and practices.</p>
Targets	<p>100% of new ākongha undertake an IP101 to understand and use the Design Thinking framework, sprints, and learning dispositions. 100% of teachers plan and teach using Design Thinking, agile methodology, and learning dispositions. 100% of ākongha are using the sprint and principles framework to gain feedback on their projects Ākongha gain 10 credits or more NCEA standards as part of their IP programme. &gt;80% of projects will have an authentic external partner.</p>	<p>&gt;80% of all ākongha achieved their personal academic goals &gt;80% of all ākongha have experienced responsive assessment practices (choice/negotiation) &gt;75% of Level one ākongha have success in the two standards offered in each of their 5 courses (including Maori/Pacifica data) &gt;70% of Level two and three ākongha have success in each subject studied, achieving at least 14 credits and/or agreed course completion goals (including Maori/Pacifica data).</p>	<p>&gt;70% of ākongha (including Māori and Pacific) believe their wellbeing has been supported through tutorial &gt;80% of ākongha (including Māori and Pacific) agree/strongly agree that their tutor helps them monitor their individual learning plan towards success. &gt;60% of ākongha (including Māori and Pacific) feel connected to a larger community of learners through tutorials &gt;60% of ākongha (including Māori and Pacific) are attending school above 85% of the time</p>	<p>100% of SSLs have a view on their teacher's practice improvement areas and use this to carry out support actions. 100% of SSLs organise and carry out observations across their departments. 100% of SSLs engage in their teachers' professional growth cycles. 70% of teachers submit all phases of their Professional Inquiries.</p>

## Supplementary Goal - Community Engagement

	<b>Community Engagement</b>
<b>Actions</b>	<p><b>To review and strengthen community connections and collaboration to raise the profile of the school within the wider community.</b></p> <p>Strategy finalised and implemented for raising the profile of Albany Senior High School as the school of choice for the community.</p> <p>ASHS to share regular updates and celebration of achievements through the AJHS Newsletter.</p> <p>Community event aka a “Food Truck Evening” hosted in Term One.</p> <p>An ASHS “documentary” 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.</p> <p>An AJHS to ASHS pathway plan is co-designed and established to help improve retention within the kāhui ako pathway.</p> <p>Partnership established with Te Kawerau ā Maki. (Year One).</p> <p>A communication and connection strategy is developed for all ākonga who identify as Māori.</p>
<b>Outcomes</b>	<p>The pathway between Albany Junior High School and Albany Senior High School is strengthened.</p> <p>Community perception of the school is enhanced with a greater number of “in zone students” choosing to attend the school.</p> <p>Misconceptions about the school are addressed and minimised.</p> <p>A partnership is established with Te Kawerau ā Maki.</p> <p>Communication and connection with Maori ākonga and their whānau is strengthened.</p>
<b>Targets</b>	<p>5% increase of “in zone” students enrol in 2025</p> <p>100% Māori students have been identified and profiles created for academic tracking and engaging with whānau and specific iwi.</p>

# Te Tāhuhu o te Mātauranga | Ministry of Education

## National Education and Learning Priorities in schools and kura

### OBJECTIVE 1

#### LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

### OBJECTIVE 2

#### BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

### OBJECTIVE 3

#### QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

### OBJECTIVE 4

#### FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives



Actions for schools and kura

1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours

Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying

Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong

2

Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations

Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau

Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations

Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori

Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning

3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them

Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective

Where possible, reduce non-fee costs, including costs associated with BYOD<sup>2</sup> policies, and take advantage of policies to reduce financial dependence on families and whānau

<sup>2</sup> Bring your own device.

4

Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills

Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists

Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them

5

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture

Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori

Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support

Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches

Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching

7

Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Support learners/ākonga to see the connection between what they're learning and the world of work

Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women

Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education





# ALBANY SENIOR HIGH SCHOOL Strategic Plan 2023-2025

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**Notes about the ASHS strategy design** - This strategy is designed to integrate and align the National Education and Learning Priorities (NELPs) and the objectives of boards in governing schools (Education and Training Act 2020, s127) with Albany Senior High School’s curriculum structure and areas of leadership responsibility. Although it is important to note that while most priorities outlined in 2023-2024 sit within the curriculum strands, some priorities link directly with specific NELP and board objectives but apply to all areas of the curriculum and school structure.

Community engagement is an important part of refining our strategy as we move forward. The initial draft was informed by a mixture of staff, student, and community voice and each year our strategy will be shared with the school community and updated to reflect any feedback received. ASHS also engages in annual review cycles where a combination of student, staff, and community voice and achievement and engagement data is collated and analysed to see where changes to the annual plan and strategy are necessary. To this end, both the annual plan and strategy are “living documents” that will evolve as needed.

