ANNUAL IMPLEMENTATION PLAN

Hamilton
Seventh-day Adventist® School
Educating for Eternity

2025

ANNUAL IMPLEMENTATION PLAN

- STRATEGIC PLAN OVERVIEW

- WHAT WERE OUR OUTCOMES? (STATEMENT OF VARIANCE)

- HOW WILL OUR TARGETS AND ACTIONS GIVE EFFECT TO TE TIRITI O WAITANGI

- ANNUAL GOAL/TARGET

HAMSDA STRATEGIC PLAN 2024-25 OVERVIEW

Mātaitipu
Learners at the centre

1. Create a vibrant kura environment that represents our Special Character, Vision, Values, and community
2. Implement the Discipleship framework for tamariki and their whānau
3. Prioritise the Hauora, well-being, and safety of kura whānau by bringing school values to life

A thriving Kura that reflects our Special Character, Vision, Values, and Community

Mātairangi
Barrier Free Access

1. Apply the principles of Te Tiriti o Waitangi at all levels of kura operation
2. Explore and implement the Understand/Know/Do progression framework
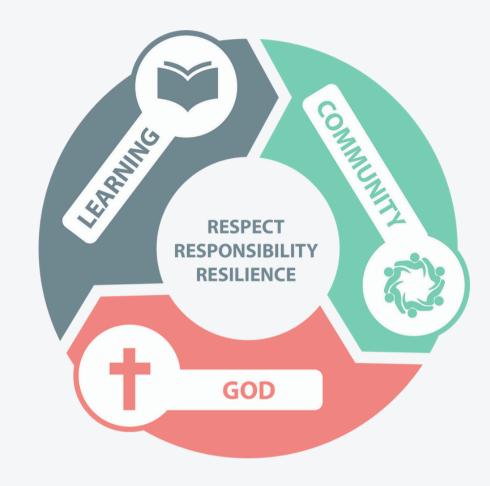3. Ensure that all akonga have access to learning support (Universal, Targeted, Specialist)

A confident Kura that gives effect to Te Tiriti o Waitangi and ensures all akonga are valued and supported

Mātauranga
Quality Teaching and Leadership

1. Introduce the Teaching for Transformation Framework (Complete the first 8 modules)
2. Review and refine current Teaching and Learning practices to align with Te Mātaiaho (refreshed Curriculum)
3. Build leadership capacity, capability, and opportunity

High expectation Kaitiaki and confident learners who are EMPOWERED to lead and take ownership of their learning

LEARNING

COMMUNITY

RESPECT
RESPONSIBILITY
RESILIENCE

GOD

OUR DEEP HOPE

Our students will encounter the heart of God, as they walk in a growing relationship with Him and with others, that inspires them to make a positive impact for His kingdom.

WHAT WERE OUR OUTCOMES? (STATEMENT OF VARIANCE)

Strategic Aim	A confident Kura that gives effect to Te Tiriti o Waitangi and ensures all akonga are valued and supported.	**Annual Aim**	Ensure that all akonga have access to learning support (Universal, Targeted, Specialist)
Target	Ensure that all akonga have access to learning support (Universal, Targeted, Specialist) • **Reading Target -** 82% At or Above • **Writing Target -** 85% At or Above • **Math Target -** 85% At or Above	**Baseline Data**	Reading 14 students who are tracking below 4 students who are tracking well-below Writing 9 students who are tracking below 3 students who are tracking well-below Math 13 students who are tracking below 4 students who are tracking well-below

Actions *What do we do?*	Outcomes *What happened?*	Reasons for variance *Why did it happen?*	Evaluation *Where to next?*
• Students set goals for using progressions in kids speak • Support new Teachers to implement our writing program across the school to ensure that there is consistency across all year levels (PLD) • PLD in researched methods on how to engage students in learning that supports teacher inquiry • Tracking of target student progress • Staff meetings that focus on student achievement and collaborative problem-solving to support at-risk learners • Implement writinging initiatives such as Buddy Writing and Structured Literacy (BSLA) • Support teachers to wrap inquiry around target students • Engage with families whose attendance is at a critical level • ESOL funding and support	**Reading:** • 86.5% of all students ended the year At or Above their expected Curriculum Levels • 84% of target students accelerated their progress • Equitable outcomes for Maori & Pacific students **Writing:** • 85.6% of all students ended the year At or Above their expected Curriculum Levels • 62% of target students accelerated their progress • Equitable outcomes for Maori & Pacific students **Math:** • 88.3% of all students ended the year At or Above their expected Curriculum Levels • 75% of target students accelerated their progress • Equitable outcomes for Maori & Boys	• Responsive teaching practices based on the needs of students as a result of formative assessment practices • RTLB Support to equip teachers • Working closely with whānau • IEP's - more focused goals specific to each student with an IEP • More regular tracking of achievement of our students targeted for acceleration • Reflections recorded in Target Students Data that demonstrate an inquiry into the impact of teachers teaching programmes • Responding to student and group needs • Intentional building of strong learning relationships with students • Increased student agency • Learning progressions available in child speak • Regular check-ins and collaborative conversations around students and their learning progress and behaviour	Continue with interventions (ESOL). Some of our ESOL students have a specialist language teacher to support learning. Inquire into proven practices that boost student progress. Ongoing tracking of target students and wrap around inquiry. Implementation of Learning Phases 1, 2 and 3

