

3 Year Strategy Plan 2023

Lake Tekapo School

TANGATA WHENUATANGA

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, Whanaugatanga 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.



Lake Tekapo School Roadmap 2022 -2024

Our Goals	Stage One 2021	Stage Two	Stage Three	Success
<p>Curriculum 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:</p>	<p>Professional Development Local Curriculum Consult 1.1</p>	<p>Teacher Capability in real time assessment. Planning and Integration 1.2</p>	<p>Normalise Practice 1.1</p> <p>Strengthen Teacher Capability 1.1 /1.2 Implement the Framework</p>	<p>Our Learners are engaged in a curriculum where they feel valued for their contribution to the community.</p> <p>Our learners will see how community works and how they can contribute to it locally, nationally and globally. They will learn to act locally, but think globally.</p>
<p>People Goal/Whaingā: Our Relationships - (Sense of Self) Nurture Hauora for staff, students and whānau to help build active learning relationships.</p>	<p>Reflect o Wellbeing Practices 2.2 Build Connections with Stakeholders</p>	<p>Grow Whānau as active partners in Learning conversations 2.1</p>	<p>Embed and and normalise practice 2.2</p>	<p>Learners will know themselves as learners through engagement and participation in their unique learning process.</p> <p>Our Community and School Whānau have a strong sense of connection, participation and engagement in their child's learning.</p>

Lake Tekapo School Roadmap 2022-2024

Strategic Initiatives	Stage One	Stage Two	Stage Three
<p>1.1 - Curriculum Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.</p> <p>2.1 People Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.</p>	<p>All staff are actively engaged in professional development in building an authentic localised curriculum.</p> <p>Formalise and build strong relationships with local business providers and local experts.</p> <p>Build connections with local iwi and marae to help consolidate our Maori Achievement plan.</p>	<p>Embed, evaluate, and adapt our localised Curriculum</p> <p>Consolidate the relationships with local businesses and local experts.</p> <p>Broaden knowledge of cultures within our school community and continue to support children, staff and parents to ensure a culturally responsive environment.</p>	<p>Integrate, utilise and nurture our community resources (people, Place and environment) so that our learning contributes to our local community.</p> <p>Embed the School Vision and Values so that they are explicit and visible in daily School life (Plan on a Page).</p>
<p>1.2 Curriculum To build teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.</p> <p>2.2 People Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.</p>	<p>Build staff capability around digital assessment and formative practices to capture real time learning.</p> <p>Review current wellbeing practices through survey, student voice, staff feedback and the use of assessment data.</p>	<p>Strengthen Teaching pedagogy to ensure high quality teaching and learning programmes align to student achievement in real time.</p> <p>Continue to implement and consolidate the wellbeing practices of a schoolwide Hauora programme. (5 Ways to Wellbeing / Te Whare Tapa Wha)</p>	<p>Strengthen Teaching pedagogy to ensure high quality teaching and learning programmes align to student achievement in real time.</p> <p>Embed the School Vision and Values so that they are explicit and visible in daily School life (Plan on a Page).</p>
<p>2.3 - People Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whanau.</p>	<p>All staff are contributing in building genuine connections through it's people, place and environment.</p>	<p>Maintain and build on our Community Connections through valuing strong, authentic relationships with our people, place and environment.</p>	<p>Review and adapt current wellbeing practices and develop new initiatives to meet the needs of students, staff and community.</p>

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.
- Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.

Lake Tekapo School Roadmap 2022

		Term 1			Term 2			Term Three			Term 4			
Curriculum	Initiative - Whakaara	Jan	Feb	Mar	Apr	May	Jun	Ju	Aug	Sept	Oct	Nov	Dec	Outputs
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:	1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.		Communicate Plan on a Page, Purpose to Staff and Board. Reflect on and confirm Goals for 2022			Reflect on D.T and Te Reo. Integrate			Reflect on NZ History Integrate			Review Goals and NZC Alignment		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.
	1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.	Continue to Build Staff competency in new SMS	Use Educa (SMS) for Student Voice and Annotation	PLD on Assessment tools		Bring together Assessment Tools			Survey, seek feedback from whanau			Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning. Visible Graduate Profiles		
Success	<ul style="list-style-type: none"> 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. 													

		Term 1			Term 2			Term Three			Term 4			
People	Initiative - Whakaara	Jan	Feb	Mar	Apr	May	Jun	Ju	Aug	Sept	Oct	Nov	Dec	Outputs
Goal/Whaingā: Our Relationships - (Sense of Self) Nurture Hauora for staff, students and whanau to help build active learning relationships. Identity	2.1 Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.	Continue Sprout Initiative Assessment - Educa				Petronella's initiative Assessment - Educa			Skiing Initiative Assessment - Educa			Regional Park Initiative Assessment - Educa		Rich , Purposeful learning Local Environment employed Local Experts employed
	2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.	Staff P.D using Educa			Timetable and Plan Assessment Schedule	Trial and seek feedback from pilot group				Survey, seek feedback from whanau		School Production Assessment Refection		Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning Visible Graduate Profile
	2.3 Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whanau.		Communicate Plan on a Page, Purpose to Board and Staff.	Reflect and Plan for Local Goals and dispositional Themes.		Make Planning links through a lens of Hauora			School Production linked to Vision, Values and Key Competencies	Review Goals and NZC Alignment				Fostering Sense of Self Lifelong Learning Skills Child at the Centre
Success	<ul style="list-style-type: none"> 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. 													

