



LYTTON STREET SCHOOL - 2025-2028

LYTTON
STREET SCHOOL

STRATEGIC & ANNUAL PLAN

Our Vision Statement

*Together, we Live to Learn and Learn to Live
Kia Ora Kia Tahi, Kia Tahi Kia Ora*

Our vision at Lytton Street School is to be an inclusive and culturally responsive kura, firmly rooted in the principles of Te Tiriti o Waitangi. Through ongoing commitment and collaboration, we recognise that upholding Te Tiriti is a collective responsibility shared by all stakeholders - staff, students, whānau, community members, and mana whenua.

We actively integrate perspectives of tangata whenua, culture, and history throughout our curriculum. This includes incorporating Te Reo Māori, teaching about Māori tikanga, traditions, and significant historical events, and promoting an understanding of the Māori worldview. Our goal is for every student to comprehend the historical significance of the Treaty of Waitangi, its principles, and its relevance to today.

We lead the revitalisation of the Māori language by offering a Te Reo Māori focus and integrating Māori language learning into our curriculum. We foster cultural awareness by engaging with local iwi, inviting Māori guest speakers, artists, or performers to share their knowledge and experiences with our students. Building Relationships with our local iwi, Ngāti Kauwhata, is essential to us. We seek their guidance on cultural protocols, involve Māori community members in school events and decision-making processes, and ensure Māori perspectives are represented in our school governance structures.

Empowering students to actively participate in decision-making processes and fostering their understanding of citizenship, social justice, and the importance of honoring Te Tiriti o Waitangi is a priority for us. Students lead initiatives such as organizing cultural events, promoting diversity, and advocating for equity within our school community.

Māramatanga

Consultation with all members of our kura community is currently underway to define Māramatanga as our core school value.

The development of Māramatanga within our tamariki enables them to build awareness. Awareness involves being curious, mindful of both ourselves and others, making connections, and fostering deep understanding, empathy, and personal growth across local, national and global contexts.

Our Pedagogy

Our school pedagogy is structured around our four main values, each specifically chosen as representation of the kōtare with its own pūrākau that has been gifted by our local iwi, Ngāti Kauwhata.



Values for Learning

Observant

Observant - pay close attention and notice what's happening around you.

Kōtare (the bird) will sit on tree branches and observe the coming and going of other creatures and people. It reacts depending on the situation, watching quietly and taking in the surroundings, or alerting others nearby if there is danger. This is called the wairea or sweeping of the broom - clearing the way for others who may be scared or nervous.

Reflective

Reflective - think carefully about what you've done or learned, so you can continue to improve in the future.

Kōtare (the bird) gathers its food from the river. It sits high on branches and when it can see an opportunity it will dive deep into the water to collect the kai. Once the kōtare returns to its perch, it will shake its whole body and ruffle its feathers. This removes the icy cold water from its body.

Responsive

Responsive - be quick to listen, think, and act when you need to learn or support others.

Kōtare, the father of Kauwhata, places himself lower than his son at the wharenuī. This shows his humble nature as well as the care and love he had for his son. The people of Ngāti Kauwhata cover the carving of Kōtare with a korowai.

Inquisitive

Inquisitive - be curious, and ask questions to learn more about the world and the people around you.

Kōtare (the bird) would sit on the whata (fish and eel drying stand) and watch for the fish in the river, then dive to capture their kai. The kōtare would then move to the vegetable patch during the growing season and would eat the insects and lizards which stopped those creatures from damaging the crops.

Our School & Community

Lytton Street School is a large-sized, contributing primary school situated in Feilding, 20 kilometres north of Palmerston North. Established in 1901 and set in very attractive grounds, the roll is approximately 550+ students from New Entrant to Year Six. Lytton Street School has strong, successful programmes across all curriculum and extra-curricular areas. The ethnicities which reflect the school are: NZ Pakeha (63%); Māori (31%); Pasifika (4%); and Other (2%).

Regular consultation ensures that the voice of our staff, tamariki and community are embedded in the creation of the school direction and our teaching and learning programmes. Whānau, Māori whānau, and Health & Physical Education consultations are examples of the areas with which voice is sought. In addition, there is regular dialogue with our local iwi, Ngāti Kauwhata, as the development of our school local curriculum takes place.



Te Tiriti o Waitangi & The Cultural Diversity Of Lytton Street School



Our kura reflects New Zealand's cultural diversity and promotes the uniqueness of New Zealand's bi-cultural society. The school is continuing to forge a strong connection with Ngāti Kauwhata.

Te Tiriti o Waitangi provides an ideal framework for promoting the success of ākonga Māori as Māori. Our kura is committed to honouring Te Tiriti o Waitangi, recognising it as an agreement for all people to co-exist peacefully while retaining their own language, culture, and identity. Our kura acknowledges and values Te Tiriti o Waitangi by enacting the articles of Kawanatanga (honourable governance), Rangatiratanga (self-determination) and Ōritetanga (equity). Our school values, through genuine engagement, the voice of our whānau Māori in all aspects of governance, decision making and learning.

