



TE KURA O TE TAUAWA

HALSWELL

SCHOOL

Learning To Thrive

Strategic and Annual Implementation Plan for 2024-2025

Strategic Plan: Timeline 2024-25

Vision: *Learning to Thrive*

Values: *Kaitiakitanga, Manaakitanga, Kotahitanga, Whanaungatanga, Manawanuitanga*

Strategic Pou: Learning Experiences: all ākonga are inspired to make a positive impact

NELP Objective 1: **Learners at the Centre:** *Learners and their whānau are at the centre of Education*

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Priority 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




NELP Objective 2: **Barrier-free Access:** *Great educational opportunities and outcomes are within reach for every learner*

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

NELP Objective 3: **Quality Teaching and Leadership:** *Quality teaching and leadership make the difference for learners and their whānau*

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

| 2024 | 2025 | 3-5 Years |
|---|---|--|
| Continue to develop systems and programmes for the early identification and acceleration of priority learners |  | Future-focused engaged professionals continuously reflect and improve their practice in line with collaborative teaching pedagogy to meet the needs of all students. |
| The Halswell School Curriculum ensures that all staff and students are engaged in high-interest, culturally responsive collaborative practice to accommodate a wide range of learning levels, styles and activities |  | All students are actively engaged in a rich curriculum that caters for their individual learning needs. The use of digital technologies and computational thinking is embedded across the Halswell School Curriculum |
| Teachers collaborate to better understand and unpack the New Zealand Curriculum Refresh |  | |

Strategic Pou: Wellbeing: our school community has the strategies, skills, experience and attitudes to flourish

NELP Objective 2: **Barrier-free Access:** *Great educational opportunities and outcomes are within reach for every learner*



Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Priority 4: Ensure every learner/ ākonga gains sound foundation skills, including language, literacy and numeracy Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language*

NELP Objective 3: **Quality Teaching and Leadership:** *Quality teaching and leadership make the difference for learners and their whānau*

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

| 2024 | 2025 | 3-5 Years |
|---|--|--|
| Teachers implement a school-wide positive education programme that improves the wellbeing and engagement of all learners. |  | A sustainable Positive Education Programme has been embedded in the school’s culture and teaching and learning programmes that empowers all students to have the tools and strategies to maintain their mental and physical well-being |
| Implement a Positive Behaviour for Learning (PB4L) Programme across the school |  | |

Strategic Pou: Community: we cultivate strong whānau, school and community partnerships




NELP Objective 3: **Quality Teaching and Leadership:** *Quality teaching and leadership make the difference for learners and their whānau*

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

Objective 4: **Future of Learning and Work:** *Learning that is relevant to the lives of New Zealanders today and throughout their lives*

Priority 7: Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

Objective 5: **World Class Inclusive Public Education:** *New Zealand education is trusted and sustainable.*

| 2024 | 2025 | 3-5 Years |
|--|---|---|
| In partnership with Te Taumutu, a growing sense of tikanga Māori has been embedded in the day-to-day life of the school | All staff improve their knowledge and understanding of culturally responsive practice | Te reo and tikanga Māori are fully embedded in a range of authentic contexts |
| Parent Education opportunities are offered for parents around how they can grow their knowledge of the curriculum and support learning at home |  | All parents are fully invested in the Vision for Teaching & Learning and embrace the vital role they play in their children's education |
| Develop stronger connections with colleagues from across the South West Cluster |  | Teachers work with colleagues from the SWC on a number of leadership initiatives and pilot programmes designed to enhance opportunities |
| Rebuild the International-fee paying and Overseas Learning Experiences programmes across the school |  | Students and whanau from all cultures feel welcomed and included in our school community |

