

# 2025 Annual Implementation Plan - Draft

MOE 3406

May our goals take us as high as the mountains, our learning as deep as the lake  
and our knowledge shine through like the night sky

LAKE TEKAPO SCHOOL

Kia ekeā ki mauka tētahi e kī whātakā, rite te akoraka ki te hōhonutaka o te roto  
Kia tūrama mai te mātaurakame he whētū tūto i ruka rā

## OUR WHY?

### TANGATA WHENUATANGA

#### Sense of Place

Our Place relates to "who am I? Where am I from? and What is the story of the place I belong". This is important for our children to grow and learn as it is their sense of place and belonging that forms the connection between themselves, their community and their place in the world. This connection encourages our students to go out of the classrooms to make connections, both with the land which tells its own story and with its community which connects the relationships between people. Lake Tekapo School aims to reflect and respond to its local community's goals by involving the history, customs and ecology of its unique locality. It is about ensuring that our children feel comfortable in their place and space with confidence. Our Place is centred on our students becoming Life Long learners where they create for themselves a sense of order, curiosity and form.



**The values and work ethic we see in our humble Collie are the values we hope to see in our children.**

This working farm dog is famous for his intimidating "eye". The Collie has a fixed, hypnotic stare as he crouches low and creeps up on the sheep. One of the most intelligent of all the breeds, the Collie is also one of the most stimulating and rewarding breeds to train. It is one of the hardest working dogs thriving on praise.

The Collie has a superior intellect and this combined with his focus and work ethic make for impressive features. A Collie is sharp-eyed, quick-thinking and an enthusiastic worker that has been bred for endless miles of sprinting and stop-and-go action. The Collie thrives on learning different skills and thrives on demonstrating obedience and agility to ensure they remain at the top of their game. They are always wanting more to do and struggle to slow down if they have not found ways to get rid of their energy.

Being intelligent does mean they learn very quickly and that includes learning how to do anything they set their minds to. They are quick to master new skills and think of ways to get around a problem.

Teaching a Collie can be frustrating, because they are constantly thinking, analyzing, and reacting to what they see, hear and feel. Collies love getting things right and they will let you know if something is wrong or needs to be fixed up or if someone is not cooperating.

# LAKE TEKAPO SCHOOL

Game Sense Sprout Te Tiriti Self Responsibility Tuakana Teina Multisensory Mindset Local

Fetch it... play with it... Bring it home



KAITIAKITANGA  
HAUORA  
SUSTAINABILITY

Manaakitanga Tuakiri Whananungatanga Ako

## TANGATA WHENUATANGA

Sense of Self, Sense of Place

Lake Tekapo School Vision and Values and Curriculum Framework - Reviewed 2024

Reviewed 2024 Implementation Plan

# Lake Tekapo School Self Review:

In 2024 we continued to use our self review process to look at curriculum and curriculum delivery, along with Personnel, Health and Safety, Communication and Compliance. With the implementation of the National Education Learning Priorities (NELPS), this self review process is being reviewed itself to ensure that the Lake Tekapo School Board are meeting this new legislation. This is an ongoing piece of work for 2025. NELPS 2024



# Giving Effect to Te Tiriti o Waitangi

At Lake Tekapo School we enact [Te Tiriti o Waitangi](#) in an authentic way, weaving through our school programmes by :

- working to ensure that our plans, policies, and local curriculum reflect our local tikanga Māori, mātauranga Māori, and te ao Māori of our Ngai Tahu iwi taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for our Māori students
- we enable [Ka Hikitia – Ka Hāpaitia](#) to come alive

Te Whare Tapa Whā is a well-known holistic Māori model of wellbeing used widely in schools and kura throughout Aotearoa. The model uses the symbol of the wharehau to illustrate the four dimensions of Māori wellbeing: Te Whare Tapa Whā support education professionals to develop holistic approaches to hauora and school culture.

- taha tinana (physical health),
- taha wairua (spiritual health),
- taha whānau (family health)
- and taha hinengaro (mental health).

