



Statement of Variance 2024



Lake Tekapo School

TANGATA WHENAUATANGA

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 - 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.

Goal/Whaingā:
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.

3 Year Strategy Plan

Lake Tekapo School Roadmap 2025-2026 - Plan on a Page Analysis of Variance 2024 .

- Please refer to the 3 Year Strategy Measurement Review: [BOT 2025 3 Year Plan](#)
- Please refer to the 3 Year Strategy Summary of Initiatives: [BOT Meeting 2025 - Succession Meeting](#)

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

1.2 Curriculum

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

2.2 People

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

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

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

[The DOT - Educa](#)

[Literacy Educa Integrated Curriculum 2023](#)

[Integrated Curriculum 2023 - Reserve.](#)

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

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

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



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

[Lake Tekapo School Curriculum Mothership](#)

[Assessment 2024](#)

[LTS - ImpactEd presentation](#)

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

Next step:

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

[Transition Action Plan 2024.docx](#)

[Teacher Only 2024](#)

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

2.3 - People

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

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

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

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

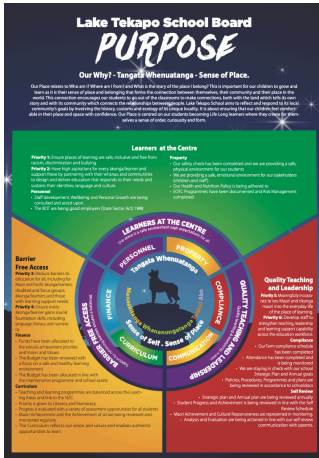
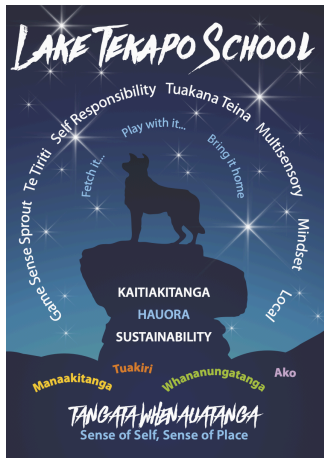
[Parent Information 2024](#)

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

[Kahui Ako Wellbeing Presentation](#)

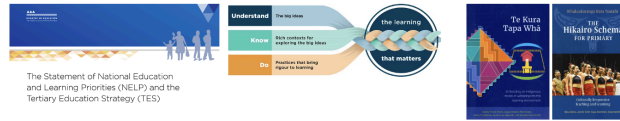
[Cultural Responsiveness 2024 - Addition](#)

[NELPS 2024](#)



New Zealand Curriculum Refresh / National Learning Priorities / Cultural Responsiveness

Background - New Direction



NELP - 2023

New Zealand Curriculum Refresh

Cultural Responsiveness

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

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

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

The Structure of: 'Understand, Know, Do'

- Understand: the big ideas
- Know: rich contexts for exploring the big ideas
- Do: practices that bring rigour to learning

Culturally Responsive Practice - Hikairo Schema

Success

Initiative 1.1 - 1.2

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

Initiative 2.1-2.2-2.3

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

Lake Tekapo School Roadmap - Measurement - Statement of Variance 2024.

- Please refer to the 3 Year Strategy Measurement Review: [BOT 2025 3 Year Plan](#)
- Please refer to the 3 Year Strategy Summary of Initiatives: [BOT Meeting 2025 - Succession Meeting](#)

