

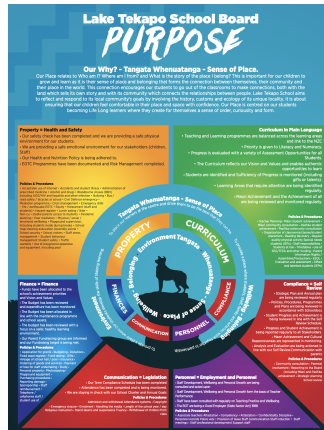
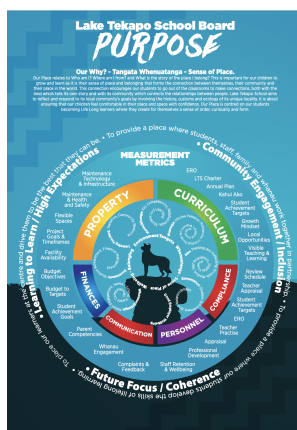


Lake Tekapo School Charter 2022

Charter Undertaking

Charter Undertaking - In accordance with Section 63 of the Education Standards Act (2001), the Lake Tekapo School Board of Trustees undertakes to take all reasonable steps (not inconsistent with any enactment, or the general law of New Zealand) to ensure that (a) the school is managed, organised, conducted, and administered for the purposes set out or deemed to be contained in this charter; and (b) the school, and its students and community, achieve the aims and objectives set out in the school charter. This charter has been approved by the Lake Tekapo School Board, following consultation with the community and consideration of obligations set down by the National Education Guidelines.

The Board of Trustees sent this copy of the 2020 Lake Tekapo School Charter to the Ministry of Education Christchurch on the

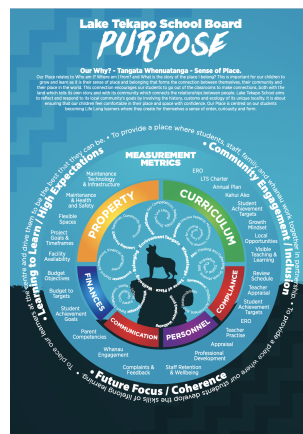


Vision: Tangata Whenuatanga - Sense of Place.

Our Why?

Our Place relates to "who I am? Where I am 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 without having to seek approval from others or side stepping disapproval. Our Place is centred on our students becoming Life Long learners where they create for themselves a sense of order, curiosity and form.

Our Purpose:



National Administration Guidelines (NAGS)

At Lake Tekapo School, Strategic planning relates to the National Administration Guidelines.

- **NAG 1**– Curriculum Delivery / Treaty of Waitangi
- **NAG 2** – Review and Documentation
- **NAG 3** – Personnel
- **NAG 4** – Property and Finance
- **NAG 5**- Health and Safety
- **NAG 6**- Legislation

National Education Guidelines (NEGS)

The School contributes to the National Education Guidelines at governance, management and operational levels by giving them full consideration when planning for school development and /or school/class programmes. Literacy and Numeracy are currently recognised as curriculum priorities.

- *Success for All*
- *Safe Learning Environment*
- *Improving Literacy and Numeracy*
- *Student Achievement Information*
- *Students at Risk*
- *Maori Outcomes*
- *Reporting and Assessment*

NELPS at Lake Tekapo School 2022

At the end of 2020 the Government promulgated the first National Education and Learning Priorities. These are a set of priorities designed to guide and focus our day-to-day work on things that will have a significant positive impact for children and young people. These priorities are used alongside our own strategic goals, often with strong connections between the two. Ultimately - they are another measure to help us ensure every child reaches their full potential in faith, learning and virtue.

From 1 January 2023, the new strategic planning and reporting framework will be introduced, and the NEGs and the NAGs will be removed. The new planning and reporting framework will require schools and kura to show how they've reflected the NELP in their three-year strategic plans.



The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES)



NELPS at Lake Tekapo School 2022

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Strategic Aims: (Linked to the Principles of New Zealand Curriculum 2007 pg: 9)

"The Strategic Aims set out below, embody beliefs about what is important and desirable in a school curriculum – nationally and locally. They should underpin all decision making" The aim of the Lake Tekapo School Board of Trustees is for our students to achieve personal excellence through the principles and values identified in this strategic plan. – Please refer to the Plan on a Page - 3 Year Strategy in the annual section.

Lake Tekapo School

TANGATA WHENUATANGA

Goal/ Whāinga:
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 - Whakaara

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.

Success - Piki

- Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.
- Our collaborative relationships are nurtured between school and the wider community.

Sense of Self - Sense of Place

Building a sense of who we are and where we are from as we look to our future.

Goal/Whāinga:
Our Relationships - (Sense of Self)
Nurture Hauora for staff, students and whanau to help build active learning relationships.

Initiative - Whakaara

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.

Success - Piki

- Learners will know themselves as learners through engagement and participation in their unique learning process.
- Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.

Values and Key Competencies

Linked to Values pg10, of the NZC, the values expressed in the Tataiako document and the key competencies, pg12 NZC. School Wide links made between the Teacher Competencies, Children's Key Competencies and Parent Competencies established In 2018.

WHANAUNGATANGA

PARTICIPATING AND CONTRIBUTING

... (text) ...

THINKING

... (text) ...

RELATING TO OTHERS

... (text) ...

MANAGING SELF

... (text) ...

LANGUAGE, SYMBOLS AND TEXTS

... (text) ...

PLACE BASED - OUR PLACE

... (text) ...

TANGATA WHENUATANGA

RELATING TO OTHERS

WHANAUNGATANGA

RELATIONSHIPS
Sense of Whānau
Learning together

KEY COMPETENCY:

- Uses listening and speaking
- Respects
- Accepts all cultures and understands their roots
- Can manage and resolve conflict
- Accepts and respects new comers and visitors
- Accepts other points of view and learns
- Adapts and responds to new ideas

TEACHER COMPETENCY

- Gets on well with Students
- Knows Parents and Whanau
- Treats child and whanau with respect
- Parent's whanau and community feel welcome at school
- Are visible in the community
- Knows me as a person

MANAGING SELF

MANAARITANGA

ORGANISATION
Self Management
Actions and Choices

KEY COMPETENCY:

- Asks questions and seeks answers
- Can use a selection of thinking / problem tools
- Uses problem solving skills
- Uses Self Their Assessment tools
- Can reflect on own learning

TEACHER COMPETENCY:

- Lets me and my peers know we are learning well
- Never gives up on us
- Asks us what we know
- Shows how to learn
- Believes in success
- Helps learning from us to

LANGUAGE, SYMBOLS AND TEXTS

WHANANGA

Learning Choices
Own Learning
Actions and Choices

KEY COMPETENCY:

- Given an opportunity to write, read and talk
- Communicates with us and lets us know our next steps
- Uses a variety of their work including checking, proof reading and editing
- Cares about what we "think"
- Feels supported and has confidence to question and take risks
- Presents information in a variety of ways

TEACHER COMPETENCY:

- Creates discussion and robust debate
- Shares and Reports my Progress
- Responds to and use thinking tools
- Make meaning from a variety of written, visual and oral genres (literacy and numeracy)
- Can process information in a variety of ways (literacy and numeracy)
- Have clear understanding of learning intentions, success criteria and next step learning