Halswell School Annual Implementation Plan 2024

| Strategic Pou | Goal/Initiatives | Measures | Actions | Accountable | Responsible | Forecast Start Date | Forecast Completion | |
|--|---|---|---|--|--|---|---------------------|----------|
| Learning Experiences: All ākonga are inspired to make a positive impact | Continue to develop systems and programmes for the early identification and acceleration of priority learners | Neurodiverse and Gifted & Talented are more accurately identified Priority learners have made accelerated progress | Pilot a new Gifted & Talented programme across the school | SENCOs (Tracey Mora & Cathie Zelas) | Assistant Principal (Anita Head) & GAT Focus Group | Feb 2024 | Dec 2024 | |
| | | | Review the success of the new GAT programme using MindPlus evaluation framework | | | | | |
| | The Halswell School Curriculum ensures that all staff and students are engaged in high-interest, culturally responsive collaborative practice to accommodate a wide range of learning levels, styles and activities | Planning documents reflect learning opportunities that are inclusive and equitable for all ākonga | Improvement in student achievement in Reading and Writing | Trial Spring Into Maths programme and review the impact of the programme | SENCOs (Tracey Mora & Cathie Zelas) | SENCOs (Tracey Mora & Cathie Zelas) & Teacher Aides | Feb 2024 | Dec 2024 |
| | | | | Review the consistency of planning practices across the school | | | | |
| | | Provide PD for teachers in Depth and Complexity Tools through GEMs | Anita Head | March 2024 | Dec 2024 | | | |
| | | Implement the iDeaL Spelling Programme across the school and provide regular PD on the iDeaL programme | Gael MacFarlane (Literacy Leader) | Literacy Focus Team, Teachers | Feb 2024 | Dec 2024 | | |

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| | | <p>Student voice gathered reflects high levels of engagement</p> <p>Engagement questions from NZCER Wellbeing@school survey</p> | <p>Teachers take student voice, interests and needs into account when planning learning opportunities</p> <p>Deepen student voice in termly curriculum reviews</p> <p>Create and administer an 'Exit Survey' for all Year 8 Leavers</p> | <p>Tracey Mora & Cathie Zelas</p> <p>Principal</p> | <p>Team Leaders, Teachers</p> <p>Tracey Mora</p> | <p>Feb 2024</p> <p>Nov 2024</p> <p>Dec 2024</p> | <p>Dec 2024</p> <p>Dec 2024</p> <p>Dec 2024</p> |
| | Teachers collaborate to better understand and unpack the New Zealand Curriculum Refresh | Progress towards implementing the Curriculum Refresh is in line with MOE expectations | Unpack and provide PD for all teachers on NZC Refreshed Curriculum with staff as it becomes available with the aim of familiarising staff with new content. | Tracey Mora & Cathie Zelas and Principal | Tracey Mora & Cathie Zelas | Feb 2024 | Dec 2024 |
| | | | | | | | |
| <p>Wellbeing: Our school community has the strategies, skills, experience and attitudes to flourish</p> | Design and Implement a positive education programme across the school | <p>A positive education audit has been completed</p> <p>Twice termly behaviour data reports Student Pulse surveys Wellbieng@school surveys PB4L Annual evaluation</p> | <p>All staff engage in professional development designed to raise their awareness of Positive Education and wellbeing</p> <p>Implement school-wide framework for developing a Bully-free Culture</p> | Principal | Pos Ed Champions (including PB4L) | Jan 2024 | <p>Dec 2024</p> <p>Pos Ed audit completed by end of Term 2</p> |

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| | Implement the Positive Behaviour for Learning (PB4L) Programme across the school | Te Kura O Te Tauawa Halswell School has been accepted into Tier 2 of PB4L | Complete all requirements for moving to Tier 2 of PB4L | Cathie Zelas & Kelsey Bush (PB4L leads) | PB4L Team | Feb 2024 | Move to Tier 2 PB4L by end of Term 2 |
| Community: we cultivate strong whānau, school and community partnerships | In partnership with Te Taumutu, a growing sense of tikanga Māori has been embedded in the day-to-day life of the school | All Years 7&8 student have visited Te Taumutu Marae Te Ao Māori leaders have completed actions from their unit holder's action plan | Coordinate visits to Te Taumutu Marae See Te Ao Māori Action Plan | Te Ao Māori team | Te Ao Māori team & Te Taumutu Runanga | Feb 2024 By Week 7, Term 1 | Feb 2024 Dec 2024 |
| | Parent Education opportunities are offered for parents around how they can grow their knowledge of the curriculum and support learning at home | Parent education evenings have been offered during the year | Organise parent information evenings on cyber safety and the refreshed curriculum | Principal | SLT | Term 2 | Dec 2024 |
| | Rebuild the International-fee paying and Overseas Learning Experiences programmes across the school | There has been an increase in the number of international fee-paying students at the school New 'sister school' relationships have been established A successful OLE to Samoa has taken place | Reconnect with agents Offer places to short and long-term students Host groups Review fee structure Offer OLE to Samoa Explore connections with international schools | Principal | Penny O'Connell (International Director) | | |
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TE KURA O TE TAUAWA
HALSWELL SCHOOL
Learning To Thrive

