Strategic Plan 2024-25



Consultation with our community at Lake Tekapo School.

consultation with the wider school community should be an ongoing process. took place through information evenings, discussions, community events, workshops, unsolicited feedback and online forums. The board acknowledges that Lake Tekapo School consults with our community in a variety of ways in order to inform, seek and confirm the strategic direction of our school. In 2024 this consultation

Analysis of Variance 2024

Lake Tekapo School Roadmap 2023-2025

Strategic Initiatives	Stage One	Stage Two	Stage Three
1.1 - Curriculum	All staff are actively engaged in professional	Embed, evaluate, and adapt our localised	Integrate, utilise and nurture our community
Review and implement a responsive	development in building an authentic	Curriculum (Beginning Teacher started	resources (people, Place and environment)
localised curriculum using this to guide	localised curriculum. (Beginning Teacher	2024)	so that our learning contributes to our local
teaching and learning and community	started 2024)		community.
engagement.		Consolidate the relationships with	
	Formalise and build strong relationships with	local businesses and local experts.	
2.1 People	local business providers and local experts.		Embed the School Vision and Values so that
Establish and Foster collaboration with		Broaden knowledge of cultures within our	they are explicit and visible in daily School
community, whanau and children as active	Build connections with local iwi and marae to		life (Plan on a Page).
partners in learning conversations.	plan.	culturally responsive environment	
1.2 Curriculum	Build staff capability around digital	Strengthen Teaching pedagogy to ensure	Strengthen Teaching pedagogy to ensure
To build teacher capability for monitoring,	assessment and formative practices to	high quality teaching and learning	high quality teaching and learning
tracking and reporting achievement that	capture real time learning.	programmes align to student achievement	programmes align to student achievement in
reflects our localised curriculum.	Review current wellbeing practices through	in real time.	real time.
Review and develop a Lake Tekapo Student	survey, student voice, staff feedback and the	Continue to implement and consolidate the	Embed the School Vision and Values so that
Progression Profile and Real Time Reporting	use of assessment data.	wellbeing practices of a schoolwide	they are explicit and visible in daily School
Platform that puts the child to the centre.		Hauora programme. (5 Ways to Wellbeing /Te Whare Tapa Wha)	life (Plan on a Page).
2.3 - People			
Prioritise a sense of identity, Manaakitanga, Whanauaatanaa and sense of self for all	All staff are contributing in building genuine connections through it's people, place and	Maintain and build on our Community Connections through valuing strong,	practices and develop new initiatives to

students and whanau.	environment.	authentic relationships with our people, place and environment.	meet the needs of students, staff and community.
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
- Our Community and School Whanau have a strong sense of connection, participation and engagement in their child's learning

Giving Effect to Te Tiriti o Waitangi - National Education Learning Priorities / Ka Hikitia / NZ Curriculum

School works towards the enablement of the National Education and Learning Priorities (NELPs) by actively aligning these with our "Purpose" reporting through delivers a "child-centred" programme that meets the Refreshed Curriculum's aims and is consistent with our school's vision, values and strategic direction. Lake Tekapo Principal Board Reports monthly. The Curriculum Refresh: Refreshing The New Zealand Curriculum Te Mātaiaho is our framework for academic learning. Within this framework, Lake Tekapo School







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

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

Guiding Principles:

- Excellent outcomes: We will support Māori learners and their whānau to achieve excellent education outcomes
- Belonging: We will ensure Māori learners and their whānau have a strong sense of belonging across our education system
- Strengths-based: We will recognise and build on the strengths of Māori learners and their whānau
- Productive partnerships: We will support strong relationships between learners and whānau, hapū, iwi, educators and others to support excellent outcomes
- Te Tiriti o Waitangi: We will give practical effect to Te Tiriti o Waitangi in the education system

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

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

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

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

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

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

culture. . Areas such as time management, managing self, goal setting, relationships and sharing learning with whanau through Educa are as important to the actual fluency of te reo will become a natural part of everyday life. concepts being taught across the learning areas. It is also hoped that through the teaching and understanding of the concepts of Te whare tapa wha, that the use and Lake Tekapo School is focussed on wellbeing and hauora. Students and teachers can focus on "the whole child and their developing understanding of wellbeing and

