



# Annual Implementation Plan 2024

[Summary of the plan](#)

[Where we are currently at](#)

[How will our targets and actions give effect to Te Tiriti o Waitangi](#)

[How the teaching and learning strategies and programmes support students to progress and achieve](#)

[Strategic Goal 1](#)

[Annual Target/Goal 1](#)

[Strategic Goal 2](#)

[Annual Target/Goal 2](#)

[Strategic Goal 3](#)

[Annual Target/Goal 3](#)



## HSS Annual Implementation Plan - 2024

### Summary of the plan

In 2024, Hampden Street School will continue to build upon our cultural capability and apply our understanding of cultural responsiveness to our strategic and operational direction. We are continuing to implement and improve upon our existing innovative teaching practices, responding to the needs of the diverse tamariki at our kura. This includes a focus on trauma-informed teaching. This year we are beginning to implement the mathematics statistics and English learning areas of Te Mātaiaho/ the refreshed NZ curriculum. Our target areas are literacy, Positive Behaviour for Learning (PB4L), and the development of a cultural narrative. We look forward to working in partnership with tangata whenua and giving prominence to Rangitāne, the kaitiaki iwi of our Kura.

We have three main goals that we will be working on in 2024:

1. **Ako: Innovative Teaching and Learning/How we teach:** Robust and consistent planning, assessment, and pedagogical practices that positively impact learning, equity, and kaiako efficacy
2. **Mauri Ora/How we care for our people:** Ākonga and whānau at HSS feel a sense of belonging and experience mauri ora
3. **HSS Marautanga/Curriculum/What we teach:** HSS has a diverse and unique cultural narrative, and are effective and responsive Te Tiriti partners

### Where we are currently at

*Regulation 9(1)(e)*

Literacy has been a continued area of strategic focus at HSS, and our current evaluation cycle with ERO (Education Review Office) has been supporting our own inquiry into improving student achievement in this area. Our focus with ERO is 'developing a culturally responsive literacy pathway from Years 1 to 6, with learners at the centre'.

We have targeted both reading and writing for several years, particularly the achievement of our current Year 6 cohort. Last year's actions



## HSS Annual Implementation Plan - 2024

towards improved literacy outcomes included:

- the implementation of a tiered support system for target readers,
- an investigation into sentence level teaching in writing,
- An exploration of how handwriting is being delivered and the development of clear expectations around this
- Tracking engagement of ākongā in literacy
- Continued implementation of the structured literacy programme, including
- Applying a culturally responsive lens to all of the above

Although we have made some progress towards our targets in this area, literacy continues to be a priority focus for our 2024-6 strategic cycle. 2024 goals and targets are listed below.

We are a PB4L school, and we will be implementing Tier 2 interventions in 2024. PB4L has played an important part in the development and use of our HSS STARS Values, which guide expectations of student behaviour. Last year's actions towards improved behaviour data included:

- Establishing a counsellor role within the Kura
- Continued creation and implementation of weekly lesson focuses associated with STARS Matrix
- An initial review of current PB4L practices, including reward systems and STARS matrix

We intend to build on these actions in 2024 by continuing to focus on reducing the number of behaviour incidents at HSS. The Kāhui Ako Ki Whakatū will have a kāhui wide focus on developing trauma-informed practice, and we look forward to embedding our learnings in this area.

In 2023, Hampden Street School began developing a cultural narrative, which will ground all HSS kaupapa around it as a focal point, and give prominence to Rangitāne. We are looking at opportunities in 2024 to further develop our cultural narrative. This includes a school-wide collaborative mural in term 1, looking at belonging/Turangawaewae, a place-based theme for our production, and unpacking the STARS in Te Reo using pūrakau to explore and link to our current PB4L programme.

Over the last several years we have seen an increase in trauma and anxiety amongst tamariki at our kura. We recognise that the well-being of our tamariki underpins any learning that happens, and we seek to upskill in our approach to better support our community. This includes learning more about trauma-informed practice and neurodiversity.