PARTICIPATING AND CONTRIBUTING

WHANAUNGATANGA

Teamwork
Social Situations

KEY COMPETENCY:

- Will try new things and take on new roles
- Accepted responsibility
- Support others in team situations
- Understands and accepts the rights of others
- Takes part (and respects) in cultural activities
- Are physically active

TEACHER COMPETENCY

- Gets on well with Students
- Knows Parents and Whanau
- Treats child and whanau with respect
- Parent's whanau and community feel welcome at school
- Are visible in the community
- Knows me as a person

THINKING

AKO

Team Information Technology
Self Regulation

KEY COMPETENCY:

- Asks questions
- Is a creative and critical thinker
- Can use thinking tools to assist their learning
- Manages Self and Relates to Others
- Participates and Contributes
- Demonstrates Perseverance

TEACHER COMPETENCY

- Is a Learner themselves
- Understands the classroom and beyond the classroom
- Is reflective and challenges their own practice
- Creates a positive learning environment
- Treats students as individuals
- Has high expectations for Learners

NZC Principles:

High Expectations:

Treaty of Waitangi

Cultural Diversity

Inclusion

Learning to Learn

Community Engagement

Coherence

Future Focus

“Students know they can do well”

“The Treaty is important to New Zealand”

“All Cultures are Important”

“All students are included and belong”

“Students understand how they Learn”

“Families, Whanau and Communities are involved”

“Learning is linked together”

“Learning links to our Future - We care for our Future”

Cultural Diversity and Competency - Belonging.



Unique Position of Maori 2022

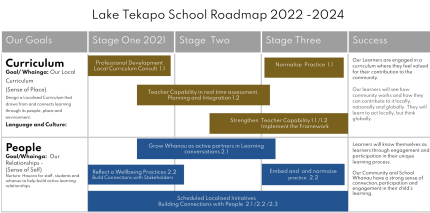

- Lake Tekapo School has procedures and practices that reflect the unique status of Maori in New Zealand and the importance of Te Tiriti o Waitangi.
- All students will have the opportunity to acquire knowledge of Te Reo Maori and Te Tikanga Maori. This will be the teaching of Maori as a natural part of the school day and not as a subject.
- Lake Tekapo School will foster the relationship with Te Runanga o Arowhenua - Te Manahuna Kahui Ako
- Curriculum Assessment reports to the BOT will contain specific reference to the achievements of Maori Students.


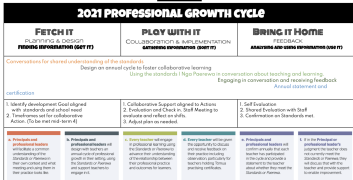

Cultural Diversity:

- The School Curriculum will encourage students to understand and respect the different cultures that make up New Zealand Society
- The School Curriculum will ensure that experiences, cultural traditions and languages of all New Zealanders are recognised and valued
- The achievements of all students will be monitored closely and trends within identified cultural groups will be analysed and responded to.
- Teacher's will be supported to improve the quality of their pedagogical knowledge, attitudes and practices in relation to students of all cultures.

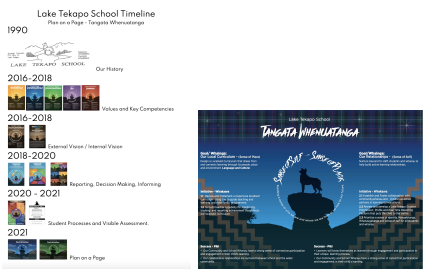
STRATEGIC AIMS - ANNUAL GOALS 2020




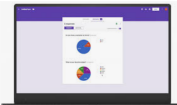

Our Why	Tangata Whenuatanga - Sense of Place
Principles:	Learning to Learn / High Expectations
Aim:	To place our learners at the centre and drive them to be the best that they can be.
<ul style="list-style-type: none"> Develop a planned programme of transition for our pre-schoolers to Lake Tekapo and Year 6 to High School. (Student profile in line with school vision) Aim to provide a localised curriculum that is relevant and reflects both our environment and local resources. Ensure that our staff are provided with regular learning opportunities and are recognized and rewarded for effective practice. 	

Annual Goal	INDICATORS	SO WHAT?						
Develop a planned programme of transition for our pre-schoolers to Lake Tekapo and Year 6 to High School. (Student profile in line with school vision)	<p>(a) Work with the Lake Tekapo Kindergarten and align Philosophy and Knowledge of Play Based Learning and Te Whariki. - Ongoing from 2020.</p> <p>(b) Continue to set up the Parent Steering Committee and develop an action plan for Transition. Ongoing from 2020.</p> <p>(c) Work with and implement the Achievement Challenge aims as set out in the Kahui Ako Achievement Challenges.</p> <p>(d) Continue to develop the Progression Profiles for identified Transition points across the School.</p> <p>(e) Work with the Lake Tekapo Kindergarten to develop a transition Progression Profile between School and the Kindergarten.</p> <p>(e) Work and collaborate with the Localised Curriculum P.D. Led by Impact Learning with the Lake Tekapo Kindergarten.</p>	<p>No significant movement. Areas such as weekly visits and touchstones on site continued early in the year, however these stopped after lockdown. Meeting term 4 to review and revitalise goals in preparation for 2022 happened at the end of the year.</p> <p>(b-c) Structured Literacy Programme through the Kahui Ako. This has been held up after beginning at the start of 2021. Never got off the ground, due to the facilitation issues.</p> <p>(e-d) Progressions have begun through the PLD facilitation. These will continue in 2022.</p> <p>(e-d) Work begun and plan in place.</p> <p> ImpactED Lake Tekapo PLD Report Local Curriculum, End of Contract Report - 2021 Prepared by Karen Houlder karen@impacted.co.nz</p> <p>PLD goals:</p> <ul style="list-style-type: none"> To bring all the pieces of work that have been created together, in order to create a clear structure for Teaching & Learning Assessment for Learning characteristics embedded A curriculum plan that represents Learning Not Left to Chance <table border="1"> <tr> <td>Hours delivered:</td> <td>Hours remaining:</td> <td>Contract finish date:</td> </tr> <tr> <td>0</td> <td>0</td> <td>Not to complete by end of 2021</td> </tr> </table> <p>What has been achieved:</p> <ul style="list-style-type: none"> Clearly around how all of the work fits together - local plan document Key Characteristics have been reviewed alongside what comes from Tāhara Criteria has been put into a progression, rather than stand alone. Starting points have begun <p>Summary:</p> <p>In terms of achievement, we have spent a lot of time discussing and reviewing current documentation. As mentioned to Simon, there has been so much work completed and Lake Tekapo School is well down the path of creating their Local Curriculum. We are now reviewing what is currently in place. To ensure the next iteration truly represents the clear and passionate direction the school is going in. There is already a strong belief around steering not left to chance (dispositions), and we are now ready to place this together into the 3 identified points. The existing key components are clear & explicit, and we are going to build these to ensure they are a true representation of the school culture, and support students to reach the vision of Tangata Whenuatanga.</p> <p>What to complete in 2021:</p> <ul style="list-style-type: none"> Using Māori values, integrate key competency progressions that already exist Simon to send Karen dispositions, for her to align under you (the basis for annual curriculum) Using 'Plan on a page', create a schedule of work for 2022 Create a 2-3 year curriculum overview that includes when dispositions are covered Simon to forward current curriculum doc to Karen, in order to use in 2022 as basis for localising. Criterion progressions to be reviewed and adapted as needed. Simon to draw how he believes it all fits together Application for further PLD to be completed by Karen & Simon, ready for Term 1, Week 2, 2022 Assessment for Learning practice to be a focus point for Term 1, 2022 - to support refresh of Criterion 	Hours delivered:	Hours remaining:	Contract finish date:	0	0	Not to complete by end of 2021
Hours delivered:	Hours remaining:	Contract finish date:						
0	0	Not to complete by end of 2021						
Aim to provide a localised curriculum that is relevant and reflects both our environment and local resources. (Tangata Whenuatanga)	<p>(a) Continue to promote local, purposeful learning opportunities (Parakore- Zero Waste, Te Manahuna Project, Sprout, M3 Mindfulness, Regional Park etc) that assist with purposeful, real learning experiences.</p> <p>(b) Plan for opportunities to use local expertise and timetable these resources to support our learners. - Petronella's, Be Spoke, Drama etc. Report learning authentically and "at the moment" through a structured approach to Seesaw.</p> <p>(c) Advance the School Inquiry Processes in line with Lake Tekapo School's Vision and Values ie: "Fetch it, Play with it, Bring it Home". Instigate the Science and</p>	<p>(a-b) Springboard Trust 3 Year Strategy work. This has been planned over 3 years with a One year action plan.</p> <p></p> <p>Schoolwide Inquiry Menu sheets established. Technology Process to complete - Both Junior and Senior.</p> <p></p>						

