

LYTTON STREET SCHOOL

CHARTER, STRATEGIC & ANNUAL PLAN

2023-2025



Our Mission Statement

*Together, we Live to Learn and Learn to Live
Kia Ora Kia Tahī, Kia Tahī Kia Ora*

Our Philosophy

Lytton Street School values and embraces the uniqueness of every child and enables them to learn in warm, nurturing, and engaging environments that foster their individual needs. We build positive, trusting relationships with each and every child and their whānau.

Our Lytton Street School philosophy is evidence-based upon the following key processes...

1. Shared values of educators, parents and the community at Lytton Street School
2. Identified theories and educational perspectives that support best practice
3. Associated practises that reflect the values, theories and educational perspectives of staff, parents and community

Our Pedagogy

Our school pedagogy is built around three core developmental domains and twelve dispositions. Our domains reflect the importance of ensuring that the holistic view of the learner is at the forefront. Through our dispositions, we focus on three of the key areas from the model of well-being developed by local Kaumatua, Sir Mason Durie.

Our Dispositions for Learning

Cognitive - Hinengaro	Emotional - Wairua	Social - Whānau
Refers to a range of elements related to thinking and making sense of the world such as agency, innovation, reflection and problem solving	Refers to a range of elements of maturity centred around the individual such as resilience, mindfulness, responsiveness and empathy	Refers to a range of elements of maturity centred around communication and relationships with others such as confidence, collaboration, connectedness and self-identification

Our School

Lytton Street School is a large-sized, contributing primary school situated in Feilding, 20 kilometres north of Palmerston North. Established in 1901 and set in very attractive grounds, the roll is approximately 550+ students from New Entrant to Year Six. Lytton Street School has strong, successful programmes across all curriculum and extra-curricular areas. The ethnicities which reflect the school are: NZ Pakeha (63%); Maori (31%); Pasifika (4%); and Other (2%).

Cultural Diversity and our Māori Dimension

Our school reflects New Zealand's cultural diversity and promotes the uniqueness of New Zealand's bi-cultural society. The school is continuing to build a strong connection with Ngāti Kauwhata, our local iwi. The resource 'Tātaiako' is embedded into our teachers' Professional Growth Cycle (PGC). Our students are encouraged to value Te Reo Māori me ōna Tikanga in their daily lives.

Our school acknowledges the vital role cultural understanding, identity, languages and the Treaty of Waitangi play in the development of an inclusive and diverse society.

Te Rerenga Kōtare (Lytton Street School Kapa Haka)

Te Rerenga Kōtare is a name that has been gifted to the Lytton Street School kapa haka in 2021 to acknowledge the korowai (cloak) of manaaki (care) that covers them. It was gifted by their tutor, Rārite Mātaki, who is of Ngāti Kauwhata descent and is part of the Mana Whenua collective of the region.

The name comes from the Manu Kōtare, the Sacred Kingfisher bird, and was chosen because of the behaviours and characteristics that are similar to our tamariki. The Kōtare likes to sit on the riverbanks and observe. We know children love to observe and watch with keen eyes. They see those around them and are strongly influenced by what they see and hear. Dame Whina Cooper said, "Take care of our children. Take care of what they hear, take care of what they see, take care of what they feel. For how the children grow, so will be the shape of Aotearoa". The name Te Rerenga Kōtare reminds us as influencers in the lives of these tamariki, to be mindful of what we gift them to carry into the future. It further reminds our tamariki to keep looking, to keep searching for the taonga of this world and treasure them.

The Kōtare enjoys the habitat of the rivers and estuaries. This inclination is especially important for Māori, as it reminds us of our connection to the awa, and how it shapes our own identity. It is the river that helps breed life into the surrounding environment and the people. The river gives life, and all life along the riverbanks flourish as a result. For our tamariki, we hope that they also learn to recognise and identify the great influences in this world that they can connect with to enrich, grow, and flourish in their own lives, that they learn to give and take, just as the environment does to maintain balance in the world.

The final connection of the name, Kōtare, is the name of Kauwhata's father, Kōtare. Though the group is not named after Kōtare the tupuna, there remains a link to the whakapapa of Kauwhata itself. For those who know the stories of Kōtare, they will also know he was a short man, much like some of our children who are still growing. Kōtare sits at the base of the post outside the front of the whare tupuna of Kauwhata, with his son Kauwhata placed at the top. This denotes an attribute of humility by the father (Kōtare) to place his son (Kauwhata) above himself. May our tamariki grow this attribute to place the needs of others above their own.



Inclusion

The board will ensure that students with special learning needs are supported in their learning so they can participate, and make progress, in relation to The New Zealand Curriculum, and fully participate in, contribute to and feel included in the life of the school and the community.



Kawakawa Kāhui Ako

Lytton Street School is a member of the Feilding Kāhui Ako. Our Kāhui Ako aims to empower and coalesce the collective strengths of our community to further enhance the achievement and engagement for all our ākonga. The Kāhui Ako has built strong relationships and connections between all our kura and the community. These relationships recognise the strengths in others, and build the capacity of all our individuals, organisations and members of the wider community. Whakatōpūtanga is the glue that fuses our relationships and strengths in collective actions that achieve success for all our people. Efficacy emphasises the understanding that our Kāhui Ako achieves the desired outcomes for our students. Exploration of the concepts of Self-Efficacy, Teacher Efficacy and Collective Efficacy will bring about positive and effective change.

National Education & Learning Priorities (NELP)

The National Education and Learning Priorities (the NELP) are designed to guide schools and kura, to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside our own strategic goals, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

The NELPs are consistent with the objectives for education - helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi. The five objectives are summarised in the picture below.



Our kura is committed to creating education environments that are learner-centred and focused on ensuring learners are successful. This is achieved by:

- Ensuring that they are safe, inclusive and free from racism, discrimination, and bullying
- Strengthening the quality of teaching that our learners receive so that they develop the skills they need to succeed in education, work and life
- Collaborating successfully with whānau, hapū, iwi, employers, industry and communities
- Taking account of learners' needs, identities, languages and cultures in their practice, and,
- Incorporating te reo Māori and tikanga Māori into everyday activities.

