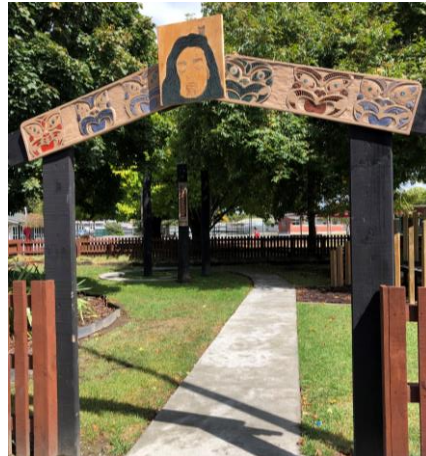
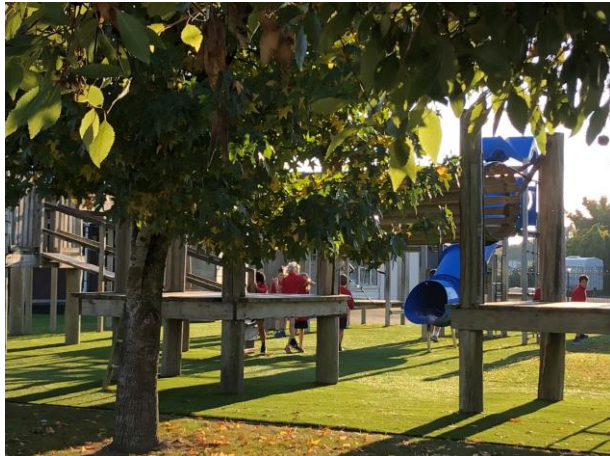
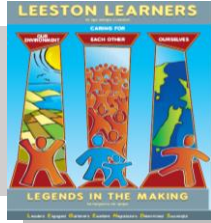


Our Vision

To support our tamariki to become Leeston *LEGENDS*:-

- *Leaders*
- *Engaged in their learning*
- *Gathering information from a variety of sources*
- *Excelling in their chosen field*
- *Able to Negotiate and being Determined to Succeed.*

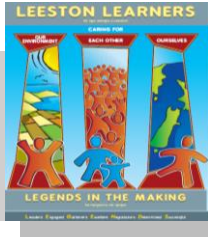




Our Values

*Caring for ourselves
Caring for each other
Caring for our environment*





Strategic Goals

Teaching and Learning

To deliver a balanced, innovative curriculum that connects, inspires and challenges

Strategic Initiatives:

- Strengthen our local curriculum, respond to progress, and reinforce learning partnerships with parents and whānau
- Introduce interventions to support structured literacy and numeracy

Success Indicators:

- All students will be emotionally, behaviourally and cognitively engaged in a relevant and localised curriculum.
- Reporting of students progress will be regular and consistent.

Environment

To enhance our learning spaces both indoor and out, to support students' wellbeing and learning

Strategic Initiatives:

- Embed PB4L school-wide framework
- Develop our physical environment to meet the learning, emotional, social and physical needs of our Tamariki

Success Indicators:

- Positive behaviour and learning will be complimentary.
- The physical environment will provide appropriate play and learning stimulation.

Community Connections

To foster a strong sense of belonging and connection in our community

Strategic Initiatives:

- Ensure To Āo Māori is visible across our Kura.
- Implement wellbeing Initiatives planned through Nga Mātāpuna o te Waihora Kāhui Ako.

Success Indicators:

- Te Reo Māori and tikanga Māori will be meaningfully incorporated into everyday life.
- Teachers and leaders will have the skills to effectively support their own and their students' wellbeing.

