

SGHS 2026 Annual Implementation Plan (AIP)

PEDAGOGY

Goal	Who	Verb	Improvement Action	so that (expected result)
<p>Further enhance high impact teaching strategies in all SGHS classrooms to maintain high levels of achievement across the school with a focus to</p> <p>1. Accelerate the learning of groups of Years 7 to 10 students to support equitable success and achievement in reading, writing and maths (Target groups: Māori, Pacific and Neurodivergent learners)</p> <p>2. e.g. By the end of the year 80% of students in Y7 - 10 are achieving at or above the level (Proficient or Exceeding)</p> <p>3. NCEA Level 1 90%; Level 2 95%; Level 3 80% UE 75%</p>	SLT	Continue to	plan and deliver targeted PLD with key staff to review first 3 HITS (setting goals, structuring lessons, explicit teaching)	so that staff knowledge and understanding of good practice is widely disseminated for all teachers
	Teachers	Continue to embed	the first three HITS in lessons	so that students have clear goals (LI and SC), structured lessons and explicit teaching
	HOFS	Conduct	Classroom observations with a focus on noticing the HITS in lessons	so that colleagues are supported and openly discuss their practice leading to an increase in student achievement
	SLT	Continue to embed	plan and deliver PLD with key staff to deliver sessions explaining the second 3 HITS (worked examples, collaborative learning, multiple exposures)	so that staff knowledge and understanding of HITS good practice is widely disseminated for all teachers
	Teachers	Begin to embed	the second three HITS (worked examples, collaborative learning, multiple exposures) in lessons	so that students have worked examples, experience collaborative learning and receive multiple exposures to new content/skills to improve their learning.
	HOFS	Conduct	Classroom observations with a focus on noticing the HITS in lessons	so that colleagues are supported and openly discuss their practice leading to an increase in student achievement
	SLT	Continue	To plan and deliver PLD with key staff to support students with neurodiverse needs	so that staff knowledge and understanding of good practice is widely disseminated for all teachers
	Teachers	Continue to embed	Responsive teaching to cater for the needs of neurodiverse students	so that neurodiverse students learning needs are identified and supported in the classroom
	HOFS	Conduct	Classroom observations with a focus on noticing the support in place for neurodivergent learners	so that colleagues are supported and openly discuss their practice leading to an increase in student achievement

Goal	Who	Verb	Improvement Action	so that (expected result)
<p>To continue to give effect to Te Tiriti by further enhancing staff capability in te reo, me ona tikanga, mātauranga Māori and te ao Māori knowledge so ākonga have increased understanding.</p> <p>To continue to develop / improve staff capability to ensure equity for Māori learners in all SGHS classrooms.</p>	SLT	continue to	support and provide opportunity for staff PLD related to Te Pōhā and use of te reo	so that staff gain more knowledge to incorporate Kai Tahu stories into learning and use every day te reo and tikanga in their teaching practice
	HOFs and Teachers	continue to embed	Kai Tahu stories and everyday te reo and tikanga in their teaching practice	so that rangitahi at SGHS learn Kai Tahu mātauranga and recognise key tikanga and te reo

Goal	Who	Verb	Improvement Action	so that (expected result)
<p>To increase achievement of NCEA Level 3 Excellence Endorsement by to 15% and University Entrance to 75% and set up a scholarship study group</p>	SLT / YLC	Create and implement	coaching and mentoring for students to ensure academic goals are aspirational and supported	so that students are achieving at or above their expected levels of achievement (based on past performance)
	SLT and HOFs	Reflect on and evaluate	<p>Survey students and families on what Level 3 success is to them</p> <p>at least 3 years of past cohort achievement</p>	<p>So that we know how many want to UE and if an E endorsement at L3 is important to them</p> <p>so that they can see any patterns in level 3 achievement (change this is a downward trend)</p>

Hauora

Goal	Who	Verb	Improvement Action	so that (expected result)
To increase understanding of factors that affect hauora and develop school actions to address ākongā needs	SLT	organise PD	around key focus areas that impact strengthen on hauora	so that student wellbeing improves
	Pastoral Team	to organise	whānau information dissemination	so that improvement in hauora can be supported by the school community
	Teachers	to implement	key learnings from PD strengthen Hauora in the classroom	so that student's are better supported to manage their wellbeing.
	SLT/guidance	will continue	to survey students to understand what is impacting their hauora	so that Hauora needs are identified for students and actions plans can be made.
	Guidance Department	Will	Advertise SchoolTV to whanau through "In the Loop" and social media postings.	so that resources on key mental health topics are disseminated to whanau to help them support their akonga.
	YLC's	continue	To support AT teachers to familiarise themselves with SchoolTV and access resources.	so that AT teachers feel equipped to use SchoolTV as part of their AT program.
	AT teachers	will	deliver the resources from SchoolTV during AT learning opportunities.	so that students learn skills and knowledge to support their own wellbeing and those of others.

Goal	Who	Verb	Improvement Action	so that (expected result)
To increase inclusivity for neurodiverse students	SLT	continue to	support and provide opportunity for staff PLD related to neurodiversity	so that staff have a shared knowledge and understanding of good practice for supporting the hauora of neurodiverse students.

Retention

Goal	Who	Verb	Improvement Action	so that (expected result)
Reduce numbers of students at risk of leaving school early without optimal pathways	SLT and Connections and YLCs	develop and implement	systems to identify at risk students through data streams	so key groups identified can benefit from targeted measures
	SLT and Guidance	develop and implement	PLD sessions for YLCs and ATs	to upskill motivational interviewing techniques so staff are better equipped to help re-engage students with their aspirations and widen their options
	YLCs and ATs	will implement	Motivational Interviewing conversations in PLCs/ATs/other with at risk students	so that students can find ways to further their pathways through education and/or training
Goal	Who	Verb	Improvement Action	so that (expected result)
Develop understanding of reasons and patterns of why some students leave SGHS before expected time	SLT and Connections and YLCs	develop and implement	an exit survey system for leaving students	so the school has rich data as to student reasons for leaving - this will inform future actions
Goal	Who	Verb	Improvement Action	so that (expected result)
Careers information progression through the school is widely shared and understood	Connexions	develop and publish	Year 7 to 13 road map of careers information, programmes and educational pathways	so that there is a school wide map for clarity for students/staff/whanau
Goal	Who	Verb	Improvement Action	so that (expected result)
Links between classroom curriculum delivery and employment skills/attributes are understood by ākongā	HoFs and Connexions	Continue to deliver information	for students to be informed about how subject-specific knowledge and skills directly relate to future employment needs	so that students understand the relevance of what they are learning at school and how it connects to their possible future pathways.