Supporting Information

Education Objectives	School Organisation & Structures - Personnel, Finance, Property, Health & Safety	Review of Charter and Consultation
<p>Supporting each child to attain educational achievement to the best of their potential, through the development of skills and dispositions, that enable them to form effective and meaningful relationships in order to participate in community life and prepare for the future.</p>	<p>Lytton Street School Board of Trustees will:</p> <ul style="list-style-type: none"> • Act as a good employer to teaching and non-teaching staff • Prepare a budget to monitor and control school expenditure • Allocate funds to enhance student achievement • Implement the 5/10 year property plan to ensure that the school's facilities provide a safe and healthy learning environment • Ensure that the school meets all Health & Safety regulations 	<ul style="list-style-type: none"> • Lodge our Charter and Annual Report to the Ministry of Education in accordance with the guidelines to February. • Consult with our community, including our Māori community, as part of its three-year review cycle. • Targets for student achievement will be identified through analysis of achievement data, moderated against a variety of assessment tools, and included in our Annual Plan.

Strategic Goals - Overview

Strategic Goal 1: He Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

To develop responsive, engaging and reciprocal relationships that foster high expectations and enhance student self identification, efficacy, achievement, engagement and wellbeing

He Tangata | People

Embrace the concept of whakapapa and align the processes of pōwhiri to the ways people group themselves, engage, learn, grow and develop together over time - past, present and future. (Learn to navigate the river).

He aha te mea nui i te ao? He tangata, he tangata, he tangata. What is the most important thing in the world? It is people, it is people, it is people.

Primary Strategies for Achieving Goal 1:

- Create and utilise robust strategic planning
- Provide effective support and extension learning programmes
- Foster kotahitanga and whakawhānaungatanga with Ngāti Kauwhata
- Grow our Māori student leaders to deliver whaikorero and karanga
- Engage our ākonga in regular and formative consultation
- Utilise a multiple-agency approach to support the learning of our ākonga
- Reinvigorate a sense of community following the Covid-19 pandemic
- Use digital tools to gather holistic information on the hauora of our ākonga and identify where improvements can be made
- Review, enhance and modify the property requirements of our school

Strategic Goal 2: Tūrangawaewae | Place

Arotahi ā Mua | The Future

To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection

Tūrangawaewae | Place

Through our passions we make connections to our place of standing, our surroundings and the land's unique features, weaving our learning throughout. *(Follow the river to the sea)*

Tangata ako ana i te whare, te turanga ki te marae, tau ana

A person who is taught at home, will stand collected on the Marae.

Primary Strategies for Achieving Goal 2:

- Engage Ngāti Kauwhata in co-creating the development and completion of our Local Curriculum
- Establish frequent visits and connections with Ngāti Kauwhata and local marae to strengthen understanding of tūrangawaewae within staff and our ākonga
- Complete extensive professional learning and development to support the Digital Fluency and Health & Physical Education areas
- Conduct thorough and regular self review to ensure that the structures that have been put in place are sound and that all programmes are running smoothly and efficiently

Strategic Goal 3: Te Taiao | Environment

Ako | Ngā Āhuatanga Ako

Reciprocal Learning | Ways of Teaching & Leadership

To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership

Te Taiao | Environment

Transcending culture through physical, spiritual, and emotional spaces. Te Whare Tapa Whā and the four pillars of health and wellbeing will be used to support and enhance teaching and learning. *(Navigate the sea)*

Toitū te Marae o Tane, Toitū te Marae o Tangaroa, Toitū te Iwi.

Protect and strengthen the realms of the Land and Sea, and they will protect and strengthen the People.

Primary Strategies for Achieving Goal 3:


- Use online tools to gather and collate progress and achievement analysis
- Complete structured professional learning and development to support literacy and numeracy programmes
- Embed coaching, professional learning and development
- Investigate alternative avenues for professional learning and development during Covid restrictions
- Allocate fixed term remuneration allowances to support school targets
- Commence planning for all property modifications as specified through the 10 Year Property Plan and special funding releases
- Use property modifications to further market and promote the school in the community

Strategic Plan (2023-2025)

Strategic Goal 1: He Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration


To develop responsive, engaging and reciprocal relationships that foster high expectations and enhance student self identification, efficacy, achievement, engagement and wellbeing

Links	Annual Strategies for Achieving Goal 1 -2023
<p>National Education & Learning Priority</p>  <p>Finance, Personnel, Property</p> <p>Kāhui Ako: Wellbeing, Relationships</p>	<p>Personnel</p> <ul style="list-style-type: none"> • Surveys (Inclusive Practices and Wellbeing at School) • Intro survey consultation for whānau on their tamariki's hopes and aspirations • Consult with whānau on the structure of the school report • Conduct a Māori whānau consultation by phone, face-to-face • Run KiVa anti-bullying programme (student well-being) • Run a range of extension programmes • Use Skodel to support and monitor student wellbeing • Establish strong reciprocal iwi relationships that lead to professional learning and development • Māori Achievement plan and actions expanded and developed • Te Ahu o Te Reo Māori development offered to staff • Visit schools in Adelaide related to effective play-based learning • Undertake PLD for 6 staff in play-based learning in Adelaide • Whole staff reading of Niho Taniwha <p>Health & Safety</p> <ul style="list-style-type: none"> • Safety glass, film installation on all windows • Caretaker to complete a hazardous materials course <p>Proposed Strategies for Achieving Goal 1 -2024</p> <p>Personnel</p> <ul style="list-style-type: none"> • Surveys (Inclusive Practices and Wellbeing at School - all stakeholders) • Maintain strong reciprocal iwi relationship & with local businesses • Review Skodel as a tool for gauging staff and student well-being • Review Māori whānau consultation, revisit feedback • Complete a whole school community consultation • Look to extend the school coaching philosophy to include tamariki <p>Health & Safety</p> <ul style="list-style-type: none"> • Complete First Aid training • Health & Physical Education consultation • Review Health & Safety policy and procedures, including EOTC plans and processes <p>Proposed Strategies for Achieving Goal 1 - 2025</p> <p>Personnel</p> <ul style="list-style-type: none"> • Surveys (Inclusive Practices and Wellbeing at School - all stakeholders) • Maintain strong reciprocal iwi relationship & with local businesses <p>Health & Safety</p> <ul style="list-style-type: none"> • Complete safety glass installation • Upgrade Block 3 front decks • Complete additional non-slip deck painting - as required