Lake Tekapo School Roadmap - Measurement

Goal	Success	Initiative	Current State	Measure	Outputs (see)
<p>Curriculum</p> <p>Goal/ Whaingā: Our Local Curriculum (Sense of Place) Design a Localised Curriculum that draws from and connects learning through its people, place and environment.</p> <p>Language and Culture:</p>	<p>Our Learners are engaged in a curriculum where they feel valued for their contribution to the community.</p> <p>Our learners will see how community works and how they can contribute to it locally, nationally and globally. They will learn to act locally, but think globally.</p>	<p>1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.</p>	<p>Staff have worked through with Impacted Education what beliefs and understandings we hold in relation to the Vision and Values at Lake Tekapo School. This work has been pulled together with the revisiting of the Maori Values currently in our school and the inquiry and use of 3 Pou (Sustainability, Kaitiakitanga and Hauora) to help frame up our curriculum framework. This has been drafted and aligned to the Collie, with work and documentation now focused on the Integration of learning contexts, the NZC Refresh and what this looks like for daily planning. Through the work undertaken with Springboard Trust and feedback from parents taken at Parent Interviews, this scope will continue as a priority for LTS.</p>	<p>Continue to develop a curriculum "one pager" document that represents the Lake Tekapo Local Curriculum goals and school wide contexts.</p> <p>Advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work)</p> <p>Continue to use the LTS learning progressions/ Wellbeing indicators to report to Parents through Educa and through the Visual Transition / Graduate Posters. Coherent Pathways Posters)</p> <p>Continue to find ways for students to reflect and feedback their learning. Generate opportunities to allow student voice and survey the children and parents early in 2023.</p>	<p>A local curriculum that is well guided and thought out.</p> <p>The Learning reflects it's people, place and environment.</p> <p>A Localised Curriculum with scheduled initiatives.</p>
		<p>1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.</p>	<p>Staff are working hard to find the balance between the status quo and changing how we collate and report data. LTS are continuing to use Summative (Comparative) assessments at the beginning and end of the year, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform now has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022, mainly through school wide initiatives, but moving closer to individual students. Work across staff around reporting expectations, scheduled posts and alignment to the 3 big ideas has been robust and time consuming. With changes in staff, work and consistency of school wide systems has also meant refining how we as a staff monitor and track achievement for reporting.</p>	<p>To continue to trial the adapted Growth Cycle structure that best suits Lake Tekapo School. To promote autonomy and engagement through personal and professional goals.</p> <p>Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus)</p> <p>To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration).</p>	<p>Teacher Effectiveness that supports individual pathways</p> <p>Child at the Centre of their Learning -</p> <p>Visible Graduate Profiles</p>
<p>People</p> <p>Goal/Whaingā: Our Relationships - (Sense of Self) Nurture Hauora for staff, students and whanau to help build active learning relationships.</p> <p>Identity</p>	<p>Learners will know themselves as learners through engagement and participation in their unique learning process.</p> <p>Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning.</p>	<p>2.1 Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.</p>	<p>The contributions of stakeholders (local community and businesses) remains high. The staff and BOT still needs to find the balance of interest (initiatives) and committing to these under the 3 big ideas (Local Curriculum Goals). Sharing Initiatives through the community presentation in 2022 showed that the value of having these active learning conversations is hugely valuable to establishing future collaboration, however the school needs to be balanced in the way that it frames up these initiatives within the framework of the new NZC. This is in time, resources and coverage of curriculum</p>	<p>To continue to trial the adapted Growth Cycle structure that best suits Lake Tekapo School. To promote autonomy and engagement through personal and professional goals.</p> <p>Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus)</p> <p>To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration).</p> <p>Parent / Community Information Night -</p>	<p>Rich, Purposeful learning</p> <p>Local Environment employed -</p> <p>Local Experts employed</p>