Te Rerenga Kōtare (Lytton Street School Kapa Haka)

Te Rerenga Kōtare is a name that was gifted to the Lytton Street School kapa haka rōpū in 2021 to acknowledge the korowai (cloak) of manaaki (care) that covers them. It was gifted by their tutor, Rārite Mātaki, who is of Ngāti Kauwhata descent and is part of the Mana Whenua collective of the region.

The name comes from the manu kōtare, the sacred kingfisher bird, and was chosen because of the behaviours and characteristics that are similar to our tamariki. The kōtare likes to sit on the riverbanks and observe. Our tamariki love to observe and watch with keen eyes and are strongly influenced by what they see and hear. Dame Whina Cooper said, "Take care of our children. Take care of what they hear, take care of what they see, take care of what they feel. For how the children grow, so will be the shape of Aotearoa". The name Te Rerenga Kōtare reminds us as influencers in the lives of these tamariki, to be mindful of what we gift them to carry into the future. It further reminds our tamariki to keep looking, to keep searching for the taonga of this world and treasure them.

The kōtare enjoys the habitat of the rivers and estuaries. This inclination is especially important for Māori, as it reminds us of our connection to the awa, and how it shapes our own identity. It is the river that helps breathe life into the surrounding environment and the people. For our tamariki, we hope that they also learn to recognise and identify the great influences in this world that they can connect with to enrich, grow, and flourish in their own lives, that they learn to give and take, just as the environment does, to maintain balance in the world.

The final connection of the name, kōtare, is the name of Kauwhata's father, Kōtare. Though the group is not named after Kōtare the tupuna, there remains a link to the whakapapa of Kauwhata itself. For those who know the stories of Kōtare, they will also know he was a short man, much like some of our children who are still growing. Kōtare sits at the base of the post outside the front of the whare tūpuna of Kauwhata, with his son Kauwhata placed at the top. This denotes an attribute of humility by the father (Kōtare) to place his son (Kauwhata) above himself. May our tamariki grow this attribute to place the needs of others above their own.

Inclusion

The board will ensure that students with diverse learning needs are supported in their learning so they can thrive, and make progress, in relation to The New Zealand Curriculum. Ākonga will fully participate in, contribute to and feel included in the life of the school and the community.



Te Kāhui Ako o Kawakawa



Lytton Street School is a member of the Te Kāhui Ako o Kawakawa. Te Kāhui aims to empower and coalesce the collective strengths of our community to further enhance the achievement and engagement for all our ākonga. The Kāhui has built strong relationships and connections between all kura of Kawakawa and the community. These relationships recognise the strengths in others, and build the capacity of all our individuals, organisations and members of the wider community.

Te Kāhui Ako o Kawakawa

Whakatupu, Tiaki, Manaaki
Grow, Protect, Sustain

National Education & Learning Priorities (NELPs)

The National Education and Learning Priorities (the NELP) are designed to guide schools and kura, to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside our own strategic goals, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

The NELPs are consistent with the objectives for education - helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi. The five objectives are below.



The Ministry of Education resources 'Tātaiako' and 'Ka Hikitia' are embedded into our teachers' Professional Growth Cycle (PGC) and support staff to breathe life into the National Education Learning Priorities (NELPs)

Our Environments

Our kura is committed to creating education environments that are learner-centred and focused on ensuring success for our tamariki. This is achieved by ensuring that they are safe, inclusive and free from racism, discrimination, and bullying; focusing on the quality of teaching that our learners receive; and collaborating successfully with whānau, iwi, and community members.

Supporting Information

Education Objectives	School Organisation & Structures - Personnel, Finance, Property, Health & Safety	Review of Charter and Consultation
Supporting each child to attain educational achievement to the best of their potential, through the development of skills and dispositions, that enable them to form effective and meaningful relationships in order to participate in life and prepare for the future.	Lytton Street School Board of Trustees will: <ul style="list-style-type: none"> Act as a good employer Prepare a budget to monitor and control school expenditure Allocate funds to enhance student achievement Implement the property plan to ensure that the school's facilities provide a safe and healthy learning environment Ensure that the school meets all Health & Safety regulations 	<ul style="list-style-type: none"> Lodge our Charter and Annual Report to the Ministry of Education in accordance with national guidelines Consult with our community, including our Māori community, as part of its three-year review cycle Targets for student achievement will be set through analysis of achievement data

Statement of Our Fundamental Aim

The aim of our kura is to be responsive and attentive to the needs of our students, continuously improving practices, and creating a dynamic learning environment that fosters student success. Responsiveness is about both reacting to issues when they arise and, proactively addressing the varied academic, emotional, and social needs of students.

Strategic Goals - Overview

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships



Pou Herenga Tangata | People

Pou Herenga Tangata is designed to foster responsive, engaging and reciprocal relationships that empower students' self-identity, achievement and well-being through a deep understanding of our shared heritage and connections.

He aha te mea nui i te ao?

He tangata, he tangata, he tangata.

What is the most important thing in the world?

It is people, it is people, it is people.