What does this mean in practice? - Te Whare Tapa Whā and our inclusion of this in the Lake Tekapo School Programme:

- Working on a number of whole-school waiata and extending our usage of karakia.
- Fleshing out and gaining a greater understanding of the School Values for tamariki, whānau and stakeholders.
- Creating 3 Pou to represent the “big idea” that our curriculum is built around - Kaitiakitanga / Hauora / Sustainability.
- Implementing and timetabling the day with a Hauora and Values Focus to curriculum - Daily Fitness, Multi Sensory, Integration / Dispositional
- Using restorative practices that are student centred, rather than punitive measures - maintaining mana.
- Traditional Maori Games

How does this work? Combing the concepts of Te Whare Tapa Whā into movement, fitness, behaviour and scaffolded learning opportunities:

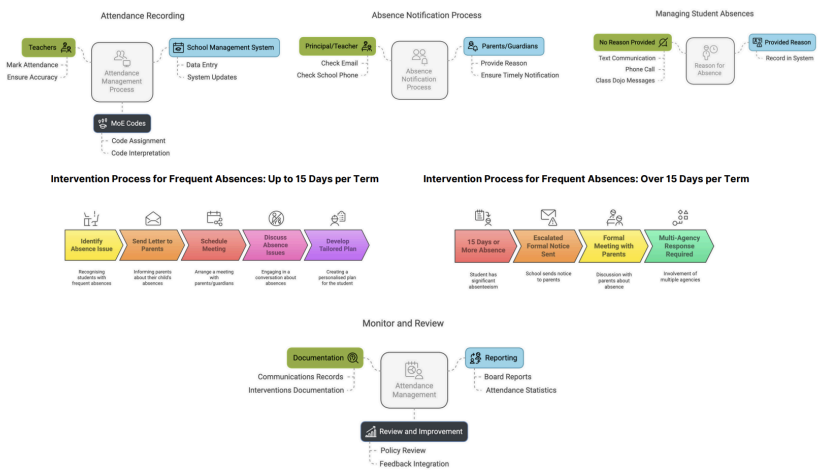
- Whānau - Skills to be successful - Sharing, Teamwork, Roles and Responsibilities
- Hinengaro - Strategy and Mental Skills
- Tinana - Self Explanatory
- Wairua - Respect, Humility, Fairplay, Empathy etc

The New Zealand Government has set a target of 80% of students attending more than 90% of the time by 2030. This is how Lake Tekapo School will be implementing and actioning this:

- We will follow our attendance Policy and Attendance Procedures regarding attendance and attendance concerns.
- We will monitor and be proactive to ensure all students at Lake Tekapo School maintain a good attendance record.
- We will design and implement a process for addressing attendance concerns with strategies for early intervention.
- We will consult and inform our community through a variety of means ie: Newsletters, reporting channels.
- We look analyse attendance data to track towards the government’s target.
- We will report attendance at each Board of Trustees meeting and discuss and follow up any concerns.
- We will be sensitive to our approach to attendance, recognising that our community is isolated and that our parents are restricted in their access to medical care and holiday leave during school holidays and peak tourist periods.

Implementing the New Zealand government targets around attendance requires a multi faceted approach that involves daily monitoring, targeted interventions and the collaboration with parents and other agencies. There will be a focus on the underlying causes of absences. We will endeavour to be proactive and responsive in our efforts to improve attendance and ensure that all students have the opportunity to succeed.

Process for managing Student Attendance at Lake Tekapo School - Draft



# Implementation of the English Curriculum at Lake Tekapo School for 2025

In the design of the 2025 Strategic Plan the Lake Tekapo School Board of Trustees has chosen to work with the current plan and adapt this to meet the needs of the school. Lake Tekapo School has been actively implementing changes, as support, guidance and accessible Professional Development arises.

## 2025 Actions:



Structured Literacy: Lake Tekapo School has been working with the Ideal Structured Literacy Programme in 2024, after the initial work in BSL through the Te Manahuna Kahui Ako. The decision to change programmes was based on neighbouring schools and the use of this programme at our local college. The implementation of this programme has been aligned to our understanding of Reading and Writing, with the aim of building both knowledge and understanding in our phonics, phonemic awareness and morphology approach to Literacy. In 2025 we will align the work being achieved to our reading and writing programme.