	<p>Technology Process.</p> <p>(c) Development of a cultural narrative linked to the whenua and local tikanga (Creation Story / Korowai / Dark Sky)</p>	<p>Yr O-3 Yr 3-6</p> <p>Transition - Lake Tekapo Kindergarten using the Creation Story - Plan on a page and revisioning work.</p>
<p>Ensure that our staff and students are provided with regular learning opportunities and are recognized and rewarded for effective practice.</p>	<p>(a) Confirm and Participate in the MOE Led Localised Curriculum Professional Development. Continue to build on Digital Fluency and Universal Design for learning pedagogy.</p> <p>(b) Board of Trustees Consultation with Staff around Personal goals and personal growth as Teachers. Consult with Staff around Professional Development Goals ie: Transition, Digital Fluency, Wellbeing.</p> <p>(c) Timetable regular opportunities to share best practice, utilising the skills and expertise of the Kahui Ako.</p> <p>(d) Continue to Review and implement strategies in line with the ERO Recommendations 2020.</p> <p>(d) The implementation of the G.F.C Certificates, Key Competency Flag / Presentation Cup and Progression Profiles.</p>	 <p>PLD Plan - MOE Lead</p>  <p>Growth Cycle Established - Staff Consulted</p> <p>Celebration rewards and Competency Initiatives implemented. Cups given out.</p> 

Our Why	Wellbeing - Belonging
Principles:	Community Engagement / Inclusion
Aim:	To provide a place where students, staff, family and whanau work together in partnership.
<ul style="list-style-type: none"> Review our current communication strategies to inform and engage our wider community. Provide regular opportunities to engage with our wider community, with a particular emphasis on “belonging and Sense of Place” Work in partnership with all school stakeholders to enable active involvement for all learners through the development of our Local Curriculum. 	

Annual Goal	Indicators	So What?
<p>Review our current communication strategies to inform and engage our wider community.</p>	<p>(a) Review and continue to use the the Lake Tekapo School “Purpose” metrics. Peer Review and evaluate our process through the Rural Strategic Leadership Professional Development.</p> <p>(b) Hold a Parent Information Night with reference to the Lake Tekapo School's Purpose Posters and Student Achievement Progression Aims. (Vision and Values)</p> <p>(c) Build on our reporting to parents structure by including learning criteria to our</p>	

	Seesaw Posts – Using School wide documentation to support learning being reported to home. Celebrate our children's learning daily through Seesaw.	<div></div> <div>Strategic Plan 2022 & Lake Tekapo School Re-Visioning</div> <div>Our Plan on a Page</div>																								
Provide regular opportunities to engage with our wider community, with a particular emphasis on “belonging and Sense of Place”	<div>(a) Communicate the Vision and Values to the wider school community through communicating and designing our BOT Metrics. (As above)</div> <div>(b) Use End of Term Assemblies, School Camp to reinforce and articulate the Vision and Values of Lake Tekapo School.</div> <div>(c) Make the most of the Building Opportunity to communicate teaching and learning practices - Localised Curriculum Opportunities.</div>	<div></div> <div>Strategic Plan 2022 & Lake Tekapo School Re-Visioning</div> <div>Our Plan on a Page</div> <div>Open Day - Term 3 2021</div> <div></div>																								
Work in partnership with all school stakeholders to enable active involvement for all learners (Sprout and Sustainability)	<div>(a)Continue to make contact with local experts to generate our Random Acts of Education, including building our relationship with iwi. Ngai Tahu (Te Manahuna / Arowhenua – Kahui Ako, Community Groups.</div> <div>(b) Continue to cultivate and grow the concept of a Lake Tekapo Learning Precinct.– Link in with the ECE/Playgroup, Lake Tekapo Community Board (Reserve Development), Regional park, School Environmental Area.</div> <div>(c) Evaluate and feedback Stakeholder's survey from 2020.</div> <div>(d) Provision for a gifted and talented programme aligned to the Localised Curriculum - extension in Mathematics, Literacy, Technology, Science, The Arts and Leadership.</div> <div>(e) Implementation of the Digital Technologies curriculum</div>	<div>(a) Local Business Liaison</div> <div><ul style="list-style-type: none">• Dark Sky - Action Plan 2022• Pertonellas - Create Exhibition• Bespoke Bike - Bike Maintenance• Regional Park - Sprout• Binn's Property - Sprout• Our Dog Friday - Sprout</div> <div>Signage from Funding completed and ready for 2022.</div> <div>Parent Survey - Springboard - SCOT PESITL</div> <div><div></div><div><p>Purpose:</p><p>To gain feedback from parents and the wider community members about their perceptions of Lake Tekapo School and how it is doing in relation to the vision (purpose and focus). This will be used to create a strategic plan for the future and to inform the school's development.</p><p>Questions:</p><p>(1) How do you feel about the school?</p><p>(2) What are the most important items to learn in school? Why are these important to you?</p><p>(3) What are the most important items to learn in school? Why are these important to you?</p><p>(4) What challenges are you aware of in the current school community environment? How can we deal with these challenges?</p></div></div> <div>Parent Information Afternoon Term 2</div> <div><div>Pestle Evaluation</div><div></div><div><div>Things we can mitigate</div><table><tr><th>Political</th><th>Economic</th><th>Social</th><th>Technological</th><th>Legal</th><th>Environmental</th></tr><tr><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td></tr></table><div><div>Things we will struggle to mitigate</div><table><tr><th>Political</th><th>Economic</th><th>Social</th><th>Technological</th><th>Legal</th><th>Environmental</th></tr><tr><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td><td><ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding</td></tr></table></div></div><div>Digital Technologies Resources</div></div>	Political	Economic	Social	Technological	Legal	Environmental	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	Political	Economic	Social	Technological	Legal	Environmental	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding	<ul style="list-style-type: none">Government policiesEducation fundingTeacher paySchool governanceSchool fundingSchool governanceSchool fundingSchool governanceSchool funding
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Our Why	Environment
Principles:	Future Focus / Coherence
Aim:	To provide a place where our students develop the skills of lifelong learning.
<ul style="list-style-type: none"> Design a Curriculum that reflects our Vision, Values and Beliefs Continue to develop our understanding of quality teaching and learning Practice. Continue to develop a thinking culture at Lake Tekapo School 	

