

# 2024 Annual Improvement 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 kā mauka tiketike e kā whāikāia, rite te akoraka ki te hōhonutaka o te roto  
kia tirama mai te mātara kame he whētū tīaho 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 TAKAPŌ SCHOOL

Game Sense Sprout Te Tiriti SELF-responsibility Tuakana Teina Multi-sensory Mindset Local

Fetch it... Play with it... Bring it Home



**KAITIAKITANGA**

**HAUORA**

**SUSTAINABILITY**

Whanaungatanga Ako

Tuakiri Manaakitanga

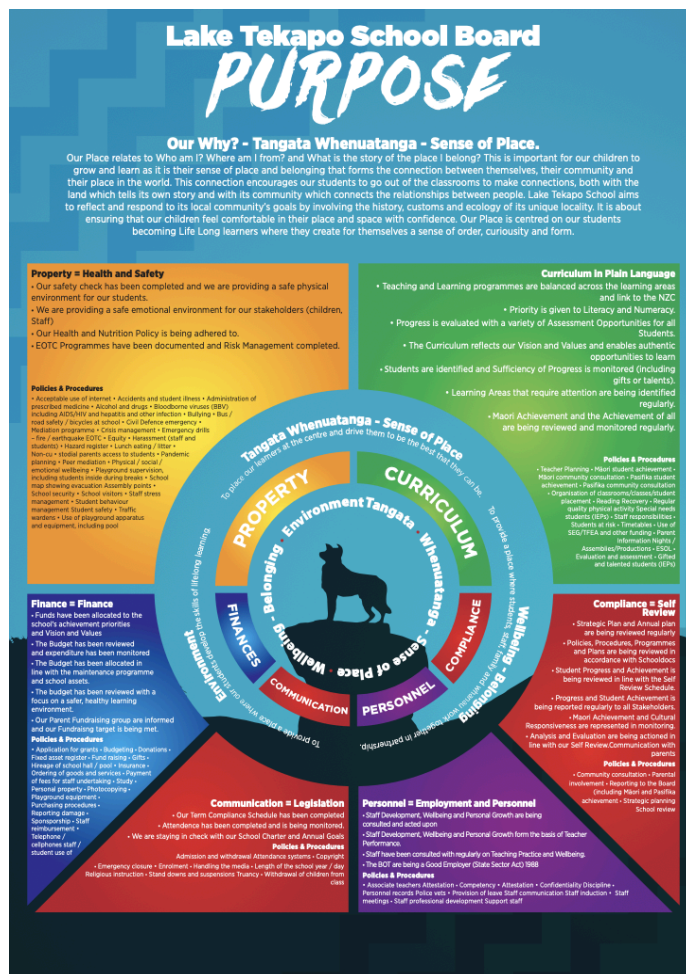
## TANGATA WHENUATANGA...

### SENSE OF SELF, SENSE OF PLACE

Lake Tekapo School Vision and Values and Curriculum Framework - Reviewed 2023

# Lake Tekapo School Self Review:

In 2023 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 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 whareniui to illustrate the four dimensions of Māori wellbeing: Te Whare Tapa Wha 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 Wha 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, whanau 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 Wha into movement, fitness, behaviour and scaffolded learning opportunities:

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

# Evaluation and Analysis of Student Progress

## Goal / Whainganga:


- Our Local Curriculum (Sense of Place)
- Design a Localised Curriculum that draws from and connects learning through its people, place and environment. Language and Culture.