NELP Objectives	ASHS Strategic Focus	2023	2024	2025
<p><b>Learners at the centre</b> Learners with their whānau are at the centre of education</p>	<p><b>Tutorial Curriculum</b> Turangawaewae - creating a ‘place to stand’ Hauora / Wellbeing framework Working with whānau to establish personal learning goals Tracking for personal success</p>	<ul style="list-style-type: none"> <li>Tutors build a sense of community within their tutor class focused on turangawaewae, making tutor groups the ‘place to stand’ for all ākonga.</li> <li>Tutors understand their ākonga as learners and use interventions to support learners to achieve their personal learning goals. Data is tracked across the year by tutors, Community Leaders and DPs.</li> <li>Tutors implement the attendance procedures to contact home so as to re-engage ākonga.</li> <li>Community leaders support tutors to create wellbeing routines in their tutorial class.</li> <li>Choices and Connections Healthy Relationships programme is designed and rolled out to all tutorial classes.</li> <li>Student and Whānau Graduation Ceremony which celebrates all L3 leavers replaces L3 Excellence awards.</li> </ul>	<ul style="list-style-type: none"> <li>Tutors build a sense of community within their tutor class focused on Okahukura / Albany local history being explored.</li> <li>Personal academic targets established for all students with their whānau. &gt;95% achieve their personal goals. Tracking system embedded.</li> <li>Sustaining wellbeing routines and the wellbeing language (NAVS) become embedded within tutorial classes over the year.</li> <li>Growing global citizens element of the tutorial curriculum is enhanced.</li> <li>Choices and Connections Healthy Relationship Programme runs one off sessions and a programme for Year 11 students.</li> </ul>	<ul style="list-style-type: none"> <li>Tutors support students within the Growing Global Citizens elements of the Tutorial curriculum by giving back to the local and wider community. Tutor classes supporting local initiatives in the community or adopting a charity.</li> <li>The wellbeing language NAVS becomes student facing as students continue to develop their personal wellbeing strategies.</li> </ul>
<p><b>Barrier-free access</b> Great education opportunities and outcomes are within reach for every learner</p>	<p><b>Specialist Subjects</b> Universal Design for Learning Responsive Assessment Practices Self directed learning learner agency</p>	<ul style="list-style-type: none"> <li>Teachers embed Mana Ōrite mo te Matauranga and Te Ao Maori concepts into their learning design.</li> <li>Teachers design and deliver Level 1 courses that focus on significant learning and include one Level 2 standard.</li> <li>SSLs work with teachers to ensure UDL strategies are planned and implemented in classroom practice.</li> <li>Teachers are supported to incorporate</li> </ul>	<ul style="list-style-type: none"> <li>Establish a Certificate for Future Readiness to replace L1 NCEA.</li> <li>Teachers purposefully incorporate teaching and learning technologies to improve students’ outcomes.</li> <li>Teachers utilise explicit strategies to support self-directed learning throughout the year that result in better student outcomes.</li> <li>Literacy and numeracy co-requisite</li> </ul>	<ul style="list-style-type: none"> <li>ConnectED - Centre for Future Readiness proposal delivered to MoE (this would be a CBD satellite campus for small number of Year 13s who are working closely with business and industry partners whilst competing studies online).</li> <li>Well designed Level 2-3 courses that integrate the Big Ideas and Significant Learning into robust and creative learning programmes</li> </ul>

