



**TE KURA O TE TAUAWA**

**HALSWELL**

**SCHOOL**

*Learning To Thrive*

**Strategic and Annual Implementation Plan for 2026**

# Strategic Plan: Timeline 2024-26

**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	2025-2026	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*

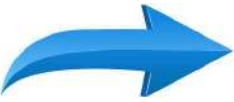

*Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs*

*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	2025-2026	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

# Te Kura of Te Tauawa Halswell School **Annual Implementation Plan 2026**

Strategic Pou	Goal/Initiatives	Measures	Actions	Accountable	Responsible	Forecast Start Date	Forecast Completion
<p><b>Learning Experiences:</b> All ākonga are inspired to make a positive impact</p>	<p>Continue to develop a culture of inclusion of diverse learners</p>	<p>Teachers have developed a more in-depth understanding of neurodiverse students and how to support them</p> <p>Planning documents and teaching practises reflect learning opportunities that are inclusive and equitable for all ākonga</p> <p>Priority learners have made accelerated progress in numeracy and literacy</p> <p>Teaching practices that result in continued improvement in parity, particularly for Māori and Pacific learners in reading, writing and mathematics, and boys in writing</p>	<p>Provide PD opportunities for staff on neurodiverse students</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>IEP/IBPs in place to support accelerated learning</p> <p>In collaboration with staff, leaders analyse student 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>SENCOs (Tracey Mora &amp; Cathie Zelas)</p>	<p>Assistant Principal (Anita Head) &amp; GAT Focus Group</p>	<p>Feb 2026</p>	<p>Dec 2026</p>



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	<p>The Te Kura o te Tauawa 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</p> <p>Teachers collaborate to better understand and unpack the New Zealand Curriculum Refresh</p>	<p>Teachers are confidently delivering the new English, Maths and Statistics Curricula</p>	<p>Embed reading, spelling and handwriting pedagogy that aligns with refreshed curricula</p> <p>Review and update the new English curriculum with a focus on writing and oral languages. Review and update the new Maths and Statistics Curriculum</p> <p>Review and update assessment practices to reflect the new curricula</p> <p>Familiarise teachers with the new Health &amp; PE, Science, Social Sciences curriculum and Te Mataiahau</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 &amp; Shannon Dunn (Literacy leaders), Josie O'Callaghan &amp; Olivia Sanders (Maths Leaders)</p> <p>Lead Team, Teachers</p> <p>Lead Team, Teachers</p>	<p>Feb 2026</p> <p>March 2026</p> <p>June 2026</p> <p>April 2026</p>	<p>Dec 2026</p> <p>Dec 2026</p> <p>Dec 2026</p> <p>Dec 2026</p>
	<p>Ensure that all ākonga are consistently learning te reo Māori by following a clear scope and sequence plan in line with Poutama Reo.</p>	<p>Teachers are actively using the Hikairo scheme in their planning</p> <p>Students and teachers participate in a progressive te reo Māori programme to build their te reo Māori capability</p>	<p>Embed te reo Māori scope and sequence across the school</p> <p>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; Ben Qauqau)</p>	<p>Feb 2026</p>	<p>Dec 2026</p>

<p><b>Wellbeing:</b> Our school community has the strategies, skills, experience and attitudes to flourish</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>Embed school-wide systems to support Tier 2 (Te Kāhui) behaviour students</p> <p>Embed systems and processes for Nurture</p> <p>Continue to develop a school-wide framework for developing a <a href="#">Bully-free Culture</a></p>	<p>Cathie Zelas &amp; Kelsey Bush (PB4L leads)</p> <p>SENCos</p>	<p>PB4L Team</p>	<p>Feb 2026</p>	<p>Dec 2026</p>
<p><b>Attendance</b></p>	<p>Students are fully engaged in their learning and attending school regularly</p>	<p>Our regular annual attendance has improved to 75% at the end of 2026</p> <p>Parents and staff are aware of attendance expectations and are following them</p>	<p>The STAR plan has been embedded</p>	<p>Senior Leadership Team</p>	<p>Teachers</p>	<p>Feb 2026</p>	<p>Dec 2026</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 2026 Te Ao Māori Action Plan</p> <p>Teachers engage in professional learning about culturally responsive practice</p>	<p>Te Ao Māori team</p> <p>Team Leaders</p>	<p>Te Ao Māori team &amp; Te Taumutu Runanga</p> <p>Teachers</p>	<p>Feb 2026</p> <p>June 2026</p>	<p>Dec 2026</p> <p>Dec 2026</p>