Strategic Goal 2: Tūrangawaewae | Place

Arotahi Ā Mua | The Future

To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection

Links	Annual Strategies for Achieving Goal 2 - 2023
<p>National Education & Learning Priority</p>  <p>Finance</p> <p>Kāhui Ako: Pedagogy</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Whole school writing PLD - Writer's Toolbox • Local curriculum development • Implement the New Zealand Histories Curriculum • Engage our local iwi to support our curriculum development and kapa haka group • Incorporate components of local and national history into integrated curriculum and Investigation areas • Healthy Active Learning contract • Digital Fluencies professional learning (200 hours) • Explore changes indicated in the draft refreshed NZC • Ākonga to attend a visit or a sleepover at Kauwhata Marae • Utilise 40 hours of Science PLD though House of Science • Creative Schools Index (CSI) - 2022/2023 comparison <p>Self Review</p> <ul style="list-style-type: none"> • Review the implementation of our school dispositions • Run focus groups across Reading, Writing and Mathematics (10 kids in each), across all year groups • Investigate new technologies to support our digital fluencies professional learning • Assess the effectiveness of our Te Manawanui ki te Reo spaces • Operate a Strategic Plan with termly goals to enhance completion and accountability <p>Kāhui Ako</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of our Kāhui Ako • Complete the Kāhui Ako revised achievement challenges
	<p>Proposed Strategies for Achieving Goal 2 -2024</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Embed the Lytton Street School local curriculum • Digital Fluencies professional learning (200 hours) • Trial the common Literacy Numeracy practice model <p>Self Review</p> <ul style="list-style-type: none"> • Review the effectiveness of modified Charter goals • Ensure our Charter is responsive to revised MOE requirements <p>Kāhui Ako</p> <ul style="list-style-type: none"> • Review the effectiveness of the Kāhui Ako revised achievement challenges
	<p>Proposed Strategies for Achieving Goal 2 - 2025</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Trial the LSS Local Curriculum based on the refreshed NZC • Embed the common Literacy Numeracy practice model <p>Self Review</p> <ul style="list-style-type: none"> • Check our school self review procedures <p>Kāhui Ako</p> <ul style="list-style-type: none"> • Implement any changes to the current Kāhui Ako model as prescribed by the MOE

Strategic Goal 3: Te Taiao | Environment

Ako | Ngā Āhuatanga Ako

Reciprocal Learning | Ways of Teaching & Leadership

To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership

Links	Annual Strategies for Achieving Goal 3 - 2023
<p>National Education & Learning Priority</p> <div data-bbox="95 593 370 808"> <p>OBJECTIVE 2</p> <p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p> </div> <div data-bbox="95 846 370 1061"> <p>OBJECTIVE 3</p> <p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p> </div> <p>Property</p> <p>Kāhui Ako: Pedagogy</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Use HERO for accelerated tracking; Students reflecting against Literacy, Mathematics, and Dispositions progressions, and setting goals where appropriate; and trialling the app for parent communication & student sharing • Implement New Zealand Histories curriculum • Investigate the creation of a space that provides opportunity for our tamarki to be immersed in new and unique experiences • Staff familiarise with the new refreshed curriculum - Te Mātaiaho <p>Finance & Property</p> <ul style="list-style-type: none"> • Upgrade Block 2 (Rooms 12-15) • Containers to be renovated into effective learning spaces • Upgrade hall & Room 23 wall linings • Complete Learning Support Coordinator build • Finalise drawings for Block 2 modifications • Install shaded outdoor areas between classrooms (sails) 16-20 • Upgrade all school signage • Install containers to house outdoor equipment • Complete Learning Support Modifications <p>Personnel</p> <ul style="list-style-type: none"> • Maintain Coaching as the main form of PLD • Continue implementing school public relations guidelines • Senior Leaders to apply for sabbatical studies • Team Leaders to attend ULearn • Run suitable PLD opportunities for Teacher Aides • Develop He Ara Rangatira LSS Leadership Model <p>Kāhui Ako</p> <ul style="list-style-type: none"> • WSLs undertake cultural audit development with CORE Education facilitator • WSLs lead school development across their focus areas • ASL leads culturally responsive practice Kāhui Ako wide
	<p>Proposed Strategies for Achieving Goal 3 -2024</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Student engagement with HERO as a progress and achievement tool • Whānau engagement with HERO as a progress and achievement tool • Implement student-directed approach to learning • Investigate student-directed learning strategies <p>Finance & Property</p> <ul style="list-style-type: none"> • Install a school turf • Begin the upgrade Block 1 (Rooms 5-6) • Upgrade wireless access points (Ministry of Education contract) • Build a space that provides opportunity and experiences for all our learners • Install shaded outdoor areas between classrooms (sails) 24 & 25 <p>Personnel</p> <ul style="list-style-type: none"> • Team Leaders to attend ULearn • Passion PLD for all staff • Senior Leaders to attend ISTE Conference

	<p>Proposed Strategies for Achieving Goal 3 - 2025</p> <p>Curriculum</p> <ul style="list-style-type: none">• HERO replaces Seesaw as a parent information portal <p>Finance & Property</p> <ul style="list-style-type: none">• Complete the upgrade Block 1 (Rooms 5-6)• Investigate the option of a school turf <p>Personnel</p> <ul style="list-style-type: none">• Team Leaders & Assistant Principals to attend ULearn• Senior Leaders to attend ISTE Conference• Investigate the option of a school gymnasium
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Annual Plan (2023)

Strategic Goal 1: He Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

To develop responsive, engaging and reciprocal relationships that foster high expectations and enhance student self identification, efficacy, achievement, engagement and wellbeing



National Links

National Education & Learning Priority (NELPS)