			<p>areas. Work still needs to be undertaken when considering how these partnerships unfold with an emphasis on participation, partnership and engagement across our stakeholder group.</p>	<p>Community Data Base.</p> <p>Scheduled Initiatives.</p>	
		<p>2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.</p>	<p>Staff are working hard to find the balance between the status quo and changing how we collate and report data. LTS are continuing to use Summative (Comparative) assessments at the beginning and end of the year, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform now has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022, mainly through school wide initiatives, but moving closer to individual students. Work across staff around reporting expectations, scheduled posts and alignment to the 3 big ideas has been robust and time consuming. With changes in staff, work and consistency of school wide systems has also meant refining how we as a staff monitor and track achievement for reporting.</p>	<p>Continue to develop a curriculum "one pager" document that represents the Lake Tekapo Local Curriculum goals and school wide contexts.</p> <p>Advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work)</p> <p>Continue to use the LTS learning progressions/ Wellbeing indicators to report to Parents through Educa and through the Visual Transition / Graduate Posters. Coherent Pathways Posters)</p> <p>Continue to find ways for students to reflect and feedback their learning. Generate opportunities to allow student voice and survey the children and parents early in 2023.</p>	<p>Teacher Effectiveness that supports individual pathways</p> <p>Child at the Centre of their Learning. Graduate Profile</p>
		<p>2.3 Prioritise a sense of identity, Manaakitanga, Whanaugatanga and sense of self for all students and whanau.</p>	<p>Values established and aligned to Key Competencies. Strong staff and Board understanding with developing understanding with Parent stakeholders. Refinement of Vision and Values as part of the 3 Year Strategy to make clearer.</p>	<p>The student Voice initiative is still to happen, however self Reflection opportunities have been aligned to 5 Ways to Wellbeing and Te Whare tapa wha. The results from the CORE Wellbeing survey have supported actions within the school and the recommendations will be actioned in 2023 with the support of our BOT. A transition action plan has been reviewed and with new staffing at the Kindergarten, this will form the basis of transition for 2023.</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>

Lake Tekapo School - Annual Plan 2023

Key

To be Started









In Progress



Completed



Initiative Curriculum	Action	Timeframe & Cost	Resources References	Who's Involved?	Actions Review	Progress			
						T1	T2	T3	T4
1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.	All teachers and BOT to actively participate in the professional development (Local Curriculum) and with the delivery of the 3 Year Plan.	Term 1-4 Staff Meeting	External Providers through Impact-Ed and Kahui Ako  	Staff BOT Impact-Ed PLD	Share understandings of Vision and Values. Link Local Curriculum goals https://docs.google.com/document/d/1PeYT4RboX2l5WoxLEAKX8N1HF3600szqNDEKUA-1988/edit Outdoor Learning Multisensory	In Progress	In Progress	Completed	Completed
	Engage with Staff, BOT and stakeholders about our Plan on a Page. Parent Information Evening and Community Day.	Term 1-2 Staff Meeting	 	ImpactEd Staff BOT Evidence Slideshow https://docs.google.com/presentation/d/1w-llat4OgNIA-v-xjHObrTUhYW--cNu8Z5nVW_4HU/edit#slide=id.p	Parent Information Night Community Day Student Voice Opportunities. Multi Sensory Garden https://docs.google.com/document/d/14Uz5fB-MWIN3cvb_pRPNy5b_rU-LB_ZPRnflw_tsg/edit	In Progress	Completed	In Progress	Completed
	Unpack Digital Technologies, NZ History, Te Reo NZC Learning Areas in line with the NZ Curriculum Refresh.	Termly	Staff Meeting Teacher Only Day Kahui Ako Cluster Days	Simon Staff PLD Evidence: Integrated Plan https://docs.google.com/document/d/1ZZXeiOhQ_DJZlIn_imgv1h3OCvC8AR2WRXJXv6aeo/edit Literacy Plan https://docs.google.com/document/d/1TUZcd7ebGbc0qV8hTD1opplD6d57hl95vuh9XM3_Mug/edit	NZC Curriculum Refresh	In Progress	In Progress	In Progress	In Progress
	Schedule place based initiatives and Dispositional Topics and align these to Curriculum Framework (PLD). Add Cultural Narrative and beliefs.	Term 1-4	 	Staff Local Experts Evidence: Project Brief https://docs.google.com/document/d/1zpliZE-7iUK_ORLrTs3OHnOth_cdOr2Wa2i59U57Klc/edit Camp Brief https://docs.google.com/document/d/1sPwMPz7mEui2wwBoiMuYbmuvh79oVxvaB7aSiWaciOq/edit	Staff PLD Iwi Involvement Kahui Ako Multisensory Garden Cultural Narrative	In Progress	In Progress	In Progress	In Progress
	Inform stakeholders about the Local Curriculum. - Parent Information Night / Student Voice / Reporting Local Curriculum Initiatives.	Term 2 -4	Stakeholders Staff BOT	Staff Community BOT Evidence - Slideshow https://docs.google.com/presentation/d/1w-llat4OgNIA-v-xjHObrTUhYW--cNu8Z5nVW_4HU/edit#slide=id.p Work Sheets https://docs.google.com/document/d/1VvTylMmnJxgcCRoGOlcG1bw4NQGQ3vekDHoQQPmFYY0/edit	Crockulum Reserve Opening School Camp Educa Reporting Outdoor / Multisensory	In Progress	In Progress	In Progress	In Progress

	Identify and communicate our local curriculum goals investigating places and stories of local cultural significance. (Register of Skills and Resources)	Term 1 -4	Community Staff BOT	Simon Local Business Local Experts	Reserve Opening Matariki - Ngai Tahu Sensory Garden. School Camp				
	Local Business and Stakeholder Winter Wonderland Initiative.	Term 3	Staff BOT Local Businesses	Simon BOT	- Community Expertise - Parent Stakeholders - Binns Property Works - Lions - T Springs etc - Garden - Cultural Narrative				