		<p>All Years 7&amp;8 students have visited Te Taumutu Marae</p> <p>Te Ao Māori leaders have completed actions from their unit holder's action plan</p>					
	Parent Education opportunities are offered for parents on how they can grow their knowledge of the curriculum and support learning at home	A range of parent education events has been offered during the year	<p>Organise parent information events on a variety of topics</p> <p>Review and update the parent reporting system to align with new MOE expectations</p>	<p>Principal</p> <p>Senior Leadership Team</p>	<p>Senior Leadership Team</p> <p>Teachers</p>	<p>Feb 2026</p> <p>Feb 2026</p>	<p>Dec 2026</p> <p>Dec 2026</p>
	All members of our school community feel a strong sense of connection and belonging to our school	Feedback from the parent community indicates more engagement and a greater sense of belonging	<p>Complete actions from the Community Connections Action Plan</p> <p>Explore ways to more effectively encourage and involve all ethnicities within our school community</p>	Principal	Anita Head (Unit holder)	March 2026	Dec 2026



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Student Target Group  
2026

Learning Centre  
Huritini

## 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 23 Year 2 students working below the expected level for writing.
- 9 of these students will be our writing target group for 2025.

### Gender

3 x boys  
6 x girls

### Ethnicity

- New Zealand European - 4
- Chinese - 2
- Indian- 1
- Latin American - 1
- Middle Eastern- 1

### Annual Targets

- By the end of Term 4 2026, the 9 Year 2 students who are in our target group and writing below the curriculum expectations will be achieving at least 'at' the expectations.

## 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
All children will participate in our Structured Literacy based programme. This literacy block combines phonics, handwriting and writing. The children will stay with the same teacher for this block, ensuring consistency	Ongoing	Classroom teachers	
All children will have a Structured Literacy based reading lesson four times a week which will also develop their writing skills through encoding and decoding.	Ongoing	Classroom teachers	
These children will become a tier 2 group and have an extra 10/15 minute session once a week with a Greta (team leader) for extra practice of handwriting, spelling and writing sentences.	Ongoing	Greta- Team Leader	
One child will participate in Tier 3 Literacy Support with Jenny Randall.	Term 1 and 2	Jenny	
One child will receive handwriting enrichment support which will support their encoding skills.	Term 1	Catherine (TA)	
One child will partake in 'Quick 60' with Cathie Zelas which will support their encoding and decoding skills.	Term 1	Cathie	
Educationally powerful connections	Ongoing	Teachers and Team leader	

<p>between school / whānau:</p> <ul style="list-style-type: none"> <li>- Reciprocal learning between home and school</li> <li>- Providing specific strategies to parents / whānau of target children</li> <li>- One to one conversations with target group whānau for goal setting and next steps</li> <li>- Celebrating successes (eg. Whānau postcards, dojos, whānau cards, school certificated).</li> <li>- All children participating in term 1 enrichment will receive a post on their Hero page.</li> <li>- T group teachers to keep in regular contact with target students caregivers with updates of progress.</li> </ul>	<p>Term 1 'meet the teacher' conferences</p> <p>ongoing</p> <p>Term 1</p> <p>Ongoing</p>	<p>Cathie Zelas</p> <p>T group teachers</p>	
<p>All teachers will participate in writing professional development over the course of the year. This includes learning about the structure of writing lessons, how to include the teaching of syntax and grammar, as well as executive function.</p>	<p>Starting week 6 and then ongoing for the year</p>	<p>Literacy Leaders</p> <p>T group teachers</p>	
<p>Teachers will apply their learning from our writing professional development into their daily writing lessons. They will be able to adapt their programme to suit their ability based group and use resources from this PD in their planning.</p>		<p>T group teachers</p>	
<p>4 students will be supported through our ESOL programme. This helps strengthen oral language which supports written language</p>	<p>Ongoing across the year</p>	<p>ESOL teacher aides</p>	

**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?*

<p><b>Actions</b> <i>(What did we do?)</i></p>	<p><b>Outcomes</b> <i>(What happened?)</i></p>	<p><b>Reasons for the variance</b> <i>(Why did it happen? What do we believe made the difference?)</i></p>	<p><b>Evaluation</b> <i>(Where to next?)</i></p>
<p>Record the specific actions (interventions) you have taken throughout the year to achieve, or make progress towards achieving, the target set.</p>	<p>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></p>	<p>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?</p>	<p>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?</p>

**Planning for 2027**

*(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.)*