Roadmap	2025				2026				2027				2028			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
TEACHING AND LEARNING To deliver a balanced, innovative curriculum that connects, inspires and challenges.	All teachers partake in PLD to aide in the delivery of a consistent structured literacy framework across the kura.				Embed consistent practices in teaching structured literacy school wide				Embed consistent practices in teaching structured literacy school wide				Sustain consistent practices in teaching structured literacy school wide			
	Respond to all absences using the Stepped Attendance Response		Begin PLD into delivery of structured maths						Embed consistent practices in teaching structured maths school wide				Sustain consistent practices in teaching structured maths school wide			
	Utilise the School Improvement Framework tool to reflect and consider practice across the domains.				Move to online reporting				Review reporting to parents				Consolidate effective practice			
ENVIRONMENT To enhance our learning spaces both indoor and out, to support students' wellbeing and learning	Investigate, plan, fund, and build a bike track						Monitor roll growth, and initiate the building of new classrooms if necessary.									
	Follow 5YA plan to carpet senior rooms				Follow 5YA plan heating upgrade				Follow 5YA plan lighting upgrade				Initiate new 5YA plan			
	Embed PB4L practices and initiate tier 2 systems and processes.				Embed Tier 2 systems and processes				Review data and sustain Tier 2 systems and processes							
	Embed Te Whare Mauri Ora principles in all that we do.				Follow Kahui Ako Strategic Plan				Review Kahui Ako Strategic Plan							
COMMUNITY CONNECTIONS To foster a strong sense of belonging and connection in our community	Staff using EDGE app and Class Dojo for all communications				Enhance English Learning programmes				Strengthen relationships between whānau, hapū, and iwi							
	Consult re co-hort entry		Plan and implement Kāhui strategy for successful transitions from ECE to school.													
	Investigate Kapa haka uniforms for junior school		Consult re the design of our new logo and initiate it on all communications.													

Key metrics	What success looks like	Key measures (summary)
<p>TEACHING AND LEARNING</p> <p>To deliver a balanced, innovative curriculum that connects, inspires and challenges</p>	<p><i>All students will be emotionally, behaviourally and cognitively engaged in a relevant and localised curriculum.</i></p>	<p>The curriculum reflects the needs of our student community</p> <ul style="list-style-type: none"> • Mid year data shows at or above achievement past 70%. • All staff formally observed as per PGC and feedback and next steps identified. • Reporting of student progress will be regular and consistent. • End of year data shows achievement targets have been met.
<p>ENVIRONMENT</p> <p>To enhance our learning spaces both indoor and out, to support students' wellbeing and learning</p>	<p><i>Positive behaviour and learning will be complimentary.</i></p> <p><i>The physical environment will provide appropriate play and learning stimulation.</i></p>	<p>All students and staff individual differences are embraced and all feel a sense of belonging. Student wellbeing is monitored and recognized- programmes are implemented to reflect wellbeing issues.</p> <ul style="list-style-type: none"> • The physical environment will provide appropriate play and learning stimulation for the needs of all students. • Learning spaces, including inside and out, meet the emotional, social and physical needs of our tamariki.
<p>COMMUNITY CONNECTIONS</p> <p>To foster a strong sense of belonging and connection in our community</p>	<p><i>Te Reo Māori and tikanga Māori will be meaningfully incorporated into everyday life.</i></p> <p><i>Teachers and leaders will have the skills to effectively support their own and their students' wellbeing</i></p>	<p>Te Reo Māori and tikanga Māori will be meaningfully incorporated into everyday life. Our community is invested in and takes collective responsibility for students wellbeing.</p> <ul style="list-style-type: none"> • Staff and students understand the behaviour matrix and articulate what each behaviour looks like, sounds like and feels like. • Students' well-being is monitored and programmes are implemented to reflect wellbeing issues.