Attendance & Engagement

- Strengthen and enhance our learning connections and relationships with our local iwi Ngāti Kauwhata
- Engage our ākonga in regular and formative consultation
- Utilise a multiple-agency approach to support the learning of our ākonga
- Use digital tools to gather holistic information and respond to the hauora needs of our ākonga
- Operate a culturally and developmentally focused play-based learning (Walker Learning) programme
- Conduct thorough and regular self review to ensure that the structures that have been put in place are sound and that all programmes are running smoothly and efficiently
- 'Māramatanga' will be upheld as our guiding philosophy
- Operate programmes that ensure all ākonga attend school, avoiding poor attendance and chronic absences
- Review our school programmes of teaching and learning to ensure ākonga are actively engaged

Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Ako | Ngā Āhuetanga Ako

Learning | Ways of Teaching & Leadership

Responsive and relevant systems and content of curriculum, pedagogy teaching and leadership



Whenua | Tūrangawaewae | Place

Pou Herenga Whenua is designed to create a responsive and locally relevant curriculum that nurtures future focused learners, connecting them deeply to their environment, passions, cultural identity and the world around them.

Tangata ako ana i te whare, te turanga ki te marae, tau ana

A person who is taught at home, will stand connected on the Marae.

Curriculum & Achievement

- Continue to develop and embed our localised Curriculum
- Provide effective support, extension and cultural programmes
- Operate a responsive approach to property modifications, accommodating the needs of our students, and to further market and promote the school in the community
- Embed coaching, professional learning and development as a means to develop teaching and leadership
- Use online tools to gather, collate and report progress and achievement analysis
- Complete structured professional learning and development to support the implementation of the new English and Mathematics curriculum

Strategic Plan Summary (2025-2027)



Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration



Responsive, engaging and reciprocal relationships

- Strengthen and enhance our learning connections and relationships with our local iwi Ngāti Kauwhata
- Engage our ākonga in regular and formative consultation
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- Use digital tools to gather holistic information and respond to the hauora needs of our ākonga
- Operate a culturally and developmentally focused play-based learning (Walker) programme
- Conduct thorough and regular self-review to ensure that the structures that have been put in place are sound and that all programmes are running smoothly and efficiently
- 'Maramatanga' will be upheld as our guiding philosophy
- Operate programmes that ensure all ākonga attend school and are actively engaged, avoiding poor attendance and chronic absences

Links	Annual Strategies for Achieving Goal 1 - 2025
<p>National Education & Learning Priority</p>   <p>Finance, Personnel</p> <p>Kāhui Ako: Relationships</p> <p>Attendance & Engagement</p>	<p>Ākonga</p> <ul style="list-style-type: none"> • Purchase Interactive whiteboards - CommBox • Complete the Well-being @ Schools survey • Implement the LSS Learning Pathway • Conduct regular consultation • Further develop and refine the Walker Learning approach • Implement Māramatanga as a key school focus • Operate Te Puna Reo to strengthen and extend Māori language and tikanga • Extend student leadership through Te Raukura • Run events to promote student collaboration and engagement • Operate an alternative space for teaching and learning - Te Manahua <p>Kaimahi</p> <ul style="list-style-type: none"> • Continue frequent visits and connections with Ngāti Kauwhata and local marae to strengthen understanding of tūrangawaewae • Utilise Skodel to understand and strengthen well-being • Operate a range of engagement & attendance programmes • Use online tools such as PATs, BURT and Writer's Toolbox • Provide professional develop and learning, to support teaching and learning <p>Te Hāpori</p> <ul style="list-style-type: none"> • Work alongside community agencies to foster engagement and achievement - Attendance service, New Zealand Police, Youthline Mentors • Reinvigorate our Parents Association of Lytton Street School • Operate a sustainability programme to connect with the community and foster understanding of a circular economy • Engage with the Schools Onsite Teacher Training Programme (SOTP) <hr/> <p>Possible Strategies for Achieving Goal 1 - 2026-27</p> <p>Ākonga</p> <ul style="list-style-type: none"> • Complete the Well-being @ Schools survey <p>Kaimahi</p> <ul style="list-style-type: none"> • Complete First Aid training • Review online tools to support teaching and learning <p>Te Hāpori</p> <ul style="list-style-type: none"> • Complete a Health & Physical Education consultation • Pre-School Parent Nights - supporting our ECE learners to be 'school ready'

Strategic Plan Summary (2025-2027)

Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place




Ako | Ngā Āhuatanga Ako

Learning | Ways of Teaching & Leadership



Responsive and relevant systems and content of curriculum, pedagogy and leadership

- Continue to develop and embed our localised Curriculum
- Provide effective support, extension and cultural programmes
- Operate a responsive approach to property modifications, accommodating the needs of our students, and to further market and promote the school in the community
- Embed coaching, professional learning and development as a means to develop teaching and leadership
- Use online tools to gather, collate and report progress and achievement analysis
- Complete structured professional learning and development to support the implementation of the new Literacy and Mathematics curriculum