## HSS Annual Implementation Plan - 2024

### How will our targets and actions give effect to Te Tiriti o Waitangi

Regulation 9 (1) (g)

**Target 1:** All Māori ākonga are achieving at or above the expected curriculum level in writing.

- This target gives effect to Te Tiriti as it is a response to, and shift from, educational and structural practices that have been harmful to tangata whenua. Actions towards this target are culturally responsive and strength based. They include a continued focus on cultural relationships for responsive pedagogy, tuakana/teina and mixed ability models for learning, whānau engagement in learning, and a focus on strategies by and for Māori (e.g. Ngā Kawatau, Ka Hikitia, Rangitāne Education Strategy).

**Target 2:** In 2024, we will reduce the number of incidents for the Year 6 cohort by 50%, which equates to more than 93 incidents.

- This target gives effect to Te Tiriti because a te ao Māori lens has been applied to actions. They include providing a range of opportunities for whānau engagement, creating a variety of opportunities schoolwide for representing the diverse range of cultures at our kura, and removing barriers through the provision of our counselling service and developing our knowledge of trauma-informed practice.

**Target 3:** Our cultural narrative is visually represented around our kura; kaiako, tamariki and whānau are able to articulate what is unique about our people and place, recognising the historical relationship between our kura and its mana whenua.

- This gives effect to Te Tiriti by placing emphasis on our kura as a multi-cultural place located firmly within a bi-cultural Aotearoa and giving prominence to Rangitāne, our kaitiaki iwi.

### How the teaching and learning strategies and programmes support students to progress and achieve

*(with a particular emphasis on literacy and mathematics)*

Regulation 9 (1)(f)

**Literacy:**



## HSS Annual Implementation Plan - 2024

- BSLA programme and structured literacy in Junior classrooms
- The Code used in Middle and Senior classrooms
- LSA time allocated to target learners for phonics
- Literacy lead role allocated to lead our evaluation cycle with ERO (Education Review Office) 'developing a culturally responsive literacy pathway from Years 1 to 6, with learners at the centre'

### Maths:

- DMIC approach utilised by kaiako across the school after several years of PLD in this area
- Maths lead role allocated to support mathematics programmes across the kura, including reviewing and sustaining pedagogical approaches and PLD opportunities.

## Strategic Goal 1

Regulation 9(1)(a)

### Ako: Innovative Teaching and Learning/How we teach

Robust and consistent planning, assessment, and pedagogical practices that positively impact learning, equity, and kaiako efficacy

## Annual Target/Goal 1

Regulation 9(1)(a)

### Target Area 1: Writing - Māori ākongā

**Background:** Māori are over-represented in the data of those ākongā yet to meet the expected curriculum range in writing. In 2023, 25% of Māori ākongā at HSS were identified as yet to meet the expected curriculum range, while they make up only 13% of our role. This is evidence that we must take specific action to address this inequity.

**Target:** All Māori ākongā are achieving at or above the expected curriculum level in writing.



## HSS Annual Implementation Plan - 2024

<b>Actions</b> Detail the key actions you'll take this year to reach your annual target listed above <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>How will you measure success?</b> Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template <i>Regulation 9(1)(d)</i>
<b>Planning:</b> Develop and trial long-term planning and tracking processes that are fit for purpose	SLT  Syndicate Leaders  Curriculum Leads	Management units  Time allocated for leadership release and hui	Long-term plans used consistently across the Kura  Curriculum coverage is tracked across the Kura  Coherent learning pathways are more visible within planning cycles  A commitment to Ngā Kawatau is present in planning - from strategic planning through to classroom planning
<b>Literacy:</b> Increase kaiako pedagogical and curriculum knowledge of teaching writing in a way that supports targeted learners.	Literacy Lead (Noel)	Management units  Time- Leadership release and hui  PLD - TBC  LSAs	See target (above)  Cross-syndicate team created to develop and implement HSS writing overview  Kaiako using new CRT time for literacy-focused observations  Kaiako participate in PLD sessions in writing (specifically on sentence-level writing, explicit teaching, modelling, and shared writing)  LSAs have been upskilled in best practice for writing  Target writer support expectations established for tier 1-3 learners  A mātauranga Māori lens and specific focus on Māori



