ALBANY SENIOR HIGH SCHOOL ANNUAL PLAN 2026

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*

Te Tiriti o Waitangi - We are committed to our responsibilities as Tangata Tiriti. This means ensuring reo, ao and mātauranga Māori is visible, that we are working in partnership with ākonga Māori, whānau Māori and Te Kawerau ā Maki and that we are always committed to learning and further enacting Te Tiriti ō Waitangi across all strands of our curriculum.

	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 Starter students complete 6 credits in Semester One. All other students complete an NCEA standard in Semester One and Semester Two. IP Leads continue to build the capacity of their IP Mentor team, understand their needs and support and improve their mentoring practices. IP Legacy continues to evolve as a cluster of specific hubs with focus on providing leadership for year 13. Impact mentors monitor attendance and contact whānau and tutors where needed to re-engage ākonga.	To plan for and deliver courses that enable students to attain course completion through quality credits. To continue to develop and refine our approaches to inclusive learning design in Specialist Subjects. 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. Instructional design and resourcing approaches are planned within the department and explicitly implemented to facilitate learner agency (applying UDL) Kaiako integrates Literacy and Numeracy concepts into their programmes to strengthen ākonga skills and application in these areas. Kaiako will design and deliver a programme of learning for Level 1 - attaining a minimum of 2 NCEA standards and 4 assessments per course. Ākonga are supported to use learning technology (including AI) effectively and critically to support learning in preparation for assessment. 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. Tutorial Leads (TLs) and tutors will develop their use of te reo Māori, te ao Māori and mātauranga Māori through the ASHS pepeha. Tutors plan sequences of learning, to explicitly implement all areas of the tutorial curriculum using the new 'Tutorial Structure Framework'. Tutors are supported by TLs to work with ākonga to ensure all ākonga personal and academic goals and attendance are tracked. Tutors embed learner agency and self-directed learning skills to enhance executive function. Tutors will continue to design and deliver lessons that support the well-being of ākonga. TLs support student kaiārahi to build learning experiences, programmes and events to improve the culture of the community. Tutors and buddies establish and maintain routines to support ākonga engagement in tutorial.	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. Effective teacher learning team support the ongoing input of colleagues into teachers' professional learning through full staff mini huis and resourcing of individual and department mini huis. Friday morning professional growth cycle mini-huis reinforce the role of teacher collaboration and use of data within departments. Teaching observations take place and are resourced by the effective teacher learning team in a way that supports teacher learning. Use Specialist Classroom Teacher (SCT) role to support teachers in their Professional Growth Cycles (PGC). DPs support SSLs to carry out the internal department review cycles and implement findings.
Outcomes	Ākonga experience consistent, high-quality mentoring that supports their personal growth, academic success, and sense of belonging across all year levels. Te Ao Māori and Te Reo Māori are woven meaningfully into Impact Project design. Every Impact Project connects with genuine community, industry, external partners to enrich learning and ensure relevance and authenticity. All ākonga successfully achieve meaningful NCEA standards through their Impact Projects. IP Leads and mentors form a strong professional learning community focused on effective mentoring, assessment, and student engagement. Legacy Hubs offer authentic leadership pathways and transition opportunities for Year 13 students.	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, ethically and responsibly to improve their learning outcomes. All teaching/learning programme supports UDL/SDL for students through intentional planning for sustained 100 min lessons x 2. Ākonga access a greater number of credits and earn 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 and progress towards their goals.	Teachers receive input from SSLs (as subject experts) in their PGCs. Teachers experience the input of critical colleagues during departmental mini huis every third Friday. Middle leaders are supported by the DPs to effectively lead their teams in weekly meetings. Teachers are observed at least once during the year and receive input from the observer into their professional learning. 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	Student voice surveys show a **10% increase** in students feeling 'well supported by my mentor' (from 73% to 83%). Te Reo Māori used naturally and consistently in IP documentation, signage, and project language. 100% of Impact Projects identify **one authentic external partner** by the end of Semester One. 100% of IP students achieve at least **one NCEA standard** per semester. All Legacy Hubs articulate a clear **leadership focus** connected to mentoring, legacy contribution, or community action.	>85% of all ākonga have developed their **agency and UDL**, including ethical technology use (Google classroom/AI). Ākonga voice reflects a 5% increase in embedded and **authentic use** of te reo Maori and te ao Maori. >75% of ākonga needing to gain **Literacy and/or Numeracy** have success through various methods. (above the National average). >75% of Level 1 have success in the **two standards** offered in each of their 5 courses >50% gain Level 3 with **Merit or Excellence** endorsement	100% of tutors use the new **Tutorial Structure Framework**, monitored by DPs through google classroom and visible delivery >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 discuss **teachers' learning** with them during the year and finish in term four with a coaching conversation that is recorded and summarised (via an LLM if desired) 100% of SSLs (/ASSLs) organise and carry out **observations** across their departments. 80% of teachers submit all phases of their **Professional Inquiries.** (Averaged across teacher learning survey responses during the year.)