Local Links

Areas of School Focus: Finance, Personnel, Property

Kāhui Ako: Wellbeing, Relationships


Strategies for Achieving Goal 1 -2023	Who?	Outcomes
Term 1 Actions		
Complete an intro survey consultation for whānau on their tamariki's hopes and aspirations	BWS	
Conduct a Māori whānau consultation by phone or face-to-face	RN	
Run KiVa anti-bullying programme (student well-being)	RD	
Run a range of extension programmes - Mathematics, Literacy	SL/KL	
Use Skodel to support and monitor student wellbeing	SL	
Establish strong reciprocal iwi relationships that lead to professional learning and development	RN	
Māori Achievement plan and actions expanded, developed, and lived	RN	
Te Reo Māori development undertaken by 14 staff members	RN	
Visit schools in Adelaide related to effective play-based learning	JH/BWS	
Undertake PLD (one day course) for 6 staff in play-based learning in Adelaide	JH/BWS	
Whole staff reading of Niho Taniwha	BWS	
Possible Term 2 Actions		
Surveys (Inclusive Practices and Wellbeing at School)	RD	
Local curriculum development & implementation of the Aotearoa New Zealand Histories Curriculum	RN	
Run a range of extension programmes - Mathematics, Literacy	SL/KL	
Use Skodel to support and monitor student wellbeing	SL	
Establish strong reciprocal iwi relationships that lead to professional learning and development	RN	
Te Reo Māori development undertaken by 14 staff members	RN	

Whole staff reading of Niho Taniwha	BWS	
Possible Term 3 Actions		
Consult with whānau on the structure of the school report	JH	
Run KiVa anti-bullying programme (student well-being)	RD	
Run a range of extension programmes - Mathematics, Literacy	SL/KL	
Use Skodel to support and monitor student wellbeing	SL	
Establish strong reciprocal iwi relationships that lead to professional learning and development	RN	
Whole staff reading of Niho Taniwha	BWS	
Safety glass, film installation on all windows	BWS	
Caretaker to complete a hazardous materials course	AF/RJ	
Possible Term 4 Actions		
Complete whole school writing PLD - Writer's Toolbox	JH/KL	
Run KiVa anti-bullying programme (student well-being)	RD	
Use Skodel to support and monitor student wellbeing	SL	
Māori Achievement plan and actions expanded, developed, and lived	RN	
Whole staff reading of Niho Taniwha	BWS	

Strategic Goal 2: Tūrangawaewae | Place

Arotahi Ā Mua | The Future

To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection

	National Links National Education & Learning Priority (NELPS)	Local Links Areas of School Focus: Finance Kāhui Ako: Kāhui Ako: Pedagogy
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Strategies for Achieving Goal 2 -2023	Who?	Outcomes
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Term 1 Actions

Complete whole school writing PLD - Writer's Toolbox	JH/KL	
Local curriculum development & implementation of the Aotearoa New Zealand Histories Curriculum	RN	
Engage our local iwi to support our curriculum development and kapa haka group	RN	
Incorporate components of local and national history into integrated curriculum and Investigation areas	RN	
Healthy Active Learning contract	RD	
Digital Fluencies professional learning (200 hours)	RD	
Explore changes indicated in the draft refreshed NZC	BWS	
Ākonga to attend a visit or a noho at Kauwhata Marae	RN	
Utilise 40 hours of Science PLD though House of Science	SL	
Run focus groups across Reading, Writing and Mathematics (10 kids in each), across all year groups	KL/JH	
Investigate new technologies to support our digital fluencies professional learning	RN	
Create a Strategic Plan with termly goals to enhance completion and accountability	BWS	
Complete the Kāhui Ako revised achievement challenges	BWS/ RN	

Possible Term 2 Actions

Complete whole school writing PLD - Writer's Toolbox	JH/KL	
Local curriculum development & implementation of the Aotearoa New Zealand Histories Curriculum	RN	
Healthy Active Learning contract	RD	
Digital Fluencies professional learning (200 hours)	RD	

Explore changes indicated in the draft refreshed NZC	BWS	
Utilise 40 hours of Science PLD through House of Science	SL	
Creative Schools Index (CSI) - 2022/2023 comparison	SL	
Run focus groups across Reading, Writing and Mathematics (10 kids in each), across all year groups	KL/JH	
Possible Term 3 Actions		
Complete whole school writing PLD - Writer's Toolbox	JH/KL	
Local curriculum development & implementation of the Aotearoa New Zealand Histories Curriculum	RN	
Healthy Active Learning contract	RD	
Digital Fluencies professional learning (200 hours)	RD	
Explore changes indicated in the draft refreshed NZC	BWS	
Utilise 40 hours of Science PLD through House of Science	SL	
Review the implementation of our school dispositions	KL	
Run focus groups across Reading, Writing and Mathematics (10 kids in each), across all year groups	KL/JH	
Assess the effectiveness of our Te Manawanui ki te Reo spaces	RN	
Possible Term 4 Actions		
Complete whole school writing PLD - Writer's Toolbox	JH/KL	
Digital Fluencies professional learning (200 hours)	RD	
Explore changes indicated in the draft refreshed NZC	BWS	
Utilise 40 hours of Science PLD through House of Science	SL	
Run focus groups across Reading, Writing and Mathematics (10 kids in each), across all year groups	KL/JH	
Evaluate the effectiveness of our Kāhui Ako	BWS/ RN	

Strategic Goal 3: Te Taiao | Environment

Akō | Ngā Āhutatanga Ako

Reciprocal Learning | Ways of Teaching & Leadership

To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership

OBJECTIVE
2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE
3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

National Links

National Education & Learning Priority (NELPS)

National & Local Links

National Education & Learning Priority (NELPS)

Areas of School Focus: Finance

Kāhui Ako: Kāhui Ako: Pedagogy

Strategies for Achieving Goal 2 -2023

Who?