Key

To be Started













In Progress






Completed



Lake Tekapo School- Annual Plan 2023

Initiative Curriculum	Action	Timeframe & Cost	Resources References	Who's Involved	Actions Review	Progress			
						T1	T2	T3	T4
1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.	Annotate Progressions on Educa and individualise Reporting to Parents. Move from School Wide to individual postings. (Autonomy and Engagement) Continue to link Hauora.	Term 1 - Term 4	 	Staff Edge Facilitation PLD Impacted Evidence: Integrated Plan https://docs.google.com/document/d/1ZZXe1OhQ_DJZlIn_imgavh3OCv8AR2WRXJXv6aao/edit Literacy https://docs.google.com/document/d/1TU7cd7ebGbCOgV8hTDloppID6d57h195vuh9XM3_Mug/edit	Reporting to Parents Timely and at the moment. https://docs.google.com/document/d/1g4k-u8U6WfWaT6O8uV1_Y2jXktRSHdeFrskabg-nhSU/edit				
	Continue to Unpack National Education Priorities and align these to the Measurement Metrics.	Term 1-4	 	Staff BOT PLD Facilitation Kahui Ako Evidence: NELPS /NAGS https://docs.google.com/document/d/1Deo_ch2iNWcVUFOjSgitOWleevXB7SluFAuYylQwdfE4/edit	https://docs.google.com/document/d/1slnZ4x3glRtowelWslsepPW7SDN24h_bniIyjimSiY/edit Evidence: Process https://docs.google.com/document/d/1ORn9BjiY9BKx77xkXvCnaRykfC6BzJVPXsHOmlRvk/edit				
	Opportunities for Student Voice to be established. "On Air" Booth with Roving Reporter and 7 Principles. - Unpack Assessment for Learning.	Term 1 (\$1500.00)	 	Simon Staff PLD Evidence: Revamp for 2024 https://docs.google.com/document/d/1akjTPhdGlofLxJ9v3lZNP0iMIAdmBTXXsM7yBvFSY/edit	Permanent Booth with Green Screen set up. Roving Reporter Questions Year 6 Leadership				
	Revisit Visual Graduate Profile and Align to Educa Reporting. Liaise with LTS Kindergarten around values and expectations.	Term 3-4	   	Staff Local Experts LTS Kindergarten Evidence: Transition Plan: https://docs.google.com/document/d/1DU95k_BXGOVadXlaluae3GPsSesjma2yW/edit	Graduate / Transition Profiles Kindergarten Transition. Transition Action Plan https://docs.google.com/document/d/1iYR3NyFapAJNgQxmKmlm2emlFflBizufMac0wD6BnE/edit https://docs.google.com/document/d/1g4k-u8U6WfWaT6O8uV1_Y2jXktRSHdeFrskabg-nhSU/edit				

	<p>Review Assessment Schedule and Termly Expectations. Reporting to Parents.</p>	<p>Termly</p>	 	<p>Staff BOT - Self Review https://docs.google.com/document/d/1VHE5ndllsdlIQQIEZQxhAAy8PlswBM9O9rC3rNuKw/edit</p> <p>Evidence: PLD Mothership: https://docs.google.com/presentation/d/1OyCGapFwhyy3qFNdDskFgln-NqeLkRADCZ1uf27FAXQ/edit#slide=id.g27e9a9c947f_0_18</p>	<p>https://docs.google.com/document/d/10FUyGdID9zbj3KvoLkNg5y6snqGltQTrsMk78Sn7rtE/edit</p> <p>https://docs.google.com/document/d/1Wvrlci8nWCoHEi7-SxlyzMI0BS1qLXdkPbGXUD85Qm4M/edit</p> <p>https://docs.google.com/document/d/1VHE5ndllsdlIQQIEZQxhAAy8PlswBM9O9rC3rNuKw/edit</p>				
	<p>Growth Cycle Documentation reviewed and trialled for 2023. PLD on Growth Cycle implementation.</p>	<p>Termly</p>		<p>Staff BOT</p>	<p>Staff Meetings Agenda. Staff Negotiated Term Reflections https://docs.google.com/document/d/1ltGqoiwX7Pfi2SldQXgmiSAAXI2IF-HWOTYSHNLr1/edit</p> <p>https://docs.google.com/document/d/16XJKGQqXOPPiXQJDdr_E3InNDLhBTCIVAOLlyZltryk/edit</p>				

