ROSEHILL SCHOOL
Creating inspiring pathways for real life success
He waihanga ara whakahihiri, kia angitu ai

Strategic Improvement Plan
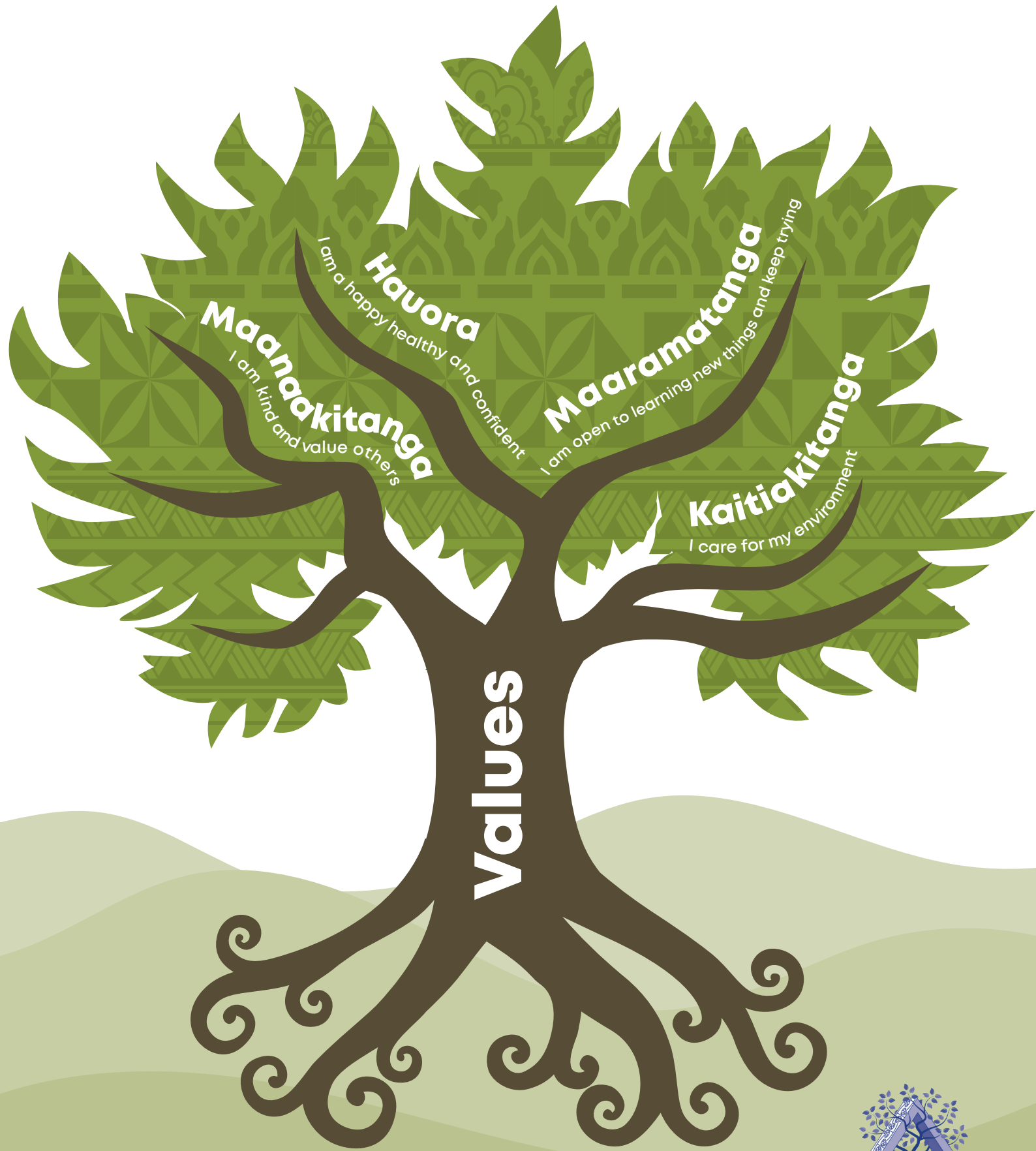
2024-2025

WHAT ĀKONGA LEARN

HOW WE PROGRESS

HOW ĀKONGA LEARN

1 Rosehill Local Curriculum

2 Building Powerful Practices

3 Active Learning Hauora Healthy Lifestyles

Strategic Goals
2024-2025

Our Vision
Creating Inspiring Pathways for Real Life Success
He waihanga ara whakahihiri, kia angitu ai