HOW WILL OUR ACTIONS AND TARGETS GIVE EFFECT TO TE TIRITI O WAITANGI?

Actions	Description
Strategic Plan	• Actively seek out the aspirations of all cultures represented within the school 　○ Feedback from Community consultation and annual hui 　○ Feedback from discussions with whānau through Parent-Teacher interviews, surveys, seesaw messages • Celebrate the cultural diversity of our school through learning focuses and cultural celebrations 　○ ANZH Curriculum focuses 　○ Cultural Evening 　○ Peer support to reduce language barriers 　○ Translation of messages/documents to optimize clear communication • Have high expectations for all learners and work towards reducing barriers that impact achievement and school attendance 　○ Review data and identify trends that need addressing 　○ Identify possible barriers and work towards reducing them 　○ Access external support (RTLB & MOE) to ensure equitable opportunities for all tamariki
Monitoring Achievement and Progress	• At-risk students are identified 　○ These students' progress is closely tracked and reported on regularly 　○ Targeted interventions are put in place to support acceleration 　○ Referrals to SENCO for further support where necessary • Cultural Group (including Maori and Pasifika) outcomes are reported to the school board 　○ Data is used to inform targeted actions 　○ Trends are identified and staff work towards shifting these trends 　○ Regular discussion of targeted actions take place in staff meetings 　○ These are reported to the Board once each term • Assessment for Learning 　○ Data is used to inform planning

Professional Development	• Work closely with the Curriculum Lead to unpack curriculum changes
	  ○ Implement Structured Literacy and Numeracy
	  ○ Incorporate ANZH curriculum
	  ○ Embed the Understand, Know, Do framework
	• Work closely with our Kahui Ako to increase te Reo and Tikanga Maori in school
	  ○ Attended workshops that support extending reo in classrooms
	  ○ Building teachers' capability and confidence in incorporating te reo in their classrooms
	  ○ Networking with other kaiako in similar cohorts
	  ○ Schoolwide focus on Te Reo and Tikanga

School Board	• Composition of School Board
	  ○ The makeup of our Board members reflects the diversity in our community
	• Implementing the NELPS
	  ○ Identifying barriers that currently exist to students' access to high-quality learning
	  ○ Working with whānau and community to reduce or remove barriers
	• Allocating funds to reduce barriers and allocate spending based on reliable data
	  ○ Purchase of a school bus to increase our bus service capability to better serve our community
	  ○ Using attendance data to target at risk families for support in attending school regularly

Special Character	• Imago Dei - value of each student
	  ○ We believe that every student is created in the image of God and is of immense value
	  ○ We have high expectations of behaviour that create an environment where students are encouraged to be reflective of their choices
	  ○ Our theology of inclusion informs our policies and practices
	  ○ Each individual belongs here
	• 4 Lenses Framework
	  ○ Informs what we do
	    ▪ Creation - What is the Ideal?
	    ▪ Fall - How has the ideal been distorted?
	    ▪ Redemption - How should we respond to the distortion?
	    ▪ Restoration - What is our future hope and how do we move towards it?
	  ○ The purpose of the Framework is to communicate the heart of God - the flourishing of humanity

ANNUAL GOAL 2025...

