



LYTTON STREET SCHOOL - 2026-2028



STRATEGIC & ANNUAL PLAN

125TH JUBILEE

The 125th Jubilee is well underway. This celebration marks a huge milestone for our school. Lytton Street has enjoyed a rich history of achievement and continues to strive for the pinnacle of educational excellence.

A local business, Robert Embroidery, discovered our original logo from 1904 and 1910. These designs had been used to make hats and other uniform items. The exploration and study of historical information and memorabilia has been a hallmark of this celebration for our staff. Below the 1904 logo stands proud alongside a rejuvenated 2026 design. This design is only, however, in its infancy. It is our aspiration to work alongside our iwi to create an image that is significant for our people and representative of our rohe.



1901	2026	1910

The five-pointed star represents the Star of Bethlehem and the "Spirit of Faith" that has historically guided students and educators. The compass layout letters are arranged in a North, South, East, West format. This symbolises guidance or finding one's way, or a "moral compass". The use of navy blue and deep red is a classic academic colour choice, representing loyalty, strength, and sacrifice. The blue circle indicates a sense of world or community and the stylised stars denote light and constant guidance.

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.

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 organising cultural events, promoting diversity, and advocating for equity within our school community.

Māramatanga

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.



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.

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.

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. Ngāti Kauwhata cover the carving of Kōtare with a korowai. Kōtare is wrapped in the warmth of aroha.

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, Rangatiratanga and Ōritetanga. 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 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.



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

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) 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

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

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.

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 Literacy and Mathematics curriculum

Strategic Plan Summary (2026-2028)

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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Links	Annual Strategies for Achieving Goal 1 - 2026
Finance, Personnel Attendance & Engagement	<p>Ākonga</p> <ul style="list-style-type: none"> • Purchase Interactive whiteboards - CommBox • Complete the Well-being @ Schools survey • Conduct regular consultation • Extend student leadership through Te Raukura • Continue to operate an alternative space for teaching and learning - Te Manahua • Operate a safe alternative space for ORS funded learners to collaborate - Learning Hub • Implement Māramatanga as a key school focus <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 Linewise to understand and strengthen well-being • Operate a range of engagement & attendance programmes • Use online tools such as PATs, SMART and Writer's Toolbox • Provide professional development, to support teaching and learning • Introduce & implement DIBELS Literacy assessment programme • Complete First Aid training <p>Te Hāpori</p> <ul style="list-style-type: none"> • Continue to build the capacity of our Parents Association of Lytton Street School • Complete a Health & Physical Education consultation • Pre-School Parent Meetings - supporting our ECE learners to be 'school ready'
	<p>Possible Strategies for Achieving Goal 1 - 2027-28</p> <p>Ākonga</p> <ul style="list-style-type: none"> • Complete the Well-being @ Schools survey • Review the use of Te Manahua <p>Kaimahi</p> <ul style="list-style-type: none"> • Utilise the SMART tool for assessment and learning • Review the use of DIBELS across the school <p>Te Hāpori</p> <ul style="list-style-type: none"> • Continue to run Wired for Success sessions to support whānau • Initiate a 'Grandparents Raising Grandchildren' group

Strategic Plan Summary (2026-2028)

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 - 2026
Finance, Personnel, Property Curriculum & Achievement	<p>Ākonga</p> <ul style="list-style-type: none"> • Employ specialist teachers - PE, high performance, kapa haka, drama, te reo Māori <p>Kaimahi</p> <ul style="list-style-type: none"> • Employ Literacy & Technology Leaders to support curriculum implementation • Implement Phonics checks, and Mathematics assessments as per Ministry of Education guidelines • Team Leaders complete a national leadership tour • Target resourcing to benefit the learning of our students <p>Te Hāpori</p> <ul style="list-style-type: none"> • Install a waharoa at the school entranceway • Utilise the HERO Student Management System for online reporting and communication
	<p>Possible Strategies for Achieving Goal 2 - 2027-28</p>
	<p>Ākonga</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 • Further enhance our outdoor environments • Senior Leaders to attend ISTE • Revamp office administration block <p>Te Hāpori</p> <ul style="list-style-type: none"> • Implement & embed using HERO as a parent information portal

Annual Plan 2026

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration



Responsive, engaging and reciprocal relationships

Local Links

Areas of School Focus: Finance, Personnel, Property

Attendance & Engagement

Strategies for Achieving Goal 1 -2026

Who?