Annual Goal	Indicators	So What?
Design a Curriculum that reflects our Vision, Values and Beliefs	Refer Charter Evaluation Document 2021 https://docs.google.com/document/d/1CtB5-o4yHbuLWe0mLqt4dmw69lv0mbHul45akSWqE/edit	
Continue to develop our understanding of quality teaching and learning Practice.		
Continue to develop a thinking culture at Lake Tekapo School		

ANNUAL MONITORING

- Each year a review of these Strategic Aims will be undertaken by the Principal / Team Leaders.
- This review will be in the form of a report outlining how and when these aims were met during the year.
- This report will be presented to the Board of Trustees in Term Four each year.

Three Year Development Strategy 2021 -2024

This is a 'rolling' plan. Each year's strategic goal/s is confirmed at the beginning of the year. Strategic goals for subsequent years are tentative pending 'opportunity' adjustments and confirmations at the commencement of the year. Appropriate forms of documentation for each goal are provided in Annual Plans.

Our Why	Tangata Whenuatanga - Sense of Place
Principles:	Learning to Learn / High Expectations
Aim:	To place our learners at the centre and drive them to be the best that they can be.

2021	2022	2023	2024
To integrate the Learning Areas of the New Zealand Curriculum with the focus on localising our curriculum framework.	To integrate the Learning Areas of the New Zealand Curriculum with the focus on localising our curriculum framework.	To integrate the Learning Areas of the New Zealand Curriculum with the focus on localising our curriculum framework.	To integrate the Learning Areas of the New Zealand Curriculum with the focus on localising our curriculum framework.

<p>Receptive Strand: Listening, Reading and Viewing.</p> <ul style="list-style-type: none"> - Use processes and strategies necessary to access meaning. - Seek and make meaning of information and ideas. - Question and Critically examine information and ideas. - Engage purposefully and for pleasure. <p>Focus on Number – Knowledge and Strategy Integration</p>	<p>Productive Strand: Speaking, Writing and Presenting:</p> <ul style="list-style-type: none"> - Communicate in ways that have meaning for self and others. - Use conventions and formats for expressing and presenting information and ideas. - Use Processes (checking and Editing) to improve the quality of their work. - Use a range of styles suited to a particular purpose and occasion <p>To integrate Strand – Measurement, Statistics, Geometry and Algebra and link number % to each mathematical concept –</p>	<p>Receptive Strand: Listening, Reading and Viewing.</p> <ul style="list-style-type: none"> - Use processes and strategies necessary to access meaning. - Seek and make meaning of information and ideas. - Question and Critically examine information and ideas. - Engage purposefully and for pleasure. <p>Focus on Number – Knowledge and Strategy Integration</p>	<p>Productive Strand: Speaking, Writing and Presenting:</p> <ul style="list-style-type: none"> - Communicate in ways that have meaning for self and others. - Use conventions and formats for expressing and presenting information and ideas. - Use Processes (checking and Editing) to improve the quality of their work. - Use a range of styles suited to a particular purpose and occasion <p>To integrate Strand – Measurement, Statistics, Geometry and Algebra and link number % to each mathematical concept –</p>
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Our Why	Wellbeing - Belonging
Principles:	Community Engagement / Inclusion
Aim:	To provide a place where students, staff, family and whanau work together in partnership.

2021	2022	2023	2024
<p>Reprioritise the LTS 10YPP and 5YA once the new Building has been established. Continue to incorporate Learning Pedagogy and Assistive tools. Review and replenish as required.</p> <p>Apply for Professional Development Needs to enhance Teaching and Learning in line with the Kahui Ako or Annual Plan Review.</p> <p>Use Local Experts to drive Curriculum.</p>	<p>Work with the Kahui Ako to establish Achievement Challenges - Digital Fluency, Coherent Pathways, Wellbeing</p> <p>Use Local Experts to drive Curriculum.</p>	<p>Work with the Kahui Ako to establish Achievement Challenges - Digital Fluency, Coherent Pathways, Wellbeing</p> <p>Use Local Experts to drive Curriculum.</p> <p>Apply for Professional Development Needs to enhance Teaching and Learning in line with the Kahui Ako or Annual Plan Review.</p>	<p>Work with the Kahui Ako to establish Achievement Challenges - Digital Fluency, Coherent Pathways, Wellbeing</p> <p>Use Local Experts to drive Curriculum.</p> <p>Apply for Professional Development Needs to enhance Teaching and Learning in line with the Kahui Ako or Annual Plan Review.</p>

Our Why	Environment
Principles:	Future Focus / Coherence

Aim:	To provide a place where our students develop the skills of lifelong learning.
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2021	2022	2023	
Ensure the changes that we make to our learning environment, reflect our beliefs and reinforce the Vision and Values of Lake Tekapo School Formative and Competency Statement / Digital Fluency Outcomes / Universal Design for Learning Pathways. To improve students in Years 1-6 capabilities to reflect on their own learning processes and how they learn – (UDL / 7 Principles and Student Voice Opportunities)	Ensure the changes that we make to our learning environment, reflect our beliefs and reinforce the Vision and Values of Lake Tekapo School Continue to adapt our Growth Mindset to Accelerate Learning.	Ensure the changes that we make to our learning environment, reflect our beliefs and reinforce the Vision and Values of Lake Tekapo School Continue to adapt our Growth Mindset to Accelerate Learning.	Ensure the changes that we make to our learning environment, reflect our beliefs and reinforce the Vision and Values of Lake Tekapo School Continue to adapt our Growth Mindset to Accelerate Learning.

Annual Plan 2020

STUDENT ACHIEVEMENT THROUGH STUDENT/SCHOOL Performance and resources

This plan sets out performance targets for each of the goals identified in the school's 3 year Strategic Plan. These goals are based on analysis of priority needs in our school. At the conclusion of the planning year results will be reported against each target. School Management is responsible for developing, implementing and monitoring programmes and procedures directed towards achieving the targets. The Board does not require that those programmes and procedures be stated in this plan, but expects to be kept informed of such actions as the year progresses. The Education Standards Act (2001) stipulates three areas for goals and targets: student achievement, school performance and use of resources.

2020 STUDENT ACHIEVEMENT GOAL	2019 Target	2020 RESULTS
Taken directly from the 3 year Strategic Plan. Goals are statements, which focus on a small number of selected areas or special attention. In turn, Targets specify the particular aspects of those goals to receive attention in a given year	Targets are like objectives and by regulation only relate to Annual section of the Charter. They are statements of specific performance intentions which allow a judgement to be made about how successful those intentions turn out. Where appropriate targets will connect the interrelated aspects of student achievement, school performance and resource management stipulated by the Education Act.	Outcomes in relation to targets (stated as "success criteria") are reported in this column at the conclusion of the Annual Charter Plan year. The results include a brief summary of key reasons when performance is markedly higher or lower than targeted
Targets will be broken into 3 main sections with actions stated: <ul style="list-style-type: none"> • Student Achievement Target • School Performance Target • Use of Resources Target 		

Lake Tekapo School has processes for collating data and tracking every student's progress in relation to our student achievement target. This will be reported to the Lake Tekapo School Board of Trustees in line with the Self Review Schedule.