- Early Childhood Transition and Phase 0-3: To consider how our transition programme is consistent with the expectations of starting at Lake Tekapo School. Ensuring that the expectations and skills are known and understood to allow the best transition possible for tamariki.
- English Curriculum and Strand Focus: There will be a focus on unpacking a balanced approach to all strands of the curriculum - Reading, Writing and Oral Language. This will allow us to plan for the integration of programmes.
- Integration of contexts relevant to our students - Local Curriculum: We are endeavouring to maintain the concept of a local curriculum for a small school. This includes using our unique rural environment, using real life contexts and providing opportunities that reflect our tamariki's sense of place and self. This includes incorporating local contexts and Te Ao Maori perspectives.
- Assessment for Learning Practices: We will continue to build on the Professional Learning led by the Te Manahuna Kahui Ako around assessment. We see this as a vital piece of work and an integral part of the implementation of the English Curriculum. This work will include reviewing and revisiting both formative and summative practices and allowing opportunities to unpack old and current pedagogies.
- Critical Literacy Skills and Thinking: Working on developing student's critical literacy skills, encouraging them to analyse texts, identify bias and evaluate information using a variety of texts.
- Teaching Strategies: Consider, Investigate and trial a variety of teaching approaches. These will include explicit instruction, collaborative tasks, digital tools, school made resources, Whole class, small group opportunities to engage and cater to a diverse number of learning styles and backgrounds in our multi-level classrooms.
- Culturally Responsive Practices: Consider how our English programme is culturally responsive and reflects the diverse backgrounds of our students. This includes incorporating Maori/ Pasifika perspectives along with the 11/34 ethnicities that are currently in our school.
- Professional Learning: Continue to take part in and apply for Professional Learning where appropriate. To work with the Te Manahuna Kahui Ako and other small, rural schools to understand best practice.



## Implementation of the Maths Curriculum at Lake Tekapo School for 2025:

At Lake Tekapo School we have ordered both the Numicon resources for our Year 0-3 students and PRIME for our Year 4-6. Prime has previously been used to supplement our maths programme. This resource has been adapted for our multi-level classrooms, but we are now focussed on ensuring that there will be clear progressions and an emphasis on conceptual understanding and problem solving.

### 2025 Actions:

Undertaking PLD: The teacher only days have been organised through the Te Manahuna Kahui Ako. This will include 4 ToD over 2025 and 2026.

Focus on Proficiencies through the Integration of Concepts: We will plan for and assess the four proficiencies of Understanding, Fluency, Problem Solving and Reasoning. We will ensure that learning activities provide opportunities for students to develop and demonstrate these proficiencies.

Real Life Mathematics Experiences (integration): We will plan for conceptual understanding to build into our students the “why” behind the maths, not just the “how”.


Use a wide range of teaching strategies: The Lake Tekapo school staff will use on-going assessment and monitor understanding as an integral part of the teaching and learning process. We will identify students’s strengths and areas for growth to inform planning and instruction.

Mathematical Language: The Lake Tekapo Staff will encourage students to communicate their mathematical thinking clearly. This will be both orally and written. This will include the areas of math such as their reasoning, justifying their answers and using mathematical vocabulary accurately.

Unpacking and Aligning new Mathematical Resources: As part of the programme the Lake Tekapo Staff will trial and adapt the resources once they arrive. We have ordered Numicon of Phase One and Prime for Phase Two. As part of this work we will be “backfilling” some knowledge and concepts for those students with the change in levels with the new curriculum.