Values

Hauora
I am a happy healthy and confident

Maaramatanga
I am open to learning new things and keep trying

Maanaakitanga
I am kind and value others

Kaitiakitanga
I care for my environment

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He waihanga ara whakahihiri, kia angitu ai

Rosehill Strategic Improvement Plan 2024 -2025

Creating Inspiring Pathways for Real Life Success

He Waihanga Ara Whakahihiri, kia Angitu AI

	Strategic Goal	What success looks like	Strategic initiatives
GOAL 1	Develop a Rosehill curriculum that inspires cultural confidence and promotes personalised pathways. NELP 1.2, 2.3, 2.2, 3,5, 4.7	We have a local curriculum framework that creates clear directions for learning and incorporates: ■ our ara (pathways) ■ Great C's ■ culturally responsive practice ■ Te Mātaiaho	Create our ara (pathways) multi-tiered curriculum framework reflecting the different needs of our ākonga. Align Great C's to each ara. **For each learning ara establish:** ■ What we learn ■ How we learn ■ How we include Mātauranga Māori, our cultures, and our community ■ What progress looks like and how we report it
GOAL 2	Through powerful practices grow great staff who are confident in applying specialist teaching pedagogies. NELP 2.4, 3.5, 3.6	Rosehill staff have a common understanding of effective specialist teaching approaches (powerful practices) and they are visible across the school. ■ Effective class teams (partnerships between teachers and EAs). ■ Active learning (activity built into lessons). ■ Relational approaches (being an effective communication partner). ■ Structured approaches (clear transitions between activities).	■ Systematically develop common understandings and practices relating to target powerful practices using teaching sprints and coaching conversations. ■ Develop and implement structured and targeted induction and training programmes for Education Assistants.
GOAL 3	Develop a Rosehill Hauora structure that grows ākonga who actively contribute to growing their own health and wellbeing- focus on Communication. NELP 1.2, 2.3	**All ākonga will have:** **Someone to communicate with** ■ staff are responsive communication partners. ■ Ākonga learn to communicate with each other. **Something to Communicate with** ■ all ākonga have means of communication that work for them. **Something to communicate about** ■ opportunities to communicate and interact are planned and engaging. **2024 focus** - adult as effective communication partners.	**Introduce Experience Sharing for ākonga at engaging, emerging, and early conventional levels.** ■ Develop a training process for staff. ■ Develop a system for maintaining and building staff practice. ■ Develop and implement guidelines for staff on being an effective communication partner for conventional communicators. **Target action plan** - for ākonga at the engaging, emerging, and early conventional levels monitor the development of engagement in communication interactions following the introduction of the Experience Sharing programme.

Annual Plan for Goal 1

	Strategic initiatives	Term 1	Term 2	Term 3	Term 4
GOAL 1	Create our ara (pathways) multi- tiered curriculum framework reflecting the different needs of our ākonga Align Great C's to each ara. **For each learning ara establish:** ■ What we learn ■ How we learn ■ How we include Mātauranga Māori, our cultures, and our community ■ What progress looks like and how we report it	Gather data on recent school leavers post school outcomes and whānau perspectives on what were the most useful things/ capabilities their young person learnt at school. Use data to establish current Te Ara Poutama cohorts. Explore current research on specialist curriculum design.	Explore specialist curriculum models in the UK, including a capabilities approach to curriculum design and assessment. Analyse junior ākonga initial assessment data to establish the likely cohorts moving up through the school.	Establish our curriculum Ara and what our multi-tiered curriculum framework will be. Link our Great C's capabilities to this framework.	Establish the priority learning areas for each Ara.