## HSS Annual Implementation Plan - 2024

			achievement, including whānau involvement, has been applied to all of the above
<p><b>Assessment:</b> Review current assessment practices, including how we use the data we collect, against our pedagogical practices and programmes for learning</p>	<p>WST - assessment (Tarnia)</p> <p>AP - assessment (Dean)</p>	<p>Management units</p> <p>Time allocated for Leadership release and hui</p>	<p>Assessment practices are fit for purpose and in line with pedagogical practice</p> <p>Assessment practices are consistent within syndicates</p> <p>Assessment practices positively impact learning and kaiako efficacy - measurable through assessment data and kaiako reflections (PGC, target tracking, etc)</p> <p>Assessment data is used as a way that informs teaching</p>
<p><b>Pedagogy:</b> Use HSS pedagogical frameworks (CR4RP, 7 Principles of Learning, Learning Process) for planning, assessment, and observations</p>	<p>SLT</p> <p>AP - Pedagogy (Lora)</p> <p>Curriculum &amp; Assessment Leads</p>	<p>Management units</p> <p>Time allocated for whole staff hui</p> <p>Pedagogy documents- 7 principles, CR4RP</p> <p>Time allocated to support lesson studies/observations</p>	<p>Schoolwide observation model developed and implemented, influenced by and building on our experience with CR4RP, 7 Principles of Learning, and lesson studies.</p> <ul style="list-style-type: none"> <li>The observation model includes a focus on target and Māori learners.</li> </ul> <p>Reflections on pedagogical frameworks are visible through PGC</p> <p>Collaboration, consistency and cohesion in kaiako pedagogical practices - measurable through observations (including informal walkthroughs)</p> <p>A refreshed HSS pedagogy that is research-based, future-focused, equitable, and gives effect to Te Tiriti for the benefit of all ākonga.</p>



## HSS Annual Implementation Plan - 2024

### Strategic Goal 2

Regulation 9(1)(a)

**Mauri Ora/How we care for our people:** Ākonga and whānau at HSS feel a sense of belonging and experience mauri ora

### Annual Target/Goal 2

Regulation 9(1)(a)

**Target Area 2: PB4L - Year 6 cohort**

**Background:** In 2023, our Year 5 cohort (also our largest cohort of children) had a significantly higher number of incidents (28%/193 incidents) than any other cohort. This cohort of children had identical results the previous year as Year 4s (also 28% of all incidents).

**Target 2:** In 2024, we will reduce the number of incidents for the Year 6 cohort by 50%, which equates to more than 93 incidents.

Actions Detail the key actions you'll take this year to reach your annual target listed above <u>Regulation 9(1)(b)</u>	Who is Responsible <u>Regulation 9(1)(c)</u>	Resources Required <u>Regulation 9(1)(c)</u>	How will you measure success? Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template <u>Regulation 9(1)(d)</u>
<b>Wellbeing &amp; Pastoral:</b> Investigate and begin to implement schoolwide approaches to improve behaviour data (e.g. zones of regulation, Tier 2 interventions, anti-bullying)	SLT  PB4L Team  LSC (Tracy)	Management units  PB4L - PLD in restorative conversations/resolutions  PLD - TBC  Special project Terms 2-3	See target (above)  A schoolwide approach to develop tamariki abilities to manage big feelings & resiliency. Tamariki know what to do when they encounter bullying behaviour (measurable through student voice/surveys collected)