ANNUAL PLAN: GOAL 1	To deliver a balanced, innovative curriculum that connects, inspires and challenges			
<p>Outcome:</p> <p>All students will be emotionally, behaviourally and cognitively engaged in a relevant and localised curriculum.</p>	<p>Measures:</p> <ul style="list-style-type: none"> • Mid year data shows at or above achievement past 70%. • All staff have been formally observed as per PGC and feedback and next steps identified. • Reporting of student progress will be regular and consistent. • End of year data shows achievement targets have been met. 			
Key Actions	Accountable	Responsible	Resources	Complete by
Introduce the why, how and what of IDEAL	Principal	All staff	1 TOD. \$2785	Week 1, T1, 2025
IDEAL coach to work with staff modelling, observing and coaching teachers in teaching structured literacy	Principal	All staff	\$4550 per term	Week 10, T4 2025
Team leaders utilise internal review processes from Leading Edge PLD through Evaluation Associates	Principal	Team Leaders	2 Release days term 1 Release termly	Termly
Research and visit local school(s) with recommended structured maths programmes already implemented.	Principal	Deputy Principal, Team Leaders	Release day	Week 8, T1 2025
Identify and engage preferred PLD provider for structured maths	Deputy Principal	Deputy Principal, Team Leaders	Release day x 1 per person for visits and report-back prep	Week 7, T1 2025
Review EDGE online reporting and decide on plan	Principal	Assistant Principal		Week 2, T2 2025
Attend PB4L and Tier 2 training sessions and action with staff at subsequent staff meetings.	Principal	PB4L leads Deputy Principal, Team Leaders LSC	16 hours per staff member	Week 10, T4 2025
All staff attend TODs on implementing structured numeracy	Kahui Principals	All staff	MOE release days allocated	To be decided

ANNUAL PLAN: GOAL 2	To enhance our learning spaces both indoor and out, to support students' wellbeing and learning				
<p>Outcome:</p> <p>Positive behaviour and learning will be complimentary.</p>	<p>Measures:</p> <ul style="list-style-type: none"> The physical environment will provide appropriate play and learning stimulation for the needs of all students. Learning spaces, including inside and out, meet the emotional, social and physical needs of our tamariki. 				
Key Actions	Accountable	Responsible	Resources	Complete by	
Re-introduce the behaviour matrix to all staff. Staff re-introduce matrix to children using lesson plans adapted to suit level and need	Principal	PB4L team	Staff meeting	Week 10, T1, 2025	
Embed Te Whare Mauri Ora principles in all that we do.	Principal	All staff		Week 10, T1, 2025	
Whole school acknowledgement system is strengthened.	Principal	PB4L team	\$1000	Week 10, T2, 2025	
Team to attend training days in PB4L and Tier 2	Principal	PB4L team	release	Term 3, 2025	
Investigate, plan for, fund and build a bike track	Principal	Principal/BOT	\$20,000	Week 10, T4, 2025	
Carpet Senior rooms	Principal	Principal/BOT	\$8,000	Week 10, T4, 2025	
Heating and lighting upgrade	Principal	Principal/BOT	\$15,000	Week 10, T4, 2025	

ANNUAL PLAN: GOAL 3	To foster a strong sense of belonging and connection in our community				
<p>Outcome:</p> <p>Te Reo Māori and tikanga Māori will be meaningfully incorporated into everyday life</p> <p>Teachers and leaders will have the skills to effectively support their own and their student's well-being.</p>	<p>Measures:</p> <ul style="list-style-type: none"> • Staff and students understand the behaviour matrix and articulate what each behaviour looks like, sounds like and feels like. • Students' well-being is monitored and programmes are implemented to reflect wellbeing issues. 				
Key Actions	Accountable	Responsible	Resources	Complete by	
Review reporting to parents and investigate EDGE options for on-line reporting.	Principal	Assistant Principal	Time	Week 10, T1, 2025	
WST, AST and lead discuss and start developing initiatives relating to Kahui Strategic Plan	Kahui Leadership Team	WST, AST, Lead	Time	Week 3, T1, 2025	
Purchase new Kapa haka uniforms and investigate junior kapa haka uniform options.	Principal	Cultural Lead	\$4000	Week 1, T1, 2025	
Consult with community on co-hort entry	Principal	All teachers		T1 2025	
Continue developing school logo, and consult with key stake holders.	Principal	Cultural Lead SLT	\$5000	Week 10, T2, 2025	