Key

To be Started



In Progress



Completed



Lake Tekapo School - Annual Plan 2023

Initiative People	Action	Timeframe & Cost	Resources References	Who's Involved	Review Actions	Progress			
						T1	T2	T3	T4
2.1. Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.	Communicate Plan on a Page with all Stakeholders	Termly		Staff Impact-Ed PLD BOT Stakeholders Evidence - Slideshow https://docs.google.com/presentation/d/1w-1lat4OgNIA-v-xjH0bzrTUhYw--cNu8Z5nVW_4HU/edit#slide=id.p Work Sheets https://docs.google.com/document/d/1VvTylMmnJxgcCRoG0lcGlbw4NQG03vekDHo0QPmFY0/edit	- End of Term Assembly - Parent Information - Local Businesses - Winter Wonderland. - Cultural Narrative https://docs.google.com/presentation/d/1yb3NuOmSGAtIWO5irAHVvV75WR8SwwnBrVJhUCaQ7Y/edit#slide=id.g134b2541941_0_0 https://docs.google.com/presentation/d/1t-NZBM1JlqXVJpBx791-KAJaiajWIMbPIURQrXltJ/edit#slide=id.g180530eb99_0_1				
	Create a Community Data Bank of Local Experts and Businesses	Term 1		BOT Staff	Used Locals - Not recorded formally. Local Experts Utilised: - Dark Sky - Community Development - Petronella - Sports Trust - Tekapo Trails - Flight Engineer - Michi - Lions etc				
	Unpack relevant Professional Readings and upskill areas of Cultural Responsiveness within the school.	Termly		Staff BOT Kahui Ako Impact-ed Evidence: Transition Plan: https://docs.google.com/document/d/1DU95k_BXGOVadXlqLuae3GPsesima2yW/edit	Te Whare Tapa / Curriculum Refresh Document established. Multisensory Garden Cultural Narrative https://docs.google.com/document/d/10ajDsU7il9UfGallkTYiEUoaHtU87Zjep9xw9eyS1Js/edit https://docs.google.com/document/d/15nRFD62oYopQNI6qvw9uydD43m/yG4bzMWfsPi27Dsv/edit#heading=h.9hj84t384k3o				
	Review, trial and reflect on School Wide Transition Programmes. Y1 - Y3 / Y4 - Y6 (Achievement Challenges)	Termly		Staff PLD Kahui Ako Impacted PLD	Scheduled Wednesday Visits ECE / School Teacher Only Day Ko Wai te au Meetings Transition Action Plan Kahui Ako https://docs.google.com/document/d/1iYR3NyFapAJNaQxmKmlm2emilFfBizufMacOwD6BnE/edit				

	<p>Review Assessment Schedule and annotate learning using Educa and Edge Progressions.</p>	<p>Termly (\$1500.00)</p>	 	<p>Staff BOT</p> <p>Evidence: Integrated Plan https://docs.google.com/document/d/1ZZXe1OhQ_DJZlIn_imgv1h3OCQCv8AR2WRXJXv6aeo/edit Literacy https://docs.google.com/document/d/1TU7cd7ebGbC0gV8hTD1opp1D6d57h195vuh9XM3_Mug/edit</p>	<p>Assessment Schedule Reviewed in line with Educa Reporting. Term 3 https://docs.google.com/document/d/10FUyGdID9zbj3KvqLkNg5y6snaGItQTrsMk78SnZr1E/edit Term 4 Term 4 https://docs.google.com/document/d/1Wrlci8nVCoHEfZ-SxlvzMfOBStqLXDkPbGXUDB5Qm4M/edit Next Step: Formalise Schedule to PLD to Pou - Impacted PLD Next Steps: PLD https://docs.google.com/document/d/1VHE5ndllsdn1iQOIEZQxhAAy8PlswBM9Q9rC3rNuKw/edit</p>				
	<p>Local Business and Stakeholder Day. Winter Wonderland Initiative</p>	<p>Term 3 (\$250.00)</p>		<p>Staff & BOT Local Business Local Experts</p>	<p>https://docs.google.com/document/d/14Uz5FB-MW1N3cvb_pRPNy5b_rU-LB_ZPRnfilelw_tsg/edit</p>				

Key

To be Started









In Progress



Completed



Lake Tekapo School - Annual Plan 2023

Initiative People	Action	Timeframe	Resources References	Who's Involved	Review Actions	Progress			
						T1	T2	T3	T4
	Creation of the documentation - Progression and Visual	Term 1 & Term 4	 	Staff PLD - Impacted Evidence Process to Complete https://docs.google.com/document/d/1ORn9BjiY9BKx77xkXvCnaRyKfC6Bz1JVPmXsHOmIFvk/edit MotherShip 2024 https://docs.google.com/presentation/d/1OvCGapFwhvy3qFNdDskFgln-NgeLkRADCZLuf2ZFAXQ/edit#slide=id.g27e9a9c947f_0_18	Assessment Schedule Reviewed in line with Educa Reporting. https://docs.google.com/document/d/1OFLUyGdlD9zbj3KvqLkNg5y6sngGltQTrsMk78SnZrtE/edit https://docs.google.com/document/d/1Wrlci8nWCoHEi7-SxlvzMfOBS1qLXDkPbGXUDB5Qm4M/edit https://docs.google.com/document/d/1VHE5ndllsdnliQOIEZQxhAAy8PlswBM9O9rC3RnuKw/edit				
2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.	Review and Trial Progression Profile for School Wide Transition Points in classrooms (Parent/student Feedback) - Y1 - Y3 / Y4 - Y6	Term 1 & Term 4	  	Staff Local Business Local Experts Kahui Ako LTS Kindergarten					
	Annotate Progressions on Educa and individualise Reporting to Parents. Move from School Wide to individual postings. (Autonomy and Engagement) Continue to link Hauora.	Termly		Staff Edge Facilitation Impactet	School Wide Criteria progressions - PLD assistance. 5 Ways to Wellbeing Criteria established. Key Competency Criteria Interim Criteria. https://docs.google.com/document/d/1q4k-u8U6WfWaT6O8uVl_Y2iXktRSHdeFrskabq-nhSU/edit				