Links	Annual Strategies for Achieving Goal 2 - 2025
<p>National Education & Learning Priority</p>    <p>Finance, Personnel, Property</p>	<p>Ākongā</p> <ul style="list-style-type: none"> • Trial the LSS Local Curriculum • Employ specialist teachers - PE, high performance, kapa haka, drama, Māori language • Engage Ngāti Kauwhata in co-creating the development and completion of our Local Curriculum <p>Kaimahi</p> <ul style="list-style-type: none"> • Employ Literacy & Technology Leaders to support curriculum implementation • Undertake safety building modifications • Complete building modernisation projects • Purchase furniture to support teaching and learning • Complete school repaint through cyclical maintenance programme • Undertake Literacy professional learning and development • Implement Phonics checks as per Ministry of Education guidelines • Walker Learning professional learning, development & resource acquisition • Undertake Mathematics professional learning and development • Team Leaders complete a New Zealand leadership tour • Team Leaders complete a Coaching & development plan with the Principal • Target resourcing to benefit the learning of our students <p>Te Hāpori</p> <ul style="list-style-type: none"> • Engage in Te Kāhui Ako ō Kawakawa for the benefit of our tamariki, staff and community (employ WSLs/ASLs) • Investigate the installation of a waharoa at the school entranceway • Utilise the HERO Student Management System
<p>Kāhui Ako: Pedagogy</p> <p>Curriculum & Achievement</p>	<p>Possible Strategies for Achieving Goal 1 - 2026-27</p> <p>Ākongā</p> <ul style="list-style-type: none"> • Review the LSS Local Curriculum <p>Kaimahi</p> <ul style="list-style-type: none"> • Explore the installation of fitness stations around the existing bike track • Team Leaders complete an Australian leadership tour & U-Learn • Teachers to see 'expert practise' at other kura • Install a school turf • Further enhance our outdoor environments • Introduction Dibels Literacy assessment programme • Senior Leaders to attend ISTE • Revamp office administration block <p>Te Hāpori</p> <ul style="list-style-type: none"> • Trial and implement using HERO as a parent information portal

Annual Plan 2025

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration



Responsive, engaging and reciprocal relationships

National Links - National Education & Learning Priority (NELPS)



Local Links

Areas of School Focus: Finance, Personnel, Property

Kāhui Ako: Wellbeing, Relationships

Attendance & Engagement

Strategies for Achieving Goal 1 -2025

Who?

Outcomes

A. Engagement & Attendance

Clarify all attendance expectations with stakeholders, including a definition of 'poor' attendance

Review, and where required, modify methods for actively engaging students who are persistently absent

- Parental contact
- Identify barriers to attendance

Create robust and effective plans for those students who are persistently absent

- Transportation
- Engaging with external agencies

Clarify all roles and responsibilities in relation to attendance

- Deputy Principal
- Teachers
- Office Administration

Employ an LAT to run high performance sports and nutrition coaching before and after school

Further develop and extend our relationship with our before and after school care programme to support whānau

Hold a range of events to promote participation, fun and engagement:

- Hold a Mihi whakatau at the start of every term to welcome our new whānau
- Run our Tamariki Toa event to bring together all kura within the community
- Purchase new Kapa Haka uniforms to install a sense of pride and privilege within our ropu
- Hold camps, Book Week, Science Fair and a school production to ensure that students are offered a variety of programmes to foster their personal skills and development

Work alongside the New Zealand Police to be involved in a range of street parties to promote community and connection

Use Engagement sliders as a tool to gather information as to the thoughts and

feelings of our tamariki		
Hold Early Childhood Centres (ECE) open days to welcome new whānau and showcase the school environments		
Hold Whānau Evenings to foster the knowledge and understanding of the new curriculums, assessment methods, modes of reporting, Te Manawanui, Wired for Success & Te Manahua		
B. Achievement Ministry of Education Priorities - <ul style="list-style-type: none"> • Better approach to literacy and numeracy: Implementing evidence-based instruction in early literacy and mathematics • Smarter assessment and reporting: Implementing consistent modes of monitoring student progress and achievement • Stronger learning support: Targeting effective learning support interventions for students with additional needs • Greater use of data: Using data and evidence to drive consistent improvement in achievement 		
Complete Progressive Achievement Tests (PATs) in Reading Comprehension, Mathematics & Vocabulary <ul style="list-style-type: none"> • Analyse the PATs & identify the strengths and weaknesses • Track PATs over each terms and analyse progress made • Modify teaching programmes to take account of areas for further growth & development 		
Monitor the Ministry of Education expectations around the timing of reading, writing & mathematics		
Employ specialist teachers - PE, high performance, kapa haka, drama, Māori language & music		
Modify school reporting to align with the new curriculums		
Purchase 11 Commbox units to enable interactive screen learning and innovative options for data presentation		
B1. Literacy		
Begin the implementation of the Literacy Curriculum		
Implement phonics checks as per Ministry of Education guidelines		
Undertake Ministry of Education professional learning and development in Structured Literacy		
Operate a Structured Literacy teacher support programme with Ministry of Education funding		
Operate a Literacy support programme run by a Teacher Aide to support: <ul style="list-style-type: none"> • Fine motor skills • Oral Language • Structured Literacy 		
Purchase a variety of Literacy resources		
Continue to implement Writer's Toolbox <ul style="list-style-type: none"> • Hold thorough staff induction days • Ensure the programme is utilised to assess student achievement & reporting • Evaluate Writer's Toolbox to ensure it has been relevant and successful • Lunchtime professional learning & development sessions 		