Outcomes

A. Engagement & Attendance

Implement our school Attendance Plan

RD

Review, and where required, modify methods for actively engaging students who are persistently absent through parental contact & identifying barriers to attendance

RD

Create robust and effective plans for those students who are persistently absent by supporting through possible transportation & engaging with external agencies

RD

Clarify all roles and responsibilities in relation to attendance

RD

Utilise school van to support students with chronic non attendance to get to school

RD

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

RD/BWS

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

- Hold a Mihi whakatau at the start of every term
- Run our Tamariki Toa event to bring together all kura within the community
- Hold camps, Book Week, Science Fair and a school production to ensure that students are offered a variety of programmes

SP
BWS/RD
RD/AL

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

BWS

Hold Early Childhood Centre (ECE) open days to welcome new whānau and showcase the school environments

AS

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

Team
Leaders
(TL)

B. Achievement

Ministry of Education Priorities -

- Refine our 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, Writing, Mathematics & Vocabulary including analysis, tracking over time, and modification of teaching programmes	BWS/SL	
Continue to employ specialist teachers - PE, high performance, kapa haka, dance, drama, te reo Māori & music	BWS	
Utilise HERO to report to parents three times a year and align this with new reporting expectations	SL	
Utilise HERO to regularly update parents on their child's learning journey	Teachers	
B1. Literacy		
Embed the Literacy Curriculum	Staff	
Implement phonics checks as per Ministry of Education guidelines	Staff	
Operate a Structured Literacy teacher support programme with Ministry of Education funding	KWS	
Purchase a variety of Literacy resources	AL/AS	
Online subscription: Reading Eggs - school resource	NC	
Continue to implement Writer's Toolbox <ul style="list-style-type: none"> • 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 • Send staff to PLD in Brisbane, Australia 	KL/NC	
Introduce and embed DIBELS including scheduled assessments times and analysis	PR	
Continue to review and modify formal reading and writing moderation processes	AL/AS	
B2. Mathematics		
Embed the Mathematics Curriculum	SL/Staff	
Operate a Maths Accelerated Programme with Ministry of Education funding	MY	
Operate a Maths Extension programme	SL	
Embed Ministry of Education - provided Mathematics resources, Oxford Maths	SL/Staff	
Utilise Checkpoint Number Knowledge assessments and Oxford assessments to support Overall Teacher Judgements (OTJs) and achievement data	SL/Staff	
Operate Mathletics as an online teaching and learning resource	NC/Staff	
Implement the Year 2 Maths Check as per the Ministry of Education guidelines	SL/Staff	
Continue to review and modify formal mathematics moderation processes	SL	

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 and leadership

Local Links

Areas of School Focus: Finance

Curriculum & Achievement

Strategies for Achieving Goal 1 -2026

Who?

Outcomes

Curriculum, Pedagogy

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

Undertake Walker Learning professional learning and development

JH

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

PR

Undertake Oxford Mathematics professional learning & development

SL

Undertake Mathematics professional learning & development through Ministry funding and facilitated by Cognition Education

SL

Plan for an Induction day for new staff in 2027

BWS

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

BWS

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

BWS/TL

Team Leaders complete a Coaching & development plan with the an external consultant

BWS

Continue to employ Literacy & Technology Leaders to support curriculum implementation

BWS

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

Lead Team

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

Continue to further develop our knowledge, understanding and use of HERO (our Student Management System) as a portal to hold and provide the basis for data analysis and begin to use HERO as a parent portal

SL

Property

Further enhance our school property

BWS

- Complete additional non-slip deck painting
- Fence the Adventure Playground

<ul style="list-style-type: none"> • Fill in decks around Block 1 • Paint the Administration area 		
Furniture purchase <ul style="list-style-type: none"> • Purchase Principal office furniture • Further enhance classroom furniture 	JH	
Investigate the installation of a waharoa at the school entranceway	BWS	
Complete the repaint of the school through our Cyclical Maintenance programme	BWS	
Begin the initial design phase of our Multi-purpose Space	NC	

Annual Improvement Plan (2026)

Annual Goal 1: Mathematics (Year 3/4)

Interpret and evaluate the Knowledge Checkpoint Tests & Basic Fact average scores in order to strengthen and develop the knowledge, understanding, engagement & achievement of our students.