Key

To be Started







In Progress



Completed












Lake Tekapo School - Annual Plan














Initiative People	Action	Timeframe	Resources Reference	Who's Involved	Review Actions	Progress			
						T1	T2	T3	T4
2.3 Prioritise a sense of identity, Manaakitanga, Whanaungatanga and sense of self for all students and whanau.	Communicate Plan on a Page with all Stakeholders -	Termly		Staff Impact-Ed PLD BOT Stakeholders Evidence: Evidence - Slideshow https://docs.google.com/presentation/d/1w-l1at4OgNIA-v-xjHObzrTUhYW--cNu8Z5nVW_4HU/edit#slide=id.p Work Sheets https://docs.google.com/document/d/1VvTylMmnJxgcCRoGOlcGlbw4NQG03vekDHoQQpmFYY0/edit Evidence: Integrated Plan https://docs.google.com/document/d/1ZZXeI0hQ_DJZlIn_imgv1h3OC0Cv8AR2WRXJXv6aeo/edit Literacy https://docs.google.com/document/d/1TU7cd7abGbc0qV8hTDIoppID6d57h95vuh9XM3_Mug/edit	https://docs.google.com/document/d/1PeYT4RboX2IsWoxLEAKX8NjHF3600sZqNDEKUA-f988/edit https://docs.google.com/document/d/1uB2PQNlamOuPs8MBd27vjh083PfO9l-zsBCwag0XP9U/edit Student Voice - Winter Wonderland. https://docs.google.com/document/d/1z9UmYuwKv5cu6rphDb8FaUt99f6QVMILNqWPGDx3d3Q/edit Initiative: https://docs.google.com/document/d/1vvyVFaivJMiRhcBJ4N_8yeLEVYOVf9X_4ojkylShQmA/edit				
	Schedule Dispositional and Self Regulated Strategies into Term Planning - Kahui Ako A.C.	Termly	 	Staff BOT Kahui Ako Reporting to Parents	School Wide Criteria progressions - PLD assistance. 5 Ways to Wellbeing Criteria established. Key Competency Criteria Interim Criteria. https://docs.google.com/document/d/1q4k-u8U6WfWqT6Q8uVl_Y2iXktRSHdeFrskabgnhSU/edit				
	Student Voice: Gather / Survey students on Wellbeing, Identity and the School Vision and Values.	End of Term 1 End of Term 3		Staff	5 Ways to Wellbeing Self Reflection/ Te Whare Tapa Wha Self Reflection. https://docs.google.com/document/d/1YOMUXfaAdfD8m49a84vbdqUF3YKlqcW73vwSsKOLqdA/edit CORE Education - Kahui Ako PLD https://docs.google.com/document/d/1vQjel7PMijFaCclo75lriCig8Hoo4bbWjHt6aYW3p2k/edit				

<p>Review our Maori Achievement Plan incorporating Te Whare Tapa Wha and Culturally Responsive Practice. (Kahui Ako A.C)</p>	<p>Term 2 Term 4 (\$300.00)</p>		<p>Staff BOT Kahui Ako</p>	<p>Te Whare Tapa / Curriculum Refresh Document established. Multisensory Space https://docs.google.com/document/d/10GjDsUZL9UfGallKTYiFUooHtU8Z7iep9xw9evSJs/edit Kahui Ako Teacher Only Day - Hikairo Schema Refelction. https://docs.google.com/document/d/1FPO7iCCbHstu7ymlum-kuxCUs04_RpZ5f9O9eAhnDw/edit#heading=h.t5dap2auyuj0 https://docs.google.com/presentation/d/1t_NZBMJ1ldXVJpBX791-KAJaiqWfMbPiURQrXltJTo/edit#slide=id.g1180530eb99_0_1</p>	
<p>Develop strong relationships with ECE, High School personnel to support our students transitioning to new Kura.</p>	<p>Termly</p>		<p>Staff Kahui Ako LTS Kindergarten Mackenzie College</p>	<p>Scheduled Wednesday Visits ECE / School Teacher Only Day Ko Wai te au Meetings Transition Action Plan https://docs.google.com/document/d/1iYR3NyEapA_JNgQxmKml_m2emlEflBizufMqc0wD4BnF/edit Kahui Ako Achievement Challenges - Transition High School. Kapa Haka</p>	

Actions and Initiatives - Targeted Resources - refer sheet.