Continue to review and modify formal reading and writing moderation processes		
B2. Mathematics		
Begin the implementation of the Mathematics Curriculum		
Refine Mathematics knowledge assessments to align with the new curriculum <ul style="list-style-type: none"> • Refine mathematics knowledge assessments • Timetable Mathematics knowledge assessments in order to get both diagnostic assessment and also track mid-year progress 		
Implement Ministry of Education - provided Mathematics resources, Numicon & Oxford Maths		
Utilise Mathletics for Term 1 to enable a smooth transition to the new online resources		
Continue to review and modify formal mathematics moderation processes		
Review all assessment tools and select the most effective for our kura		

Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Ako | Ngā Āhuatanga Ako
Learning | Ways of Teaching & Leadership



Responsive and relevant systems and content of curriculum, pedagogy and leadership

National Links - National Education & Learning Priority (NELPS)



Local Links

Areas of School Focus: Finance

Kāhui Ako: Kāhui Ako:
Pedagogy

Curriculum & Achievement

Strategies for Achieving Goal 1 -2025

Who?

Outcomes

Curriculum, Pedagogy

Ministry of Education Priority - Clearer curriculum: Establishing a knowledge-rich curriculum grounded in the science of learning

Trial the LSS Local Curriculum & gather regular feedback

Engage Ngāti Kauwhata in supporting the trial of our Local Curriculum

Undertake Numicon professional learning and development

Undertake Walker Learning professional learning and development

Undertake Structured Literacy professional learning and development

Introduce the Dibels Literacy assessment programme & assess its relevance to our kura

Undertake Oxford Mathematics professional learning & development

Implement Te Puna Reo

11 teachers to undertake Reo Ora, Māori language programme

Plan for an Induction day for new staff in 2026

Leadership

Ministry of Education Priority - Improved teacher training: Developing the workforce of the future, including leadership development pathways

Modify the Leadership & Team structure to enable increased time for discussion, interaction and knowledge sharing

Team Leaders to undertake a leadership tour, meeting and connecting with other schools outside our region

Team Leaders complete a Coaching & development plan with the Principal

Employ Literacy & Technology Leaders to support curriculum implementation

Operate DigiCoach as a school-wide tool to gather an understanding of key elements across the teaching and learning process

- Set weeks to undertake DigiCoaching
- Analysis and feedback sent immediately
- Multiple leaders involved in the DigiCoaching process

<p>Continue to further develop our knowledge, understanding and use of HERO (our Student Management System)</p> <ul style="list-style-type: none"> • Utilise the HERO Student Management System as a portal to hold and provide the basis for data analysis • Begin to use HERO as a parent portal 		
<p>Engage in the Te Kāhui Ako ō Kawakawa for the benefit of our tamariki, staff and community</p> <ul style="list-style-type: none"> • Employ Within School Leads and Across School Leads to strengthen the knowledge and understanding of community-wide initiatives at our kura • Kāhui Ako - sharing best practice • Kāhui Ako - Principal - ISTE • Collate Progressive Achievement Tests Kāhui-wide snapshot • Review the effectiveness of the Kāhui Ako 		
Property		
<p>Further enhance our school property</p> <ul style="list-style-type: none"> • Continue safety glass installation • Complete additional non-slip deck painting • Remove asbestos from key areas • Add air conditioning, floor sealing and lighting to the basement of Block 1 		
<p>Furniture purchase</p> <ul style="list-style-type: none"> • Complete library redevelopment • Purchase Principal office furniture 		
<p>Complete building modifications</p> <ul style="list-style-type: none"> • Upgrade Block 2 • Upgrade Room 5/6 		
Investigate the installation of a waharoa at the school entranceway		
Purchase muscle mats to support junior teaching and learning		
Refine and redesign outdoor areas to benefit teaching and learning		
Complete the repaint of the school through our Cyclical Maintenance programme		

Annual Improvement Plan (2025)

Annual Goal 1: To Be Completed - Mathematics



Interpret and evaluate the Knowledge Checkpoints & Mathematics Progressive Achievement Tests (PATs) in order to strengthen and develop the knowledge, understanding, engagement & achievement of our students.

Link to Strategic Goal

Link to Kāhui Ako

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships

Kāhui Ako: Wellbeing, Relationships

Curriculum & Achievement

Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Ako | Ngā Āhuatanga Ako

Learning | Ways of Teaching & Leadership

Responsive and relevant systems and content of curriculum, pedagogy and leadership



Theory for Improvement

Strengthening a student's mathematical knowledge in specific areas across the curriculum will develop confidence and understanding and promote engagement and achievement. It is our belief that through comprehensive analysis of the new Mathematics curriculum, coupled with a focus on knowledge development, the performance of all our students will continue to be lifted.