LSS

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships

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

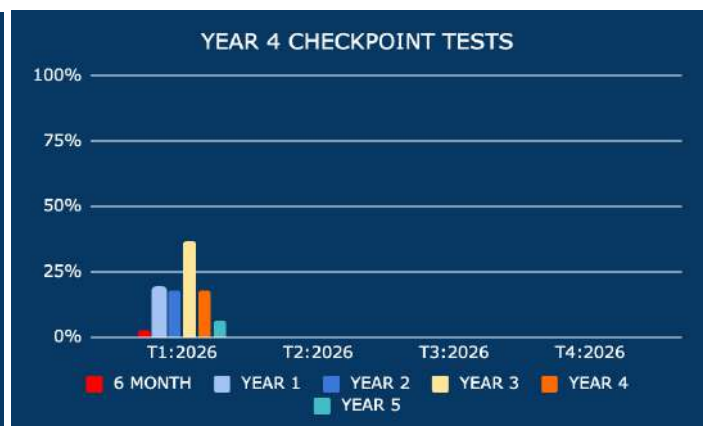
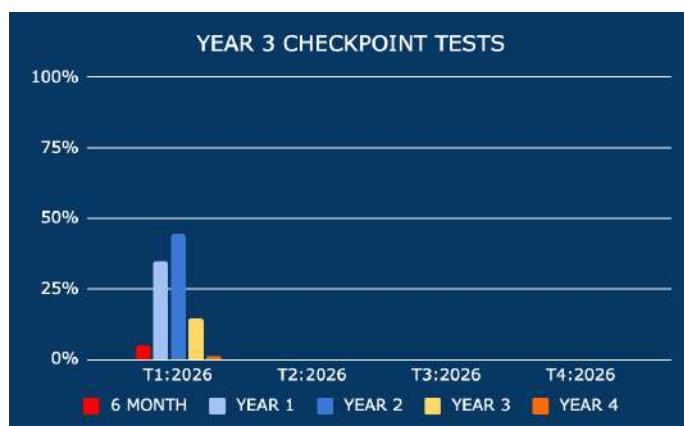
All students in our school, with a particular focus on Year 3 and 4, will be exposed to a range of mathematical concepts and strategies that enable them to develop the skills, attributes and behaviours to be successful. Regular monitoring and analysis across the year will provide progress updates and 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, these are our Checkpoint and Basic Facts Tests.

Checkpoint Data Graphs

Checkpoint tests are completed across the school but for this target the focus is on our Year 3 and 4 students. Students complete a Checkpoint test at the end of each term to show their number knowledge understanding. These tests are designed using the new Mathematics and Statistics curriculum. Using this test we are able to identify how many students are working at each curriculum level.



Year 3 Data

At this stage we have a total of 15% of Year 3 students being able to sit a Checkpoint Test at their current learning level. We also have 1% working at the Year 4 level.

