

2024 Analysis of Variance for South Wellington Intermediate School

The 2024 - 2025 Strategic Plan was developed with input from the staff, members of the School Board students and input from our school community.

The goals for 2024 are outlined below, with progress towards their completion outlined using traffic lights - Green signalling that the goals for 2024 have been met.

There is also commentary and evidence noted for each goal.

Strategic Goal 1 - Progress Report Te ao Māori

Ngā hau e whā - our school values the diverse cultures that make up our community.

Is designed to strengthen culturally relevant practices that support Te Tiriti o Waitangi and nourish, through our actions, our taonga - te reo Māori, tikanga Māori and mātauranga Māori, to enable fair and equitable educational processes and outcomes for Māori and for all ākonga.

Ākonga




All ākonga, particularly ākonga Māori, are supported in their te reo and te ao Māori development through a localised curriculum.


Kaimahi



Our kaimahi know and understand the positive impact that te ao Māori, te reo Māori, and identity have on our ākonga. Kaimahi develop their own skills and understanding of these.

Whānau

We partner with our whānau community and Te Ātiawa as mana whenua as we develop a powerful, engaging local curriculum.

Stakeholder Grp:	Progress Indicator:	Actions from the Annual Plan 2024	Success Measures:	Commentary and evidence
Ākonga		Investigate the Te reo Māori programmes that are in place at contributing schools and understand the positive impact these are having on our students so we can build our own Te reo Māori programme to progress all students in this area.	Programmes developed support us in accelerating curriculum outcomes for ākonga Māori and all ākonga.	Currently undertaking this work with the Across School Leaders for the Kahui Ako - the ASL team is focusing on the kapa haka and te reo programmes across the Kahui Ako to develop a learning pathway for all ākonga.
Ākonga		Connect with Whānau and Te Atiawa to source (Kura Ahurea) or develop a local stories framework that enables our students to connect, understand and strengthen their understanding of Te reo Māori and our commitment to Te Tiriti o Waitangi.	All ākonga can retell stories and connect with them on a personal level. Ākonga use local tikanga, te reo Māori and maturanga Māori as a foundation within their integrated learning	Not applicable in 2024 due to the course and support network being fully booked. We are booked in and have a place for 2025 onwards. Kura Ahurea is a cultural support kaupapa that provides a Te Ātiawa ki Te Whanganui a Tara/Taranaki Whānui perspective on local historical narratives, tikanga and kawa.
Kaimahi		Support all staff to undertake professional learning so we understand Level 1 te reo Māori while continuing to source more advanced language learning opportunities for those who need it.	Kaimahi undertake ongoing te reo Māori PLD and use this knowledge in their classrooms. We seek out appropriate te reo lessons for all staff and provide resources	11 staff have been involved in Level 2 and 3 te reo Māori language professional development in 2024. The increase in Te reo Māori use by staff is tracked through teacher planning across each of the curriculum areas and using the Poutama Pounamu Te Reo Matrix. SLT team are designing a SWIS poutama to allow staff to self-track and review their own development in Te reo Māori.


Stakeholder Grp:	Progress Indicator:	Actions from the Annual Plan 2024	Success Measures:	Commentary and evidence
			<p>to support this.</p> <p>Kaimahi use their knowledge of Te Tiriti o Waitangi, tikanga Māori and maturanga Māori in their teaching and support roles.</p> <p>Self-monitoring and review tools are developed by staff to track personal and professional development.</p>	
Kaimahi		<p>Kaimahi will recognise the role of Te Tiriti o Waitangi in the school setting and understand the taonga it is. This will begin to underpin the design of teaching and learning across the school.</p>	<p>Our kaimahi implement culturally responsive practices, uphold our commitment to Te Tiriti o Waitangi and understand that for improvement to take place, we actively use, celebrate and plan for a te ao Māoir focus in our teaching</p>	<p>The use of karakia has increased significantly across the school, and 85% of classes regularly use this to begin the day.</p> <p>Student voice is being used instead of the traditional bell system, done through various languages and music.</p> <p>The SWIS board made a significant and public statement about Te Tiriti o Waitangi and how we are committed to this. This is reflected in the actions of our staff, including explicit teaching of the reasons this document is essential (Aotearoa NZ Histories and cross-curriculum)</p>

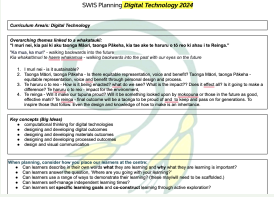
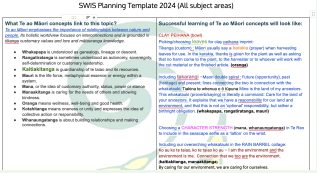