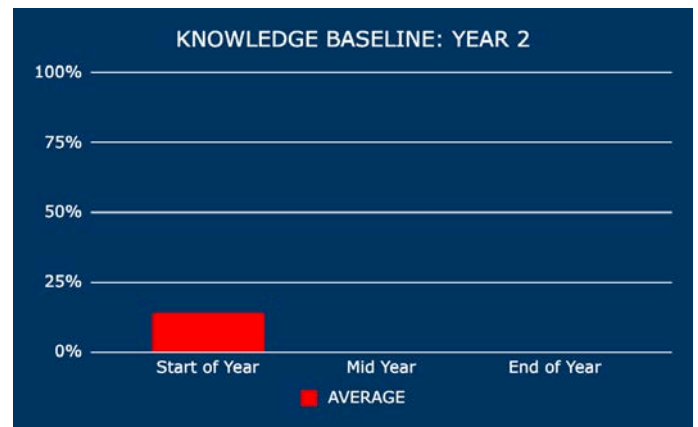
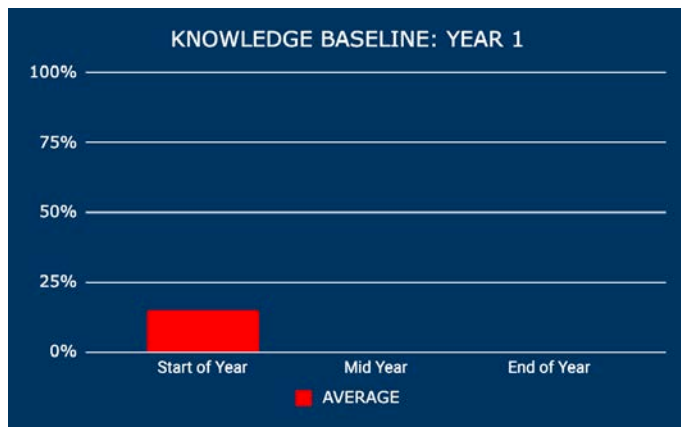
Aspiration

All students in our school, with a particular focus on Year 1, 2, 3 and Year 6, will be exposed to a range of mathematical concepts and strategies that enable them to develop the skills, attributes and behaviours to be successful. Regular monitoring and analysis across the year will provide progress updates and enable staff to refine and redefine targets.

Data Types

There are two types of data that will be monitored in order to gauge student progress and achievement. The first are our Baseline and Checkpoints. These are completed across the school but for this target the focus is on our Year 1 and 2 students. Students completed a baseline test at the beginning of the year. This test is set at their current year level. For example, year 1 students are given a year 1 test and year 2 students are given a year 2 test respectively. These tests are designed using the new Mathematics and Statistics curriculum and focus on number knowledge. Using this test we are able to identify the average score gained for each year group. Baseline tests will be completed three times in the year. Term 1, Term 2, and Term 4. At the end of each term, students will complete Checkpoints. These are similar to the Baseline test except students are given Checkpoints aligned to their learning level. Below is a chart to show the average scores of the year groups with Year 1 & 2 being our focus.

Checkpoint Data Graphs



Currently our Year 1 and 2 cohorts are achieving the following average percentages in the Knowledge Baseline assessments:

- Year 1 Cohort Average - 15%
- Year 2 Cohort Average - 14%

The second set of data for those students in Years 3 and 6 has been gathered from the Mathematics Progressive Achievement Test (PAT). This test was completed in February.

Mathematics Progressive Achievement Test (PAT) Data

The data is recorded for Scale Score and Stanine. Scale Scores will be the focus for this area of improvement. Using the data below the achievement gains will be based in relation to those expected over the course of a year for a Year 3 and Year 6 students.

- The average Scale Score yearly progress for a Year 3 student is 7.1 points to 32.5
- The average Scale Score yearly progress for a Year 6 student is 3.3 points to 49.1

Data Table

Mathematics Progressive Achievement Test (PAT)	Year 3 Mathematics		Year 6 Mathematics	
	Scale Score (Scale Score Average)	Stanine	Scale Score (Scale Score Average)	Stanine
Whole	22.9 (25.4)	4.6	43.8 (45.8)	4.7
Male	22.6 (25.4)	4.5	44.6 (45.8)	4.8
Female	23.2 (25.4)	4.6	42.9 (45.8)	4.5
NZ European (Whole)	22.9 (25.4)	4.6	44.2 (45.8)	4.7
NZ European (Male)	23.2 (25.4)	4.6	44.8 (45.8)	4.9
NZ European (Female)	22.5 (25.4)	4.6	43.3 (45.8)	4.5
Māori (Whole)	20.9 (25.4)	4.3	42.7 (45.8)	4.5
Māori (Male)	18.4 (25.4)	3.9	42.7 (45.8)	4.5
Māori (Female)	23.9 (25.4)	4.7	42.6 (45.8)	4.5

Annual targets have been developed utilising this achievement data.