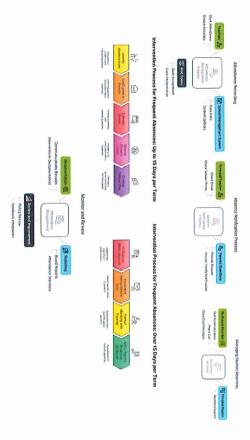
Attendance: Newsletter March 2025

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

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

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

Process for managing Student Attendance at Lake Tekapo School - Draft



Implementation of the English Curriculum at Lake Tekapo School for 2025

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

2025 Actions:



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

awareness and morphology approach to Literacy. In 2025 we will align the work being achieved to our reading and writing programme

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

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

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

2025 Actions

and Reasoning. We will ensure that learning activities provide opportunities for students to develop and demonstrate these proficiencies Focus on Proficiencies through the Integration of Concepts: We will plan for and assess the four proficiencies of Understanding, Fluency, Problem Solving <u>Undertaking PLD:</u> The teacher only days have been organised through the Te Manahuna Kahui Ako. This will include 4 ToD over 2025 and 2026

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

Mathematical Language: The Lake Tekapo Staff will encourage students to communicate their mathematical thinking clearly. This will be both orally the teaching and learning process. We will identify students's strengths and areas for growth to inform planning and instruction <u>Use a wide range of teaching strategies:</u> The Lake Tekapo school staff will use on-going assessment and monitor understanding as an integral part of

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

and written. This will include the areas of math such as their reasoning, justifying their answers and using mathematical vocabulary accurately

Lake Tekapo School Roadmap 2025

Success	environment. Language and Culture:	Goal/Whainga: Our Local Curriculum (Sense of Place) Design a Localised Curriculum that draws from and connects learning	Curriculum	
 Our Learners are engaged in a curriculum where they feel valued for their cor Our learners will see how community works and how they can contribute to it 	1.2 To build Teacher capability for monitoring, tracking and reporting achievement that reflects our localised curriculum.	1.1 Review and implement a responsive localised curriculum using this to guide teaching and learning and community engagement.	Initiative - Whakaara	
re engaged ill see how co	Continue to Build Staff competency in line with Literacy and Mathematics Transition Plan with ECE	Real Time Assa SL and Maths In Vision and an Links made an Sprout Invest Schools - Loca	Jan	Term 1
in a curriculu ommunity w	Real Time Assessment - Educa - Consider St. and Maths Implementation on Platform. Vision and and Vallues - Clarification of Links made and NELP alignment with new Reporting. Sprout Investigation across Mackenzile Schools - Localised Curriculum Links to be made. Sprout Investigation across Mackenzile Reporting Continue to Build Staff Competency In Time Reporting Literacy and Mathematics Literacy and Literacy and Mathematics Transition Plan with ECE See Above Community works a no-		Feb	
um where th	AS) for Real porting Learning - lathematics.	- Consider on Platform. fication of nt with new lackenzie	Mar	
they feel valu	Ideal Numicon Prime Transition		Apr	Term 2
lued for their		Assessment Statement reviewed in line with new guidelines limplementation Review for Literacy and Maths.	May	n 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.		tatement s with new ses na Review nd Maths.	Jun	
	Transition Action Plan Kahui Ako Progression Update - PLD		ں	Ter
mmunity. and global	tion Plan Ogression - PLD	Review PLD Goals	Aug	Term Three
lly. They w			Sept	
ill learn to			Oct	Ter
act locally,	Survey.		Z 0 4	Term 4
but think			Dec	
globally.	Teacher Effectiveness that supports individual pathways Child at the Centre of their Leaerning. Visible Graduate Profiles, LTS/ECE	A local curriculum review. Learning that reflects it's people. place and environment. A Localised Curriculum that balances with the new changes. scheduled initiatives.	Outputs	