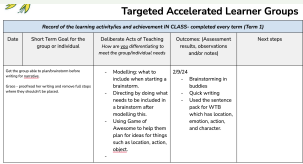
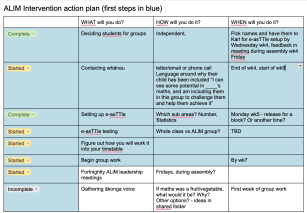
<i>Stakeholder Grp:</i>	<i>Progress Indicator:</i>	<i>Actions from the Annual Plan 2024</i>	<i>Success Measures:</i>	<i>Commentary and evidence</i>
<i>Whānau</i>		Undertake planned Whānau Hui and develop trusted relationships that build on and strengthen the local curriculum design.	We partner with our whānau community and Te Ātiawa as mana whenua to develop a powerful, engaging local curriculum.	At least one Whānau Hui has been held each term, with numbers and a commitment to supporting the school growing each time.
<i>Whānau</i>		Develop a framework for Whānau engagement that builds sustainability across multiple years.	The school and whānau collaborate in powerful and meaningful relationships that have ākonga at the centre.	The Whānau Hui have met and developed a plan for meeting and engagement with the community. This included a focus on tikanga, mātauranga and manaakitanga. The hui also suggested processes for investigating the appropriate naming of the school.



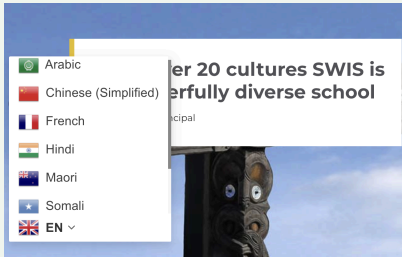
Strategic Goal 2 - Progress Report Our Curriculum

The SWIS curriculum delivery is designed so all Akonga succeed. Akonga are challenged at appropriate levels and experience being part of a diverse kura that prepares them for the future by fostering their love of learning.

Ākonga	<i>All ākonga, particularly ākonga Māori, are supported in their te reo and te ao Māori development through a localised curriculum.</i>
Kaimahi	<i>Our kaimahi know and understand the positive impact that te ao Māori, te reo Māori, and identity have on our ākonga. Kaimahi develop their own skills and understanding of these.</i>
Whānau	<i>We partner with our whānau community and Te Ātiawa as mana whenua as we develop a powerful, engaging local curriculum.</i>

Stakeholder Grp:	Progress Indicator:	Actions from the Annual Plan 2024	Success Measures:	Commentary and evidence
Ākonga		<ul style="list-style-type: none"> - Revision of the planning tools used at SWIS to ensure our commitment to Te Tiriti o Waitangi and Te ao Māori concepts underpin our planning and reporting 	<ul style="list-style-type: none"> - Planning tools place the importance of Te Tiriti o Waitangi and Te ao Māori at the front of our planning and thinking. - Differentiation of teaching is evident in the planning of topics/Inquiries - Teachers are using the tool to collaborate within and across teaching teams 	<ul style="list-style-type: none"> - The planning template has been created, reviewed by staff and is being used - Part of using the planning template is tracking the implementation of topics and themes. This year, our theme is Sustainability. - Curriculum teams are using the template to plan collaboratively. - Differentiation is evident in the Accelerated Groups (noted below). - We have invested in both the Polyfest (including adding our Bollywood group) and Kapa Haka festivals. New costumes and instruments have been purchased for these cultural groups as well.


Stakeholder Grp:	Progress Indicator:	Actions from the Annual Plan 2024	Success Measures:	Commentary and evidence
				 
Kaimahi 		Undertake Professional Learning in Literacy and Maths to ensure learning progressions meet the needs of our students	<ul style="list-style-type: none"> - 4 Teachers undertake the Accelerated Literacy PLD - 4 Teachers undertake the Accelerated Maths PLD - Teachers attend the PLD sessions offsite - Teachers plan for (and use) the release allocated - All reporting is actioned by teachers for the programme - All teachers use data to develop accelerated learning groups 	<ul style="list-style-type: none"> - 7 of the proposed eight teachers are taking part in the PLD - Attendance to the PLD session is tracked and noted - Full staff meetings are held to share theory and resources for accelerated teaching. Teachers then used this to create groups - Reciprocal Teaching PLD undertaken by all teaching staff - led by Toby, Karen and Nicola - SPRING Into Maths kits made and PLD undertaken on how to use these in class - focus on students at Level 1 - 2 of the current Maths Curriculum  