Goal / Whainga: 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 2025
1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.	Changes in Staff have meant that the work undertaken has needed to be revisited and understood. The review of documentation has seen the collation of documentation and resources to create a Curriculum Framework that was shared as a staff to the Lake Tekapo Board of Trustees. This work related to the Vision and Values and their alignment to the practices in our small school. This work is completed, but as a staff we have held the "visual" posters back and are waiting to see if the work has relevancy to the new curriculum. The staff has "shifted" focus to ensure changes are being represented and understandings of programmes understood. The decision to hold is based on the Professional Learning undertaken in 2024 and the uncertainty and decision making into how Lake Tekapo School best wants to drive the local curriculum when guiding teaching and learning. We will continue to review initiatives and programmes through more consultation with MOE, Parent and Kahui priorities.	Implementation, feedback and review of: Ideal - Structured Literacy Programme Prime / Numicon - Maths Implementation Assessment for Learning PLD Survey of students about the impact of the Local curriculum and implementation of Structured programmes - Not achieved in 2024 Parent Information Night 2025	The Staff and Board of Trustees have continued to build on the Local Curriculum Professional Learning undertaken through ImpactED. This work has been collated and presented by staff to the parent group and Board of Trustees during 2024. Lake Tekapo School Curriculum Mothership Parent Information 2024 The school continues to benefit from strong, local relationships with local providers and these are reciprocated as opportunities arise. The Community Space is used every night by both Community Groups and those that offer school programmes. In 2024 we started the Sprout Book Club, Local Biographies and our Science Investigation on the Hairy Footed Bumble Bee and Weta with Ruud Kleinpaste. The Kindergarten and School are working at being Kaitiaki at the Lake Tekapo Community Garden. Term One 2024 Planning Literacy Planning Term 2, 2024 NZ Kiwiana 2024 We are focussed on continuing to develop and broaden the concept of Sprout, and this has been extended to include community groups and the possibility of extending this to other Kura. Master Sprout Project Brief - Multisensory Garden Planning and Understanding will continue as we work through the current changes happening within the sector. Lake Tekapo School Curriculum Mothership	Consider the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work) - Capture beliefs and understandings through Essence Statements in Literacy and Maths. Facilitate the Project Brief and Lions corner regarding our Creation Story. To work with Ruud Kleinpaste, Cannington School around the concepts of Sprout - Hauora, Sustainability and Kaitiakitanga. Align new progressions and understandings with the Educa platform. Consider if the Educa platform is viable for capturing reporting. Promote autonomy to assist with individualising annotated posts in real time. To set up expectations of these posts across the Term. Work with the Lake Tekapo Kindergarten on the transition by aligning Te Whariki and the work on the new NZC. Align the Values if and where relevant. To find ways for students to capture voice and give feedback. Promote our school vision through the values, K.C. Collicie Approve, Flag, Certificates etc - Updated 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.			Complete 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

Lake Tekapo School Roadmap - Measurement - Statement of Variance 2024

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Goal / Whaingā: Our Local Curriculum (Sense of Place) <ul style="list-style-type: none"> 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
1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.	Staff are working through whether reporting achievement through Educa is fit for purpose. Staff are conscious that the platform needs a refresh and greater understanding around the engagement of the learning captured. Work has been undertaken through ImpactED on assessment for learning and staff also worked with Education Associates around e-asttle and PAT in preparation for 2025. This was supported by the work undertaken by the Kahui Ako through Teacher Only days and Sharing days. LTS is 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. With the changes to both NZC Refresh and Kahui Ako alignment, these progressions will be replaced in future. With changes in staff for 2024, work and consistency of school wide systems has meant reviewing how we as a staff monitor and track achievement for reporting.	<p>Growth Cycle Reflections supported through Board of Trustees Reporting - Personnel Meetings.</p> <p>Beginning Teacher / Mentor observations - Observation of practice.</p> <p>Staff Meeting Curriculum Reflections and Professional Reading Reflections.</p>	<p>The staff are still working with the current platform (Educa) as we glean a greater understanding and have access to the new Curriculum indicators. The Professional Learning undertaken with ImpactED through the Kahui Ako focused largely on Assessment for Learning and our review of assessment practices;</p> <p>Lake Tekapo School Curriculum Mothership Assessment 2024</p> <p>LTS - ImpactEd presentation</p> <p>As we work through 2024-25 the decision is to continue to use the progressions across Writing, Reading, Visual, Oral language and Mathematics to ensure staff are using the collation sheets and Priority learner schedule to maintain assessment practices. This is to allow staff to maintain what we currently have in our small school. This will be unpacked as we work with the new NZC and the current shifts in thinking.</p> <p>Next step:</p> <ul style="list-style-type: none"> - Consolidate our understandings of the NZC and Literacy and Maths programmes. (Pedagogy) - Continue to support our Beginning Teacher. - To set up greater classroom autonomy to assist with individualising annotated posts in real time. - To revisit the Transition Action Plan and Graduate Visual Posters in line with Educa Progressions. <p>Transition Action Plan 2024.docx</p> <p>Teacher Only 2024</p> <p>Kindergarten Values Alignment 2024 Landscape 2 ...</p>	<p>To revisit 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.</p> <p>To work on the implementation of the NZC (Literacy/Maths) and consider the alignment of Values and Curriculum goals with the Lake Tekapo Kindergarten.</p> <p>To work with the Te Manahuna Kahui Ako on Cluster around cluster wide progressions and assessment tools. Find ways to link summative testing across schools where data can be collated and moderated. ie : e-asttle. Possible Kahui Ako goal.</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 - Sharing Days / Teacher Only Days.</p> <p>To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration - BOT Meetings etc)</p>
Output (see)	<p>Teacher Effectiveness that supports individual pathways</p> <p>Child at the Centre of their Learning</p> <p>Visible Graduate Profiles - ECE established in line with the Transition Action Plan.</p>			<p>As per 2024. : 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 - ie: Review of Collation Sheets and Priority Learner structure. Areas of Work: Teacher Practice and Pedagogy.</p>
Success	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.			Working well through the support of Local experts and businesses