# Evaluation and Analysis of Student Progress



Strategic Initiatives	Stage One / Stage Two	Review/ Evaluation 2025
<p><b>1.1 - Curriculum</b></p> <p>Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.</p> <p><b>2.1 People</b></p> <p>Establish and Foster collaboration with community,whanau and children as active partners in learning conversations.</p> 	<p><b>Stage Two :</b> Embed, evaluate, and adapt our localised Curriculum (Beginning Teacher started 2024)</p> <p><b>2024 Review:</b> All Vision and Values Poster completed, but not printed for reference. There is a need for clarification around the relevancy of this work. The Plan on a page is up for review and this is timely with changes in both the curriculum and legislation. The Purpose/ Reporting Poster for the Board is completed and has been aligned to the (NELPS). This has been held back with the current changes.</p> <p><b>Stage Two:</b> Embed, evaluate, and adapt our localised Curriculum (Beginning Teacher started 2024 - Continuation for 2024.</p> <p><b>Stage One:</b> Formalise and build strong relationships with local business providers and local experts.</p> <p><b>Stage Two:</b> Consolidate the relationships with local businesses and local experts.</p> <p><b>2024 Review:</b> Progress made on the local curriculum and initiatives. Our local curriculum is reliant on the relationships with our Local providers. We continue to work alongside local providers.</p> <p><b>Stage One:</b> Build connections with local iwi and marae to help consolidate our Maori Achievement plan.</p> <p><b>Stage Two:</b> Broaden knowledge of cultures within our school community and continue to support children, staff and parents to ensure a culturally responsive environment.</p> <p><a href="#">Culturally Responsive Practice - Hikairo Schema</a></p> <p><a href="#">Ako Te Whare Tapa Article</a> <a href="#">NELPS 2024</a></p>	<p>The Staff and Board of Trustees have continued to build on the Local Curriculum Professional Learning undertaken through ImpactED. This work has been collated and presented by staff to the parent group and Board of Trustees during 2024.</p> <p><a href="#">Lake Tekapo School Curriculum Mothership</a></p> <p><a href="#">Parent Information 2024</a></p> <p>The school continues to benefit from strong, local relationships with local providers and these are reciprocated as opportunities arise. The Community Space is used every night by both Community Groups and those that offer school programmes. In 2024 we started the Sprout Book Club, Local Biographies and our Science Investigation on the Hairy Footed Bumble Bee and Weta with Ruud Kleinpaste. The Kindergarten and School are working at being Kaitiaki at the Lake Tekapo Community Garden.</p> <p><a href="#">Term One 2024 Planning</a></p> <p><a href="#">Literacy Planning Term 2, 2024</a></p> <p><a href="#">NZ Kiwiana 2024</a></p> <p>We are focussed on continuing to develop and broaden the concept of Sprout, and this has been extended to include community groups and the possibility of extending this to other Kura.</p> <p><a href="#">Master Sprout</a></p> <p><a href="#">Project Brief - Multisensory Garden</a></p> <p>Planning and Understanding will continue as we work through the current changes happening within the sector.</p> <p><a href="#">Lake Tekapo School Curriculum Mothership</a></p>

## 1.2 Curriculum

To build teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.

### 2.2 People

Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.

**Stage One:** Build staff capability around digital assessment and formative practices to capture real time learning.

**Stage Two:** Strengthen Teaching pedagogy to ensure high quality teaching and learning programmes align to student achievement in real time.

[The DOT - Educa](#)

[Literacy Educa Integrated Curriculum 2023](#)

[Integrated Curriculum 2023 - Reserve.](#)

**Stage One:** Review current wellbeing practices through survey, student voice, staff feedback and the use of assessment data.

**Stage Two:** Continue to implement and consolidate the wellbeing practices of a schoolwide Hauora programme. (5 Ways to Wellbeing / Te Whare Tapa Wha)

[Kahui Ako Wellbeing Presentation](#) - Continuation 2024



The staff are still working with the current platform (Educa) as we glean a greater understanding and have access to the new Curriculum indicators. The Professional Learning undertaken with ImpactED through the Kahui Ako focused largely on Assessment for Learning and our review of assessment practices;

[Lake Tekapo School Curriculum Mothership](#)

[Assessment 2024](#)

[LTS - ImpactEd presentation](#)

As we work through 2024-25 the decision is to continue to use the progressions across Writing, Reading, Visual, Oral language and Mathematics to ensure staff are using the collation sheets and Priority learner schedule to maintain assessment practices. This is to allow staff to maintain what we currently have in our small school. This will be unpacked as we work with the new NZC and the current shifts in thinking.

**Next step:**

- Consolidate our understandings of the NZC and Literacy and Maths programmes. (Pedagogy)
- Continue to support our Beginning Teacher.
- To set up greater classroom autonomy to assist with individualising annotated posts in real time.
- To revisit the Transition Action Plan and Graduate Visual Posters in line with Educa Progressions.

[Transition Action Plan 2024.docx](#)

[Teacher Only 2024](#)

[Kindergarten Values Alignment 2024 Landscape 2 - St...](#)

## 2.3 - People

Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whanau.  
2024 Documentation:

**Stage One:** All staff are contributing in building genuine connections through it's people, place and environment.

**Stage Two:** Maintain and build on our Community Connections through valuing strong, authentic relationships with our people, place and environment.