Initiative	Current State	Measure	Review	Action 2024
1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.	Staff have completed the Professional Learning PLD allocation with Impacted Education and have pulled together their shared understandings of the beliefs and values we hold in relation to the Vision and Values at Lake Tekapo School. This work has seen the Values underpin the Visual Posters with the Key Competencies aligned to the Values that will become the focus for 2024. Sitting beside this has been the establishment and formatting of our Curriculum Framework, that is a visual representation of the important elements and concepts that drive our curriculum. It has been decided that use of the 3 Pou (Sustainability, Kaitiakitanga and Hauora) will help us to help frame up our planning underpin the revisited Values of Manaakitanga, Whanungatang, Ako and now Tuakiri (identity) that better aligns to our 3 Year Plan on a Page. This work is represented through the local collie and the plinth with the surrounding concepts that staff and the BOT believe represent our Kura. It is important to recognise that with the changes under the NZC refresh, staff and Board have been conscious to take into account the integration of the learning areas and the current NZ Refresh. This will continue for 2024 through more consultation with MOE, Parent and Kahui priorities.	Lake Tekapo School Mothership - Creation of the documentation and plan Ongoing for 2024.  Survey of students about the impact of the Local curriculum - Data Collected - Roving Reporter Initiative with student voice, - Collect data  Parent Information Night 2024	Staff has completed the funding hours with the MOE led Local Curriculum PLD. This work focussed on the development of a 'one page' curriculum framework that reflects our local communities aspirations. The school has the benefit of building relationships with local providers and supports and reciprocates opportunities as they arise. In 2022 we saw the naming and opening and of the Maukatua Reserve and the involvement of the Dark Sky Project with the public holiday of Matariki. <b>Integrated Curriculum 2023 - Reserve.</b>  The strong relationship with local providers has seen us continue 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. <b>Master Sprout</b> <b>Project Brief - Multisensory Garden</b>  Through the Local Curriculum Professional Development the school has reviewed and templated how it understands the LTS curriculum will be shaped when aligning to the new NZC. This will continue as we work through the current changes happening within the sector. <b>Lake Tekapo School Curriculum Mothership</b>	Posters to be Printed and Values to be taught Term One, 2024 for consolidation - Set up school and align Values, K.C. Collie Approve, Flag, Certificates etc.  Advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work) - Facilitate the Project Brief and Lions corner regarding our Creation Story.  To work with Cannington School around the concepts of Sprout - Hauora, Sustainability and Kaitiakitanga.  Continue to use the LTS learning progressions/ Wellbeing indicators to report to individual Parents through Educa. - To set up greater classroom autonomy to assist with individualising annotated posts in real time. To set up expectations of these posts across the Term. Assessment for Learning. Kahui Pathways, PLD Impacted.  To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten.  To implement a student friendly platform for students to reflect and feedback their learning. Generate opportunities to allow student voice and survey the children and parents early in 2024.
Output (see)	A local curriculum that is well guided and thought out. The Learning reflects it's people, place and environment. A Localised Curriculum with scheduled initiatives.			Progress will need to be made on our outdoor learning spaces and development of Sprout as a driver to this. There is still uncertainty around the relevance and work being undertaken with the number of new initiatives led through MOE and Governmental changes. The Staff and BOT engagement is high.
Success	Our Learners are engaged in a curriculum where they feel valued for their contribution to the community.			Tracking well

# Evaluation and Analysis of Student Progress

## Goal / Whaingā:

- Our Local Curriculum (Sense of Place)
- Design a Localised Curriculum that draws from and connects learning through its people, place and environment. Language and Culture.