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Goal / Whaingā: People Our Relationships - (Sense of Self) <ul style="list-style-type: none"> 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.	<p>The Local Curriculum and Plan on a Page is under review with commitments, responsibilities and expectations for curriculum high. Lake Tekapo School has tried to maintain the direction and implementation of an integrated curriculum, however discussions and viability are becoming hard to maintain. Staff make and create resources to align to the Initiatives and goals of the Plan on a Page, but with the focus strongly on structure and uniformed programmes, this is an area for consideration. The programmes created rely heavily on the collaboration with community and whānau and the success of these programmes has relied on the conversations and open door philosophy of the school. The contributions of stakeholders (local community and businesses) remains high and allows the school opportunities to work with local stakeholders, but the messaging nationally means we are understanding the need to reinterpret the programmes and opportunities of a rural school. School Wide Professional Development will focus on the national priorities and upskilling ourselves on the learning areas as they become known. In 2024 staff presented to parents and BOT and there is an appetite for greater involvement and participation. Work will continue to be undertaken on how we plan, evaluate and reflect on these local opportunities and how we can best demonstrate the active learning conversations being held regularly. There need to be an awareness of IO Cultures and meeting the diversity needs.</p>	<p>School Survey - Feedback and engagement from community members.</p> <p>Curriculum Framework Review and Implementation - Student and Parent Voice.</p> <p>Implementation of Professional Learning goals and PLD Priorities.</p>	<p>Lake Tekapo School Curriculum Mothership</p> <p>Parent Information 2024</p> <p>Skiing 2024 Parent Information</p> <p>Pedagogy - One Hour Reading and Writing Integrat...</p> <p>Teacher Only 2024</p> <p>Our Pou 2024</p> <p>Literacy Planning Term 2, 2024</p> <p>*What Do You Do With an Idea</p> <p>Spelling 2024</p> <p>NZ Kiwiana 2024</p> <p>Matariki Booklet 2024</p> <p>Biography 2024</p> <p>Land of Plenty Programme</p> <p>Production 2024 - Music</p> <p>Sprout 2024</p>	<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.</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 - Sharing Days / Teacher Only Days.</p> <p>To work with the Te Manahuna Kahui Ako on Cluster around cluster wide progressions and assessment tools.Find ways to link summative testing across schools where data can be collated and moderated. ie : e-asttle. Possible Kahui Ako goal.</p> <p>To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration).</p>
Output (see)	<p>Rich , Purposeful learning</p> <p>Local Environment employed</p> <p>Local Experts employed</p>			<p>Community School - Local</p> <p>Dark Sky Project / Regional Park/ Roundhill/ Lions/ Binns</p> <p>Property Works/ Matariki - Ngai Tahu / Lions / Good Shepherd Church.</p>
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.