The staff, parents and Board of Trustees has continued to make sense of new legislation and changes to priorities during 2023.

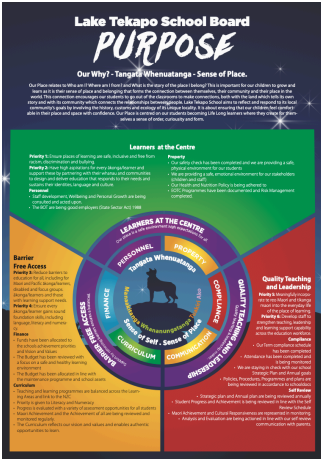
[Parent Information 2024](#)

[Pedagogy - One Hour Reading and Writing Integration...](#)

[Kahui Ako Wellbeing Presentation](#)

[Cultural Responsiveness 2024 - Addition](#)

[NELPS 2024](#)



New Zealand Curriculum Refresh / National Learning Priorities / Cultural Responsiveness

Background - New Direction



The current New Zealand Curriculum (2007) is under review. To date we have had no Professional Development with these new documents and staff are hoping that part of our PLD this year will cover and clarify the changes in greater details. At this point in time it appears the main aim is to redefine the current curriculum levels as phases of learning in a progression model. The progressions model 'chunks' the learning, so that the progress described in the curriculum is easily seen, and teachers have the clarity required to design integrated local-curriculum to support the progress of ākonga.

The progressions model covers five phases of learning throughout schooling – years 1-3, years 4-6, years 7-8, years 9-10 and years 11-13.

The draft curriculum content for Aotearoa New Zealand's histories shows what changes to 'The New Zealand Curriculum' might look like, including the Understand, Know, Do framing and progressions model. That is:

- The Structure of: 'Understand, Know, Do'
- Understand: the big ideas
  - Know: rich contexts for exploring the big ideas
  - Do: practices that bring rigour to learning

Culturally Responsive Practice - Hikairo Schema


Success

Initiative 1.1 - 1.2






- Our Learners are engaged in a curriculum where they feel valued for their contribution to the community.
- Our learners will see how community works and how they can contribute to it locally, nationally and globally. They will learn to act locally, but think globally.

Initiative 2.1-2.2-2.3

- Learners will know themselves as learners through engagement and participation in their unique learning process.

Initiative	Current State	Measure	Review	Action 2025
2.3 Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whanau.	Vision and Values consulted upon, reformatted and ready to Print. The focus is on Values and moving away from K.C.  Vision	School Survey - Feedback and engagement from community members.  Curriculum Framework Review and Implementation - Student and Parent Voice.  Implementation of Professional Learning goals and PLD Priorities.	Te Whare Tapa Wha / Hikairo Schema Culturally Responsive Practice - Hikairo Sc... Project Brief - Multisensory Garden NELPS 2024 Teacher Only 2024 Lake Tekapo School Curriculum Mothership	On Hold - Documentation Updated.  Values Alignment 2024 Landscape 2 - Student Voic...  Unpack 2025 Kindergarten Values Alignment 202...  Alignment 2025 Kindergarten Values Alignment 20...



	 <p>Purpose</p>  <p>Framework</p>  <p>Parent</p>  <p>Classroom</p>  <p>Certificates</p>			
Output (see)	Fostering Sense of Self - Transition Lifelong Learning Skills Child at the Centre			Refinement of school wide systems and ownership of Vision and Values  Child at Centre and understanding their sense of place.
Success	Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.			

# Lake Tekapo School Roadmap 2022-2024 - Plan on a Page Analysis of Variance 2023.

- Please refer to the 3 Year Strategy Measurement Review: [BOT 2025 3 Year Plan](#)
- Please refer to the 3 Year Strategy Summary of Initiatives: [BOT Meeting 2025 - Succession Meeting](#)
- Please refer to the Analysis of Variance (below) [AOV Strategic 3 Year 2025 Plan on a Page](#)

## Strategic Goal:

### Curriculum:

- 1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.
- 1.2: To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.

### People:

- 2.1 Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.
- 2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.
- 2.3 Prioritise a sense of Identity, Manaakitanga, Whanaungatanga and sense of self for all students and whanau.

