

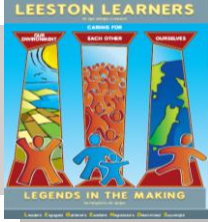
*He Puna Karumata*  
*Leeston Consolidated School*

# Strategic Goals and Annual Plan 2026-2028

Leeston Learners:  
*LEGENDS* in the making



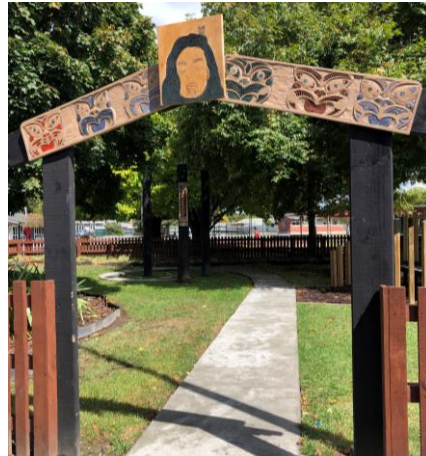
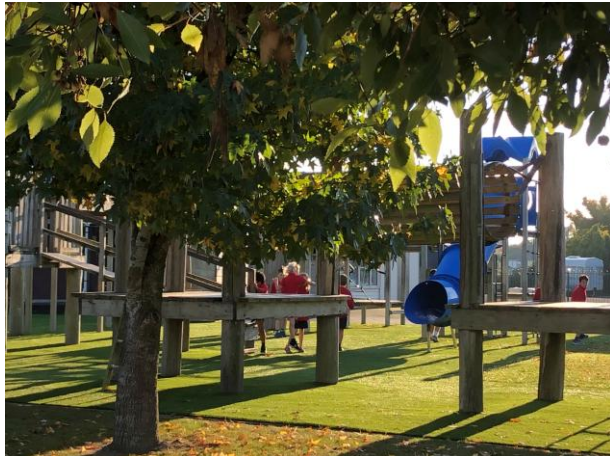
Mā to pou, te whare e tū ai  
*By its pillars, the house will stand*

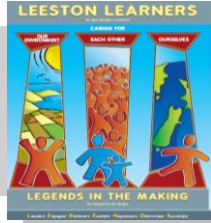


# *Our Vision*

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.*

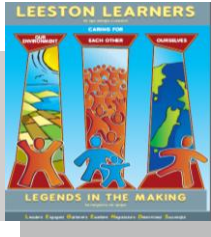




# *Our Values*

*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.
- Partner with whānau to support regular school attendance.

### 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.
- Student attendance is lifted

Roadmap	2026				2027				2028				2029			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<b>TEACHING AND LEARNING</b>  To deliver a balanced, innovative curriculum that connects, inspires and challenges.	All teachers partake in PLD to aide in the delivery of a consistent literacy and numeracy 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				Embed consistent practices in teaching numeracy school wide.				Embed consistent practices in teaching structured maths school wide				Sustain consistent practices in teaching structured maths school wide			
	Investigate reporting option				Review reporting to parents				Consolidate effective practice							
<b>ENVIRONMENT</b>  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.											
	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.				Embed Te Whare Mauri Ora principles in all that we do.				Embed Te Whare Mauri Ora principles in all that we do.							
<b>COMMUNITY CONNECTIONS</b>  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							
	Implement Cluster strategy for successful transitions from ECE to school.															
	Undertake actions to improve and lift students attendance.															
	Investigate Kapa haka uniforms for junior school.															
Initiate new logo on all communications																

Key metrics	What success looks like	Key measures (summary)
<p><b>TEACHING AND LEARNING</b></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><b>The curriculum reflects the needs of our student community</b></p> <ul style="list-style-type: none"> <li>• Mid year data shows at or above achievement past 70%.</li> <li>• All staff formally observed as per PGC and feedback and next steps identified.</li> <li>• Reporting of student progress will be regular and consistent.</li> <li>• End of year data shows achievement targets have been met.</li> </ul>
<p><b>ENVIRONMENT</b></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><b>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.</b></p> <ul style="list-style-type: none"> <li>• The physical environment will provide appropriate play and learning stimulation for the needs of all students.</li> <li>• Learning spaces, including inside and out, meet the emotional, social and physical needs of our tamariki.</li> </ul>
<p><b>COMMUNITY CONNECTIONS</b></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><b>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. Student attendance is lifted.</b></p> <ul style="list-style-type: none"> <li>• Staff and students understand the behaviour matrix and articulate what each behaviour looks like, sounds like and feels like.</li> <li>• Students' well-being is monitored and programmes are implemented to reflect wellbeing issues.</li> <li>• Termly attendance data shows a lift towards meeting the Government's target.</li> </ul>