Initiative	Current State	Measure	Review	Action 2024
<p>1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.</p>	<p>Staff are continuing to work toward reporting achievement through the platform of Educa. Staff are continuing to find the balance between the status quo and changing how we collate and report data. LTS are continuing to use Summative (Comparative) assessments at the beginning and end of the year and/or term, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022-23. With the changes to both NZC Refresh and Kahui Ako alignment, these progressions will be replaced in future. Staff are moving closer to reporting individual student progress using Educa and this will be a focus for 2024. With changes in staff for 2024, work and consistency of school wide systems has also meant refining how we as a staff monitor and track achievement for reporting. This opens up an opportunity to refine and review school wide expectations.</p>	<p>Growth Cycle Reflections supported through Board of Trustees Reporting.</p> <p>Beginning Teacher / Mentor observations - Observation of practice.</p> <p>Staff Meeting Curriculum Reflections and Professional Reading Reflections.</p> <p>Scheduled Educa "Real Time Reporting" - Survey results - Term 4, 2024</p> <p>Moderated Progressions in line with the NZ Refresh and government expectations.</p>	<p>Vision and Values Review Completed and Parent and Student Feedback sought.</p>  <p><b>Lake Takapō School Curriculum Mothership</b> Action for End of Year</p> <ul style="list-style-type: none"> <li>• Student Voice Survey 2024</li> <li>• Vision and Values Unit Planned</li> <li>• Reviewed documentation republished for Visual Representation</li> </ul>	<p>To continue to develop our understanding of the LTS Growth Cycle and how this best fits Lake Tekapo School. To promote autonomy and engagement through personal and professional goals and liaise with the Board of Trustees. - Reporting Cycle and Real time assessment.</p> <p>To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten. To work with the Te Manahuna Kahui Ako on Cluster wide progressions and assessment tools. Ideal Professional Development. - Assessment for Learning / Kahui Pathways</p> <p>Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus) and with the Te Manahuna Kahui Ako. Ideal - Professional Development</p> <p>To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration). - Assessment for Learning / Kahui Pathway / PLD</p>
<p>Output (see)</p>	<p>Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning Visible Graduate Profiles - ECE established in line with the Transition Action Plan.</p>			<p>As per 2023: Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)</p>
<p>Success</p>	<p>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.</p>			<p>Working well through the support of Local experts and businesses</p>

# Evaluation and Analysis of Student Progress

## Goal / Whaingā:


- People Our Relationships - (Sense of Self)
- Nurture Hauora for staff, students and whānau to help build active learning relationships.(Identity).

Initiative	Current State	Measure	Review	Action 2024
2.1 Establish and Foster collaboration with community, whānau and children as active partners in learning conversations.	The contributions of stakeholders (local community and businesses ) remains high and allows the school opportunities to work with local stakeholders. The staff and BOT continue to balance the interest of local initiatives and commit and plan for these under the 3 big ideas, Kaitiakitanga, Sustainability and Hauora. (Local Curriculum Goals). This has meant the focus for staff and the undertaking of Professional Learning has been crucial in the understanding of integration and planning. This will be ongoing as staff upskill with the NZC Refresh and Literacy/ Mathematics focus in mind. Staff has surveyed and held parent information to inform stakeholders with the feedback highlighting an appetite for greater involvement and participation. Work continues to be undertaken when considering how we plan, evaluate and reflect on these local opportunities and how we can best demonstrate the active learning conversations being held regularly. An awareness of 9 Cultures and meeting diversity needs.	Feedback and engagement from community members. - Community Data Base. - Survey - Formal / Informal  Curriculum Framework Review and Implementation - Student and Parent Voice. - Feedback from consultation  Iwi Consultation - Lions Corner	Parent Information Night 2023 Parent Night 2023 - Sheets Student - Kids - Collation Integrated Curriculum 2023 - Reserve. Literacy Educa Integrated Curriculum 2023 Educa Integrated Curriculum 2023 - Reserve. The DOT - Educa Lake Tekapo School Curriculum Mothership Term 2, 2023 Term 3 Navigating the Page Skiing Information Night 2023 Skiing 2023 Parent Information Living Springs Camp 2023 Wisk 2023	To continue to develop our understanding of the LTS Growth Cycle and how this best fits Lake Tekapo School. To promote autonomy and engagement through personal and professional goals and liaise with the Board of Trustees.  To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten. To work with the Te Manahuna Kahui Ako on Cluster wide progressions and assessment tools. Ideal Professional Development.  Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus) and with the Te Manahuna Kahui Ako. Ideal - Professional Development  To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration).
Output (see)	Rich , Purposeful learning Local Environment employed Local Experts employed			Community School - Local Dark Sky Project / Regional Park/ Roundhill/ Lions/ Binns Property Works/ Matariki - Ngai Tahu / Lions / Good Shepherd Church.
Success	Learners will know themselves as learners through engagement and participation in their unique learning process.			Children's sense of Place and Sense of Self is tracking well.