## Annual Target/Goal 2025 (Why)

### Our Local Curriculum - Initiative 1.1 / 1.2:

To Strengthen Literacy and Mathematics Outcomes through Te Mātaiao - To implement structured literacy and mathematics approaches aligned with Te Mātaiao to improve student engagement, achievement and wellbeing.





- To strengthen student literacy and Mathematical Outcomes through all teaching staff participating in professional development.
- To work towards the 2026 implementation of the explicit teaching strategies for phonics, comprehension and mathematical reasoning based on Te Mātaiao.
- To work towards 2026 where 80% of students will demonstrate progress in reading and writing aligned to the Te Mātaiao literacy progressions (Phases).
- To work towards 2026 where 80% of students will demonstrate progress in mathematics aligned to the Te Mātaiao Mathematics progressions (Phases).



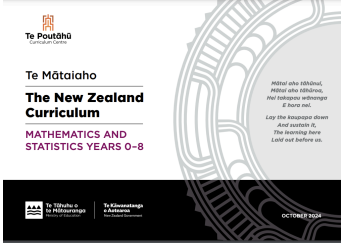
### Our Relationships - Initiative 2.1 / 2.2 / 2.3

To Strengthen assessment and reporting outcomes through building culturally responsive and inclusive practices that reflect the diverse cultures at Lake Tekapo School.

- To strengthen teachers understanding of formative and summative assessment practices to provide targeted support in both literacy and mathematics.
- To collaborate with other small schools on the implementation of school/cluster wide assessments that align to Te Mātaiao literacy and mathematics expectations (Phases).
- To work towards 2026 by developing partnerships with whanau and Providers with an emphasis on cultural responsive pedagogy.

Actions	What did we achieve? 2024	Evidence to help meet Target for 2025	Reasons for any differences (variances) between the target and the outcomes	Planning for next year (Where to next?) 2026

<b>Writing</b>	End of 2024 Data - Structured Literacy Whole School 77% of students are working at or above the expected level. (Structured Literacy Implementation)	Continue with: <ul style="list-style-type: none"><li>• Assessment for Learning PLD</li><li>• Kahui Ako Pathways</li><li>• Educa Reporting</li><li>• Staff Moderation</li><li>• Ideal Platform</li><li>• MOE Documentation &amp; Support</li><li>• Assessment Data</li></ul>	As per 2024 Analysis of Variance - Staff are working hard to move towards system changes and curriculum expectations of the new curriculum in English and Maths. We are focused still on putting students at the centre of their learning. Staff in 2024 reviewed it's Literacy Programme, Assessment measures and Timetable to ensure their were opportunities to maintain a balanced curriculum across the day. Educa remains our reporting platform, but this will need review in 2025 with new criteria and curriculum phases aligned. Work this year will focus on teacher autonomy and engagement into Professional Learning, advice and guidance and the pedagogy behind these changes.	 
Commentary / Evaluation 2023 - Refer AOV and Data Evaluation	<p><b>Our Local Curriculum - Initiative 1.1/1.2:</b></p> <p>To Strengthen Literacy and Mathematics Outcomes through Te Mātaiaho - To implement structured literacy and mathematics approaches aligned with Te Mātaiaho to improve student engagement, achievement and wellbeing.</p> <ul style="list-style-type: none"><li>• To strengthen student literacy and Mathematical Outcomes through all teaching staff participating in professional development.</li><li>• To work towards the 2026 implementation of the explicit teaching strategies for phonics, comprehension and mathematical reasoning based on Te Mātaiaho.</li><li>• To work towards 2026 where 80% of students will demonstrate progress in reading and writing aligned to the Te Mātaiaho literacy progressions (Phases).</li><li>• To work towards 2026 where 80% of students will demonstrate progress in mathematics aligned to the Te Mātaiaho Mathematics progressions (Phases).</li></ul> <p><b>Our Relationships - Initiative 2.1/2.2/2.3</b></p> <p>To Strengthen assessment and reporting outcomes through building culturally responsive and inclusive practices that reflect the diverse cultures at Lake Tekapo School.</p> <ul style="list-style-type: none"><li>• To strengthen teachers understanding of formative and summative assessment practices to provide targeted support in both literacy and mathematics.</li><li>• To collaborate with other small schools on the implementation of school/cluster wide assessments that align to Te Mātaiaho literacy and mathematics expectations (Phases).</li><li>• To work towards 2026 by developing partnerships with whanau and Providers with an emphasis on cultural responsive pedagogy.</li></ul>			
<b>Reading</b>	End of 2024 Whole School working at or above the expected level 27/35 (77.1%) Refer AOV and Data Evaluation	Continue with: <ul style="list-style-type: none"><li>• Assessment for Learning PLD</li><li>• Kahui Ako Pathways</li><li>• Educa Reporting</li><li>• Staff Moderation</li><li>• Ideal Platform</li><li>• MOE Documentation &amp; Support</li><li>• Assessment Data</li></ul>	As per 2024 Analysis of Variance - Staff are working hard to move towards system changes and curriculum expectations of the new curriculum in English and Maths. We are focused still on putting students at the centre of their learning. Staff in 2024 reviewed it's Literacy Programme, Assessment measures and Timetable to ensure their were opportunities to maintain a balanced curriculum across the day. Educa remains our reporting platform, but this will need review in 2025 with new criteria and curriculum phases aligned. Work this year will focus on teacher autonomy and engagement into Professional Learning, advice and guidance and the pedagogy behind these changes.	 

