



**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*

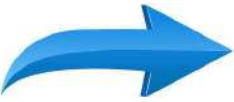

*Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs*

*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 the 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

# Halswell School Annual Implementation Plan 2025

Strategic Pou	Goal/Initiatives	Measures	Actions	Accountable	Responsible	Forecast Start Date	Forecast Completion
<b>Learning Experiences:</b> All ākonga are inspired to make a positive impact	Continue to develop systems and programmes for the early identification and acceleration of priority learners	Teachers have developed a more in-depth understanding of neurodiverse students and how to support them	Continue to embed a Gifted & Talented programme across the school with a particular focus on Years 0-4	SENCOs (Tracey Mora & Cathie Zelas)	Assistant Principal (Anita Head) & GAT Focus Group	Feb 2025	Dec 2025
		Gifted & Talented programmes are well-established and embedded across the school	Encourage teachers to use Depth & Complexity tools in planning across the school				
		Planning documents reflect learning opportunities that are inclusive and equitable for all ākonga	Provide PD opportunities for staff on neurodiverse and Gifted & Talented students				
		Priority learners have made accelerated progress in numeracy and literacy	Complete an in-depth analysis of Māori and Pacific students' needs, to more clearly identify barriers to learning and plan for improved outcomes				
		Teaching practices that result in continued improvement in parity, particularly for Māori and Pacific learners in reading, writing and	Student target group action plans are developed for each learning team				

		<p>mathematics, and boys in writing</p>	<p>IEP/IBPs in place to support accelerated learning</p> <p>In collaboration with staff, leaders analyse student attendance, progress and achievement information in reading, writing and mathematics and identify areas for improvement; report to the board for feedback</p> <p>Staff take planned action in response to emerging trends, with particular attention to those learners at risk of not achieving.</p> <p>Monitor target learners' achievement and progress in relation to the tailored support they are receiving and take planned action in response to emerging trends.</p>				
	<p>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</p>	<p>Teachers are confidently delivering the new English, Maths and Statistics Curricula</p>	<p>Review and update the new English and maths assessment practices to reflect the new curricula</p> <p>Review and update the Halswell School Curriculum document for English and maths</p>	<p>Tracey Mora, Cathie Zelas &amp; Anita Head</p> <p>Tracey Mora, Cathie Zelas &amp; Anita Head</p>	<p>Lead Team</p> <p>Kirsty Hair (Literacy leader) &amp; Josie O'Callaghan (Maths Leader)</p>	<p>July 2025</p> <p>March 2025</p>	<p>Dec 2025</p> <p>Dec 2025</p>

	<p>levels, styles and activities</p> <p>Teachers collaborate to better understand and unpack the New Zealand Curriculum Refresh</p>		<p>Provide PD for teachers in Structured Literacy and maths. Access professional development in the science of mathematics and English learning to create shared expectations for consistent teaching</p>		<p>Kirsty Hair (Literacy Leader)</p> <p>Lead Team, Teachers</p>	<p>Feb 2025</p>	<p>Dec 2025</p>
	<p>Ensure that all ākonga are consistently learning te reo Māori by developing a clear scope and sequence plan in line with Poutama Reo.</p>	<p>A scope and sequence for the teaching of te reo Māori has been established</p> <p>Review the progress made in te reo Māori teaching and learning and identify the next steps using appropriate progressive frameworks</p> <p>Students and teachers participate in a progressive te reo Māori programme to build their te reo Māori capability</p>	<p>Establish baseline information and planning for teachers, leaders, and learners regarding Te Reo Māori progressions as set out in Poutama Reo.</p>	<p>Principal</p>	<p>Te Ao Māori Leads (Lisa Dovey &amp; Fiona Harney)</p>	<p>Feb 2025</p>	<p>Dec 2025</p>
<p><b>Wellbeing: Our school community has</b></p>	<p>Teachers implement a school-wide positive education programme that</p>	<p>A scope and sequence framework</p>	<p>Implement a school-wide framework for developing a <a href="#">Bully-free Culture</a></p>	<p>Principal</p>	<p>Pos Ed Champions (including PB4L)</p>	<p>Feb 2025</p>	<p>Dec 2025</p>