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>To strengthen early reading transitions and accelerate learners working towards curriculum expectations, so that all learners develop fluency, comprehension, and confidence in reading, aligned to Mataiaho progressions.</p>	<p>Measures:</p> <ul style="list-style-type: none"> <li>• Mid year data shows at or above achievement past 70%.</li> <li>• All staff have been formally observed as per PGC and feedback and next steps identified.</li> <li>• Reporting of student progress will be regular and consistent.</li> <li>• End of year data shows achievement targets have been met.</li> </ul>			
Key Actions	Accountable	Responsible	Resources	Complete by
IDEAL coach to continue working with staff modelling, observing and coaching teachers in teaching structured literacy, particularly reading and writing	Principal	All staff	\$4550 per term	Week 10, T4 2026
Team leaders utilise internal review processes from Leading Edge PLD through Evaluation Associates	Principal	Team Leaders	2 Release days term 1 Release termly	Termly
<p>Report to parents against the new English and Maths Statements using the common progress descriptors</p> <p>Actively assess student progress in relation to the year-by-year teaching sequences.</p> <p>Administer SMART tool twice-yearly for each student in Years 3-8</p> <p>Phonics checks administered at 20 weeks and 40 weeks</p>	Principal	Team Leaders/Teachers/LSC	MOE guidelines	Week 10, T4, 2026
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 2026
All staff attend TODs on implementing structured numeracy	Kahui Principals	All staff	MOE release days allocated	Week 10, T 4 2026

ANNUAL PLAN: GOAL 2		To enhance our learning spaces both indoor and out, to support students' wellbeing and learning			
<b>Outcome:</b> Positive behaviour and learning will be complimentary.	<b>Measures:</b> <ul style="list-style-type: none"> <li>The physical environment will provide appropriate play and learning stimulation for the needs of all students.</li> <li>Learning spaces, including inside and out, meet the emotional, social and physical needs of our tamariki.</li> </ul>				
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, 2026	
Embed Te Whare Mauri Ora principles in all that we do.	Principal	All staff		Week 10, T1, 2026	
Whole school acknowledgement system is strengthened.	Principal	PB4L team	\$1000	Week 10, T2, 2026	
Team to attend training days in PB4L and Tier 2	Principal	PB4L team	release	Term 3, 2026	
Investigate, plan for, fund and build a bike track	Principal	Principal/BOT/PTA	\$20,000	Week 10, T4, 2026	
Initiate new 5YP	Principal	Principal/BOT		Week 10, T4, 2026	

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>Student attendance is improved</p>	<p>Measures:</p> <ul style="list-style-type: none"> <li>• Staff and students understand the behaviour matrix and articulate what each behaviour looks like, sounds like and feels like.</li> <li>• Students' well-being is monitored and programmes are implemented to reflect wellbeing issues.</li> <li>• Government's target of achieving 80% of student attending more than 90% of the time by 2030 is met.</li> </ul>			
Key Actions	Accountable	Responsible	Resources	Complete by
Review reporting to parents and investigate EDGE options for using common progress descriptors	Principal	Assistant Principal	Time	Week 10, T1, 2026
Introduce 'Switch4Schools' well-being monitoring platform.	Principal	ICT/Well-being co-ordinator	\$3000	Week 10, T4, 2026
Investigate junior kapa haka uniform options.	Principal	Cultural Lead	\$4000	Week 1, T1, 2026
Embed Te Whare Mauri	Principal	All staff		Week 10, T4, 2026
Continue developing school logo, and consult with key stake holders.	Principal	Cultural Lead SLT	\$5000	Week 10, T2, 2026
Attendance plan is reviewed	Principal	LSC		Week 10, T4, 2026