<p>Commentary / Evaluation 2023 - Refer AOV and Data Evaluation</p>	<p><b>Our Local Curriculum - Initiative 1.1/1.2:</b> To Strengthen Literacy and Mathematics Outcomes through Te Mātaiaho - To implement structured literacy and mathematics approaches aligned with Te Mātaiaho to improve student engagement, achievement and wellbeing.</p> <ul style="list-style-type: none"> <li>To strengthen student literacy and Mathematical Outcomes through all teaching staff participating in professional development.</li> <li>To work towards the 2026 implementation of the explicit teaching strategies for phonics, comprehension and mathematical reasoning based on Te Mātaiaho.</li> <li>To work towards 2026 where 80% of students will demonstrate progress in reading and writing aligned to the Te Mātaiaho literacy progressions (Phases).</li> <li>To work towards 2026 where 80% of students will demonstrate progress in mathematics aligned to the Te Mātaiaho Mathematics progressions (Phases).</li> </ul> <p><b>Our Relationships - Initiative 2.1 / 2.2 / 2.3</b> To Strengthen assessment and reporting outcomes through building culturally responsive and inclusive practices that reflect the diverse cultures at Lake Tekapo School.</p> <ul style="list-style-type: none"> <li>To strengthen teachers understanding of formative and summative assessment practices to provide targeted support in both literacy and mathematics.</li> <li>To collaborate with other small schools on the implementation of school/cluster wide assessments that align to Te Mātaiaho literacy and mathematics expectations (Phases).</li> <li>To work towards 2026 by developing partnerships with whanau and Providers with an emphasis on cultural responsive pedagogy.</li> </ul>			
<p><b>Mathematics</b></p>	<p>End of 2024 Whole School working at or above the expected level 31/35 (88.6%) Refer AOV and Data Evaluation</p>	<p>Continue with:</p> <ul style="list-style-type: none"> <li>Assessment for Learning PLD</li> <li>Kahui Ako Pathways</li> <li>Educa Reporting</li> <li>Staff Moderation</li> <li>Ideal Platform</li> <li>MOE Documentation &amp; Support</li> <li>Assessment Data</li> </ul>	<p>As per 2024 Analysis of Variance - Staff are working hard to move towards system changes and curriculum expectations of the new curriculum in English and Maths. We are focused still on putting students at the centre of their learning. Staff in 2024 reviewed it's Literacy Programme, Assessment measures and Timetable to ensure their were opportunities to maintain a balanced curriculum across the day. Educa remains our reporting platform, but this will need review in 2025 with new criteria and curriculum phases aligned. Work this year will focus on teacher autonomy and engagement into Professional Learning, advice and guidance and the pedagogy behind these changes.</p>	
<p>Commentary / Evaluation 2024 - Refer AOV and Data Evaluation</p>	<p>As staff and BOT work through the literacy target, the same process will be used to ensure mathematics is being reviewed and refreshed.</p> <div>   </div>			



## Annual Target/Goal:

### Our Local Curriculum - Initiative 1.1 / 1.2:

To Strengthen Literacy and Mathematics Outcomes through Te Mātaiaho - To implement structured literacy and mathematics approaches aligned with Te Mātaiaho to improve student engagement, achievement and wellbeing.