Student Target Group
2024

Learning Centre
Ōrongomai

Teaching and Learning Target

Strategic Goal/s

- Through our values, all ākonga are inspired to make a positive impact

Annual Goals

- Continue to develop systems for the early identification and acceleration of priority learners
- The Halswell School Curriculum ensures that all staff and students are engaged in high-interest, culturally responsive collaborative practice to accommodate a wide range of learning levels, styles and activities

Baseline data

Year Level

18 x Year 4 students working below expectation in writing

Gender

11 x boys

7 x girls

Ethnicity

- New Zealand European - 12
- Pasifika - 2
- Asian - 3
- MELAA-1

Annual Targets

- By the end of 2024, 18 students who are achieving *below* the expected curriculum level in writing will make accelerated progress and be achieving *at* the expected curriculum level.

Key Improvement Strategies (Interventions)

What will we do to meet the target?

List all the interventions that are going to take place throughout 2024 to help meet the target (*remember try to think outside the square, not business as usual*)

When will it be completed?

Give a date of when this intervention will take place.

Who is involved/responsible?

Name all the people involved that will ensure this intervention will happen.

Resourcing

List any costs/budget needs

| Writing | | | |
|--|---|--|--|
| Administer writing voice survey to identify children | Week 5 | Target group teachers - Kirsty, Gael, Lucy | |
| Use LLP overview sheet to assess students' current level of writing, ascertain their gaps, determine their next steps | Week 5 | Target group teachers - Kirsty, Gael, Lucy | |
| Communication with families | | | |
| <ul style="list-style-type: none"> T group teachers will inform parents at meet the teacher conferences | Week 4 | T group teachers | |
| <ul style="list-style-type: none"> Target group teachers will send a communication just before the group starts | Week 5 | Target group teachers - Kirsty, Gael, Lucy | |
| <ul style="list-style-type: none"> Regular communication during the year | Ongoing | Target group teachers - Kirsty, Gael, Lucy | |
| Set up target groups on HERO | Week 5 | Target group teachers - Kirsty, Gael, Lucy | |
| Kirsty (Kererū), Gael (Tōtara) and Lucy (Kāhu) will each teach a target group. These groups will have 3-4 <u>extra</u> teaching sessions per week - 15 minutes. Target teachers will be released by the rest of the team | Preparation Weeks 5+6 / Target groups will begin in Week 7, Term 1 and run until Week 3, Term 4 | Target group teachers - Kirsty, Gael, Lucy | |
| Groups will focus on: strengthening skills in identified areas of need using High Impact Teaching Strategies (HITS) - goal setting, explicit teaching, mentor texts, collaborative learning, multiple exposures, differentiated teaching, immediate and targeted feedback, frontloading students prior to class writing sessions - vocabulary building, building student confidence and engagement | Ongoing | Target group teachers - Kirsty, Gael, Lucy | |
| All of these students will benefit from a very structured approach to teaching writing, handwriting and spelling | Ongoing | Target group teachers - Kirsty, Gael, Lucy | |
| Sharing great work from these writers - with | Ongoing | Target group teachers - Kirsty, Gael, Lucy | |