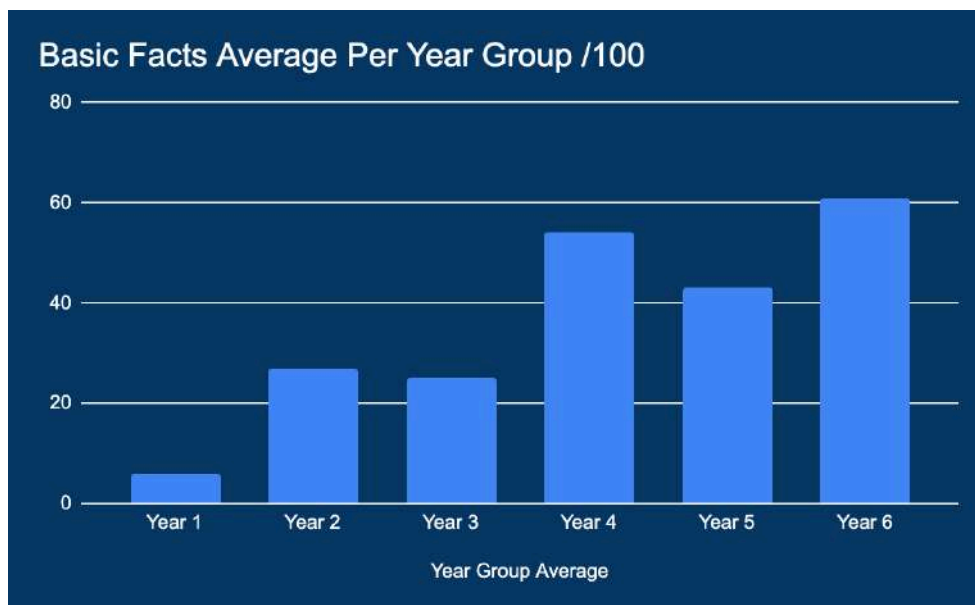
Year 4 Data

At this stage we have a total of 18% of Year 4 students being able to sit a Checkpoint Test at their current learning level. We also have 6% working at the Year 5 level.

Basic Facts

Basic facts practise and assessment is completed weekly in all Year 1-6 classes. Teachers record the results in a tracking document which identifies student averages. Although we are focusing on all year groups we are specifically following the Year 3 & 4 cohorts as well as having a specific focus on those students who are underachieving.

This chart shows the average scores of each year group. Our Year 3 average score sits at 25/100 while our Year 4 average sits at 54/100.



Annual Targets

- Primary Focus 1: For over 70% of Year 3 and 4 students to be completing Checkpoint assessments at their current year level or higher.
- Primary Focus 2: For the Year 3 basic facts average score to be 50/100 and for the Year 4 average score to be 70/100

Strategies for Achieving Annual Goal 1 -2026	Responsibility	Outcomes
Actions Plans		
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 3 & 4 students • Review and evaluate the effectiveness of current assessments 	BWS/SL	
Assign a staff member as the Maths Accelerated Teacher to run the Maths Accelerated Programme for Year 4 students funded by the Ministry <ul style="list-style-type: none"> • Groups will change termly • MAT to attend professional learning and development • MAT to provide updates to staff through discussions and HERO 	BWS/SL	
Modify whānau reports to include the new Mathematics curriculum information	SL	
Support implementation of the new Mathematics resources, Oxford	SL	

Utilise Checkpoint Number Knowledge assessments and Oxford assessments to support Overall Teacher Judgements (OTJs) and achievement data	SL/Teachers		
Continue to develop Mathematics intervention programmes for students in Years 1-3	MY		
Set up a Mathematics Extension group for Year 3/4 students	SL		
Moderation and observation of practice to be conducted	Teachers		
Identification and focus on key areas from PAT assessments that support Year 3 & 4 Basic Fact development	Teachers		
Use Mathletics Live to support Basic Facts speed development	Teachers		
Students to regularly take home Basic Facts resources to support their in-home learning	Teachers		
Students to use Prototec, Polymath, and Times Table Rockstars to support basic facts development	Teachers		
Use basic facts warm up activities to begin lessons and workshops	Teachers		

Annual Goal 1: To Be Completed

Summary To Be Completed

Annual Targets

To be completed at the end of 2027.

Outcomes

To be completed at the end of 2027.

Annual Improvement Plan (2026)

Annual Goal 2: Reading Comprehension (Year 4-6)

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

LSS

Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships

Strategic Goal 2: Pou Herenga Whenua |

Tūrangawaewae | Place

Ako | Ngā Āhuratanga 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, 5 and 6 Reading Comprehension Progressive Achievement Tests are listed in the table below. It has been categorised into gender and ethnicity in order for further analysis to take place.