	<p>Mana Ōrite mo te Matauranga</p>	<p>teaching and learning technologies to improve students' outcomes.</p> <ul style="list-style-type: none"> <li>Teachers develop explicit strategies to support self-directed learning throughout the year. Phase One implemented.</li> <li>Teachers negotiate assessment with learners while having high expectations so as to maximise opportunities for student success.</li> <li>Teachers continue to explore and implement culturally sustaining practices with a focus on bicultural partnerships in order to honour Te Tiriti o Waitangi.</li> </ul>	<p>attainment is tracked and all Level One students without co-reqs have a plan for completing.</p> <ul style="list-style-type: none"> <li>Teachers develop explicit strategies to support self-directed learning throughout the year that includes students being supported to prioritise other subjects on a Thursday and Friday as needed. Phase Two implemented.</li> <li>Level Two courses reviewed and resigned to include big ideas and significant learning ready for 2025.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have high aspirations for all learners, focused on course completion and meeting academic course goals</li> <li>Teachers develop explicit strategies to support self-directed learning throughout the year that includes students being supported to work in spaces if their choice in a Thursday and Friday. Phase Three implemented.</li> <li>Level Two courses with new NCEA standards redesigned and ready for 2026.</li> <li>Level Three courses reviewed and resigned to include big ideas and significant learning ready for 2025.</li> </ul>
<p><b>Quality teaching and leadership</b> Quality teaching and leadership make the difference for learners and their whānau</p>	<p><b>Effective Teacher Learning</b> Professional Growth Cycle Professional Inquiry Leading by Learning Data informed practice</p>	<ul style="list-style-type: none"> <li>SLT supports middle leaders to engage in Leading by Learning conversations about teachers' PGCs.</li> <li>Identify data that can inform the actions of SLT and the wider school and make data more readily available.</li> <li>SLT works with middle leaders to develop interpersonal skills and strategies for understanding teachers' thinking around teacher learning.</li> <li>SLT meets with middle leaders weekly one-on-one to maintain focus on the annual plan and teacher PGCs.</li> <li>Department-focused Professional Inquiries are based on student-focused data and inform the department's inquiry.</li> <li>Whole school data are analysed at points during the year to look for patterns relating to student outcomes.</li> <li><i>Support actions developed at the departmental level and individual level in response to whole school data.</i></li> <li>Staff understanding of data and what insights it can offer are identified and catered for with PD and department-level support.</li> <li>Evaluation of staff inquiries and PGCs is further developed and school-wide patterns in these data are fed back into support actions.</li> </ul>	<ul style="list-style-type: none"> <li>Leading by Learning conversations embedded into middle-leader conversations about PGCs.</li> <li>Staff demonstrate understanding of data-informed practice.</li> <li>Data dashboard developed and beta version used to map teacher effectiveness including the tracking of: learner academic results, attendance, student voice data and Google Classroom use.</li> <li>Data dashboard developed and beta version used to map student success including the tracking of attendance, academic results, Google Classroom use and whether on track for success.</li> <li>Department-led professional inquiries are showing evidence of improved engagement and/or outcome for learners.</li> <li>Evaluation of staff inquiries and PCGs show increased integration of data analysis into learning reflections and intervention development.</li> </ul>	<ul style="list-style-type: none"> <li>The Professional Growth Cycle is embedded into staff practice and is increasingly agentic.</li> <li>Staff data is informing professional inquiries and professional growth cycle</li> <li>Staff data is being used regularly by SLT and middle leaders to provide targeted support and interventions.</li> <li>All staff use student data regularly to provide targeted support and interventions.</li> <li>Middle leaders feel confident to coach all teachers to use the Leading by Learning approach.</li> </ul>
<p><b>Future of learning and work</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p><b>Impact Projects</b> Developing skills to support the future of work Partnerships with community,</p>	<ul style="list-style-type: none"> <li>Authentic external partnerships are established, supported and nurtured.</li> <li>NZQA Standards are offered in Impact Projects.</li> <li>Mentors intentionally teach Design Thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Majority of projects have external partnerships established.</li> <li>NCEA Standard completed by most students</li> <li>Design Thinking embedded in all Impact projects.</li> </ul>	<ul style="list-style-type: none"> <li>All projects have external partnerships established.</li> <li>NCEA Standard completed by all students</li> <li>Te Reo version of Design Thinking is embedded in all Impact projects and</li> </ul>

	<p>business, industry and tertiary</p> <p>Increasing engagement of students with Impact Projects</p> <p>Raising the profile and promoting the 'impact' of Impact Projects</p>	<ul style="list-style-type: none"> <li>● Mentors use agile methodologies to structure the day and phases of IP (3 weeks sprints)</li> <li>● Mentors confidently use the Principles and self-reflection tool to give feedback to students at the end of a sprint and at the end of a project.</li> <li>● Mentors explore the community outside of 'ASHS walls' to connect with stakeholders and experts.</li> <li>● Mentors build a 'team' culture within their project class.</li> <li>● Impact mentors monitor attendance and contact whanau and tutors where needed to re-engage ākongā.</li> </ul>	<ul style="list-style-type: none"> <li>● Agile methodologies and sprints are used in all projects.</li> <li>● Attendance and engagement matches other days of the week.</li> <li>● Community PR campaign developed around the 'impact' of Impact Projects.</li> <li>● Te Reo Maori used to unpack the design thinking process.</li> </ul>	<p>students use the language of design thinking.</p> <ul style="list-style-type: none"> <li>● Agile methodologies and sprints embedded in all projects.</li> <li>● Attendance and engagement matches other days of the week.</li> <li>● Community PR campaign (including school documentary) developed around the 'impact' of Impact Projects.</li> </ul>
<p><b>Supplementary - Community engagement</b></p>	<p>Raising the profile of ASHS as the school of choice within our community</p> <p>Deepening engagement with local hapū and iwi</p>	<ul style="list-style-type: none"> <li>● Community perception research completed and initial strategy developed for raising the profile of the school and educating the community about the strength of the curriculum design and delivery.</li> <li>● ASHS alumni project established with a view to telling the story of ASHS graduate successes.</li> <li>● ASHS board/SLT meet with AJHS board/SLT to forge stronger connections and links.</li> </ul>	<ul style="list-style-type: none"> <li>● Strategy finalised and implemented for raising the profile of ASHS as the school of choice for the community.</li> <li>● ASHS "documentary" video produced to help educate the community about the ASHS Curriculum and school culture promoted so as to address common misconceptions.</li> <li>● AJHS - ASHS pathway plan established to help improve retention within the kāhui ako pathway.</li> <li>● Partnership established with Te Kawerau ā Maki. (Year One)</li> </ul>	<ul style="list-style-type: none"> <li>● Community PR and engagement continues.</li> <li>● AJHS - ASHS pathway plan implemented.</li> <li>● Partnership with Te Kawerau ā Maki embedded. (Year Two)</li> </ul>