| | | | |
|---|--|--|--|
| <p>home, learning studio, staff and SLT</p> <p>The target students will also receive targeted teaching in their studio. Kirsty/Gael/Lucy will also teach these students in class time, enabling them to build on the skills learnt in the target group.</p> <p>Professional reading for the teachers involved</p> <p>Target teachers will get together each month, to share successes, knowledge and resources</p> <p>Fortnightly moderation of student writing in team meetings</p> <p>Meeting with the parents of the target learners each term to update them on progress/next steps and guide them how to best support their children with their learning</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Target group teachers - Kirsty, Gael, Lucy</p> <p>Target group teachers - Kirsty, Gael, Lucy</p> <p>Target group teachers - Kirsty, Gael, Lucy</p> <p>Ōrongomai</p> <p>Target group teachers - Kirsty, Gael, Lucy</p> | |
| <p>Handwriting</p> <p><i>We aim to reduce students' cognitive load when they are writing, by developing the fluency and automaticity of their handwriting.</i></p> <p><i>This won't be happening during target group teaching but is an important part of the acceleration process.</i></p> <p>Use of handwriting videos when teaching handwriting</p> <p>4 handwriting lessons per week</p> <p>Handwriting enrichment programme providing revision</p> | <p>Starting in Week 2</p> <p>Starting in Week 4</p> | <p>T group teachers</p> <p>T group teachers</p> <p>Learning support staff</p> | |
| <p>Spelling</p> | | | |

| | | | |
|--|--------------------|--|--|
| <i>We aim to reduce students' cognitive load when they are writing, by developing their spelling knowledge and skills.</i> | | | |
| Use of iDeal platform to explicitly teach spelling skills | Starting in Week 4 | T group teachers | |
| Target group teacher making explicit links to the spelling skills students have learnt in class | Ongoing | Target group teachers - Kirsty, Gael, Lucy | |
| Enrichment programmes providing revision for students requiring extra exposures | Starting in Week 4 | Learning support staff | |
| Home learning shared with parents so they can support student and provide extra exposures | Term 2 onwards | T group teachers | |

Interim Data *(How many students have already met the target, are on track to meeting the target, or may not meet the target; what interventions are making a difference; what things are hindering progress and what are the next steps for the children who may not reach the target.)*

Summary
 From a total of ?? students, ?? are on track to meet the target, ? may not and ? students have left the school.

Interventions that are making a difference

- ?

Things that are hindering progress

- ?

Next steps for children who may not reach the target

- ?

End of Year: Reflecting on the interventions undertaken and progress made
Look at the interventions your team agreed to put in place above and reflect on these. Have they made a difference?

| Actions <i>(What did we do?)</i> | Outcomes <i>(What happened?)</i> | Reasons for the variance <i>(Why did it happen? What do we believe made the difference?)</i> | Evaluation <i>(Where to next?)</i> |
|-------------------------------------|-------------------------------------|---|---------------------------------------|
|-------------------------------------|-------------------------------------|---|---------------------------------------|

| Record the specific actions (interventions) you have taken throughout the year to achieve, or make progress towards achieving, the target set. | Record details of the outcomes you have achieved in relation to the target you set. Provide numbers and percentages where appropriate. Be specific. <i>(e.g., From a total of 26 students, 20 met the target, 4 did not meet the target and 2 students have left the school.)</i> You may also like to consider recording outcomes such as the reaction/response of teachers and/or students to the specific actions taken <i>(were there changes in attitude, motivation or engagement)</i> . | Record an analysis of your results and discuss the possible reasons for any difference in the aims and targets set and the outcomes you have achieved. Why did you get (or not get) the outcomes you thought you would? Which strategies worked well and had a significant impact on your progress in achieving your target? Why do you think this was the case? Which strategies were not effective and had little or no impact in achieving your target? Why do you think this was the case? What hindered progress? | Based on the outcomes and the reasons for these, what will you do the same/ differently next year? What impact is there on current and ongoing teaching practice as a result of the actions taken and the results? Have you identified any ongoing teacher or student needs? What funding/resourcing may be necessary to support identified actions and needs? |
|--|--|--|--|
| ? | ? | ? | ? |

Planning for 2025
(Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's planning document to address the variance.)

?