	All (Scale)	National Average (Scale)	All (Stanine)	Male (Scale)	Male (Stanine)	Male Māori (Scale)	Male Māori (Stanine)	Male NZ Euro (Scale)	Male NZ Euro (Stanine)
Year 4	29.4	29.9	5	28.3	4.7	25	4.3	28.4	4.7
Year 5	39.9	38.9	5.1	36.4	4.5	34.5	4.1	36.8	4.6
Year 6	44.8	46.9	4.6	41.2	4.0	39.8	3.8	41.8	4.1

The data recorded is for Scale Score and Stanine. Scale Scores will be the focus area.

- The average Scale Score yearly progress for a Year 4 student is 9 points to 38.9
- The average Scale Score yearly progress for a Year 5 student is 8 points to 46.9
- The average Scale Score yearly progress for a Year 6 student is 7.6 points to 54.5

Annual Targets

- Primary Focus 1: For all Male students in Years 4-6 to make accelerated scale score progress
- Primary Focus 2: For all Male Māori students in Years 4-6 to make accelerated scale score progress, particularly in Year 6

Strategies for Achieving Annual Goal 2 -2026	Responsibility	Outcomes
Actions Plans		
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 	AS/AL	
Complete a 'deep dive' into the new English curriculum document to ensure staff are well aware of the expectations for each year level	AS/AL	
Complete regular assessments to check on progress and achievement <ul style="list-style-type: none"> • DIBELS assessment - monitor both mid-year and end-of-year assessments • Progressive Achievement Testing (PAT) - Vocabulary and Reading Comprehension. Monitor and track each term 	Teachers	
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 	AL/Teachers	
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: <ul style="list-style-type: none"> • Comprehension monitoring • Summarising and drawing conclusions • Inferring using evidence • Developing opinions Comprehension strategies will be taught explicitly through workshop and Full Class Reading (FCR) times. Skills will be taught by: <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 	Teachers	
Full Class Reading (FCR) is implemented in both middle and senior classrooms. During these sessions both vocabulary and comprehension will be deeply explored <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 • Fast Finishers is used in Years 3/4 classrooms to support comprehension development 	Teachers	
Team Leaders will observe workshops to provide feedback and next steps with regard to the teaching of comprehension strategies	Team Leaders	

Utilise online subscriptions to boost engagement and achievement <ul style="list-style-type: none"> Reading Eggs, Reading Express & Sunshine Online 	Teachers	
Hold community events, such as Book Week, to foster a love of reading and books	Teachers/AL	
Hold whānau evenings to develop knowledge and understanding of reading comprehension strategies and techniques to support reading engagement and development	Teachers/AL/AS	
Staff to collaborate and share their knowledge of students who are underachieving at meetings and generate ideas and processes for supporting their learning plans	Teachers	
Encourage collaborative planning among teachers across year levels to share best practices and develop consistent, school-wide approaches to teaching reading comprehension	Teachers	
Continue to ensure access to resources - check classroom availability and complete regular stock takes and replace as required	Teachers	
Provide resources and support for targeted interventions for students who are struggling with reading comprehension, such as reading recovery programs or small group work	Teachers	
Celebrate successes by acknowledging students' progress in reading comprehension through assemblies, awards, or classroom recognition to motivate continued growth	Teachers	
Conduct Progressive Achievement Tests (PATs) and evaluate the results	Teachers	
Year 3-6 teachers to incorporate use of the SRA resource in their reading programme	Teachers	
Teachers to follow the school reading plan with specific focus on genre	Teachers	
Identify reading connections for Integrated Learning topics	Teachers	
The community Buddy Reading Programme to operate across the school (when volunteers are available)	KWS	
Students take part in, and perform plays and poems from School Journals	Teachers	
Engage regularly with the Learning Support Coordinator for well-being checks	Teachers	
Employ a staff mentor and sports coach to strengthen and develop the self esteem of our Year 6 students	BWS	
Year 3-6 teachers to incorporate use of the SRA resource in their reading programme	Teachers	
Identify reading connections for Integrated Learning topics	Teachers	

Annual Goal 2: To Be Completed

Summary To Be Completed

Annual Targets

To be completed at the end of 2027.

Outcomes

To be completed at the end of 2027.