# Evaluation and Analysis of Student Progress

## Goal / Whaingā:

- People Our Relationships - (Sense of Self)
- Nurture Hauora for staff, students and whānau to help build active learning relationships.(Identity).

Initiative	Current State	Measure	Review	Action 2024
<p>2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.</p>	<p>As above, Staff are continuing to work toward reporting achievement through the platform of Educa. Staff are continuing to find the balance between the status quo and changing how we collate and report data. LTS are continuing to use Summative (Comparative) assessments at the beginning and end of the year and/or term, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022-23. With the changes to both NZC Refresh and Kahui Ako alignment, these progressions will be replaced in future. Staff are moving closer to reporting individual student progress using Educa and this will be a focus for 2024. With changes in staff for 2024, work and consistency of school wide systems has also meant refining how we as a staff monitor and track achievement for reporting. This opens up an opportunity to refine and review school wide expectations.</p>	<p>Lake Tekapo School Mothership - Creation of the documentation and plan Ongoing for 2024.</p> <p>Survey of students about the impact of the Local curriculum - Data Collected - Roving Reporter Initiative with student voice, - Collect data</p> <p>Parent Information Night 2024</p>	<p>The DOT - Educa</p> <p>Literacy Educa Integrated Curriculum 2023</p> <p>Educa Integrated Curriculum 2023 - Reser...</p> <p>Educa Post Traditional Games</p> <p>Term 2, 2023</p> <p>Newsletters</p> 	<p>Posters to be Printed and Values to be taught Term One, 2024 for consolidation - Set up school and align Values, K.C. Collie Approve, Flag, Certificates etc.</p> <p>Advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work) - Facilitate the Project Brief and Lions corner regarding our Creation Story.</p> <p>To work with Cannington School around the concepts of Sprout - Hauora, Sustainability and Kaitiakitanga.</p> <p>Continue to use the LTS learning progressions/ Wellbeing indicators to report to individual Parents through Educa. - To set up greater classroom autonomy to assist with individualising annotated posts in real time. To set up expectations of these posts across the Term. - Assessment for Learning / Kahui Pathway / PLD</p> <p>To work on Transition Action Plan and Coherent Pathways with the Lake Tekapo Kindergarten.</p> <p>To implement a student friendly platform for students to reflect and feedback their learning. Generate opportunities to allow student voice and survey the children and parents early in 2024.</p>
<p>Output (see)</p>	<p>Teacher Effectiveness that supports individual pathways</p> <p>Child at the Centre of their Learning</p> <p>Graduate Profile</p>			<p>As per 2023: Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)</p>
<p>Success</p>	<p>Our Community and School Whānau have a strong sense of connection, participation and engagement in their child's learning.</p>			

# Evaluation and Analysis of Student Progress

## Goal / Whaingā:

- People Our Relationships - (Sense of Self)
- Nurture Hauora for staff, students and whānau to help build active learning relationships.(Identity).

Initiative	Current State	Measure	Review	Action 2024
2.3 Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whānau.	Values established and aligned to Key Competencies. Strong staff and Board understanding with developing understanding with Parent stakeholders. Refinement of Vision and Values as part of the 3 Year Strategy to make clearer. Draft Models for consultation.	Real time Reporting. - Educa Feedback  Lake Tekapo School Mothership - Creation of the documentation and plan Ongoing for 2024 in line with Refresh, One Hour a Day.  Survey of students about the impact of the Local curriculum - Data Collected - Roving Reporter Initiative with student voice, - Collect data  Parent Information Night 2024	Te Whare Tapa Wha / Hikairo Schema Educa Post Traditional Games Culturally Responsive Practice - Hikairo Sc... Project Brief - Multisensory Garden Transition Action Plan 2023.docx The DOT - Educa	As per 2023: Update BOT Purpose and Measurement Tracker along with Vision and Values School Posters. Align N.E.L.P.S in consultation with the BOT. Student and Parent Survey to work to be revisited and informed to community. Continue to value the liaison with Local providers and experts.
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 Whānau 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: [2024 3 Year Plan](#)
- Please refer to the 3 Year Strategy Summary of Initiatives: [Summary 3 Year Plan 2023 -24](#)
- [AOV Strategic 3 Year 2024 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.