Actions and Initiatives - Targeted Resources from 2023 Annual Plan

Initiative - Curriculum	Resource	Actions
Localised Curriculum		
1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.		PLD - Localised Curriculum Implementation and Goals New Zealand Histories Implementation Digital Technologies Implementation Te Reo Professional Development Progression Profiles - Visible Assessment Practices
MOE Publications and PLD Opportunities. <ul style="list-style-type: none"> Local Curriculum Partnerships Assessment Leading Technology School Processes / NZ Refresh Alignment. Cultural Responsiveness		Curriculum Framework Student Inquiry - Fetch It, Play with it, Bring Home
		 
Professional Readings		
1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.		Educa - On Line Reporting and Sufficiency of Progress - Real Time Reporting Accelerated Schedule and Target
National Priorities (NELPS) NZ Refresh Measurement & Purpose Progression Profile Assessment Publication Student Management 7 Principles / UDL Te Kura Tapa Wha The Hikairo Schema Kahui Ako Achievement Challenges.		Principles of Learning Pedagogy Universal Design for Learning Pedagogy Bi-Cultural Practices / Cultural Competency Progress and Shift. Purpose and Measurement Metrics Board Tracker
		Reporting Achievement - Reading / Writing / Maths Reflective Practices - Roving Reporter Localised Themes
		Schoolsdocs Review NELP Alignment
		Growth Cycle development ERO Recommendations Integrated Plan linking Learning areas
Assessment & Student Management System		
1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum. 2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Edge		Growth Mindset to Accelerate Student Achievement Universal Design for Learning Pedagogy 7 Principles of Learning Learning Goals and Key Competency Indicators MOE Recommendations - Sufficiency of

Educa Impact-ed Staff - Progression Profile			Progress Transition Goals / Transition Points--Kindergarten / In School / College - Y1 - Y3 / Y4 - Y6 - Louise Porter - Social Competency Work Play Based Pedagogy - Linked to Transition Student Agency and Voice - UDL Align Criteria - Progression / Student Voice Accelerated Schedule and Collation
Board of Trustees - Unpack			
2.1. Establish and Foster collaboration with community, whanau and children as active partners in learning conversations. National Education Priorities NZ Refresh Board Purpose Kahui Ako Plan on a Page Local Experts			Metrics and Purpose National Education Priorities Kahui Ako Representation Self Review Schedule Stakeholder Plan - Local Experts Register. Lions Stakeholder Day - Winter Wonderland
Initiatives			
2.1. Establish and Foster collaboration with community, whanau and children as active partners in learning conversations. 2.3 Prioritise a sense of identity, Manaakitanga, Whanaungatanga and sense of self for all Community Experts Local Businesses Stakeholder Feedback Cultural Responsiveness	  	  	Kahui Ako Initiatives School Events linked to Vision and Values - Parent Information Adult Reading / Parent Experts / Local Business Liaison Community Groups - Lions / Plunket / Pilates / Wellbeing Sprout Regional Park Petronellas Good Shepherd - Growth Mindset Focus Educa - Real Time Reporting and Assessment
Wellbeing - Hauora			
2.3 Prioritise a sense of identity, Manaakitanga, Whanaungatanga and sense of self for all	 		Te Rau Mahutonga - (Place) Maramataka - Sense of Place Te Whare Tapa Wha (Self / Place) 5 Ways to Wellbeing - (Self) Traditional Maori Games - (Place / Self) Te Manahuna - (Place) Motuariki - (Place) Key Competency Development - Flags/ Shirts Stamp (Place) Sense of Self/ Place Korowai - (Place/ Self) Disposition Learning - Motivation, Regulation etc - (Self) Student Voice - (Self)

Leadership Development Plan

TANGATA WHENUATANGA

Cold Wash: **Cultivating Detachment:**

Stepping into my own Rangatira Space. To weave together our space, our environment and our people, so that I see and feel success. **Identity**

Rinse:

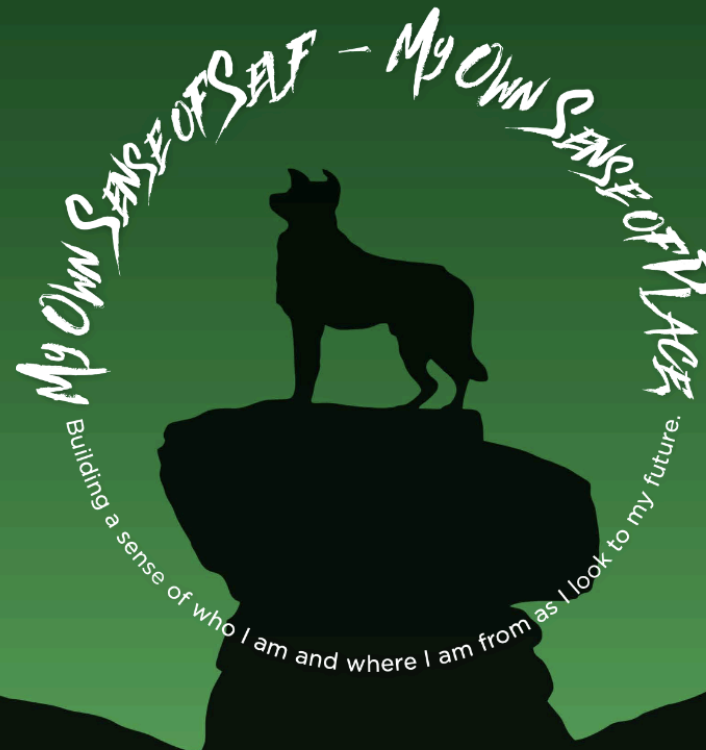
1.1. Reflect on strategies that allow me to step into my own Rangatira space by developing an awareness of others and the strengths that they bring.