Outcomes

Term 1 Actions

All teachers to develop sound skills of assessment data analysis in order to meet the needs of their ākonga

SL/RN/KL

Provisionally Registered Teachers (PRTs) to have robust and support programmes of professional learning and development

Mentor Teachers

Use HERO for accelerated tracking; Students reflecting against Literacy, Mathematics, and Dispositions progressions, and setting goals where appropriate; and trialling the app for parent communication & student sharing

SN

Staff familiarise with the new refreshed curriculum - Te Mātaiaho

BWS

Containers to be renovated into effective learning spaces

BWS

Upgrade hall & Room 23 wall linings

BWS

Install containers to house outdoor equipment

BWS

Complete Learning Support Modifications

BWS

Maintain Coaching as the main form of PLD

BWS

Develop He Ara Rangatira | LSS Leadership Model

BWS

Continue implementing school public relations guidelines

RD

Run suitable PLD opportunities for Teacher Aides

JH/JC

WSLs undertake cultural audit development with CORE Education facilitator

SL/SN/KL

WSLs lead school development across their focus areas

SL/SN/KL

ASL leads culturally responsive practice Kāhui Ako wide

RN

Staff familiarise with the new refreshed curriculum - Te Mātaiaho

BWS


Possible Term 2 Actions

Embed He Ara Rangatira LSS Leadership Model	BWS	
Staff familiarise with the new refreshed curriculum - Te Mātaiaho	BWS	
Senior Leaders to apply for sabbatical studies	RD/JH	
Run suitable PLD opportunities for Teacher Aides	JH/JC	
Possible Term 3 Actions		
Embed He Ara Rangatira LSS Leadership Model	BWS	
Staff familiarise with the new refreshed curriculum - Te Mātaiaho	BWS	
Complete Learning Support Coordinator build	BWS	
Finalise drawings for Block 2 modifications	BWS	
Senior Leaders to attend ULearn	KL/SL	
Run suitable PLD opportunities for Teacher Aides	JH/JC	
Investigate the creation of a space that provides opportunity for our tamariki to be immersed in new and unique experiences	BWS	
Possible Term 4 Actions		
Staff familiarise with the new refreshed curriculum - Te Mātaiaho	BWS	
Upgrade Block 2 (Rooms 12-15)	BWS	
Install shaded outdoor areas between classrooms (sails) 16-20	BWS	
Upgrade all school signage	BWS	

Annual Improvement Plan (2023)

Annual Goal 1: Developing an Understanding of Personal Wellbeing, Positivity, and the Impact on our Tamariki

Utilising Skodel as a digital tool to provide a window into the hearts and minds of our ākonga.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
<p>Strategic Goal 1: He Tangata People Whanaungatanga me te Kotahitanga Relationships & Collaboration</p> <p><i>To develop responsive, engaging and reciprocal relationships that foster high expectations and enhance student self identification, efficacy, achievement, engagement and wellbeing</i></p>		<p>Kāhui Ako: Wellbeing, Relationships</p>

Theory for Improvement

Skodel has been successfully running at LSS for the past 3 years. It has supported teachers in navigating student's wellbeing and identifying reasons for their behaviour. Student wellbeing is at the forefront across schools in Aotearoa and through the use of Skodel, we are able to source real time, student voice data about individual's wellbeing.

In addition to this a number of our students come to school unprepared and not in a state for learning. It is important that our teaching staff are aware and have unfettered access to support mechanisms and programmes that positively engage and care for our tamariki. Incorporating the work we do with our Zones of Regulation and KiVA programmes students are able to make effective connections to their emotions and the driving forces behind them.

As updates have occurred on the platform we have expanded our tracking of wellbeing into teaching staff, teacher aides, and our Learning Support Coordinators to monitor the wellbeing of our staff and the satisfaction they gain in their vocations. It also allows staff to present ideas for areas of improvement.

With the ability to break data down into gender, year group, ethnicity, and class, all levels of staff are able to have an impact and see the impact of student wellbeing.

Aspiration

Our aspiration is to monitor and enhance the wellbeing of all our students. Through this approach it is hoped suitable interventions can take place to support the student to overcome challenges and situations that may adversely affect their wellbeing. Our LSCs and head of ORS has been added to the Skodel platform with the ability to monitor the wellbeing of the students they work with closely. For the LSCs this will allow them to gather a bigger insight into what is happening in the lives of the students they are focusing on. For our head of ORS, some of the students are unable to communicate verbally, so having access to an image/data based system to check their wellbeing eliminates a barrier to building effective connections.

Our aim is to increase the combined well being score of all our students in Years 4-6. A combined well being score is made up by adding the positive mood selections together (motivated, grateful, and happy). The data below reflects the information that was gathered in 2022.

The three cohorts that will form our focus groups are the Year 4, 5, and Year 6 in 2023. The historical data that is displayed below is from December 2022 when these year groups were Year 3, 4 and 5 respectively.

Data

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2022)
Year 3 (2022)	Boys	All	72.7%
Year 3 (2022)	Girls	All	67.7%
Year 3 (2022)	All	Māori	73.9%
Year 3 (2022)	All	All	70.3%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2022)
Year 4 (2022)	Boys	All	70%
Year 4 (2022)	Girls	All	70.1%
Year 4 (2022)	All	Māori	63%
Year 4 (2022)	All	All	70.1%

Year Group	Gender	Ethnicity	Combined Well Being Score (End 2022)
Year 5 (2022)	Boys	All	71.8%
Year 5 (2022)	Girls	All	74.7%
Year 5 (2022)	All	Māori	74.8%
Year 5 (2022)	All	All	73.3%

Annual Targets

1. To maintain a combined well being score to greater than 70% for the following cohorts at our school in comparison to their 2021 data:
 - a. The Year 4 (2023) - All, Boys, Girls & Māori
 - b. The Year 5 (2023) - All, Boys, Girls & Māori
 - c. The Year 6 (2023) - All, Boys, Girls & Māori

Focus	Term 1 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Scheduled times for whānau to meet the teacher and see the classroom at the start of the year	Teachers	
	Learning Conversations to celebrate the achievements of our ākonga are held	Teachers	
	Online communication tools utilised to share school events and individual achievements (Facebook, Seesaw)	Teachers	
	Principal interaction and communication to highlight achievements	BWS	