## Annual Target/Goal: (Why)

With the current changes happening with the implementation of the NZC, The One hour a Day Policy and Te Manahuna Kahui Ako Professional Development, Lake Tekapo School is aiming to collaborate and develop learning progressions that are consistent across the Te Manahuna rohe, while giving clarity and consistency to the monitoring and tracking of our local curriculum. The curriculum refresh is a large piece of work that represents significant change for the teaching profession. This work is still underway with erratic support and time for implementation. Lake Tekapo School understands the need to work through these changes and to focus on what is required of us. In line with the strategy consulted upon through our strategic plan, we are focused on collaborating and understanding what we we know, so that our expectations are well documented and the achievement expectations across reading, writing and mathematics, across all year levels are consistent, clear and valid. We have decided to place our strategic effort into the Literacy learning area in line with the evaluation of data (particularly writing).

Actions	<b>What did we achieve? 2023</b> Please Note: <ul style="list-style-type: none"> <li>• 2023 (32 Students)</li> <li>• 2024 (35 Students)</li> </ul>	<b>Evidence to help meet Target for 2024</b>	<b>Reasons for any differences (variances) between the target and the outcomes</b>	<b>Planning for next year (Where to next?) 2024</b>
<b>Writing</b>	End of 2023 Data Whole School working at or above the expected level 69% (22/32) Refer AOV and Data Evaluation  End of 2024 Data - Structured Literacy	<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> </ul>	As per 2023 Analysis of Variance - Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher	To produce progress indicators for all year levels. Reference check the indicators with new progressions, current school progressions, iDeal Platform and A4L Understandings.  Did not achieve but working towards- <a href="#">LTS Staff hui task</a>



	Whole School 77% of students are working at or above the expected level. (Structured Literacy Implementation)	<ul style="list-style-type: none"> <li>Assessment Data</li> </ul>	autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)	<a href="#">Mack KA Assessment Leaders day</a> <a href="#">BOT - Unnamed Structured Literacy 2024 ...</a> <a href="#">NELPS 2024</a>
<p>Commentary / Evaluation 2023 - Refer AOV and Data Evaluation</p>	<p>2023 has seen the completion of the work undertaken with the Localised Curriculum PLD. This work focused on ensuring that the Vision and Values, Plan on a Page were underpinning the curriculum framework. This work included the integration of Learning areas, while aligning our values through curriculum, people and purpose. This work has also aligned to the use of Educa for reporting achievement. This has taken time, the informing of our parent community, the frustration of negotiated changes and government uncertainties, and the creation of resources to enable this integration with a localised lens. The school is hugely conscious that for this to happen, the foundation skills need to be taught explicitly and therefore had made plans to introduce the ideal platform in 2023. This was held back in 2023, with staffing uncertainty, the decision to hold this was made for 2024. Writing (Literacy) is the area that the school is focused on, specifically Phonology and Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Syntax. This decision has also been made in line with the changing composition of school, with our growing ESOL cohort of students. Literacy will be a target for 2024.</p>			
<p><b>Reading</b></p>	<p>End of 2023 Data Whole School working at or above the expected level (26/32) 81% Refer AOV and Data Evaluation</p> <p>End of 2024 Whole School working at or above the expected level 27/35 (77.1%) Refer AOV and Data Evaluation</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 2023 Analysis of Variance - Staff are working hard to move towards systems that are putting students at the centre of their learning. Progress through the Educa platform, although slow, has created good robust discussions around what is important and what we value as quality teaching and learning. Work this year will focus on teacher autonomy and bringing the progressions on line platform to the classrooms. (Visual Poster)</p>	<p>To produce progress indicators for all year levels. Reference check the indicators with new progressions, current school progressions, iDeal Platform and A4L Understandings.</p> <p>Did not achieve but working towards-</p> <a href="#">LTS Staff hui task</a> <a href="#">Mack KA Assessment Leaders day</a> <a href="#">BOT - Unnamed Structured Literacy 2024 ...</a> <a href="#">NELPS 2024</a>
<p>Commentary / Evaluation 2023 - Refer AOV and Data Evaluation</p>	<p>2023 has seen the completion of the work undertaken with the Localised Curriculum PLD. This work focused on ensuring that the Vision and Values, Plan on a Page were underpinning the curriculum framework. This work included the integration of Learning areas, while aligning our values through curriculum, people and purpose. This work has also aligned to the use of Educa for reporting achievement. This has taken time, the informing of our parent community, the frustration of negotiated changes and government uncertainties, and the creation of resources to enable this integration with a localised lens. The school is hugely conscious that for this to happen, the foundation skills need to be taught explicitly and therefore had made plans to introduce the ideal platform in 2023. This was held back in 2023, with staffing uncertainty, the decision to hold this was made for 2024. Writing (Literacy) is the area that the school is focused on, specifically Phonology and Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Syntax. This decision has also been made in line with the changing composition of school, with our growing ESOL cohort of students. Literacy will be a target for 2024.</p>			
<p><b>Mathematics</b></p>	<p>End 2023 Data Whole School working at or above the expected level (27/32) 84.3% Refer AOV and Data Evaluation</p> <p>End of 2024 Whole School working at or above the expected level 31/35 (88.6%) Refer AOV and Data Evaluation</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>To produce progress indicators for all year levels. - a. Reference check the indicators with new progressions, current school progressions, numeracy framework.</p> <p>Did not achieve but working towards-</p> <a href="#">LTS Staff hui task</a> <a href="#">Mack KA Assessment Leaders day</a> <a href="#">BOT - Unnamed Structured Literacy 2024 ...</a> <a href="#">NELPS 2024</a>
<p>Commentary / Evaluation 2023 - 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>			