<p>the strategies, skills, experience and attitudes to flourish</p>	<p>improves the wellbeing and engagement of all learners.</p>	<p>for positive education has been completed</p> <p>Continued improvement in engagement and wellbeing for all students</p> <p>Improved and sustained high levels of achievement and attendance</p>	<p>Research student wellbeing tools to find and implement one that provides quality data at an individual level</p> <p>Administer twice termly behaviour data reports and student pulse surveys</p>				
	<p>Implement the Positive Behaviour for Learning (PB4L) Programme across the school</p>	<p>Te Kāhui systems and processes are in place and being used by staff to support tier 2 students</p>	<p>Develop and implement school-wide systems to support tier 2 (Te Kāhui) behaviour students by the end of 2025</p>	<p>Cathie Zelas &amp; Kelsey Bush (PB4L leads)</p>	<p>PB4L Team</p>	<p>Feb 2025</p>	<p>Dec 2025</p>
<p><b>Community:</b> we cultivate strong whānau, school and community partnerships</p>	<p>In partnership with Te Taumutu, a growing sense of tikanga Māori has been embedded in the day-to-day life of the school</p>	<p>All staff have improved their knowledge and understanding of culturally responsive practice and have incorporated this across their teaching and learning programmes</p>	<p>Coordinate visits to Te Taumutu Marae</p> <p>Complete actions in the 2025 Te Ao Māori Action Plan</p>	<p>Te Ao Māori team</p>	<p>Te Ao Māori team &amp; Te Taumutu Runanga</p>	<p>Feb 2025</p>	<p>Dec 2025</p>
		<p>All Years 7&amp;8 students have visited Te Taumutu Marae</p> <p>Te Ao Māori leaders have completed actions from their</p>	<p>Teachers engage in professional learning about culturally responsive practice</p>	<p>Team Leaders</p>	<p>Teachers</p>	<p>June 2025</p>	<p>Dec 2025</p>

		unit holder's action plan					
	Parent Education opportunities are offered for parents around how they can grow their knowledge of the curriculum and support learning at home	A range of parent education evenings have been offered during the year	Organise parent information evenings on cyber safety and the refreshed curriculum  Explore ways to more effectively encourage and involve all ethnicities within our school community	Principal	Senior Leadership Team  Teachers	Feb 2025  Feb 2025	Dec 2025  Dec 2025



**TE KURA O TE TAUAWA**  
**HALSWELL SCHOOL**  
*Learning To Thrive*

Student Target Group  
2025

Learning Centre  
Ōtāwhito

### 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

- There are 27 students in Ōtāwhito who are working below in Maths when measured against the Te Kura o Te Tauawa Halswell School expectations.
- There are 9 students in Ōtāwhito who are working well below in Maths when measured against the Te Kura o Te Tauawa Halswell School expectations.
- 11 of these students working below will be our target students for 2025.

### Annual Targets

- By the end of 2025, 7 Year 5 students and 4 Year 6 students who are working below the Te Kura o Te Tauawa Halswell School expectations in maths will be achieving at least 'at' the expectations.
- 3 of these students are Māori

## Key Improvement Strategies (Interventions)

<b>What will we do to meet the target?</b> List all the interventions that are going to take place throughout 2025 to help meet the target ( <i>remember try to think outside the square, not business as usual</i> )	<b>When will it be completed?</b> Give a date of when this intervention will take place.	<b>Who is involved/responsible?</b> Name all the people involved that will ensure this intervention will happen.	<b>Resourcing</b> List any costs/budget needs
<b>Overview</b> <ul style="list-style-type: none"><li>• Whanau Involvement</li><li>• Maths Mindset/ growth mindset</li><li>• Explicit instruction</li><li>• Visuals</li><li>• Maths enrichment</li><li>• Schema Instruction</li><li>• Metacognitive strategies</li><li>• Spring into Maths</li><li>• Numicon</li></ul>	Throughout 2025	Melissa, Olivia, Anna and Carolyn	
Whānau Involvement: Whanau will be informed of their child being a part of the target group. Whanau information session about how to help their child with maths at home.	Throughout 2025	Melissa and Olivia	
Students take part in a survey about their ideas of their mathematical abilities. Deep	Term 1 and term 4	Melissa, Olivia, Anna and Carolyn	

dive into why we think these things about ourselves and how we can alter our beliefs.			
<p>Maths mindset/ growth mindset:</p> <p>Students learn about Neuroplasticity and the power we have to alter our brain and beliefs about something.</p>	Throughout 2025	All Teachers	
Small group sessions 4 x a week in our small group maths group (Max 20 students).	Throughout 2025	All teachers	
Short and Sharp 10 minute sessions to revisit the basics during our Feed and Read Sessions. 2 students at a time 2x per week. Basics - Basic facts, place values, number concepts.	Throughout 2025	All teachers	
<p>Schema Instruction exploration in our maths sessions:</p> <p>Explicit instruction in identifying word problem types, representing them correctly, and using an effective method for solving them.</p>	Throughout 2025	All teachers	
<p>Metacognition strategies explicitly taught to students and revisited regularly:</p> <ul style="list-style-type: none"> <li>• Thinking routines</li> <li>• Mathematical language routines</li> <li>• Using rubrics</li> <li>• Graphic organisers</li> <li>• Number talks and strings – and other forms of guided discussion</li> <li>• Reciprocal teaching</li> <li>• Problem-solving skills</li> <li>• Study skills</li> </ul>	Throughout 2025	All teachers	
Utilising a different online platform for	Throughout 2025	All Teachers	

non-contact times . Placement test in February and ongoing task assignments and completion.			
Spring into maths - each student will receive 2 terms of Spring into maths instruction this year.	2 terms in 2025 for each student	Tracey/ Bahareh	Spring into Maths costs and teacher aide costs (already covered)

**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 X students, X are on track to meet the target, X may not and X 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?*

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

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### Planning for 2026

*(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.)*

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