THE ASHS POU FOR POWERFUL LEARNING
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	Te Tiriti led learning	Universal Design for Learning	Learner Agency	Data-informed Practice
Definition	Te Tiriti-led is an approach that re-centres mātauranga Māori with regards to how and what we teach and learn. mātauranga Māori literally translated means 'Māori knowledge'. It's a modern term that broadly includes traditions, values, concepts, philosophies, world views and understandings derived from uniquely Māori cultural points of view.	Universal Design for Learning is a research-informed educational framework that guides the development of flexible learning and accommodates individual learning differences. At ASHS this extends to include having responsive assessment practices to support all ākonga at any stage of a curriculum.	Learner agency is about ākonga having the power and choices, to take meaningful action and see the results of their decisions. Within a school context, learner agency is about shifting the ownership of learning from teachers to ākonga over time. At ASHS self-directed learning approaches support the development of agency.	Data-Informed practice focuses on assessing ākonga learning – analysing assessment data, engagement data, observational data and/or ākonga voice and then adjusting instruction in response to the data in intentional cycles. At ASHS this includes engaging in a personal Professional Growth Cycles, including professional inquiry.
Principles	We honour and give effect to Te Tiriti o Waitangi - tikanga Maori and te ao Māori concepts in both our relationships with ākonga and whānau in our planning for teaching and learning. We are an inclusive school who prioritises protection, partnership and participation. We are committed to working towards embedding mana ōrite mō te mātauranga māori (equitable treatment of the Māori body of knowledge) in our curriculum delivery and assessment. Māori ākonga have an active voice and have a sense of belonging in our kura. We support Māori achieving success as Māori.	We are an inclusive school. We create opportunities for ākonga engagement and success through options and support to stimulate motivation and sustained enthusiasm. We offer different modes for ākonga to access and process learning (resources, media, contexts and topics) We ensure different modes and timeframes are available for ākonga, where needed, to represent and evidence learning. We use responsive assessment practices to give ākonga access to success.	We provide opportunities for ākonga to collaborate and co-design learning and take an active role in the learning process. We support ākonga to take ownership of their learning through exploring the contexts in which they learn. We support learners to make choices, take meaningful action and see the results of their decisions We support ākonga in developing high expectations for themselves and personal responsibility for their academic outcomes. Mahi ngātahi power sharing where learners and whānau can contribute their own sense making to the learning of others.	We actively and critically reflect on our teaching and are committed to continually improving our practice in response to data. We adjust our practice in response to our data analysis and evaluation. We are committed to using a range of data, including quantitative and qualitative data as well as the feedback of our colleagues and ākonga.
Strategies	Use te reo in the classroom on a daily basis Use te reo within any school created resources Use Māori topics, concepts and contexts where appropriate Know learners Create opportunities for reciprocal teaching and learning (ako and tuakana-teina) Proactively identify and make support plans for our Māori learners to experience success as Māori. Wānanga, decision-making and learning practices that are responsive to a range of relevant contextual information including evidence, then building from the learner's own prior experiences. Mahi ngātahi power sharing where learners and whānau can contribute their own sense making to the learning of others. Use ākonga voice to design learning experiences with authentic content and contexts.	Provide clear instructions and learning objectives on Google Classroom for each class every week. Provide resources in different modes (written, video, graphics, audio) where possible. Departments develop shared digital resources with a range of modes and using various strategies. Support ākonga to use learning technologies, e.g. Google Read and Write. Allow ākonga choices regarding contexts and topics where possible. Collect ākonga voice to inform course and assessment design. Offer a choice of standards and assessment tasks where appropriate. Allow ākonga to negotiate modes of assessment where appropriate. Allow ākonga to negotiate timeframes and due dates for assessments where appropriate.	Provide clear instructions and learning objectives on Google Classroom for each class every week. Provide 'must do, should do, could do" options for ākonga. Focus on more direct instruction on Monday/Tuesday. Focus on more self-directed learning on Thursday/Friday. Provide success criteria to allow for peer and self review. Support ākonga to use learning technologies in an authentic and ethical way. Provide clear feedback to ākonga Offer a choice of standards and assessment tasks where appropriate. Allow ākonga to negotiate modes of assessment where appropriate. Establish personalised timelines and due dates for assessments when needed.	Use historical grade data to develop an understanding of ākonga underachievement. Use historical grade data and ākonga voice survey data when setting and moving through Professional Growth Cycle goals. Developing a hypothesis for underachievement in Professional Inquiry (PI) through discussion with ākonga and other staff. Ensure PI methodologically sound including formally measuring the impact of PI interventions on ākonga learning (survey, interviews etc) Use multiple data sources (qualitative and quantitative / stories and numbers) from ākonga when measuring impact of PI intervention(s). Develop ourselves and our colleagues as critical friends.
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