People Unitia Wha Coal/Whainga: Our Relationships - (Sense of Self) Nurture Hauora for staff, students and whanau to help build active learning relationships. Identity 2.2 Revi Progres Real Tel Progres Real Tel Progres Red Tel Progres Red Tel Progres Real Tel Progres Red Tel Progres						
2.3 Prioritise a sense of identity. Manaakitanga. Whanaugatanga and sense of self for all students and whanau.	2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.	2.1 Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.	Initiative - Whakaara			
Communicate P Vision and an Clarification o	Staff P.D in Ideal - Structured Literacy Mathematics	Real Tim Vision and a Links made an Sprout Invest Schools - Locc	Jan	Term 1		
e Plan on a Pag and Values Up on of NELPS wo		Real Time Assessment - Educa Vision and and Values - Clarification of Links made and NELP alignment with new Reporting. Sprout Investigation across Mackenzie Schools - Localised Curriculum Links to be made.	Feb			
Communicate Plan on a Page in line with new changes. Vision and and Values Update - How do these link - Clarification of NELPS work and Vision and Values.		Educa rification of ent with new Mackenzie m Links to be	Mar			
ew changes. these link - nd Values.	Assessment Schedule Feedback		Apr	T _e		
	Κα	Assessmen reviewed in I guidd Implementa for Literacy	Мау	Term 2		
Sprout In Links to L Ma	Transiti Kahui Ako Progres	Assessment Statement reviewed in line with new guidelines Implementation Review for Literacy and Maths. Transitic Kahui Ako Progress	Jun			
Sprout Investigation Links to Literacy and Maths.	as Review d Maths. Transition Plan Ako Progression Update - PLD		Ju	Te		
	ארם הרם	Parent St consultatio and Local App	Aug	Term Three		
v		Parent Stakeholder consultation - Priorities and Local Curriculum Appetite.	Sept	90		
or .	Survey, seek feedback from whanau		Oct			
Local Curriculum Review for 2026 - Relevancy and Priorities.	Local Curriculum Review for 2026 - Relevancy and Priorities.	Local Curriculum Review for 2026 - Relevancy and Priorities.	Nov	Term 4		
ılum Review Relevancy orities.	llum Review Relevancy orities.	lum Review Relevancy yrities.	Dec			
Fostering Sense of Self Lifelong Learning Skills Child at the Centre	Teacher Effectiveness that supports individual pathways Child at the Centre of their Learning Visible Graduate Profile - ECE	Rich , Purposeful learning Local Emvironment employed Local Experts employed	Outputs			

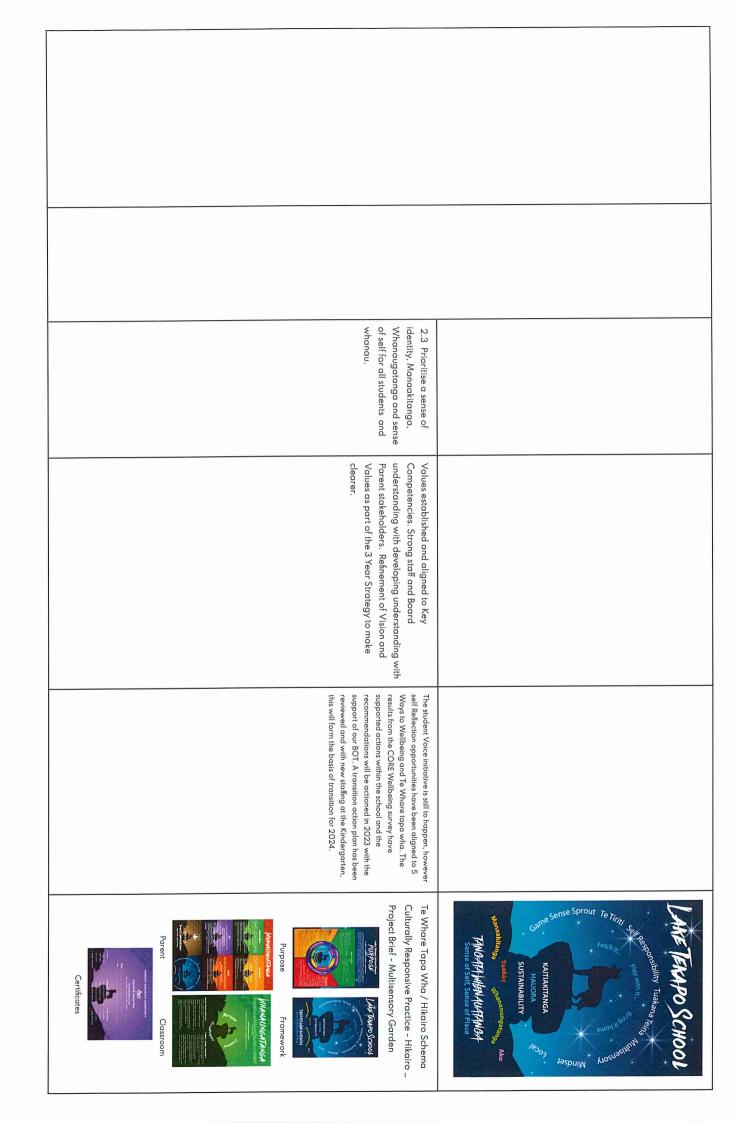
Success

- 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.