## Strategic Goal 1

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

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

### Annual Target/Goal:

With the current changes happening with the implementation of the NZC, The One hour a Day Policy and Te Manahuna Kahui Ako Professional Development, Lake Tekapo School is aiming to collaborate and develop learning progressions that are consistent across the Te Manahuna rohe, while giving clarity and consistency to the monitoring and tracking of our local curriculum. The curriculum refresh is a large piece of work that represents significant change for the teaching profession. This work is still underway with erratic support and time for implementation. Lake Tekapo School understands the need to work through these changes and to focus on what is required of us. In line with the strategy consulted upon through our strategic plan, we are focused on collaborating and understanding what we we know, so that our expectations are well documented and the achievement expectations across reading, writing and mathematics, across all year levels are consistent, clear and valid. We have decided to place our strategic effort into the Literacy learning area in line with the evaluation of data (particularly writing).

### 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
Curriculum Framework (Mothership) document to be worked through in line with Literacy and Mathematics progressions.	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	Collated and Presented to the Board of Trustees Lake Tekapo School Curriculum Mothership

Planning document to be negotiated and aligned to progressions and on-line platform.	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	LTS Staff hui task Mack KA Assessment Leaders day BOT - Unnamed Structured Literacy 2024 Review. NELPS 2024
One Hour a Day policy to be aligned to the LTS planning and timetable structure (Integration of 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	Teacher Only - Timetable BOT - Unnamed Structured Literacy 2024 Review.
Ideal Professional Learning and PLD - A deliberate and structured approach to Literacy knowledge.	Ideal LTS Staff Reference Schools	Ideal Platform with Support Reference School Visits Teacher Training - Staff Meetings allocated Scope and Sequence Understandings school wide The Code Termly Review	Termly Review	Teacher Only - Timetable BOT - Unnamed Structured Literacy 2024 Review. Spelling 2024 Assessment 2024
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	LTS Staff hui task Mack KA Assessment Leaders day BOT - Unnamed Structured Literacy 2024 Review. NELPS 2024

## 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](#)