	Panui covering learning for the term	Team Leaders	
	Seeking whānau voice and insight into their tamariki - through regular surveys, whānau evenings	Teachers	
Provide strategies for ākonga to self-regulate and build positive relationships	Collating data from Term 1 Skodel entries and graphed ready for start of Term 2 reflection.	Leadership Team	
	Run the KIVA programme - regular classroom lessons in combination with senior leadership intervention	DPs, Teachers	
	Utilising Zones of regulation to develop knowledge and understanding emotions and communicating using appropriate language.	Teachers	
Focus	Possible Term 2 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Panui to update learning in Term 2.	Team Leaders	
	Support whānau with home learning using a collection of 'how to' video. Shared through seesaw.	APs	
	Online communication tools utilised to share school events and individual achievements (Facebook, Seesaw)	Teachers	
	Principal interaction and communication to highlight achievements	Principal	
Provide strategies for ākonga to self-regulate and build positive relationships	Reviewing Skodel data gained from Term 1 by the second week of Term 2	Leadership Team	
	Run the KIVA programme - regular classroom lessons in combination with senior leadership intervention	DPs, Teachers	
	Utilising Zones of regulation to develop knowledge and understanding emotions and communicating using appropriate language.	Teachers	
	Social skills sessions being run by Michelle & Shelley (LSC) for classes in need of these skills.	LSCs, APs	
Focus	Possible Term 3 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Learning Conversations to celebrate the achievements of our ākonga are held	Teachers	
Provide strategies for ākonga to self-regulate and build positive relationships	Reviewing Skodel data gained from Term 2 by the second week of Term 3	Leadership Team, Teachers	

Focus	Possible Term 4 Actions	Responsibility	Outcomes
Fostering strong ākonga-whānau-school relationships	Parents play a collaborative role in classroom composition	DPs	
Provide strategies for ākonga to self-regulate and build positive relationships	Reviewing Skodel data gained from Term 3 by the second week of Term 4	Leadership Team, Teachers	

Annual Goal 1: Developing an Understanding of Personal Wellbeing, Positivity, and the Impact on our Tamariki

Utilising Skodel as a digital tool to provide a window into the hearts and minds of our ākonga.

Annual Targets

As included on the preceding pages.


Outcomes

To be completed in February 2024.

To be completed at the end of the 2023 calendar year.

Annual Goal 2: Enhancing Reading and Mathematical Content Knowledge and Application

Utilising Progressive Achievement Tests (PATs) as a digital tool to raise the achievement of our ākonga.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
<p>Strategic Goal 2: Tūrangawaewae Place Arotahi Ā Mua The Future</p> <p><i>To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection</i></p> <p>Strategic Goal 3: Te Taiao Environment Akō Ngā Āhuetanga Ako Reciprocal Learning Ways of Teaching & Leadership</p> <p><i>To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership</i></p>	 <p>OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>OBJECTIVE 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>Kāhui Ako: Wellbeing, Relationships</p>

Theory for Improvement

Progressive Achievement Tests (PATs) are one of the main sets of tests schools use. PATs are multiple-choice tests designed to help teachers determine achievement levels of students in Mathematics, Reading Comprehension and Vocabulary, and Listening Comprehension. The test results help teachers decide what kinds of teaching materials are needed and which methods or programmes are most suitable for their students. PATs are also important because they identify the progress a student is making from year to year. This year our school is utilising two PATs. Information regarding these is included below.

PAT:Reading Comprehension assesses how well our students understand the text they are reading. Each test is organised around several extended pieces of writing which include stories, poems, reports and explanations.

PAT:Mathematics covers number knowledge, number strategies, algebra, geometry and measurement, and statistics.

Our staff have engaged in professional learning and development to utilise the aspects of the online PAT site to further delve into the learning requirements for our students.

Through the use of PATs our teachers ascertained where our students sit nationally. This has been extremely beneficial as the majority of our cohorts are achieving well. Collaborative analysis of the data, by all staff, has enabled us to identify key cohorts with which to focus. Further analysis, on a student by student basis, will provide areas of development that are required to be integrated into classroom teaching and learning programmes.

Both Reading and Mathematics assessments reflect the growing strength of our tamariki to achieve pleasing results. The focus of our school is to continue to build on these solid foundations and ensure all groups perform well.

Aspiration

Our aspiration is to raise the achievement and progress of our tamariki through the use of an intensive approach which delves deeply into the learning maps, highlighting areas for improvement and areas of strength.

Annual Targets

Raising the achievement of the following year groups below. We will be using PAT tests as a tool to identify areas of development that are required to be integrated into classroom teaching and learning programmes.

Reading Comprehension

			2023 Data			
Year Group	Gender	Ethnicity	Average Scale Score	Average Stanine	Average National Scale Score	Difference (National & Local)
Year 4 (2023)	All	All	19.3	3.8	28.8	9.5
Year 5 (2023)	Male	Māori	26.3	3.6	35.8	9.5
Year 5 (2023)	Female	Māori	30.8	4.2	35.8	5

Mathematics

			2023 Data			
Year Group	Gender	Ethnicity	Average Scale Score	Average Stanine	Average National Scale Score	Difference (National & Local)
Year 4 (2023)	Female	Māori	18.2	4.3	30.6	12.4
Year 5 (2023)	Female	Māori	25.3	4.2	38.9	13.6
Year 5 (2023)	Male	Māori	31.9	3.8	38.9	7

Focus	Term 1 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading for ākonga through data collection and analysis	Upskilling staff in the use of the data gathered through PAT assessments and incorporating ARBs/foci into classroom planning	APs, Team Leaders	
	Use STAR assessment data to target specific gaps in reading vocabulary and comprehension	Teachers	
	Use Reading Comprehension PAT assessment data to target specific gaps in reading comprehension	Teachers	
Enhancing learning outcomes in Reading for ākonga through targeted teaching professional development	Identify and isolate the comprehension strategies that need further development	Teachers	
	Develop targeted and robust learning programmes to expand student skill knowledge of comprehension strategies	Teachers	
	Develop learning programmes to further enhance understanding of sentence structures, paying specific attention to	Teachers	