Annual Targets

- Primary Focus 1: All students in Year 1 will make, on average, more than 50% points of progress over the course of the year
- Primary Focus 2: All students in Year 2 will make, on average, more than 50% points of progress over the course of the year
- Primary Focus 3: All students in Year 3 will make, on average, more than 5 Scale Score points of progress over the course of the year
- Primary Focus 3A: Male Māori students in Year 3 will make, on average, more than 4 Scale Score points of progress over the course of the year
- Primary Focus 4: All students in Year 6 will make, on average, more than 3 Scale Score points of progress over the course of the year

Strategies for Achieving Annual Goal 1 -2025	Responsibility	Outcomes
Term 1 Actions		
Appoint a school leader to oversee the implementation of the Mathematics and Statistics curriculum <ul style="list-style-type: none"> • Engage with the Ministry of Education to identify professional learning and development opportunities • Plan programmes of support and development for staff • Provision of Mathematics intervention for Year 1/2 & 3 students • Review and evaluate the effectiveness of current assessments 		
Complete a 'deep dive' into the new Mathematics and Statistics curriculum document to ensure staff are well aware of the expectations for each year level		
Modify whānau reports to include the new Mathematics curriculum information		
Support implementation of the new Mathematics resources, Oxford in Years 4-6 and Numicon in Years 0-3		
Learning Support Coordinator (LSC) to cross check standardised tests with school-based assessments in order to ensure student attainment levels are accurate. Feedback to the classroom teacher where appropriate		
Further Actions - Terms 2-4		
Conduct Progressive Achievement Tests (PATs) and evaluate the results <ul style="list-style-type: none"> • Compare results with current targets for achievement • Refine targets where appropriate • Refine and redevelop current teaching and learning plans in response to most recent PATs 		
Continue to cross check the results of the Progressive Achievement Tests (PATs) with school assessment data		
Continue to develop Mathematics intervention programmes for students in Years 1-3		
Actions to Support Year 6 Mathematics Development		
All students in Year 6 have been assessed according to their data at the end of 2024. These students have been grouped using our student management system and are tracked individually		

Annual Goal 1: To Be Completed

Summary To Be Completed

Annual Targets

To be completed at the end of 2025.

Outcomes

To be completed at the end of 2025.

Annual Improvement Plan (2025)

Annual Goal 2: To Be Completed - Reading Comprehension



Interpret and evaluate the Reading Comprehension Progressive Achievement Tests (PATs) in order to strengthen and develop the knowledge, understanding, engagement & achievement of our students.

Link to Strategic Goal

Link to Kāhui Ako

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships

Kāhui Ako: Wellbeing, Relationships

Curriculum & Achievement

Strategic Goal 2: Pou Herenga Whenua | Tūrangawaewae | Place

Ako | Ngā Āhuatanga Ako

Learning | Ways of Teaching & Leadership

Responsive and relevant systems and content of curriculum, pedagogy and leadership



Theory for Improvement

By strengthening student's performance with their reading comprehension it will support them to understand texts at a more sophisticated level. Reading is a pivotal skill that students need to ascertain in order to function well in other aspects of society. It is our understanding that through comprehensive analysis of the new English curriculum, coupled with a focus on comprehension strategies performance will continue to be lifted.



Aspiration

All students in our school, with a particular focus on Year 4 and Year 6, and their sub-categories will be exposed to a range of reading comprehension strategies that enable them to develop the skills, attributes and behaviours of successful readers. Regular monitoring and analysis across the year will provide progress updates and enable staff to refine and redefine targets.

Data

The data from the Year 4 Reading Comprehension and Year 6 Reading Comprehension Progressive Achievement Test is listed in the table below. It has been categorised into gender and ethnicity in order for further analysis to take place.

The date is recorded for Scale Score and Stanine. Scale Scores will be the focus for this area of focus. Using the data below the achievement gains will be based in relation to those expected over the course of a year for a Year 4 and Year 6 student.

- The average Scale Score yearly progress for a Year 4 student is 7 points to 35.8
- The average Scale Score yearly progress for a Year 6 student is 8.2 points to 53.2

Data Table

Reading Comprehension Progressive Achievement Test (PAT)	Year 4 Reading Comprehension		Year 6 Reading Comprehension	
	Scale Score (Scale Score Average)	Stanine	Scale Score (Scale Score Average)	Stanine
Whole	27.3 (28.8)	4.8	42.7 (45)	4.7
Male	27.1 (28.8)	4.7	42.4 (45)	4.7
Female	27.5 (28.8)	4.8	43.2 (45)	4.7
NZ European (Whole)	27.6 (28.8)	4.8	43.8 (45)	4.9
NZ European (Male)	27.2 (28.8)	4.8	42.8 (45)	4.7
NZ European (Female)	27.9 (28.8)	4.8	45 (45)	5
Māori (Whole)	27.8 (28.8)	4.7	40.3 (45)	4.2
Māori (Male)	24.9 (28.8)	4.3	40.6 (45)	4.3
Māori (Female)	30.9 (28.8)	5.1	40 (45)	4.2

Annual targets have been developed utilising this achievement data.

