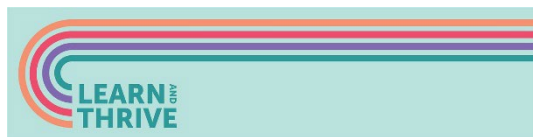


# North Haven School Site Learning Plan 2025



**NORTH HAVEN SCHOOL**  
Respect Responsibility Resilience

## AREA OF IMPACT: WELLBEING; *resilience and persistence, cognitive engagement, belonging and safety*

Our goal is to foster a supportive and inclusive environment that promotes the emotional, social, physical and academic well-being of all students. By implementing proactive initiatives and offering resources, we aim to empower students to build resilience and thrive both academically and personally.

Focus	Actions <i>What learning will we engage in and what other actions will we take to develop our knowledge and practice?</i>	Progress Indicators <i>What are the key outcomes we want to achieve?</i>	Roles/Responsibilities <i>How will this be done and who is responsible?</i>	Timeline
Self-regulation	<p>Regulation room project continued. OT to work alongside OT Champions in finalising/reviewing a new regulation space in the Turtle Unit and our existing interoception room.</p> <p>Support educator understanding of regulation and identifying early warning signs of dysregulation.</p> <p>Teachers to create calming/regulation spaces within classrooms</p>	<p>Discussion with OT Champions on how to support sustainability of these spaces.</p> <p>Staff demonstrating consistent practises around wave 1 regulation approaches to further support student regulation.</p> <p>Students using classroom and sensory rooms to support their regulation.</p>	<p>Kim (OT), Bec, Stam and OT Champions</p> <p>Kim (OT), Bec, Stam and OT Champions</p> <p>Teachers and SSOs</p>	<p>Term 1, 2025</p> <p>2025 ongoing</p> <p>Term 1, 2025</p>
The Resilience Project	<p>Teachers to implement weekly TRP lessons and use emotional literacy resources based on student needs.</p> <p>TRP ambassadors to organise and facilitate TRP professional learning opportunities.</p> <p>Review and analyse TRP student survey, celebrating successes and identifying possible next steps.</p>	<p>Students demonstrating G.E.M. principles on a daily basis and a reduction in student behaviour management incidents (reordered in EMS).</p> <p>Improvement in TRP student survey data with a focus on student 'readiness to learn'.</p>	<p>Teachers using TRP Student Journal, year 2-6 TRP Student Planners, and online TRP Emotional Literacy resources</p> <p>TRP team</p> <p>Teachers</p>	<p>2025 ongoing</p> <p>2025 ongoing</p> <p>TRP Student Survey, term 2</p>

	<p>Leadership team to implement initiatives to prioritise and enhance staff wellbeing by building upon our positive school culture.</p> <p>Regularly share our TRP journey with families and provide them with TRP resources and opportunities to be actively involved.</p>	<p>Formal and informal check-ins i.e. PDPs, DfE Staff Perspectives Survey</p> <p>Strengthened school/home connections through 2025 parent engagement survey and attendance at school events.</p>	<p>LT to explore opportunities for release time and peer collaboration.</p> <p>TRP ambassadors to book TRP parent webinar and share resources with families.</p>	<p>2025 ongoing</p> <p>2025 ongoing</p>
Passion Projects	<p>Leadership team to introduce Passion Project concept and seek teacher feedback.</p> <p>Collaboratively determine an implementation plan to support the successful introduction of Passion Projects. Survey students, staff and families on their passions/interests to guide decision making.</p> <p>Establish Passion Project Champions to lead work.</p>	<p>Collect anecdotal evidence of student's cognitive engagement and a sense of belonging, through PP lessons.</p> <p>PP student and staff surveys</p> <p>Assessment of student work</p> <p>Analysis of WEC and TRP data</p>	<p>Whole staff</p> <p>PP teachers</p> <p>Whole staff, students, families and wider community members</p> <p>Teachers</p>	<p>TBC following LT presentation to teachers</p> <p>Term 3, 2025</p>
Soccer Academy	<p>To introduce a North Haven School Soccer Academy based on the core values of inclusion, skill development, teamwork, collaboration, sportspersonship, character building, health and wellbeing.</p> <p>Matt and Joe to create an information booklet to share with students, staff, families and more widely (school website).</p> <p>Matt and Joe to plan and facilitate trials, lessons and game opportunities.</p>	<p>Anecdotal evidence of students understanding and demonstrating the NHS Soccer Academies' core values. Student feedback on their skill development and enjoyment of sessions.</p>	<p>Matt and Joe to explore opportunities to connect with other schools and external clubs/agencies.</p>	<p>2025 ongoing</p>
Social skills	<p>Staff to identify students who would benefit from the 'What's the Buzz?' social skills program</p> <p>Stam and SSOs to teach WTB?</p>	<p>Students enhancing their ability to interact positively, communicate effectively, and build healthy relationships with peers and adults.</p>	<p>Staff</p> <p>Stam and SSOs</p>	<p>2025 ongoing</p>