Stakeholder Grp:	Progress Indicator:	Actions from the Annual Plan 2024	Success Measures:	Commentary and evidence
Kaimahi		<i>All</i> teaching staff are engaged in PLD, which focuses on structured literacy.	<ul style="list-style-type: none"> Teachers undertake an inquiry into the use of The Code or similar Structured Literacy tools. Budget \$0 	<ul style="list-style-type: none"> Continuation of the implementation of The Code being undertaken by six self-selected teachers Not progressing for all teachers this year due to the curriculum refresh changes and our need to focus on the Maths curriculum, which is being implemented in 2025 <ul style="list-style-type: none"> Maths Master Plan created by the Maths Curriculum Team
Whānau		Building on the trusting relationships developed in the Whānau Hui to create a shared understanding of the local curriculum and seek input and feedback on what is taught and reported on.	<ul style="list-style-type: none"> Hui time is used to develop a strategic direction for the school based on the ideas and input from this group. Feedback is sought and actioned through surveys, face-to-face meetings and other tools. Budget: Whānau/Fono Support \$3000 	<ul style="list-style-type: none"> Focussed approach to seeking input and feedback from all school community members using survey tools translated into key languages. The school website now has a translation tool to support parents when they access information about SWIS. Hui a Whānau will put time aside in term 4 to create a strategic plan to support the school and further its Te ao Māori development - implemented by the SWIS School Board Rep. This group also creates a resource drive to support SWIS in this development area. Currently working with whānau to determine the approach to the Pou project - waiting on a response. 


Strategic Goal 3 - Progress Report Hauora

Everyone at SWIS feels they belong. We use the holistic hauora approach to ākonga and kaimahi wellbeing.

Ākonga	<i>All ākonga are confident and resilient learners who know and value their own and other's identities, languages, cultures, and beliefs.</i>
Kaimahi	<i>Kaimahi know and understand the identity, languages, values and cultures of our ākonga. They can also support themselves and each other to maintain optimal well-being.</i>
Whānau	<i>Our whānau community understand and support the school's teaching of different strategies for strengthening hauora for our ākonga and kaimahi.</i>

Stakeholder Grp:	Progress Indicator:	Actions from the Annual Plan 2024	Success Measures:	Commentary and evidence
Ākonga		Develop a Trauma Informed Practices (TIPs) Framework to use with students alongside investigating programmes such as KIVA (the aunty-bullying programme)	All ākonga are confident and resilient learners who know and value their own and other's identities, languages, cultures, and beliefs.	<p>Transitions both in and from SWIS are in place and working well. DP/Principal allocates time to support year 6 (and others) into the school, while the DP, counsellor and another staff member manage and support our Year 8 leavers.</p> <p>The draft TIPs framework has been developed and is being trialled by the SENCO and Principal The student management system is being used to track students' behavioural and emotional needs. This is evidenced by changes in duty schemes (monitoring of the playground), and the implementation of playground supports such as skateboarding, football coaching, etc, to meet the needs of the students.</p> <p>Staff have undergone Pause, Breathe Smile training (if not previously done), and the programme has been reintroduced.</p>

<i>Stakeholder Grp:</i>	<i>Progress Indicator:</i>	<i>Actions from the Annual Plan 2024</i>	<i>Success Measures:</i>	<i>Commentary and evidence</i>
				Restorative practice training has been done (when necessary) for new staff
<i>Kaimahi</i>		Kaimahi understand the key role our identity, culture and language play in their own wellbeing and that of our ākonga through professional development in Te reo Māori and with the Kahui Ako.	<p>Kaimahi know and understand the identity, languages, values and cultures of our ākonga.</p> <p>They can also support themselves and each other to maintain optimal well-being.</p>	<p>Staff are using language and cultural elements, which are primarily supported by resources and language focus weeks.</p> <p>Changes to the environment are being implemented - bells system and planning for the signage changes is underway. (Linking in with Hui a Whānau to ensure these are done correctly)</p> <p>Staff are accessing EAP and other (within school) counseling services when needed. We support each other more frequently in class, offering advice, guidance, and support of colleagues and undertaking onsite yoga sessions in term 4.</p>
<i>Kaimahi</i>		Establish the Within School Lead role to focus on staff and student Hauora		A leader is in place and works with students to gather their voices and ideas that make a difference to them. For example, signage and bell system but also rebuilding the flagpole, investigating in pou for the school entrance ways and also tuakana teina roles for students.