Annual Targets

- Primary Focus 1: All students in Year 4 will make, on average, more than 5 Scale Score points of progress over the course of the year
- Primary Focus 1A: Male Māori students will make, on average, more than 5 Scale Score points of progress over the course of the year
- Primary Focus 2: All students in Year 6 will make, on average, more than 7 Scale Score points of progress over the course of the year
- Primary Focus 2A: All Māori students in Year 6 will make, on average, more than 7 Scale Score points of progress over the course of the year

Strategies for Achieving Annual Goal 2 -2025	Responsibility	Outcomes
Term 1 Actions		
Appoint a school leader to oversee the implementation of the English curriculum <ul style="list-style-type: none"> • Engage with the Ministry of Education to identify professional learning and development opportunities • Plan programmes of support and development for staff • Review and evaluate the effectiveness of current assessments 		
Complete a 'deep dive' into the new English curriculum document to ensure staff are well aware of the expectations for each year level		
Complete regular assessments to check on progress and achievement <ul style="list-style-type: none"> • Burt reading test - monitor both mid-year and end-of-year assessments comparing chronological age with reading age • Progressive Achievement Testing (PAT) - Vocabulary and Reading Comprehension. Monitor and track each term 		
Complete detailed analysis of the Reading Comprehension PAT <ul style="list-style-type: none"> • Utilise the NZCER website to identify areas of strength and areas for further development • Complete class and individual PAT analysis • Engage with NZCER tools to support teaching and learning 		

<p>Staff will utilise the new English Curriculum as the base and focus on Comprehension to support the analysis of texts. This will develop understanding of the following concept areas:</p> <ul style="list-style-type: none"> • Comprehension monitoring • Summarising and drawing conclusions • Inferring using evidence • Developing opinions 		
<p>Full Class Reading (FCR) is implemented in both middle and senior classrooms. During these sessions both vocabulary and comprehension will be deeply explored</p> <ul style="list-style-type: none"> • The Assessment Resource Banks (ARBs) will be used to create comprehension learning tasks • Class novels will be explored and discussed orally focusing on the different points of view, retrieval and inference • Science Research Associates (SRA) kits are used to support comprehension development in Year 5/6 classrooms • Fast Finishers is used in Years 3/4 classrooms to support comprehension development • PROBE reading assessment may be used with specific students to check on comprehension checkpoints 		
<p>Comprehension strategies will be taught explicitly through workshop and Full Class Reading (FCR) times. Skills will be taught by:</p> <ul style="list-style-type: none"> • Modelling and thinking aloud • Key phrases and keywords • Questioning • Writing summaries • Providing conclusions • Sharing regularly and discussing their opinions 		
<p>Staff will collaborate and share the methods for explicitly teaching comprehension strategies through year group and team meetings</p>		
<p>Team Leaders will observe workshops to provide feedback and next steps with regard to the teaching of comprehension strategies</p>		
<p>Learning Support Coordinator (LSC) to cross check standardised tests with school-based assessments in order to ensure student attainment levels are accurate. Feedback to the classroom teacher where appropriate</p>		
<p>Utilise online subscriptions to boost engagement and achievement</p> <ul style="list-style-type: none"> • Reading Eggs • Reading Express • Sunshine Online 		
<p>Hold community events, such as Book Week, to foster a love of reading and books</p> <ul style="list-style-type: none"> • Promote reading across the school • Invite community members to share their books and read to our students • Provide books at realistic prices for students to purchase and enjoy 		
<p>Hold whānau evenings to develop knowledge and understanding of reading comprehension strategies and techniques to support reading engagement and development</p>		
<p>Individually identify the group of Māori Male students who are underachieving and maintain a spreadsheet that captures their learning and social circumstances</p>		
<p>Staff to collaborate and share their knowledge of students who are underachieving at meetings and generate ideas and processes for supporting their learning plans</p>		

Encourage collaborative planning among teachers across year levels to share best practices and develop consistent, school-wide approaches to teaching reading comprehension		
Continue to ensure access to resources - check classroom availability and complete regular stock takes and replace as required		
Provide resources and support for targeted interventions for students who are struggling with reading comprehension, such as reading recovery programs or small group work		
Celebrate Successes by acknowledging students' progress in reading comprehension through assemblies, awards, or classroom recognition to motivate continued growth		
Further develop a 'love' of books through the promotion of our school Library <ul style="list-style-type: none"> • Redevelop the outdoor area • Support students to know and understand library skills • Timetable library slots for classes 		

Further Actions - Terms 2-4

Conduct Progressive Achievement Tests (PATs) and evaluate the results <ul style="list-style-type: none"> • Compare results with current targets for achievement • Refine targets where appropriate • Refine and redevelop current teaching and learning plans in response to most recent PATs 		
Conduct BURT assessment		
Review all assessments and streamline and streamline to those which are most effective and informative		

Actions to Support Year 6 Reading Development

Engage regularly with the Learning Support Coordinator <ul style="list-style-type: none"> • Frequent well-being checks • Identification of potential issues with self-esteem and overall mental health • Engage with whānau to get an understanding of the holistic life of the student 		
Employ a staff mentor and sports coach to strengthen and develop the self esteem of our Year 6 students		

Annual Goal 2: To Be Completed

Summary To Be Completed

Annual Targets

To be completed at the end of 2025.

Outcomes

To be completed at the end of 2025.