Please Note: In developing these targets, care has been taken to ensure that they comply with the Education Act. The Target take notice of internationally supported evidence that makes clear that stable, sustainable and true improvement in students' achievement, particularly for those with special learning and personal needs, cannot be achieved in a single year alone. It requires time, resourcing and continuous focussed attention on improvement by the school with the support of the home. The home situation is an inseparable and critical variable. At Lake Tekapo School we track the progress and achievement of every student, at each year level, in reading, writing and numeracy skills through their successive years of schooling. We take the position that satisfying our Charter Aim, it is a matter of cumulative, sustained annual progress across all years – it cannot be achieved in one year alone. Our target has been developed with full knowledge of and in compliance with the requirements for target setting and reporting as stated in Education Act (1989) Sec. 6 (4) and Sec.87. Our data systems foresee the need for detailed analysis in respect to the Target.

Our Why	Tangata Whenuatanga - Sense of Place
Principles:	Learning to Learn / High Expectations
Aim:	To place our learners at the centre and drive them to be the best that they can be.

Target: To integrate the Learning Areas of the New Zealand Curriculum with the focus on localising our curriculum framework.

Literacy - Productive Strand: Speaking, Writing and Presenting / Mathematics - Strand - Continuation of 2020.

Productive Strand (Speaking, Writing and Presenting):

- Communicate in ways that have meaning for self and others.
- Use conventions and formats for expressing and presenting information and ideas.
- Use Processes (checking and Editing) to improve the quality of their work.
- Use a range of styles suited to a particular purpose and occasion

To integrate Strand Mathematics

- Measurement, Statistics, Geometry and Algebra.
- Link number % to each mathematical concept – Continuation from 2020

HISTORICAL POSITION:

WHOLE SCHOOL 2020 DATA

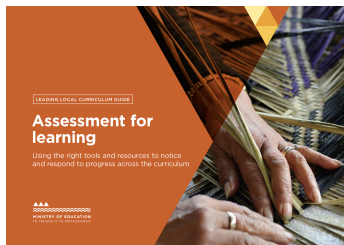
READING	WRITING	MATHEMATICS
<p>One Year 6 boy started at Lake Tekapo School in July after COVID. Intervention was accessed with Priority Learners. This student was absent for 58.7% of his time at Lake Tekapo School. One Senior Boy will need further support in 2021.</p> <p>6/8 students identified are junior students - Some of these students have had difficulty retaining alphabet, phonic and high frequency word knowledge that are important foundational skills for learning to read. 2/3 Macaulay students are working with the Junior Teacher for support.</p> <p>All identified students currently have teacher aide time.</p> <p>3 students at Year 3 are developing in both Reading and Writing</p>	<p>4 Students are working at a developing level in writing. All 4 Students are in Middle School. Phonological and phonemic awareness assessments will be carried out to establish student needs with spelling skills. This will help ensure these students are able to meet the demands of a Year 4-6 class. (RTLit - Linda Esslemont)</p> <p>3 Student have had Teacher Aide Support in 2020. This will continue in 2021. This cohort of Middle school students will work in a small group at targeted Writing time in 2021.</p> <p>Students identified are at a Tier One Intervention stage. An application will be lodged with Linda Esslemont (RTLit) to review practises.</p> <p>One Year 6 boy started at Lake Tekapo School in July after COVID. Intervention was accessed with Priority Learners. This student was absent for</p>	<p>2 senior students have been identified as working at a developing level in Mathematics. These students are still using counting strategies to solve addition and subtraction problems.</p> <p>1 Junior student has been identified as working at a developing level in Mathematic</p> <p>Students identified are at a Tier One Intervention stage.</p> <p>One Year 6 boy started at Lake Tekapo School in July after COVID. Intervention was accessed with Priority Learners. This student was absent for 58.7% of his time at Lake Tekapo School. One Senior Boy will need further support in 2021.</p> <p>5 students have been identified as working at a very competent level in Mathematics. All students will be in the senior room in 2021 and a</p>

<p>2 Senior students are developing in Reading. Writing and Mathematics One student graduates at the end 2020.</p> <p>All 4 New Entrant students are working at the expected level.</p> <p>Identified area of strength student are working with the senior programme,</p> <p>8 Students are working at a very competent to an area of Strength</p> <p>A number of students have consolidated skills towards the expected level and made some progress in sub levels, whilst progressing still remains moving towards the expected curriculum level.</p> <p>Students identified are at a Tier One Intervention stage. An application will be lodged with Linda Esselmont (RTLit) to review practices.</p> <p>Timetabled Targeting of Students in reading being a focus for staff meetings - UDL Profiles, 7 Principle Profiles and Cultural Responsive statements. . (Across School Moderatiion with Kahui Ako)</p>	<p>58.7% of his time at Lake Tekapo School. One Senior Boy will need further support in 2021.</p> <p>Transition of students is being worked through and reviewed. Writing is an area of focus with negotiation around expectations and transition profiles. Areas such as Reading Material, time spent holding a pencil and exposure to simple words being worked through.</p> <p>Work done since 2019 on our assessment cycle and schedule. The review with new staff on school wide criteria in line with NZC and the process for collation.</p> <p>3 Boys in Middle School are working at a Very Competent Level.</p>	<p>programme to cater for these students will be negotiated.</p>
<p>Boys (19/31 - 61%) 32%(6) of Boys are developing in Reading. 37%(7) of boys are working at a competent level in Reading 26%(5) of boys are working at a very competent level in Reading 5% (1) of boys are working at an area of strength in Reading</p> <p>68% of Boys are work at or above the expected level.</p> <p>Girls (12/31 39%) 17% (2) of girls are developing in Reading. 58% (7) of girls are working at a competent level in Reading 25% 3) of girls are working at a very competent level in Reading</p> <p>83% of Girls are working at or above the expected level.</p> <p>Whole School: 26%(8) of children are working at a developing level in Reading. The children identified will be part of the 2021 Priority Learners. 45%(14) of children are working at a competent level in Reading. 26%(8) of children are working at a very competent level in Reading. 3%(1) of children are working in an area of Strength in Reading</p> <p>74%(23) of children are working at or above the expected level in Reading.</p>	<p>Boys (19/31 - 61%) 26%(5) of Boys are developing in Writing 64%(12) of boys are working at a competent level in Writing 5% (1) of boys are working at a very competent level in Writing 5% (1) of boys are working at an area of strength in Writing</p> <p>74% of Boys are work at or above the expected level in Writing</p> <p>Girls (12/31 39%) 25% (3) of girls are developing in Writing 67% (8) of girls are working at a competent level in Writing 8% (1) of girls are working at a very competent level in Writing.</p> <p>75% of Girls are working at or above the expected level.</p> <p>Whole School: 26%(8) of children are working at a developing level in Writing. The children identified will be part of the 2021 Priority Learners. 65%(20) of children are working at a competent level in Writing 6%(2) of children are working at a very competent level in Writing. 3%(1) of children are working in an area of Strength in Writing</p> <p>74%(23) of children are working at or above the expected level in Writing.</p>	<p>Boys (19/31 - 61%) 26%(5) of Boys are developing in Mathematics 47%(9) of boys are working at a competent level in Mathematics 16%(3) of boys are working at a very competent level in Mathematics 11% (2) of boys are working at an area of strength in Mathematics</p> <p>74% of Boys are work at or above the expected level in Mathematics</p> <p>Girls (12/31 39%) 17% (2) of girls are developing in Mathematics 83% (10) of girls are working at a competent level in Mathematic</p> <p>83% of Girls are working at or above the expected level in Mathematics</p> <p>Whole School: 23%(7) of children are working at a developing level in Mathematics.. The children identified will be part of the 2021 Priority Learners. 61%(19) of children are working at a competent level in Mathematics 10%(3) of children are working at a very competent level in Mathematics. . 6%(1) of children are working in an area of Strength in Mathematics.</p> <p>77% of children are working at or above the expected level in Mathematics.</p>
Please refer to the Accelerated Schedule for Data Breakdown.		
So What?	So What?	So What? Staff Unpacking Assessment:

We need to build greater links between reading and writing - for students to experience Literacy as a connected whole.
We need to build a love of literature.
Action Plan for Staff Professional Development as we work towards Ministry- Led Professional Development in Localised Curriculum and more student centred assessment.

Staff Unpacking Assessment:

<https://docs.google.com/document/d/1SaUWFqgVNdMg9b85dM0nybPnfmB1HBfDO-8vjMjxYLw/edit>



Staff Unpacking Localised Curriculum:

<https://docs.google.com/document/d/1S4GlfsgRXMWaEj7Y5dtgl0GY90VSmFiO1dKax4YloA/edit>



Focus on next learning steps in relation to School Wide Criteria thorough:

- Seesaw
- Writing Progress Indicators in Books - Feedback / Feedforward.
- Evidence of student proofreading and editing based on teacher feedback.

Timetabled Targeting of Students in writing being a focus for staff meetings - UDL Profiles, 7 Principle Profiles and Cultural Responsive Statements. (Across School Moderation with Kahui Ako)

Assessment Goals: Annotated Work Samples / Self Assessment against Criteria / Co-Constructed Assessment Practices / Self Peer Assessment / Feedback - Feedforward / Community Engagement - Progress Portfolios / Digital Flunecy and UDL Goals.

We need to build greater links between reading and writing - for students to experience Literacy as a connected whole.

Action Plan for Staff Professional Development as we work towards Ministry- Led Professional Development in Localised Curriculum and more student centred assessment.

Staff Unpacking Assessment:

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Assessment Goals: Annotated Work Samples / Self Assessment against Criteria / Co-Constructed Assessment Practices / Self Peer Assessment / Feedback - Feedforward / Community Engagement - Progress Portfolios / Digital Flunecy and UDL Goals.



Staff Unpacking Localised Curriculum:

<https://docs.google.com/document/d/1S4GlfsgRXMWaEj7Y5dtgl0GY90VSmFiO1dKax4YloA/edit>



Focus on next learning steps in relation to School Wide Criteria thorough:

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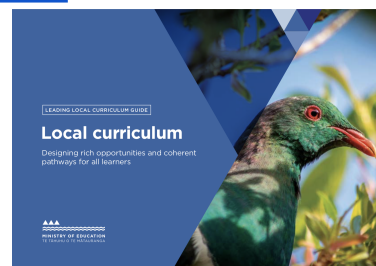
<https://docs.google.com/document/d/1SaUWFqgVNdMg9b85dM0nybPnfmB1HBfDO-8vjMjxYLw/edit>

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Staff Unpacking Localised Curriculum:

<https://docs.google.com/document/d/1S4GlfsgRXMWaEj7Y5dtgl0GY90VSmFiO1dKax4YloA/edit>



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Assessment Goals: Annotated Work Samples / Self Assessment against Criteria / Co-Constructed Assessment Practices / Self Peer Assessment / Feedback - Feedforward / Community Engagement - Progress Portfolios / Digital Flunecy and UDL Goals.

Student Achievement Target

All students who are not achieving at their expected level (NZC) will make more than one year's progress from the start to the end of the Year. (Data breakdown with supporting documentation) - The Students achieving below expectations will be supported in making a "shift" to an "at" expectation through planned, targeted programmes.

Note: Staff are working through the conceptualisation of Assessment through the lens of a Learner Centred Approach. This recognises that each student is different and therefore needs a supportive approach that is tailored to their needs. Through the recommendations set through our Education Review in 2019, The Lake Tekapo School Staff and Board of Trustees are endeavouring to "shift" our thinking so

that progress and growth are paramount, and not limited to a measurement. In our Target we have used the term "shift" to remind ourselves that learning can be horizontal as well as hierarchical and that learning can also be broad and deep. This is an area of investigation for 2021.

Assessment Review:

<https://docs.google.com/document/d/1SaUWFggVNdMg9b85dM0nybPnfmB1HBfDO-8vjMjxYLw/edit>

WHAT WILL BE DONE	ACCOUNTABILITY	WHEN	BUDGET	SO WHAT?
Investigate a methodology for reporting Literacy as "Making Meaning" (Productive, Receptive) rather than the tradition Reading and Writing.	All Staff RTLit - Linda Esslemont Impact Learning	Reviewed Each Term.	Nil	No change - Plans made for Linda Esslemont but these changed with COVID.
Review Intervention Games for both Literacy and Mathematics and plan for these accordingly. Purchase more Mathematical Games.	All Staff	Reviewed Each Term.	Nil	Purchased - More Literacy than Mathematical games. Multisensory area established in the resource room in line with intervention type.
Plan for Localised Curriculum with reference to the confirmed MOE Professional Development. (Impact Learning).	All Staff MOE	Reviewed Each Term	Nil	PLD funding and application accepted. Hours underway with Impacted. New application to be lodged with work incomplete and not enough hours.
Review and Align School Wide Criteria with Curriculum Progress Tools. NZC Levels clearly discerned.	All Staff Kahui Ako	Reviewed Each Term	Nil	In line with PLD application and goals.
Align Digital Fluency Goals, TeManahuna Achievement Challenges and Digital Technologies P.D. with 7 Principles. Investigate possible links.	All Staff Kahui Ako Impact Learning	Reviewed Each Term	Nil	As above. Kahui Ako achievement challenges on hold after leadership restructure. Structured Literacy P.D on hold.
Implement Assessment Schedule in line with the Curriculum Framework. Employ the Lake Tekapo Process for data collation and intervention strategies, so that evidence is being recorded in a timely manner.	All Staff Impact Learning Tracey Howard RTLB	Reviewed Each Term	Nil	No change - Accelerated schedule moved to Edge after Assembly closed done. Collation sheets and Schedule still being trialled for consistency across staff.
Continue to develop the Progression Profiles at determined transition point. Investigate ways to utilise "Kids Speak" for referencing Progression Profiles.	All Staff	Reviewed Each Term		PLD Goal - Progressions being moderated with Impacted.
Extend the Roving Reporter to include student voice to determine contexts and topics. Report Roving Reporter to BOT for feedback. Put students at the centre. Continuation 2020	All Staff BOT	Reviewed Each Term	Nil	I-pad and stand purchased. Booth to be a priority 2022.
Continue to use the Fetch it, Play with it and Bring it Home" Learning Processes, Extend these into Science and Technology.	All Staff	Reviewed Each Term.	Nil	Menu's purchased and Junior and Senior Processes done. Science added. Need to add Technology Process.