Stakeholder Grp:	Progress Indicator:	Actions from the Annual Plan 2024	Success Measures:	Commentary and evidence
Whānau		Whānau are engaged and provide input into ways to strengthen Hauora. This is done through explicit invitation to key events	<p>Our whānau community understand and support the school's teaching of different strategies for strengthening hauora for our ākonga and kaimahi.</p> <p>Whānau provide input into our learning programmes and the school environment. Whānau connect with teachers, the SENCO and bi-lingual (if needed) team to share goals, ideas and inputs into learning programmes for their own children</p>	<p>Whānau can access the website in their home language, so they can support themselves in searching for information about their child at SWIS. We have translation services available for staff and parents when needed.</p> <p>The Whānau group is engaging with the architects to deliver on naming, rebranding (inline with the name) and developing the "story" of SWIS - to be represented in our new builds and color schemes.</p> <p>When guest speakers are brought to school (including online safety, attendance services and curriculum specialists [Relationship and Sexuality Education]) we have translators available and whānau are invited to attend in a range of home languages - ensuring they can make informed decisions about their children's education.</p>

Commentary and observations on our Academic Targets for 2024

Reading		
<i>Strategic Goal & 2024 Target and measures we were aiming for</i>	<i>2024 Results according to End of Year data</i>	<i>Commentary/ Observations</i>
All ākonga: Maintain an expected outcome of 90% for all ākonga within or above the expected curriculum level at the end of Year 8	At or above targeted Curriculum level 72.19%	<p>Contextual lens: Intermediate melting pot and MANY extra-curricular opportunities interrupt classroom teaching time.</p> <p>10% more females are achieving at or above the level for reading - could this be an interest in reading issue</p> <p>MELAA - largest outlier group with largest numbers at the lowest level of curriculum</p> <p>Asian cohort - largest range of results - spread from level 2 to 5</p> <p>Longitudinal 2023-24 shows progress across levels. 3 - 4</p> <p>Teachers need to strengthen their ability to triangulate reading OTJs - class (reading groups), independent, testing (PAT) and observational data</p> <p>Agree</p> <p>OTJs are variable by nature as it involves multiple individuals.</p>
Ākonga Māori: We aim for ākonga Māori in Year 8 to be achieving at the same rates as their peers (90% at the expected curriculum level or higher) by the end of 2024.	At or Above targeted curriculum level 58.62%	<p>Tier 2 learners - 1/3 just below expectations</p> <p>Number of those achieving at/above hasn't changed - some who were working at L4 haven't moved between levels - just within</p>

Writing

<i>Strategic Goal & 2024 Target and measures we were aiming for</i>	<i>2024 Results according to End of Year data</i>	<i>Commentary/ Observations</i>
All ākonga: Aim for an expected outcome of 90% at the expected curriculum level in writing for all ākonga at the end of the school year.	At or above targeted curriculum level: 61.54%	<p>Mid -> End of year results show a drop, but are due to the lack of granularity in the levels - year on year for the Year 8s shows more at/above target level comparatively.</p> <p>Most significant disparity between female and male writers</p> <p>Most significant disparity between overall and Māori</p> <p>Most significant disparity from Pākehā, MELAA and Other</p>
Ākonga Māori: We aim for ākonga Māori in Year 8 to be achieving at the same rates as their peers (90% at the expected curriculum level or higher in writing) by the end of 2024.	At or above targeted curriculum level: 41.38%	<p>The same M/F disparity is present in Māori students as well - the majority of female Māori students are at/above expected level (61.53%), while male Māori students are mostly one step lower (25% at L4, 56.25% working towards L4)</p>

Maths

<i>Strategic Goal & 2024 Target and measures we were aiming for</i>	<i>2024 Results according to End of Year data</i>	<i>Commentary/ Observations</i>
All ākonga: Aim for an expected outcome of 90% at the expected curriculum level in maths for all ākonga at the end of the school year.	At or above targeted curriculum level: 70.27%	Mid -> End of year results show a drop, but are due to the lack of granularity in the levels - year on year for the Year 8s show more at/above target level comparatively. Many students are still progressing within the levels, and it has also not been a full 2 two terms between data recording. This is a drop of 7.36% from Mid-Year.
Ākonga Māori: We aim for ākonga Māori in Year 8 to continue achieving at the same rates as their peers (90% at the expected curriculum level or higher in Numeracy) at the end of 2024.	At or above targeted curriculum level: 55.17%	Not where we would like our Māori students to be, however, there has been an increase in Ākonga success since Mid-year.
Pasifika Students: We aim for our Pasifika students in Year 8 to continue achieving at the same rates as their peers (90% at the expected curriculum level or higher in Numeracy) at the end of 2024.	At or above targeted curriculum level: 60.00%	There has been significant Improvement since the Mid-year data.