Annual Plan for Goal 2

	Strategic initiatives	Term 1	Term 2	Term 3	Term 4
GOAL 2	■ Systematically develop common understandings and practices relating to target powerful practices using teaching sprints and coaching conversations.	**Effective class teams (partnerships between teachers and EAs).** Training, Sprint, coaching to support Kaiako to establish clear strong partnership with kaiawhina. **Active learning** Increase the use of active learning in the teaching of Mathematics. Establish baseline data for start of year. Provide support through the WSL and LL team.	**Effective communication partners** Develop the skills of communication partners using the Experience Sharing programme through training, coaching and developing a moderation process. **Active learning** Increase the use of active learning in the teaching of Mathematics. Training, Sprint, coaching.	**Effective communication partners** Develop the skills of Kaiako and Kaiawhina as communication partners through training, coaching and implementing a moderation process. **Structured Approaches** Increase Kaiako and kaiawhina knowledge of using structured approaches to support transitions (reduce behaviour incidents) Training, Sprint, coaching.	**Effective communication partners** Gather data on the impact of Experience Sharing on student interactions and the quality of staff interactions. **Structured approaches** Continue to increase Kaiako and kaiawhina knowledge of using structured approaches to support transitions, analyse impact. Structured Approaches Gather data on active learning in mathematics and analyse.
	■ Develop and implement a structured and targeted induction, Professional Growth Cycle and training programmes for Education Assistants.	Research induction and training programmes in other schools. Based on Job Descriptions develop a comprehensive induction programme for EAs. Develop systems to ensure new EAs are introduced to the school. Develop Growth Cycle linked to EA Job Descriptions	Implementation of EA induction programme. Commence implementation of Kaiawhina Growth Cycle. Develop sustainable training options for EAs linked to school priorities.	Implement Growth Cycle linked to EA JD. Implement training options for EAs linked to school priorities.	Collect data and review structured induction process. Collect data and review Kaiawhina Growth Cycle linked to EA JD. Collect data and review EA training programmes. Establish plan for further development.

Annual Plan for Goal 3

	Strategic initiatives	Term 1	Term 2	Term 3	Term 4
GOAL 3	Introduce Engage Me for ākonga at engaging, emerging, and early conventional levels of communication. Develop a staff training and moderating processes that can be sustained.	Commence training class teams in Engage Me and ensure resourcing is in place so the programme can be implemented. Develop a system for recording and storing student engaging in Engage Me.	Develop a reflective practice tool so staff can work collaboratively to develop practice. Explore systems for assessing student progress.	Train additional class teams. Implement reflective practice tool. Assess student progress.	Review student progress. Review changes in staff interactions as communication partners. Develop implementation plan for 2025.
	Develop and implement guidelines for staff on being an effective communication partner for conventional communicators.	Research guidelines for being an effective communication partner and early conventional and conventional ākonga.	Continue research guidelines for being an effective communication partner. Trial guidelines with early conventional and conventional communicators.	Develop guidelines. Develop sustainable processes for training and moderating the role of communication partners.	Continue to implement guidelines. Review impact on ākonga. Develop plan for 2025.
	Target action plan - for ākonga at the emerging and early conventional levels for communication to accelerate progress in interacting and communicating.	Use ABLES data and screeners to confirm target students. Provide training for teachers, therapists and selected EAs in Engage me programme.	Ensure there are adequate resources for staff to implement the Engage Me programme and use our Reflective Practice tool. Record and monitor and conventional ākonga progress.	Ensure there are adequate resources for staff to implement the Engage Me programme and use our Reflective Practice tool. Record and monitor ākonga progress.	Analyse ākonga progress. Review changes in staff interactions as communication partners. Develop implementation plan for 2025.