School Performance Target

To strengthen teacher's intervention strategies relevant to students needs through introductory and follow up Professional Development, staff meetings to work through techniques and activities.

Continue PLD and share quality practice across Kahui Ako - Digital Fluency, Coherent Pathways, Wellbeing.	All Staff Kahui Ako Impact Learning.	Reviewed Each Term	t.b.c	Kahui Ako Professional Development held up. Structured Literacy begun, but stopped. Liaison Kahui Ako Across School teacher meetings throughout the year.
Regular Teacher Meetings and classroom "Walk Throughs" reflecting Vision, Values and Beliefs. Begin to trial "Story Hui" / Design Thinking as part of the Evaluative purposes. - Continuation 2020.	All Staff Kahui Ako Impact Learning	Reviewed Each Term	Nil	Staff Meeting agenda changed. Areas such as self review and school review added for stronger consultation.
Professional Readings and Facilitation	All Staff	Reviewed		As above.

with a focus on Growth Mindset, Wellbeing and Universal Design for Learning.	Impact Learning. Tracey Howard RTLB	Each Term	T.b.c	
Use of Resources Target To target funding and time to support our teachers to undertake relevant and appropriate interventions to effect change				
Purchase Key into Inference, Reorganisation and Evaluation Kit.	Staff		\$700.00	Purchased Term 2
Use of Local Resource to enhance our teaching and learning programme. Instigate identified programmes outside the classroom - Sprout, Sustainability, Te Manahuna, Sprout, My Dog Friday, Department of Conservation, Regional Park.	All Staff	Reviewed Each Term.	t.b.c	Local Business Liaison and Springboard Schedule. <ul style="list-style-type: none"> • Dark Sky - Action Plan 2022 • Pertoneillas - Create Exhibition • Bespoke Bike - Bike Maintenance • Regional Park - Sprout • Binn's Property - Sprout • Our Dog Friday - Sprout
Purchase Assistive tools - Investigate.	BOT	t.b.c		Chrome Books and ipad purchased.
Furniture and Equipment Upgrade in line with Building Philosophy ie : Workshop, upholstery,	Staff and BOT	Termly	t.b.c	Furniture purchased



Our Why	Wellbeing - Belonging
Principles:	Community Engagement / Inclusion
Aim:	To provide a place where students, staff, family and whanau work together in partnership.


Target:

- To align our teaching and learning pedagogy to the new spaces developed at Lake Tekapo School. To be active participants in the MOE Localised Curriculum Professional Development aimed at embedding Strategic Aim One, Strategic Aim Two and Strategic Aim Three of the Lake Tekapo School Charter.
- Consolidate on Digital Fluency Professional Development, Digital Technologies Implementation by implementing and reviewing outcomes. – Work with the Kahui Ako to establish Achievement Challenges - Digital Fluency, Coherent Pathways, Wellbeing - Continuation 2020
- Use Local Experts to drive our Local Curriculum.

STUDENT ACHIEVEMENT target:

- The Board of Trustees and Staff will action the teaching and learning plan (Building Brief) in line with the new school buildings.
- The Te Manahuna Achievement Challenges will be implemented with the support of the Kahui Ako. - Digital Fluency, Coherent Pathways, Wellbeing

WHAT WILL BE DONE	ACCOUNTABILITY	WHEN	BUDGET	SO WHAT?
Review Growth Mindset to Accelerate Achievement Statement and revisit the teaching of Learning Dispositions such as The Pit, Mindset, Mindfulness, HALT , Resilience, Dial and 3 Lens Perspective.	All Staff	Yearly	Nil	Integration and Dispositional Teaching topics collated. Time Framed and scheduled. 
Continue to explore and implement the concepts of the 5 Ways to Wellbeing.	All Staff WAVE	Termly	Nil	Alignment of 5 Ways and Te Whare Tapa Wha completed - 5 Ways Hauora Plan.
Review the Lake Tekapo School Measurement Metric and Purpose Document. Peer Review these documents as part of the Strategic Leadership Professional Development.	Staff and BOT Springboard Trust	Termly	t.b.c	 Strategic Plan 2022 & Lake Tekapo School Re-Visioning Our Plan on a Page

Hold a Parent Information evening focussed on Localising the Curriculum and Responsiveness to Community - Reporting and Engaging.	Staff, BOT Community	Term 2	t.b.c	 SPRINGBOARD TRUST <small>Strategic Plan 2022 & Lake Tekapo School Re-Visioning</small> Our Plan on a Page
Continue with "Nature of Learning" as a base document to pull together school Vision and to report student voice to BOT.- Roving Reporter and UDL	Staff and BOT	Termly	t.b.c	
Develop Seesaw to report to parents and to celebrate learning. - Annotated Posts with daily school rewards. Continuation 2020	Staff	Weekly	t.b.c	Assembly no longer - Move to Edge. Beginning to consider Educa and Progression in line with Impacted Professional Development and Plan on a Page (Real time Reporting)

School Performance Target

To strengthen teacher's intervention strategies relevant to students needs through introductory and follow up Professional Development, staff meetings to work through techniques and activities.

Continue PLD and share quality practice across Kahui Ako - Digital Fluency, Coherent Pathways, Wellbeing.	All Staff Kahui Ako CORE Education	Reviewed Each Term	t.b.c	Kahui Ako Professional Development held up. Structured Literacy begun, but stopped. Liaison Kahui Ako Across School teacher meetings throughout the year.
Review and use the Recommendations from the 2019 ERO Report - Moderation, Sufficiency of Progress.	Staff and BOT	Termly	t.b.c	On-going
Identify Local People and Businesses that can assist - Random Acts of Education, Parental Skills, Regional.			t.b.c	Local Business Liaison and Springboard Schedule. <ul style="list-style-type: none"> • Dark Sky - Action Plan 2022 • Pertonellas - Create Exhibition • Bespoke Bike - Bike Maintenance • Regional Park - Sprout • Binn's Property - Sprout • Our Dog Friday - Sprout

Use of Resources Target

To target funding and time to support our teachers to undertake relevant and appropriate interventions to effect change

Local Businesses: Sprout, Sustainability, Te Manahuna, Sprout, My Dog Friday, Department of Conservation, Regional Park.	Staff and BOT	Termly	t.b.c	As above
Furniture and Equipment Upgrade in line with Building. ie : Workshop	Staff and BOT	Termly	t.b.c	Purchased


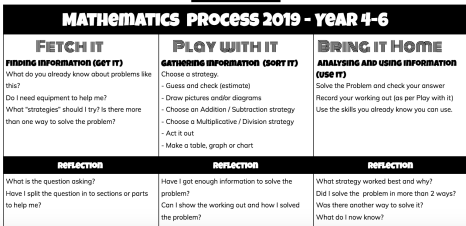
Our Why	Environment
Principles:	Future Focus / Coherence
Aim:	To provide a place where our students develop the skills of lifelong learning.