## HSS Annual Implementation Plan - 2024

		(Mandy)	<p>Tamariki feel safe at school (measurable through student voice/surveys collected)</p> <p>Consistency in the frequency and effectiveness of restorative conversations and resolutions</p> <p>Improved attendance data</p> <p>Improved behaviour data</p>
<p><b>Wellbeing &amp; Pastoral:</b> Continue with and monitor the effects of our counseling service</p>	<p>SLT LSC (Tracy)</p>	<p>Funding for our school counselor</p>	<p>Improved behaviour data</p> <p>Improved attendance data</p> <p>Tamariki and whānau have access to counselling when needed</p> <p>Anecdotal feedback from whānau and tamariki is that this is having a positive effect on their well-being</p> <p>HSS has and follows clear protocols and guidelines around access to counselling</p>
<p><b>Wellbeing &amp; Pastoral:</b> Develop knowledge around trauma-informed practice and neurodiversity throughout the Kura</p>	<p>SLT LSC (Tracy)</p>	<p>PLD - Mike Ness (MOE), Paul Johstone (MOE/PB4L), and more</p> <p>Te Kāhui Ako ki Whakatū</p> <p>Funding for sensory spaces and equipment</p>	<p>Kaiako are confident in their understanding of what trauma-informed practice looks like, and why we are utilising this approach</p> <p>Kaiako participate in PLD sessions about trauma and trauma-informed practice</p> <p>Sensory spaces and clubs at breaktimes that are specifically for neurodiverse tamariki</p>



## HSS Annual Implementation Plan - 2024

			<p>Improved attendance data</p> <p>Improved behaviour data</p>
<p><b>Engagement &amp; Identity:</b> Provide a variety of opportunities for whānau engagement and education around HSS pedagogy, curriculum and initiatives</p>	<p>SLT</p> <p>SLs</p> <p>Curriculum Leads (Michelle, Noel, Greg, Tarnia)</p>	<p>Te Kāhui Ako ki Whakatū</p> <p>Seesaw, website, newsletter comms</p> <p>Kai for events/gatherings</p>	<p>Whānau forums will be held to further unpack data collected from the 2023 survey in regards to how and what they would like to learn about curriculum and pedagogy at HSS.</p> <p>Several opportunities throughout the year are planned/offered for whānau, which may include whānau evenings, classroom sharing sessions, and video tutorials.</p> <ul style="list-style-type: none"> <li>● Writing evening - Term 3</li> <li>● Reading Together programme - Term 2</li> <li>● Videos (long and short) sharing information about pedagogy and curriculum</li> </ul> <p>Feedback gathered from whānau participants on the efficacy of events</p> <p>Improved attendance data</p>
<p><b>Engagement &amp; Identity:</b> Create a variety of opportunities schoolwide for representing and celebrating the diverse range of cultures at our kura.</p>	<p>SLT</p> <p>SLs</p> <p>Cultural Lead - Greg</p>	<p>Management units</p> <p>Materials - Resene paint, marine ply, etc</p> <p>Seesaw, website, newsletter comms</p>	<p>Tamariki feel a sense of pride and connection to their whakapapa, as evidenced in student voice and responses to surveys around a sense of belonging and representation.</p> <p>Whānau from all cultures feel represented and celebrated at our kura, as evidenced in responses to</p>



## HSS Annual Implementation Plan - 2024

		Kai for events/gatherings	<p>whānau surveys about a sense of belonging and representation.</p> <p>A visual representation of the cultures that make up our school, within our bi-cultural context.</p> <p>Whānau have been consulted to learn more about how they would like to be represented at HSS, especially our Asian whānau, as this was highlighted in last year's survey as something that they specifically wanted.</p> <p>Some events at our kura have been led/initiated by whānau with our support, rather than the other way around</p>
--	--	---------------------------	---

### Strategic Goal 3

*Regulation 9(1)(a)*

**HSS Marautanga/Curriculum/What we teach:** HSS has a diverse and unique cultural narrative, and are effective and responsive Te Tiriti partners.

### Annual Target/Goal 3

*Regulation 9(1)(a)*

**Target Area 3: Cultural Narrative**



## HSS Annual Implementation Plan - 2024

**Background:** In our 2022 Rongohia te Hau cycle, there was a disparity between what ākongā Māori, whānau Māori and kaiako perceive Tangata Whenua experience as a sense of belonging. 90% of Māori tamariki said they mostly and always feel good to be Māori, with kaiako answering that 96% of ākongā Māori would feel safe and good to be Māori. These numbers contrasted with only 43% whānau Māori reporting on the same measure that their child mostly or always felt good to be Māori. This shows that our kaiako perceptions of how Māori ākongā and whānau feel in our kura aren't in alignment with their actual experiences. Although there was a significant improvement from our 2020 data (where 60% of Māori ākongā responded that they either mostly or always felt good to be Māori), we feel that this is evidence of the need to further improve the cultural capability of our kaiako, alongside the development of a more localised curriculum with a focus on giving effect to Te Tiriti o Waitangi.