Annual Improvement Plan (2026)

Annual Goal 3: DIBELS (Year 1-6)

Track and evaluate the Dibels Composite Score (Year 0-2) and the MAZE score averages (Year 3-6) in order to strengthen and develop the knowledge, understanding, engagement & achievement of our students.



Strategic Goal 1: Pou Herenga Tangata | People

Whanaungatanga me te Kotahitanga | Relationships & Collaboration

Responsive, engaging and reciprocal relationships

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.

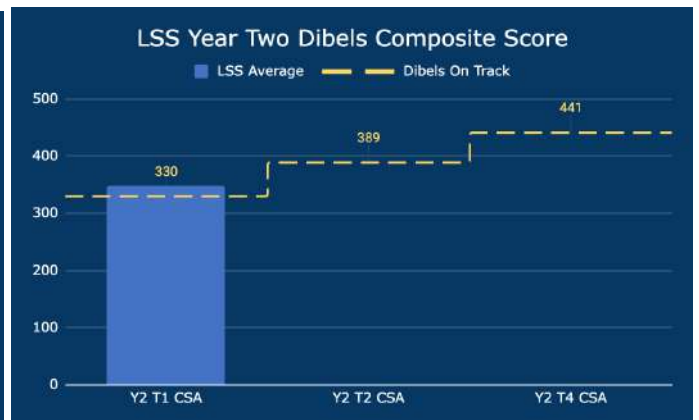
Aspiration

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.

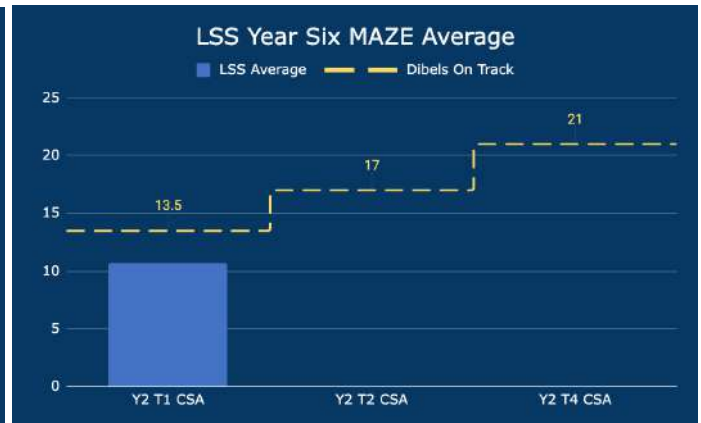
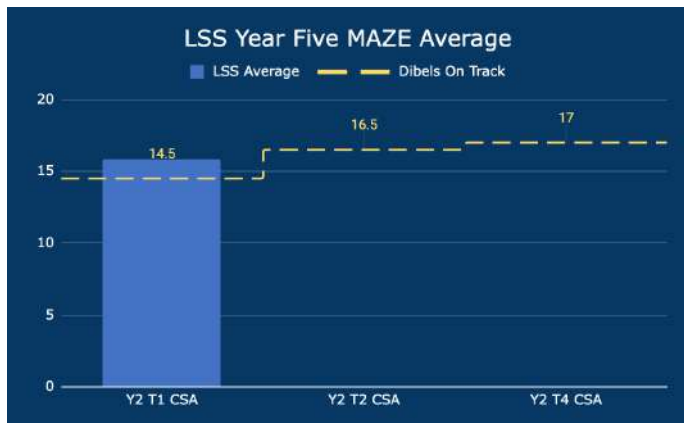
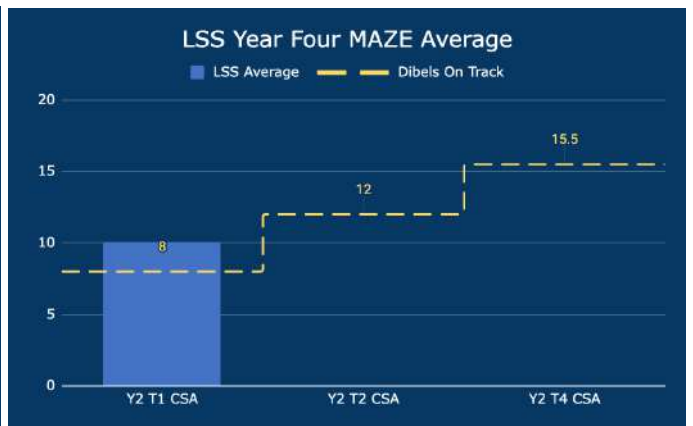
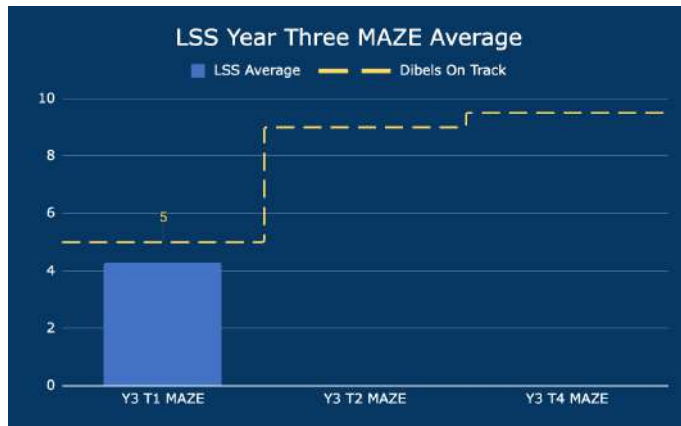
Data