Target:

- Ensure the changes that we make to our learning environment, reflect our beliefs and reinforce the Vision and Values of Lake Tekapo School
- Continue to adapt our Growth Mindset to Accelerate Learning.
- To improve students in Years 1-6 capabilities to reflect on their own learning processes and how they learn (Student Voice Opportunities/ Self, peer, Group Assessment. Inquiry Processes

Student Achievement Target:

All students will be given the opportunity to reflect on their own learning and how they learn through student voice, complimented by Universal Design for Learning and in line with the Growth Mindset to Accelerate Achievement actions.

Aim:	Indicator	Achieved
<p>Design a Curriculum that reflects our Vision, Values and Beliefs</p>	<p>ERO Recommendation: To improve the analysis and reporting of learning information to know about the sufficiency of progress of all children, particularly those targeted for acceleration.</p> <p>Continue to consolidate the Learning Processes in 2021 - In line Vision and Values: Fetch it, Play with it, Bring it Home - Addition of Science / Technology Process 2021.</p>   <p>Parent Information Night 2021 - Localised Curriculum and Responsiveness to Community - Reporting and Engaging.</p> <p>Growth Mindset to Accelerate Student Achievement Review 2021 - Unpack Mindset and Beliefs documentation - Sabbatical Findings. Utilise Story Hui and Design Thinking Frameworks across the cluster and in classrooms and staff. Investigate other frameworks to add to the repertoire so that these become common practice (frameworks for conversations).</p> <p>Purpose and Measurement Metrics for Staff and BOT - Tracker and Delegation across the Lake Tekapo Board of Trustees - Reporting Achievement - Springboard Trust 2021 Professional Development.</p> <p>Schooldocs - Policies and Procedure Review - Set out Measurement Metric under Nag Responsibility and associated policies for clarification of Delegated role and responsibility.</p> <p>Unpack and reformat School Reports in line with the Progression Profiles. - Class based Reference to make assessment visible.</p> <p>Format Universal Design for Learning Criteria for Student and Parents - Plain Language for Reporting to Parents.</p> <p>Whole School and addition to Accelerated Schedule - Reporting to Parents in Interviews - Add Spiral for Inquiry Framework for Scaffolding Teacher Discussion.</p> <p>Teacher Walkthroughs to be revisited in 2021 in line with Professional Goals - Appraisal Documentation - Investigate Growth Cycle for Teachers.</p> <p>Te Pae Mahutonga – The Southern School - Linking Mindset to the Sky incorporating Myth - Make Creation Story into a Visual Poster.</p>	<p>Refer:</p> <p>Refer Charter Evaluation Document 2021</p> <p>https://docs.google.com/document/d/1ICtB5-o4yHbuLWe0mJLqt4dmw69lv0mbHul45akSWqE/edit</p>
<p>Continue to develop our understanding of quality teaching and learning Practice.</p>	<p>Curriculum Framework</p> <p>Streamline the Accelerated Schedule to include UDL Pathway, Cultural Competency documentation and Spiral Framework for reference and</p>	

	<p>focus. Pull together Intervention games for Mathematics. - Record Intervention and Progress at the Point in time to be able to clearly track Sufficiency of Progress. - Also Collation Sheets.</p> <p>2021 Seesaw - Annotated Posts in line with the Learning Intentions and Criteria- Reporting to Parents. - Planned for in line with Curriculum Framework.</p> <p>PLD 2021 - Localised Curriculum / Digital Technologies Curriculum Implementation - Align Kahui Ako Achievement Challenges - Digital Fluency / Coherent Pathways / Wellbeing P.D.</p> <p>Progression Posters finalised for Publishing - School Written Reports aligned to the Progression Posters.</p> <p>Curriculum Delivery Plan and Framework and Integrated Planning - Guide Teacher Planning and assessment</p> <p>Guiding Children's Behaviour - Louise Porter - Collaborative Meeting with South Canterbury Kindergarten- Shared Language - Korowai for Transition and Heke.</p> <p>Play Based Pedagogy (Transition) - Alison Brierley and the South Canterbury Kindergarten- Parent Steering Group</p> <p>Morning Movement - Mindfulness Techniques / Movement (Rakau, Jump Jam, Movement, Traditional Games, Thinking Videos/ koosh / Fitness))</p> <p>Integrated Unit Plan for the Whole School - the links between NZ Curriculum Achievement Objectives, School Wide Criteria and our Long Term Plan - Reading - Writing - Mathematics Integration in line with School Wide Focus (Mindset and Dispositions, Sustainability, Learning to Learn - Student -Led)</p>	
Continue to develop a thinking culture at Lake Tekapo School	<p>Growth Mindset Development</p> <p>Revisit HALT and Respond - Begin to reflect Kahui Ako Achievement Challenge in Wellbeing - 5 Ways of Wellbeing. Positive Learning and Behaviour Work.</p> <p>Roving Reporter Interviews - 7 Principles - Student Voice moving forward / Review Growth Mindset to Accelerate Student Achievement Statement - Local Expertise Investigated.</p> <p>2021 Mindset work and the teaching of Learning Disposition to continue..... (2/4 New Staff 2020 - Principal Sabbatical Term One 2021)</p> <ul style="list-style-type: none"> • Mindfulness continued - Reestablishment of M3 Programme. • Resilience (Revisit) • Sustainability and Localised Initiatives - MOE PLD 2021 - In House Localised Programmes - Sprout, 5 Ways to Wellbeing. • Thinking Levels - BLOOMS, Character Traits - Thinking Hats, , Inclusive Education, UDL Characteristics - Key Competency Development - GFC Certificates and Key Competency Flags. • Creativity and Motivation - Review Growth Mindset Statement and Sabbatical Findings 2021. • Te Pae Mahutonga (Southern Cross) <p>UDL Learning Pathway - Whole School and Accelerated Learning Schedule - Possible Student Voice Version to be made. Greater use of Graphic / Concept Maps</p> <p>Explore and trial Self Regulation Strategies and UDL philosophy - Revisit HALT, Respond, Don't React, Louise Porter Behaviour / Wellbeing - 5 Ways / Positive Learning and Behaviour.</p> <p>Extend into Mindfulness Strategies and Reflective Opportunities / Motivation and Engagement 2020 - Continuation of M3 Initiative and Andy's Brain - Roving Reporters.</p>	

Universal Design for Learning and Classroom Dispositions - Thinking Frameworks (Story Hui / Design Thinking) - RTLB Tracey Howard to be contacted.

Key Competency Awards - G.F.C. Certificates and Key Competency Flags. Engage Community into daily focus Competency.

- Budget Allocation and Funding streams Monitored as per Project Budget
- 10YPP Plan consulted upon and 5YA allocated. - linking outside spaces to inside spaces - Sprout, Sustainability, Workshop etc (refer plan below)
- Special Property Investment Fund - Landscaping Initiative and Reserve alignment - linking outside spaces to inside spaces - Sprout, Sustainability, Workshop etc (refer plan below)
- Furniture and ICT Purchases in line with Property and Building Brief 2018-2021.
- Localised Curriculum Professional Development applied for and confirmed for 2021
- Digital Technologies Professional Development
- Strategic Leadership for Rural Principals Professional Development 2021
- Principal Sabbatical Term One 2021 - Peer Review Term One