	meaning		
	Utilise the Structured Literacy approach to provide explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels	Teachers	
	Classrooms programmes to contain a range of independent activities to target identified gaps in reading strategies	Teachers	
	Utilise a range of classroom teaching techniques to develop vocabulary understanding	Teachers	
	Develop students' question understanding and generation skills through the use of Bloom's Taxonomy	Teachers	
Enhancing learning outcomes in Reading for ākongā engagement with external agencies	Run a 'Buddy Reading' programme, school wide, to provide reading mileage for our ākongā	Teachers	
	Invite members of the community into school to provide reading mileage opportunities for our ākongā	APs	
	Use Fluency Buddies to develop reading mileage (process supported by our RTLit)	Teachers	
Enhancing learning outcomes in Mathematics for ākongā through data collection and analysis	Upskilling staff in the use of the data gathered through PAT Mathematics assessments and incorporating ARBs/foci into classroom planning	APs	
	Use Mathematics Comprehension PAT assessment data to target specific gaps in mathematics achievement	Teachers	
	Lunchtime strategy workshops run by experts in year groups to upskill teachers on strategies	APs	
	Analyse Knowledge and Strategy assessments to identify strengths and areas for focus/development	Teachers	
	Compare PAT and Knowledge and Strategy assessments to ensure alignment with progressions	Teachers	
	Develop and reflect on action plans to address the identified needs based on assessment data	Teachers, APs, Team Leaders	
Enhancing learning outcomes in Mathematics for ākongā through	Utilise the expertise of staff who have a strength in the teaching of Mathematics to provide support and guidance for teaching staff	APs	

targeted teaching professional development			
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching practices	Provide real world Rich Maths Tasks to ensure ākonga have the opportunity to solve maths problems using authentic contexts and develop mathematical language understanding	Teachers	
Focus	Possible Term 2 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Mathematics for ākonga through data collection and analysis	Ensure utilisation of ARBS as targeted follow on tasks during independent learning time. This needs to be done consistently and meaningfully	Team Leaders, Teachers	
	Management of assessment data and Analysis. Ensuring there are systems in place in each classroom to teach according to what data is showing us	Team Leaders, Teachers	
Enhancing learning outcomes in Reading for ākonga engagement with external agencies	Hold a school book week at the start of every term to promote reading encourage and showcase resources that are available	APs	
	Classes to visit local library and view the variety of resources available to engage readers	APs	
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching professional development	Further upskill support staff and teaching staff in the use of the Numicon resource	APs, Team Leaders	
	Targeted PLD provided to staff to upskill in Rich Maths Tasks and Workshops	APs, Team Leaders	
Enhancing learning outcomes in Reading and Mathematics for ākonga through targeted teaching practices	Post videos from the LSS learning hub to social media platforms (Seesaw/ Facebook) to support whānau with home learning	Leadership Team	
Enhancing learning outcomes in Mathematics for ākonga through targeted teaching practices	Embed daily 'Number Talk' activities in class routines (discussing weather, calendar etc) In junior classes, incorporating Day of the week charts	Teachers	
Enhancing learning outcomes in Reading and Mathematics for ākonga through targeted community engagement	Make reading tips, prompts, useful questions for whānau to support home reading more visible. Incorporate into reading log	Teachers	
	Kickstart - Parents could attend a 'Parent session' where they are shown how to support their child's learning at home. This could be during kickstart or a separate	DPs, Teachers	

	parent meeting		
Enhancing learning outcomes in Reading and Mathematics for ākonga through an effective and engaged partnership with Ngāti Kauwhata and our school whānau	Continue to foster a robust and mutual Ngāti Kauwhata partnership which provides advice and guidance around culturally appropriate practices	RNolan, APs	
Focus	Possible Term 3 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading and Mathematics for ākonga through an effective and engaged partnership with Ngāti Kauwhata and our school whānau	Integrating Te Ao Māori and Mātauranga Māori throughout our Reading and Mathematics Programmes throughout the year - Ko Wai Au, Ko Tātou Tēnei, Matariki, Waitangi.	RNolan, Teachers	
	Organise iwi members to come and share Ngāti Kauwhata narratives with children	RNolan	
Focus	Possible Term 4 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Mathematics for ākonga through data collection and analysis	Complete PAT assessments and compare with data gathered over the course of the year to ascertain progress and achievement	Teachers, Leadership Team	

Annual Goal 2: Enhancing Reading and Mathematical Content Knowledge and Application

Utilising Progressive Achievement Tests (PATs) as a digital tool to raise the achievement of our ākonga.

Annual Targets

As included on the preceding pages.


Outcomes

To be completed in February 2024.

To be completed at the end of the 2023 calendar year.

Annual Goal 3: Enhancing and Extending the Achievement of our New Entrant Students

Utilising 5 and 6 Year Observation Surveys as tools to accelerate the early literacy knowledge and skills of our ākonga.

Link to Strategic Goal	Link to NELPs	Link to Kāhui Ako
<p>Strategic Goal 2: Tūrangawaewae Place Arotahi Ā Mua The Future</p> <p><i>To develop a creative and relevant localised curriculum, reflective of our people, our place and our space in order to nurture future focused global learners that demonstrate a sense of belonging and connection</i></p> <p>Strategic Goal 3: Te Taiao Environment Akō Ngā Āhuetanga Ako Reciprocal Learning Ways of Teaching & Leadership</p> <p><i>To provide innovative, collaborative and equitable learning opportunities and environments which will ensure all students achieve to their potential, augmented by effective culturally responsive systems of pedagogy and leadership</i></p>	 <p>OBJECTIVE 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner</p> <p>OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau</p> <p>OBJECTIVE 4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>Kāhui Ako: Wellbeing, Relationships</p>

Theory for Improvement

Here at Lytton Street we have designed 5 Year and 6 Year old assessments which encompass a variety of checks including Reading Age, Letter Identification, Phonological Awareness knowledge, Concepts About Print, and Hearing and Recording Sounds in Words. The purpose of this assessment is to clearly see progress in the first year at school, as well as any trends or dips which need to be addressed.

The school has conducted extensive professional learning and development in the use of the Code - a phonics based approach to teaching and learning. This has targeted key knowledge areas for students in a progressive structure that enables them to develop proficient letter sound and blend knowledge prior to applying this to the formal process of reading.

The process of explicitly teaching critical literacy knowledge and skills, including phonemic awareness, is founded on a rich plethora of research evidence that focuses on the development of the brain, and how our tamariki learn best. This approach continues to become entrenched in our school learning programmes, as new staff are appointed.