ake Tekapo School Roadmap - Measurement Review - End of Year 2024-

environment. through its people, place and draws from and connects learning Design a Localised Curriculum that Goal/ Whainga: Our Local Language and Culture: (Sense of Place) Curriculum Curriculum curriculum where they think globally. feel valued for their learn to act locally, but globally. They will contribute to it locally, and how they can how community works Our learners will see contribution to the Our Learners are 1.1 Review and implement a 1.2 To build Teacher guide teaching and learning our localised curriculum achievement that reflects tracking and reporting capability for monitoring curriculum using this to responsive localised continue for 2024 through more consultation with MOE, the learning areas and the current NZ Refresh. This will will help us to help frame up our planning underpin the that is a visual representation of the important elements and This work has seen the Values underpin the Visual Posters in relation to the Vision and Values at Lake Tekapo School. Staff have completed the Professional Learning PLD Parent and Kahui priorities. have been conscious to take into account the integration of that with the changes under the NZC refresh, staff and Board BOT believe represent our Kura. It is important to recognise the plinth with the surrounding concepts that staff and the Page. This work is represented through the local collie and now Tuakiri (identity) that better aligns to our 3 Year Plan on a revisited Values of Manaakitanga, Whanungatang, Ako and use of the 3 Pou (Sustainability, Kaitiakitanga and Hauora) concepts that drive our curriculum. It has been decided that their shared understandings of the beliefs and values we hold focus for 2024. With changes in staff for 2024, work and individual student progress using Educa and this will be a replaced in future. Staff are moving closer to reporting Refresh and Kahui Ako alignment, these progressions will be been trialled in 2022-23. With the changes to both NZC and Wellbeing / key competency progressions which have happens. The Educa platform has school wide progressions towards using "real time" evidence to annotate learning as it (Comparative) assessments at the beginning and end of the collate and report data. LTS are continuing to use Summative balance between the status quo and changing how we through the platform of Educa. Staff are continuing to find the Staff are continuing to work toward reporting achievement establishment and formatting of our Curriculum Framework, become the focus for 2024. Sitting beside this has been the with the Key Competencies aligned to the Values that will allocation with Impacted Education and have pulled together year and/ or term, but we are making measured steps through the Te Manahuna Kahui Ako on regional wide the new Curriculum expectations and work being don Educa. This will be an interim measure as we navigate this will be done in consultation with lwi. Refresh and schoolwide local contexts. (Daily through student engagement into the concepts and Processes to the classrooms. This will be achieved (stretching collaboration). Personnel Portfolio holder in growing our (Wellbeing Focus) - To work alongside the Board professional goals outside of the immediate staff To Allow for opportunities to share personal and professional goals consulted upon Teacher Induction programme that promotes To review the Growth Cycle structure and Beginning children and parents early in 2024. opportunities to allow student voice and survey the learning. The Staff and Board will look for to find ways for students to reflect and feedback their achievement at Lake Tekapo School. We will continue Student Voice will be a priority for reporting the Mackenzie Kura. Coherent Pathways Achievement Challenge across Work will continue on the Transition Posters and Wellbeing indicators to report to Parents through To continue to use the LTS learning progressions/ Work will be revisited through the Creation Story and Planning / Units of Work / Outside Learning spaces. Understandings) and link these back to the NZC To continue to advance the "big ideas" (Pou feedback / voice and student initiatives to drive the voice. Term One will have a focus on student Framework and to bring the Vision, Values and To begin to embed the concepts of the Curriculum minutes, teacher only days and co teaching strategie To continue to track progress through Staff meeting autonomy and engagement through personal and understanding of the new NELPS Measure Wellbeing and Professional Growth. Personnel Meetings with BOT around LTS - ImapctEd presentation 2024 PGC Plain Language Reflections Culturally Responsive Practice - Hikairo ... Self Reflection 2024 - Our Code, Our St... Values Alignment 2024 Landscap... Parent Information 2024 **NELPS 2024** Our Pou 2024 Lake Tekapo School Curriculum M... Teacher Only - Timetable Growth Cycle 2024 TANGATA WHEN AUATANGA SUSTAINABILITY Ako ₃sbniM