Lake Tekapo School Roadmap - Measurement - Statement Analysis of Variance 2024

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Goal / Whaingā: People Our Relationships - (Sense of Self) <ul style="list-style-type: none"> • Nurture Hauora for staff, students and whānau to help build active learning relationships. (Identity). 				
Initiative	Current State	Measure	Review	Action 2024
2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.	<p>Staff are working through whether reporting achievement through Educa is fit for purpose. Staff are conscious that the platform needs a refresh and greater understanding around the engagement of the learning captured. Work has been undertaken through ImpactED on assessment for learning and staff also worked with Education Associates around e-asttle and PAT in preparation for 2025. This was supported by the work undertaken by the Kahui Ako through Teacher Only days and Sharing days. LTS is 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. With the changes to both NZC Refresh and Kahui Ako alignment, these progressions will be replaced in future. With changes in staff for 2024, work and consistency of school wide systems has meant reviewing how we as a staff monitor and track achievement for reporting.</p>	<p>Growth Cycle Reflections supported through Board of Trustees Reporting - Personnel Meetings.</p> <p>Beginning Teacher / Mentor observations - Observation of practice.</p> <p>Staff Meeting Curriculum Reflections and Professional Reading Reflections.</p>	<p>The staff are still working with the current platform (Educa) as we glean a greater understanding and have access to the new Curriculum indicators. The Professional Learning undertaken with ImpactED through the Kahui Ako focused largely on Assessment for Learning and our review of assessment practices;</p> <p>Lake Tekapo School Curriculum Mothership Assessment 2024</p> <p>LTS - ImpactED presentation</p> <p>As we work through 2024-25 the decision is to continue to use the progressions across Writing, Reading, Visual, Oral language and Mathematics to ensure staff are using the collation sheets and Priority learner schedule to maintain assessment practices. This is to allow staff to maintain what we currently have in our small school. This will be unpacked as we work with the new NZC and the current shifts in thinking.</p> <p>Next step:</p> <ul style="list-style-type: none"> - Consolidate our understandings of the NZC and Literacy and Maths programmes. (Pedagogy) - Continue to support our Beginning Teacher. - To set up greater classroom autonomy to assist with individualising annotated posts in real time. - To revisit the Transition Action Plan and Graduate Visual Posters in line with Educa Progressions. <p>Transition Action Plan 2024.docx</p> <p>Teacher Only 2024</p>	<p>To revisit 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.</p> <p>To work on the implementation of the NZC (Literacy/Maths) and consider the alignment of Values and Curriculum goals with the Lake Tekapo Kindergarten.</p> <p>To work with the Te Manahuna Kahui Ako on Cluster around cluster wide progressions and assessment tools. Find ways to link summative testing across schools where data can be collated and moderated. ie : e-asttle. Possible Kahui Ako goal.</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 - Sharing Days / Teacher Only Days.</p> <p>To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration - BOT Meetings etc)</p>
Output (see)	Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning Graduate Profile			As per 2024. : 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 - ie: Review of Collation Sheets and Priority Learner structure. Areas of Work: Teacher Practice and Pedagogy.
Success	Our Community and School Whānau have a strong sense of connection, participation and engagement in their child's learning.			

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Goal / Whainga: People Our Relationships - (Sense of Self)

- Nurture Hauora for staff, students and whanau to help build active learning relationships.(Identity).

Initiative	Current State	Measure	Review	Action 2024
2.3 Prioritise a sense of identity, Manaakitanga, Whanaungatanga and sense of self for all students and whanau.	<p>Vision and Values consulted upon, reformatted and ready to Print. The focus is on Values and moving away from K.C.</p>  <p>Vision</p>  <p>Purpose</p>  <p>Framework</p>  <p>Parent</p>  <p>Classroom</p>  <p>Certificates</p>	<p>School Survey - Feedback and engagement from community members.</p> <p>Curriculum Framework Review and Implementation - Student and Parent Voice.</p> <p>Implementation of Professional Learning goals and PLD Priorities.</p>	<p>Te Whare Tapa Wha / Hikairo Schema</p> <p>Culturally Responsive Practice - Hikairo Sc...</p> <p>Project Brief - Multisensory Garden</p> <p>NELPS 2024</p> <p>Teacher Only 2024</p> <p>Lake Tekapo School Curriculum Mothership</p>	<p>On Hold - Documentation Updated.</p>
Output (see)	<p>Fostering Sense of Self - Transition</p> <p>Lifelong Learning Skills</p> <p>Child at the Centre</p>			<p>Refinement of school wide systems and ownership of Vision and Values</p> <p>Child at Centre and understanding their sense of place.</p>
Success	Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.			