Nationwide, tamariki enrolling in the New Zealand education system display a vast array of skills, talents and areas that need further development. This current environment makes teaching and learning an extremely complex task. The aim of our approach in 2023 is to continue to build on extensive learning that has taken place with our Structured Literacy approach and target areas that have traditionally and historically benefited and enabled accelerated progress in Reading.

Three core tools, gathered from 5 and 6 year old assessments will be used as beginning and end points - Letter ID, Concepts About Print (CAP) and the Reading Age. These tools will be monitored and assessed regularly in order to gauge progress and achievement.

Aspiration

Our aspiration is to accelerate achievement in the area of early literacy through analysis of data and targeted teaching approaches in the first year of school.

Annual Targets

Using a 61 student pool the historical data from 2022 reflected the following achievement:

- Accelerate the Letter ID progress - name and sound for our 5 year old students Average Phoneme Score 20.1/54. Stanine 3.4
- Accelerate the Concepts About Print (CAP) progress for our 5 year old students. Average CAP Score 8.7/24. Stanine 2.9
- Accelerate the Reading Age progress for our 5 year old students

Our aim is to accelerate the progress and achievement of our 5 year old students. Retesting will take place when these students have their 6th birthday.

Focus	Term 1 Actions	Responsibility	Outcomes
Enhancing learning outcomes for our new entrant ākonga through home-school partnerships	Communicate regularly via a range of forms of communication, such as Seesaw, home learning tasks and notices	Teachers, Team Leaders	
	Provide Seesaw videos for parents demonstrating how to complete home based tasks	Teachers	
Enhancing learning outcomes for our new entrant ākonga through targeted teaching	Structured Literacy - use whole class teaching or workshop approaches for explicit, systematic teaching	Teachers	
	Lunchtime workshops run by staff to further develop teachers' understanding of structured literacy	Teachers	
	All PCT or teachers new to Lytton Street School have a mentor teacher who guides them through our Literacy and Induction programme	Mentors	
	Utilise the Reading Recovery Teacher for upskilling and supporting staff and to provide Early Literacy Support in classrooms	Reading Recovery Teacher, Teachers	
	Team leaders/expert teachers carry out regular observations providing classroom teachers with feedback/feedforward	Team Leaders, APs, DPs, Principal	
	Expert teachers modelling Structured Literacy lessons in classrooms	Teachers	
Enhancing learning outcomes in Reading for ākonga through engagement with external agencies	Utilise the Resource Teacher of Literacy for upskilling staff and accessing resources	Team Leaders	
	Digital fluency PLD facilitator working with individual teachers to target specific goals	Teachers	
	Provide opportunities for PCTs to attend Structured Literacy PLD with RTLit twice a term	DP, PCTs	
Enhancing learning outcomes in Reading for ākonga through targeted teaching	Continue with the Structured Literacy approach across the school	Teachers	
	'Reading To' takes place in classrooms at	Teachers	

practices	least twice per day		
	Big Books will be utilised across the school to teach concepts about print, expression, fluency and phrasing and other more complex literary features	Teachers	
	Access Literacy Progressions which encompass phonological awareness, code and content at all levels across the school to guide teaching and next learning steps	Teachers	
	Play-based learning - Engage children in Year 0-2 classrooms using a range of play based strategies for authentic 'real world' contexts with specific reading foci across the curriculum	Teachers	
	Include current learning foci in Reporter and Photographer tasks during Investigations	Teachers	
	Increase teacher knowledge of Five and Six Year Old Assessments	Teachers	
Enhancing learning outcomes in Reading for ākonga through implementing Early Intervention Literacy programmes	Intervention Programmes with Teacher Aides operate every day across the week	LSCs, TAs, Teachers	
Enhancing learning outcomes in Reading for ākonga through targeted and structured use of resources	Phonological awareness is targeted through the use of Heggerty lessons, multiple times through the day	Teachers	
	Decodable texts are utilised for early readers to provide opportunities for segmenting, blending and practising fluency	Teachers	
	A range of predictable texts are introduced and utilised once reading is underway to ensure ākonga are exposed to, and have experience with, a variety of text types	Teachers	
	Post videos from the LSS learning hub to social media platforms (Seesaw/ Facebook) to support whānau with home learning	Teachers	
	Readers, Phonological Awareness games, sound packs and reading logs are sent home daily to promote the relationship between home and school and provide individualised tasks for reading practice	Teachers	
	Purchase additional decodable resources for use across the school	DP	
Enhancing learning outcomes in Reading for ākonga through an effective and engaged	Continue to foster a robust and mutual Ngāti Kauwhata partnership	RNolan	

partnership with Ngāti Kauwhata and our school whānau	Integrating Te Ao Māori and Mātauranga Māori across our Reading and Mathematics Programmes	RNolan/ Teachers	
	Organise iwi members to come and share Ngāti Kauwhata narratives with children	RNolan	
Focus	Possible Term 2 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading for ākonga through engagement our local community	Hold a 'Book Week'	Teachers	
	Arrange for iwi members to come and share Ngāti Kauwhata narratives with children	RNolan	
Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Reflect on Little Learners Love Literacy (LLLL) tracking and create a plan going forward	Teachers	
	Reading moderation meeting to be held to continue to develop standardised practices of reading assessment	Teachers	
	Running Records and Record of Reading are conducted	Teachers	
Focus	Possible Term 3 Actions	Responsibility	Outcomes
Enhancing learning outcomes for our new entrant ākonga through home-school partnerships	Learning Conversations will be held with a 100% parent/caregiver attendance as the expectation	Teachers	
Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Running Records completed for all ākonga	Teachers	
	Analysis meeting held to ascertain progress and achievement to date	APs/Team Leaders/ DPs	
	Reading assessment meeting to be held to continue to develop standardised practices	APs	
Focus	Possible Term 4 Actions	Responsibility	Outcomes
Enhancing learning outcomes in Reading for ākonga through targeted teaching practices	Running Records and Record of Reading are conducted	Teachers	

Annual Goal 3: Enhancing and Extending the Achievement of our New Entrant Students

Utilising 5 and 6 Year Observation Surveys as tools to accelerate the early literacy knowledge and skills of our ākonga.

Annual Targets

As included on the preceding pages.

Outcomes

To be completed in February 2024.

To be completed at the end of the 2023 calendar year.