n d.	reedback their learning. Cenerate opportunities to allow student voice and survey the children and parents early in 2024.	meant refining how we as a staff monitor and track achievement for reporting. This opens up an opportunity to refine and review school wide expectations.			
Newsletters Term One 2024 Planning	To begin to embed the concepts of the Curriculum Framework and to bring the Vision, Values and Processes to the classrooms. This will be achieved through student engagement into the concepts and voice. Term One will have a focus on student feedback / voice and student initiatives to drive the ideas in the classroom. To continue to advance the "big ideas" (Pou Understandings) and link these back to the NZC Refresh and schoolwide local contexts. (Daily Planning / Units of Work / Outside Learning spaces. Work will be revisited through the Creation Story and this will be done in consultation with lwi.	As above, Staff are continuing to work toward reporting achievement through the platform of Educa. Staff are continuing to find the balance between the status quo and changing how we collate and report data. LTS are continuing to use Summative (Comparative) assessments at the beginning and end of the year and/or term, but we are making measured steps towards using "real time" evidence to annotate learning as it happens. The Educa platform has school wide progressions and Wellbeing / key competency progressions which have been trialled in 2022-23. With the changes to both NZC Refresh and Kahui Ako alignment, these progressions will be replaced in future. Staff are moving closer to reporting individual student progress using Educa and this will be a focus for 2024. With changes in staff for 2024, work and consistency of school wide systems has also	2.2 Review and develop a Lake Tekapo Student Progression Profile and Real Time Reporting Platform that puts the child to the centre.		
	Scheduled Initiatives.				
ning Lake Tekapo School Curriculum Mothership BOT - Unnamed Structured Literacy 2024 Revie. d Literacy Planning Term 2, 2024 Oral Language BOT 2024 Spelling 2024 Spelling 2024 Pedagogy - One Hour Reading and Writing Inte.	To review the Growth Cycle structure and Beginning Teacher Induction programme that promotes autonomy and engagement through personal and professional goals consulted upon. To Allow for opportunities to share personal and professional goals outside of the immediate staff (Wellbeing Focus) - To work alongside the Board Personnel Portfolio holder in growing our understanding of the new NELPS. To continue to track progress through Staff meeting minutes, teacher only days and co teaching strategies (stretching collaboration). Parent / Community Information Night - Community Data Base.	The contributions of stakeholders (local community and businesses) remains high and allows the school apportunities to work with local stakeholders. The staff and BOT continue to balance the interest of local initiatives and commit and plan for these under the 3 big ideas. Kaitaikitanga. Sustainability and Hauora. (Local Curriculum Goals). This has meant the focus for staff and the understanding of Professional Learning has been crucial in the understanding of frofessional Learning has been crucial in the understanding of integration and planning. This will be ongoing as staff upskill with the NZC Refresh and Literacy/ Mathematics focus in mind. Staff has surveyed and held parent information to inform stakeholders with the feedback highlighting an appetite for greater involvement and participation. Work continues to be undertaken when considering how we plan, evaluate and reflect on these local opportunities and how we can best demonstrate the active learning conversations being held regularly.	2.1 Establish and Foster collaboration with community, whanau and children as active partners in learning conversations.	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.	People Goal/Whainga: Our Relationships - (Sense of Self) Nurture Hauora for staff, students and whanau to help build active learning relationships. Identity
Lake Tekapo School Board A PURPOSE PURPOSE Crayl Traps monuments from the control of the contr		how we as a staff monitor and track achievement for reporting. This opens up an opportunity to refine and review school wide expectations.			