1.2. Develop wellbeing strategies and practice stillness to allow me to respond and create the space needed to tune in to what is important.

Clean:

I will demonstrate the success of Cultivating Detachment through:

- Understanding and communicating my “why” for teaching and learning.
- Understanding that success is in succession.
- Working and thinking with clear intention and adapting to change.



Cold Wash: **Stretching Collaboration**

Stretching Collaboration - Building and developing my collaborative capabilities that contribute to a positive and supportive learning environment. **Language and Culture**

Spin:

2.1 By fostering a shared sense of purpose between team members by respecting and gaining strength from differences.

2.2 By demonstrating a more response-able mindset to change and subtle shifts and nuances for the purpose of understanding the bigger picture.

Dry:

I will demonstrate the success of Stretching Collaboration through:

- Accepting the strengths of others and harness the potential of others for the benefit of the group.
- Have my own thinking challenged to ensure new thinking.
- Understand that the values of humility, vulnerability, response-able (growth) mindset are crucial to my successful leadership.

Springboard Trust - Leadership Development Plan

My Own Sense of Self - My Own Sense of Place Building a sense of who I am and where I am from as I look to my future.

Goals	Initiatives	Ouputs	What actions will move me towards my goal?	How will I know I am making progress?
<p>Goal/ Whaingā:</p> <p>Cultivating Detachment: Stepping into my Rangatira Space. To weave together our space, our environment and our people, so that I see and feel success.</p> <p>Identity</p>	<p>Initiative - Whakaara</p> <p>1.1. Reflect on strategies that allow me to step into my own Rangatira space by developing an awareness of others and the strengths that they bring.</p> <p>1.2. Develop wellbeing strategies and practice stillness to allow me to respond and create the space needed to tune in to what is important.</p>	<p>Others will have their say and feel valued</p> <p>Listening will take priority.</p> <p>We will remain calm and still</p> <p>People will be given space.</p>	<ul style="list-style-type: none"> - Not personalising or catastrophising. - Being more succinct and clearer. - Delegating and Sharing Leadership - Understanding empathy and their characteristics. - Trusting the job will get done by others - Actively Listening to other points of view - Not having a predetermined outcome. - Not overplanning and leaving room for ideas. 	<ul style="list-style-type: none"> - Celebrating Success when it happens - Being Self aware and recognising the triggers when feeling overwhelmed. - Get back to seeing and using humour- see the funny side. - Plan, Calendarise and Timrframe ideas and Initiatives - Make myself less accessible - Say NO! - Value close Colleagues and seek advice
<p>Goal/Whaingā:</p> <p>Stretching Collaboration - Building and developing my collaborative capabilities that contribute to a positive and supportive learning environment. - Language and Culture</p>	<p>Initiative - Whakaara</p> <p>2.1 By fostering a shared sense of purpose between team members by respecting and gaining strength from differences.</p> <p>2.2 By demonstratng a more response -able mindset to change and subtle shifts and nuances for the purpose of understanding the bigger picture.</p>	<p>A shared understanding with purpose</p> <p>Relational Trust - Growing Mana in other people.</p> <p>The focus will be outcome driven on the bigger picture</p> <p>Greater Ownership</p>	<ul style="list-style-type: none"> - Trusting other people will do a good job - Not forcing issues to get my point across. - Not having a predetermined outcome. - Adapting ideas to suit those involved. - Change my approach to responsibility, ownership and delegation - Leave ideas for others to percolate rather than over planning - Show greater self awareness and rather than over planning 	<ul style="list-style-type: none"> - Contributions from all staff in staff meetings - Contributions from stakeholders - Discussions will be focused on Student Achievement and strategy to shift achievement - intentional discussions. - Plan, Calendarise and Timeframe ideas and Initiatives - Slow down and celebrate the successes - amplify the work being achieved. - Allow time to percolate

Success

1.1 /1.2 - I will demonstrate the success of Cultivating Detachment through:

- Understanding and communicating my “why” for teaching and learning.
- Understanding that success is in succession.
- Working and thinking with clear intention and adapting to change.

2.1 /2.2 - I will demonstrate the success of Stretching Collaboration through:

- Accepting the strengths of others and harness the potential of others for the benefit of the group.
- Have my own thinking challenged to ensure new thinking.
- Understand that the values of humility, vulnerableness, response-able (growth) mindset are crucial to my successful leadership.