There is another disparity in this measure when we look at non-Māori ākongā responses. Only 81% responded that they felt mostly or always good to be their identified ethnicity. This is evidence that a schoolwide focus on cultural capability, local curriculum and belonging would benefit all ākongā. Whānau would like an increase in visibility of whakapapa/hītori/Te reo Māori around the school

**Target 3:** Our cultural narrative is visually represented around our kura; kaiako, tamariki and whānau can articulate what is unique about our people and place, recognising the historical relationship between our kura and its mana whenua.

<b>Actions</b> Detail the key actions you'll take this year to reach your annual target listed above <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>How will you measure success?</b> Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template <i>Regulation 9(1)(d)</i>
<b>Cultural Narrative/Te Tiriti:</b> Develop our understanding of Ngā Whetu/STARS concepts from te ao Māori perspective (PB4L)	SLT  Syndicate Leaders  Cultural Lead (Greg)	Management units  PLD - Regional PLD/MOE funded with Thirdspace (Jen Bennet)  Shep Heparā	Dedicated staff hui time for unpacking the STARS concepts through pūrākau with kaiako  Ngā whetu concepts used as a basis for staff values  Ngā whetu concepts visible/heard in classes, planning, and our 'way of being' at HSS
<b>Giving effect to Te Tiriti:</b> Develop our shared	SLT	Hana Tava Bailee Tava	Marae visit - Explore options for 2025 and beyond



## HSS Annual Implementation Plan - 2024

<p>understanding of te ao Māori and tikanga - the why, the what, the how</p>	<p>Syndicate Leaders  Cultural Lead (Greg)</p>	<p>Funding for te reo courses (MME books, etc)  Koha/time for Rangitāne tautoko  Te Kākano - time during school hours and kaiako released for this, uniforms etc  Te Kāhui Ako ki Whakatū</p>	<p>Shared understanding and implementation of Ngā Kawatau and the progressions associated with governance and leadership, kaupapa Māori integration into curriculum, and quality teaching pedagogy</p> <p>All staff involved and informed of Te Reo opportunities - Māori Made Easy, Te Ahu o te Reo, NMIT etc as evidenced by their professional growth cycle conversations at the end of the year</p> <p>A strengthened relationship with Rangitāne o Wairau, measurable by</p> <ul style="list-style-type: none"> <li>- Tautoko - e.g. enviro work for Rangitāne whenua (eg Salisbury School)</li> <li>- Rangitāne cultural symbols, waiata, pūrākau present within our kura</li> <li>- Noho at ukaiapou</li> </ul> <p>More physical and visual representations of our bi- and multi-cultural relationships</p> <p>Te Kākano/kapa haka groups are vibrant and visible within our kura and events in the wider community</p> <p>Term 3- Staff PLD with Hana and Bailey</p>
<p><b>Cultural Narrative:</b> develop a localised cultural narrative through a series of connected themes with underpinning 'big ideas'</p>	<p>SLT  Syndicate Leaders  Cultural Lead</p>	<p>Management units  PLD - Regional PLD/MOE funded with Thirdspace (Jen Bennet)</p>	<p>Visual identity piece that captures whakapapa, the identity of all ākonga and whānau, and gives prominence to Rangitāne (e.g. mural/tiles)</p> <p>Production - a production that shares the story of our cultural narrative, with waiata and pūrākau and ngā whetu connected</p>



## HSS Annual Implementation Plan - 2024

	(Greg)	Visual art supplies Funding and release for production	Place names unpacked, features of local area contributing to cultural narrative and expression of (e.g. syndicate/house names)  Cultural Narrative visible within local curriculum documents/branding/website  Improved results in our 2024 surveys (e.g. Rongohia te Hau, student/whānau voice), particularly in areas related to belonging
--	--------	---	--