Key

To be Started

In Progress

Completed

All teachers and BOT to actively porticipate in the professional development (Local Curriculum) and with the delivery of the 3 Year Plan. Engage with Staff, BOT and stakeholders about our Plan on a Page. Parent Information Evening and Community Day. Integrate Digital Technologies. NZ History, Te Reo NZC Learning Areas in line with the NZ Curriculum Refresh. Drive and implement place based initiatives and Dispositional Topics and align these to Curriculum Framework (PLD). Add Cultural Narrative and beliefs. Continue to Inform stakeholders about the Local Curriculum Information Night / Student Voice / Reporting Local Curriculum Initiatives. Continue to Inform stakeholders about the Local Curriculum goals investigating places and stories of local cultural significance. (Register of Skills and Resources) Local Business and Stokeholder Term 1-4 Information Night of Skills and Resources) Local Business and Stokeholder Term 1-4 Incison aligned to Curriculum Framework - Local Initiatives.	Action
	<u>-</u> !
F 7.0	Timeframe &
External Providers through Impact-Ed and Kahui Ako Impacted Staff Meeting Teacher Only Day Kahui Ako Cluster Days Staff BOT Staff BOT Local Businesses	Resources
Staff BOT Impacted Staff BOT Staff BOT Simon Staff - Kahui Ako Workshops PLD - NZC Advisors PLD - NZC Experts Logic Group Iwi Staff Local Experts Logic Group Iwi Staff / ECE Community BOT Simon Local Experts Local Experts	Who's
Outdoor Learning Multisensory Project Brief - Multisensory Kahui Ako Progressions - Assessment for Learning Work Mack KA Assessment Lead Parent Information Night Curriculum Framework reviewed in line with new changes. Lake Tekapo School Curric NZC Curriculum Refresh - ImpactED Kahui Ako CORE Education - Math ImpactED - A4L / Literacy Maths - PLD - Prime and Numicon. Teacher Only 2024 - Review ECE / LTS Picnic - Continue Parent Information 2024 Crackulum 2025 Educa Reporting - A4L Review Mack KA Assessment Lead Teacher Consultation BOT Voice Sprout - Ruud / Cannington - Community Expertise - Parent Stakeholders - Binns Property Works - Petronella's - Petronella's	Actions
T1 T2 T3 T4	Progress

	CUITICUIVIII.	and reporting achievement that reflects our localised	1.2 To build Teacher capability for		Curriculum	
Review Assessment Schedule and Termly Expectations. Reporting to Parents, Reports in line with Legislative Changes.	Revisit Visual Graduate Profile and Align to Educa Reporting. Liaise with LTS Kindergarten around values and expectations.	Generate opportunities for Student Voice to be established. "On Air" Booth with Roving Reporter and 7 Principles Not achieved 2023	Review - Understand the relevancy of the Purpose Posters and the changes for the National Education Priorities and the Measurement Metrics.	Continue to annotate Progressions on Educa and individualise Reporting to Parents. Move from School Wide to individual postings. (Autonomy and Engagement) Continue to link Hauora.	Action	
Termly	Term 3-4	Term 1 (\$1500.00)	Term 1-4	Term l - Term 4	Timeframe & Cost	
edge learning solutions	Land London State Conference State Confe	Automorphism of the control of the c		impacted	Resources References	lw:
Staff BOT - Self Review https://docs.google.com/docu ment/d/IVHE5ndlllsdnliQOIEZ OxhAAy8PlswBM9O9rC3rNuK w/edit	Staff Local Experts LTS Kindergarten	Simon Staff PLD	Staff BOT PLD Facilitation Kahui Ako	Staff Edge Facilitation PLD Impacted Kahui Ako Achievement Challenge NZC - Advisors	Who's Involved	
Assessment for Learning and Maths PLD Mack KA Assessment Leaders d.	Graduate / Transition Profiles Kindergarten Transition. Transition Action Plan Transition Plan: Transition Action Plan 202 Kindergarten Values Align	Permanent Booth set up. Roving Reporter Questions Year 6 Leadership / Sprout Ambassador. https://docs.google.com/doc ument/d/laKjTTPhdGioflxJ9y 3JZNpOiMIAdmBTXXsMZyBxf S_Y/edit	Process to Complete NELP Process	Reporting to Parents Timely and at the moment. Mack K.A. Assessment Lead Teacher Only 2024 Pedagogy - One Hour Rea	Actions Review	- Binns Property - Dark Sky Project - Iwi - Kahui - Active Engagement.
					Progress T1 T2 T3 T4	