STUDENT ACHIEVEMENT TARGET 2025	CURRICULUM AREA: ENGLISH (READING AND WRITING)				
<p>Annual Targets</p> <p>The percentage of males achieving at or above their expected curriculum level in reading is increased, with particular emphasis on males in Year 4 (2025).</p> <p>The percentage of students in Year 4 (2025) achieving at or above their expected curriculum level in writing is increased, with a particular emphasis on Year 4 males.</p> <p>The percentage of males in Year 5 (2025) achieving at or above their expected curriculum level in writing is increased.</p>	<p>Baseline Data</p> <p>At the end of 2024, 70% of our male students were achieving at or above their expected curriculum level in reading, compared to 81% of our female students. At the end of 2024, 38% of our Year 3 males were achieving at or above their expected curriculum level in reading.</p> <p>At the end of 2024, 37% of Year 3 students were achieving at or above their expected curriculum level in writing.</p> <p>At the end of 2024, 31% of our Year 3 males were achieving at or above their expected curriculum level in writing.</p> <p>At the end of 2024, 42% of our Year 4 males were achieving at or above their expected curriculum level in writing.</p>				
Key Actions	When and Who	Resources	Review Mid-Year	Review End-Year	
Identify the males in targeted groups who were working towards meeting expected curriculum levels at the end of 2024.	Principal, LSC, Team Leaders and teachers, Literacy Focus Group, SLA by mid term 1	TA support. RTLB, as required			
Analyse achievement data to pinpoint key areas of learning for Focus. Identify strategies that will assist with instruction in these areas.	Principal, LSC, Team Leaders and teachers, Literacy Focus Group, SLA by end term 1				
Implement regular communications with whānau, focusing on positive communications, early identification of any issues and the provision of support	Principal, LSC, Team Leaders and teachers, Literacy Focus Group, SLA as required				
Engage in iDeal PLD and implement learning programmes which include strategies in explicit teaching and structured literacy.	Leaders and teachers, LSC, SLA across the year	Coaching in iDeal framework			
Observe other teachers taking reading and writing lessons at these levels of the school or at other schools. Observation focus is on the strategies used by the teacher and the students' response to them. The overarching question is "How could I use this in my own teaching of literacy?"	Teachers	CRT time			
Gather data at mid and end of year. Discuss progress. Strategies will be critiqued, discussed, examined and adapted where required.	Focus group, Teachers, Team Leaders				
Utilise e-learning opportunities as appropriate	Teachers, LSC				
Seek support from outside agencies as required eg RTLB, RTI, MOE learning support	Leadership Team, LSC, SENCO				

STUDENT ACHIEVEMENT TARGET 2025	CURRICULUM AREA: MATHEMATICS			
<p>Annual Targets</p> <p>The percentage of students in Year 4 achieving at or above their expected curriculum level in maths is increased, with particular emphasis on females in Year 4 (2025).</p>	<p>Baseline Data</p> <p>At the end of 2024, 47% of our Year 3 students were achieving at or above their expected curriculum level in maths.</p> <p>At the end of 2024, 39% of our Year 3 females were achieving at or above their expected curriculum level in maths.</p>			
<p>Key Actions</p>	<p>When and Who</p>	<p>Resources</p>	<p>Review Mid-Year</p>	<p>Review End-Year</p>
Identify the females in targeted group who were working towards meeting expected curriculum levels at the end of 2024.	Principal, LSC, Team Leaders and teachers, Numeracy Focus Group, by mid term 1	TA support. RTLB, as required		
Analyse achievement data to pinpoint key areas of learning for focus. Identify strategies that will assist with instruction in these areas.	Principal, LSC, Team Leaders and teachers, Numeracy Focus Group, by end term 1			
Implement regular communications with whānau, focusing on positive communications, early identification of any issues and the provision of support	Principal, LSC, Team Leaders and teachers, Numeracy Focus Group, SLA as required			
Engage in PLD and implement learning programmes which include strategies in explicit teaching eg ALiM, Numicon	Leaders and teachers, LSC, SLA across the year	Coaching in NUMICON framework		
Observe other teachers taking maths lessons at these levels of the school or at other schools. Observation focus is on the strategies used by the teacher and the students' response to them. The overarching question is "How could I use this in my own teaching of literacy?"	Teachers	CRT time		
Gather data at mid and end of year. Discuss progress. Strategies will be critiqued, discussed, examined and adapted where required.	Focus group, Teachers, Team Leaders			
Utilise e-learning opportunities as appropriate	Teachers, LSC			
Seek support from outside agencies as required eg RTLB, RTLit, MOE learning support	Leadership Team, LSC, SENCO			