Goal 1	A thriving Kura that reflects our Special Character, Vision, Values, and Community
Annual Target	Introduce the Teaching for Transformation Framework
Anticipated Outcomes	All stakeholders of the school will have a growing understanding of the Teaching for Transformation language in relationship to our Deep Hope and the Story Line

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
Teacher Only Day to introduce the TfT to the staff team	• WST • Adventist Education NZ Office (AENZ)	TfT PLD Subscription	Term 1	• The engagement and buy in of staff
Staff meeting PLD working through the 8 TfT modules (2 per Term)	• WST • Principal	TfT Modules	2 Modules per term	• Time allocated in Staff Meetings to complete the modules • Staff engagement and use of learning in their classrooms
Commit to Try elements introduced in each TfT Module	• Principal • Senior Leadership Team • Teachers and staff	TfT Modules and resources	Ongoing	• Staff having a go at the different elements in their classrooms • The learning in previous modules is evident as staff knowledge and confidence grows
Use of TfT language and modules elements in staff and school gatherings	• Principal • Senior Leadership Team • Teachers and staff	None	Ongoing	• The TfT language will be heard around the school by staff and students alike The TfT language will be modelled by the Principal and Senior Leadership Team

ANNUAL GOAL 2025 ...

Goal 2	A confident Kura that gives effect to Te Tiriti o Waitangi and ensures all akonga are valued and supported.			
Annual Target	1. Ensure that all akonga have continued access to learning support (Universal, Targeted, Specialist) 2. Increase Regular attendance rate to 80% using STAR initiative			
Anticipated Outcomes	Shift in students that are tracking at/above	**Reading:** 2024 - 86.5% at/above Target - 90% at/above	**Writing:** 2024 - 85.6 at/above Target - 90% at/above	**Math:** 2024 - 88.3% at/above Target - 90% at/above
Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
Universal Support • Ensure that all students are engaged in learning, being challenged, and are making progress • Keep track of student attendance using eTap App	• Teachers • SLT • Principal	• According to budget for different learning areas • @School App access for parents	• Ongoing • Check-in at the middle of each term	• All students are engaged in learning and experience challenge in their learning • All students are making progress • Students attendance is above 90%
Targeted Support • Identify students that need targeted support to lift progress (ESOL, Students Tracking Below) • Wrap inquiry around these students • Meet with families whose attendance is below 90% by the end of March to discuss interventions	• Teachers • SLT • Principal	• Teacher aide support • RTLB	• Ongoing • Check-in at the middle of each term	• ESOL students are receiving targeted support to boost their language proficieny • Targeted students have been identified • Targeted students progress is reported to the school board • Students with irregular attendance shift to regular

Specialist Support
• Build IEPs for students with diverse needs (Neurodiverse learners, at risk learners)
  ○ Consultation with Whānau and
  ○ Support of SENCO and RTLB
• STAR Intervention - consider specialised support for Chronic absence
	• SENCO
	• Teachers
		• RTLB
		• Whānau engagement
		• Ministry Support
			• Prior to each funding round
			• Responsive to need
				• Students who are on RTLB interventions have an IEP in place
				• Parents are engaged in the strategies being developed and work in partnership with school
				• Parents engaged and external support invited to shift attendance trend

ANNUAL GOAL 2025 ...

Goal 3	High expectation Kaitiaki and confident learners who are EMPOWERED to lead and take ownership of their learning.
Annual Target	Implement Structured Teaching and Learning practices and implement Phases of Learning
Anticipated Outcomes	Staff and community a greater understanding of the changes in the curriculum and how that impacts their teaching and learning programs

Actions	Who is Responsible?	Resources Required	Timeframe	How will we measure success?
Review the school curriculum document • Implement 1 hour a day of R, W, M • Support the incorporation of Structured Literay and Numeracy • Use the Phases of Learning to inform Student Progress	• Principal • Curriculum Lead • Senior Leadership • WST • AST	• New Curriculum framework • Cost of transport to meetings • MOE materials provided on website	• Term 1	• Staff will have an understanding of the changes in the Curriculum • Staff will be familiar with the Understand/Know/Do framework • Students will be engaged in Reading, Writing, and Math for 1 hour a day
Support and equipe staff in implementing the changes of Curriculum • Staff Meetings • Teacher Only Days	• Principal • Curriculum Lead • Senior Leadership	• Cost of Kai • Cost of printing	• Ongoing throughout the year	• Staff will be families with the common practice model • Staff will be using the Understand/Know, Do framework in their teaching • Our local curriculum will be modified as needed •
Report to Community on student progress using the Phases for Learning • Build and understanding of the learning progressions within the 3 phases • Review and use assessment to create OTJ's to inform parents of student progress	• Principal • Literacy Specialist • Senior Leadership	• MOE materials provided on website • Collegial check-ins with other Principals	• Starts in Term 3	• Staff will have a growing understanding of the Phases of learning • Our team have reviewed what we are currently doing and what the gaps are • Reporting that communicates where students sit within the learning phases