In Progress

Completed

Lake Tekapo School - Annual Plan 2025

	learning conversations.	with community,whanau and children as active partners in	2.1. Establish and Foster collaboration	Initiative People
Review, trial and reflect on School Wide Transition Programmes. Y1 - Y3 / Y4 - Y6 (Achievement Challenges)	Continue to unpack relevant Professional Readings and upskill areas of Cultural Responsiveness within the school.	Create a Community Data Bank of Local Experts and Businesses - Align Initiatives ie: Petronellas	Communicate the Relevancy of a Plan on a Page with all Stakeholders	Action
Termly	Termly	Term 1	Termly	Timeframe & Cost
Kindergartens	To Mun The With I The	Approximate the second	Tura juranyu	Resources References
Staff PLD Kahui Ako Impacted PLD	Staff BOT Kahui Ako Impact-ed	BOT Staff	Staff Impact-Ed PLD BOT Stakeholders Evidence: Parent Night:	Who's Involved
Scheduled Wednesday Visits ECE / School Teacher Only Day Ko Wai te au Meetings Transition Action Plan Kahui Ako Transition Plan: Transition Action Plan 202 Kindergarten Values Align Strategic Ideas 2024 Achi	Continuation Te Whare Tapa / Curriculum Refresh Document Multisensory Garden Cultural Narrative Background / NELP / Cultu Ako Te Whare Tapa Article Transition Action Plan 202 Mack KA Assessment Lead	Used Locals - Not recorded formally. Local Experts Utilised: - Dark Sky - Community Development - Petronella - Tekapo Trails - Flight Engineer - Michi - Lions etc	- End of Term Assembly - Parent Information - Local Businesses - Cultural Narrative - Pedagogy - One Hour Reading _ Master Sprout	Review Actions
				Progress T1 T2 T3 T4

annotate learning using Educa and Edge Progressions. Review Assessment Schedule and Termly (\$1500.00) Staff BOT MotherShip 2024 Lake Tekapo School Curric...





Lake Tekapo School - Annual Plan 2025

	Progression Profile and Real Time Reporting Platform that puts the child to the centre.	2.2 Review and develop a Lake Tekapo Student	Initiative People
Annotate Progressions on Educa and individualise Reporting to Parents. Move from School Wide to individual postings. (Autonomy and Engagement) Continue to link Hauora.	Review and Trial Progression Profile for School Wide Transition Points in classrooms (Parent/student Feedback) - Y1 - Y3 / Y4 - Y6	Updated documentation - Progression and Visual - Set Up and Printed	Action
Termly	Term 1 & Term 4	Term 1 & Term 4	Timeframe
edge solutions	Extension Seal Contractory Seal Contractory Kindergartens	edge learning	Resources References
Staff Edge Facilitation Impacted Kahui Ako	Staff Local Business Local Experts Kahui Ako LTS Kindergarten	Staff PLD - Impacted	Who's Involved
Reporting to Parents Timely and at the moment. Work with Kahui Ako on Literacy / Numeracy Expectations led by Impacted. Review School Wide Progression in line with this PD	Transition Action Plan 202 Pedagogy - One Hour Rea NELPS 2024 Teacher Only 2024 Kahui Actions: Mack KA Assessment Lead	Assessment Schedule Reviewed in line with Educa Reporting. NELPS 2024 MotherShip 2024 Lake Tekapo School Curric	Review Actions
			Progress

Key Tobe Started Lake Tekapo School - Annual Plan

			all students and whanau.	2.3 Prioritise a sense of identity, Manaakitanga, Whanaungatanga and sense of self for	Initiative People
Develop strong relationships with ECE, High School personnel to support our students transitioning to new Kura.	Review our Maori Achievement Plan incorporating Te Whare Tapa Wha and Culturally Responsive Practice. (Kahui Ako A.C)	Student Voice: Gather / Survey students on Wellbeing, Identity and the School Vision and Values.	Align Dispositional and Self Regulated Strategies into Term Planning - Kahui Ako A.C.	Continue to communicate Plan on a Page with all Stakeholders -	Action
Termly	Term 1-4 (\$300.00)	End of Term 1 End of Term 3	Termly	Termly	Timeframe
Kindergartens (Management of the Control of the Con	The Rich Hambert Hambe	Tuchyauna	CINC WITH LEGEL OF THE SECONDARY OF THE	Run Januaru	Resources Reference
Staff Kahui Ako	Staff BOT Kahui Ako	Staff & BOT Logic Iwi	Staff BOT Kahui Ako Reporting to Parents	Staff Impact-Ed PLD BOT Stakeholders	Who's Involved
Strategic Ideas 2024 Achi Kahui Kindergarten Values Align Transition Action Plan 202	Background / NELP / Cultu Kahui NELPS 2024	Background / NELP / Cultu Pedagogy - One Hour Rea Lake Tekapo School Curric	School Wide Criteria progressions - PLD assistance. 5 Ways to Wellbeing Criteria established. Key Competency Criteria Interim Criteria. Roving Reporter - Assessment Kahui Progressions	Transition Action Plan 202 Pedagogy - One Hour Rea NELPS 2024 Teacher Only 2024 Kahui Actions: Mack KA Assessment Lead	Review Actions
					Progress