The data collated and tracked for Dibels is different for the Year 0-2 cohort compared to the Year 3-6 cohort due to differences in the tests being conducted. Based on the needs of our students, we have chosen to focus on the Composite Score for the Year 0-2 cohort. The Composite Score is a weighted combination of all subtests at a specific time of year (beginning, middle, and end). Students who sit below a certain score at each stage in the year are given a risk factor for teachers to then target. In the charts below, we have identified the average composite score of Year 1 and Year 2 students and compared that to the score required to be at a minimal risk factor indicated by Dibels. The Year 3-6 data is based on the MAZE calculated score. The MAZE part of Dibels is specifically focused on reading comprehension. We have taken the average score of each year group for the MAZE and compared that against the required score for students to be at minimal risk. Annual targets have been developed utilising this achievement data.

Juniors (Year 0-2) - Composite Score



Year 3-6 - Maze Calculated Score



Annual Targets

- Primary Focus 1: For the average Year 1 and 2 Composite Score to meet or exceed the Dibels expectation by the end of the year.
- Primary Focus 2: For the average Year 3-6 MAZE calculated score to meet or exceed the Dibels expectation by the end of the year.

Strategies for Achieving Annual Goal 2 -2026	Responsibility	Outcomes
Actions Plans		
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 	AS/AL	
Reading logs to go home for all students in Year 0-4 and those reading below expectation.	Teachers	
Run regular full staff meetings so teachers are engaging with DIBELS data and learning to interpret it correctly.	PR	
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: <ul style="list-style-type: none"> • Comprehension monitoring • Summarising and drawing conclusions • Inferring using evidence • Developing opinions 	Teachers	

<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 • Specific vocab teaching using definitions and word associations to increase understanding. • Fast Finishers is used in Years 3/4 classrooms to support comprehension development • Students given multiple Maze assessments to practice and offer exposure 	Teachers	
<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 	Teachers	
<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 	Teachers/AL	
School wide Fluency Buddies to be operated	Teachers	
Dedicated time to read for mileage within normal classroom programmes	Teachers	
Teachers to follow the school reading plan with specific focus on different reading genre	Teachers	
Teachers to utilise Reading Eggs/press setting assigned tasks and monitoring	Teachers	
Use supplementary tests with target groups to check progress		
Targeted workshops, using data, to create groups with a clear focus on segmenting, blending, manipulating sounds, or fluency		
Identify reading connections for Integrated Learning topics	Teachers	
The community Buddy Reading Programme continues	KWS	
Students take part in, and perform plays and poems from journals	Teachers	
<p>Engage regularly with the Learning Support Coordinator</p> <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 	Teachers	

Annual Goal 3: To Be Completed

Summary To Be Completed

Annual Targets

To be completed at the end of 2027.

Outcomes

To be completed at the end of 2027.