- To strengthen student literacy and Mathematical Outcomes through all teaching staff participating in professional development.
- To work towards the 2026 implementation of the explicit teaching strategies for phonics, comprehension and mathematical reasoning based on Te Mātaiaho.
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To Strengthen assessment and reporting outcomes through building culturally responsive and inclusive practices that reflect the diverse cultures at Lake Tekapo School.

- To strengthen teachers understanding of formative and summative assessment practices to provide targeted support in both literacy and mathematics.
- To collaborate with other small schools on the implementation of school/cluster wide assessments that align to Te Mātaiaho literacy and mathematics expectations (Phases).
- To work towards 2026 by developing partnerships with whanau and Providers with an emphasis on cultural responsive pedagogy.

## What do we expect to see by the end of the year?

What expectations do you have for this target for this year?

- The Staff and Board of Trustees will have a clear understanding of how the progressions will support and give evidence to the tracking of achievement.
- Literacy and Mathematics will be taught one hour a day through the day, with a clear understanding of what this means and looks like.
- A structured literacy programme that works beside a multisensory approach to learning.
- Staff will have confidence that they are working off a set of progressions that are uniformed across the Kahui Ako cluster of Kura.
- On line, real time reporting" will be annotated with consistent expectations across Kura for stakeholders.
- OTJ decisions will be supported through the moderation of teacher expectations across our small clutter of schools - Work with Cannington to start this process.
- The Curriculum Framework will have progression links to the planning to support the localised initiatives planned for curriculum - Integration of Learning areas.

## What evidence will you see?

- A Curriculum Framework that celebrates the integration of the different learning areas.
- A localised curriculum that celebrates the engagement and participation of local stakeholders expertise.
- Teachers confident to assess in real time with the knowledge judgements are being made in line with the NZ Curriculum, with understanding.
- Reading, Writing, Oral Language, Visual Language are seen as components of Literacy and not as siloed parts of Literacy.
- A Literacy programme that celebrates the science of words (Structured Literacy) beside the love of Literacy.

Actions	Who is Responsible	Resources Required - Actions to Complete	Timeframe	Progress Report / Future Focus

A Curriculum Framework (Mothership) document that reflects the priorities of Literacy and Mathematics	LTS Staff BOT Kahui Ako	Progressions - Simplifying and aligning - Kahui Ako Assessment for Learning beliefs - Impacted PLD Curriculum Advisors - MOE Common Practice Model Understanding Cultural Practices and Understanding (8-9 Ethnicities) One Hour a Day Policy	Dependent on time and support	
A Planning document that reflects the priorities of Literacy and Mathematics.	LTS Staff BOT Kahui Ako	Progressions - Simplifying and aligning - Kahui Ako Assessment for Learning beliefs - Impacted PLD Curriculum Advisors - MOE Common Practice Model Understanding One Hour a Day Policy	Dependent on time and support	
A balanced curriculum that incorporates the One Hour a Day policy. The natural Integration of all learning areas.	LTS Staff BOT Kahui Ako	Progressions - Simplifying and aligning - Kahui Ako Assessment for Learning beliefs - Impacted PLD Curriculum Advisors - MOE Common Practice Model Understanding Cultural Practices and Understanding (8-9 Ethnicities)	Term 2 / 3	
Ideal Professional Learning and Mathematics PLD - A deliberate and structured approach to Literacy and Mathematics knowledge.	Ideal CORE Ed LTS Staff Reference Schools	Ideal Platform with Support Reference School Visits Teacher Training - Staff Meetings allocated Scope and Sequence Understandings school wide CORE Education - Maths PLD Termly Review	Termly Review	
School Wide Tracking of Progress (Educa) - Real Time Reporting - Assessment for Learning and Kahui Ako Pathway consultation, Mothership.	Kahui Ako Impacted PD Staff BOT Parent Stakeholders	Kahui Ako Workshops Impacted Professional Learning time Teacher Only Day (Fairlie) Curriculum Advisor facilitation	Termly	

## Links

- One Hour per Day - Essential Pedagogies links: [Pedagogy - One Hour Reading and Writing Integration - Teacher](#)
- Reading and Writing Integration: [One Hour Reading and Writing Integration - Teacher](#)