	SRC and student leaders to identify and lead weekly lunchtime activities	Students participating in structured school lunchtime activities to foster a sense of belonging, promote positive social interactions, and reduce playground conflicts through engaging, supervised play.	Students to survey whole school on activity options	2025 ongoing
--	--	---	---	--------------

**AREA OF IMPACT: EQUITY AND EXCELLENCE Curriculum; *knowledge, skills, competencies and capabilities***

The goal is to enhance students' mathematical skills and knowledge by providing engaging, hands-on learning experiences that foster deep understanding and critical thinking. Additionally, we aim to develop positive dispositions toward mathematics, encouraging persistence, curiosity, and confidence in problem-solving within the scope of the new SA curriculum. Our objective in literacy is to foster rich writing opportunities within our Reception to Year 2 classrooms, thereby nurturing early writing skills and creativity. We aim to enhance the knowledge and skills in reading comprehension for our Year 3 to Year 6 students, ensuring they develop capabilities and skills to read for meaning and enjoyment.

<b>Focus</b>	<b>Actions</b> <i>What learning will we engage in and what other actions will we take to develop our knowledge and practice?</i>	<b>Progress Indicators</b> <i>What are the key outcomes we want to achieve?</i>	<b>Roles/Responsibilities</b> <i>How will this be done and who is responsible?</i>	<b>Timeline</b>
SA Curriculum	Teachers to plan Maths program in alignment with the new SA Curriculum and NHS Instructional Model.  Teachers to use student data to inform next steps  Staff attending LET PFD on March 7 <sup>th</sup>  LT to provider dedicated release time to plan/trial implementation of Maths Curriculum.	Staff to trial/implement elements of SA Maths curriculum by Term 3/4	Brooke to support implementation, planning time and mentoring staff.	Term 3/4, 2025
BliN	As per The NHS Numeracy Agreement teachers to incorporate TTC/PV elements into weekly maths lessons, and assessment schedule.	All students mastering Trusting the Count by end of Year 1. All students mastering Place Value by end of Year 2.	Brooke to monitor, plan and support SSO's in running intervention. LT to explore opportunities to collaborate with Alberton Primary School.	2025 ongoing  As per NHS Assessment Schedule

	SSO intervention, with a continued focus on TTC and Place Value.	Significant growth in mastering each element of Place Value.	Brooke to support Teachers, SSO's to implement and assess students.	2025 ongoing
Literacy	<p>SSOs and teachers to utilise LGU Intervention lessons for identified students.</p> <p>R-2 focus on integrating more explicit and rich writing within InitialLit and across other learning areas.</p> <p>A focus on developing strong sentence knowledge, skills and structures.</p> <p>Teachers will participate in learning sprints to initiate and encourage small but powerful change.</p> <p>3-6 focus on developing rich reading comprehension knowledge skills and strategies. Teachers will participate in learning sprints to initiate and encourage small but powerful change.</p>	<p>All students to meet phonics benchmarks within InitialLit assessments. 85% of year 1 students to reach PSC benchmark.</p> <p>(R-2) Students having daily opportunities to write.</p> <p>Planning that integrates writing opportunities within InitialLit and other curriculum areas. Improved results in assessments such as Brightpath.</p> <p>(3-6) Improved growth in DIBELS, PAT, NAPLAN data.</p> <p>Improved engagement and disposition towards reading and writing for meaning.</p>	<p>LT to support and develop timetables. SSO's to implement lessons</p> <p>Brooke to support implementation, planning time and mentoring staff.</p> <p>All R-2 staff</p> <p>Brooke to support implementation, planning time and mentoring staff.</p> <p>All 3-6 staff</p>	2025 ongoing