STUDENT ACHIEVEMENT TARGET 2026	CURRICULUM AREA: ENGLISH (READING AND WRITING)			
<p><b>Annual Targets</b></p> <p>The percentage of students in Year 2 (2026) achieving at or above their expected curriculum level in <b>reading</b> is increased,</p> <p>The percentage of females in Year 3 (2026) achieving at or above their expected curriculum level in <b>reading</b> is increased.</p> <p>The percentage of Year 2 (2026) males achieving at or above their expected curriculum level in <b>writing</b> is increased.</p> <p>The percentage of students in Year 3 (2026) achieving at or above their expected curriculum level in <b>writing</b> is increased</p>	<p><b>Baseline Data</b></p> <p>At the end of 2025, 34% of our Year 1 students were achieving at or above their expected curriculum level in <b>reading</b>.</p> <p>At the end of 2025, 47% of Year 2 females were achieving at or above their expected curriculum level in <b>reading</b>.</p> <p>At the end of 2025, 33%k of Year 1 males were achieving at or above their expected curriculum level in <b>writing</b></p> <p>At the end of 2025, 40% of Year 2 students were achieving at or above their expected curriculum level in <b>writing</b></p>			
<b>Key Actions</b>	<b>When and Who</b>	<b>Resources</b>	<b>Review Mid-Year</b>	<b>Review End-Year</b>
Identify the students in targeted groups who were needing support and working towards meeting expected curriculum levels at the end of 2025.	Principal, LSC, Team Leaders and teachers, Literacy Focus Group, SLA by mid term 1	TA support. RTLB, as required		
Strengthen Early Reading Transitions (Y0–2). <ul style="list-style-type: none"> <li>Strengthen focus on oral language, vocabulary and comprehension alongside decoding</li> <li>Ensure consistent use of structured literacy approaches</li> </ul>	Principal, LSC, Team Leaders and teachers, Literacy Focus Group, SLA by end term 1			
Strengthen Assessment Capability and Consistency. Ongoing moderation using Mataiaho-aligned exemplars. PLD focused on using common progress descriptors and familiarization with SMART tool.	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		
Build Reader Engagement and Confidence (Boys’ Focus). Use high-interest and culturally responsive texts. Increase opportunities for discussion and oral response to texts. Promote positive reading identities and role models	Teachers	CRT time		
Accelerate Learners Working Towards Expectation. Identify learners just below expectation early in the year <ul style="list-style-type: none"> <li>Implement short-cycle (6–10 week) acceleration plans</li> <li>Use targeted small-group instruction focused on fluency and comprehension</li> </ul>	Focus group, Teachers, Team Leaders			
Utilise e-learning opportunities as appropriate	Teachers, LSC			
Monitoring and Evaluation. Regular analysis of progress and achievement data. Review effectiveness of acceleration strategies.	Leadership Team, LSC, SENCO			

**STUDENT ACHIEVEMENT TARGET 2026**

**CURRICULUM AREA: MATHEMATICS**

**Annual Targets**

The percentage of students in Year 0-2 achieving at or above their expected curriculum level in **maths** is increased.

The percentage of female students in all year groups achieving at or above their expected curriculum level in **maths** is increased.

**Baseline Data**

At the end of 2025, 45% of our Year 0 students, 37% of Year 1 students and 46% of Year 2 students were achieving at or above their expected curriculum level in maths.

At the end of 2025, 54% of all females were achieving at or above their expected curriculum level in maths.

**Key Actions**

**When and Who**

**Resources**

**Review Mid-Year**

**Review End-Year**

Identify students in targeted group who were needing support or working towards meeting expected curriculum levels at the end of 2025.

Principal, LSC, Team Leaders and teachers, Numeracy Focus Group, by mid term 1

TA support. RTLB, as required

Strengthen early maths foundations (Years 0–2) Align Y0–2 maths programmes to Mataiaho progressions. Strengthen number sense, mathematical language and reasoning. Use explicit modelling and multiple representations

Principal, LSC, Team Leaders and teachers, Numeracy Focus Group, by end term 1

Strengthen assessment and OTJ consistency. Ongoing moderation using Mataiaho-aligned exemplars. PLD focused on using common progress descriptors and familiarization with SMART tool.

Principal, LSC, Team Leaders and teachers, Numeracy Focus Group, SLA as required

Monitoring and evaluation. Regular analysis of progress and achievement data  
 • Review effectiveness of acceleration strategies  
 • Report progress and impact to the Board

Leaders and teachers, LSC, SLA across the year

Accelerate learners working towards expectation. • Identify learners just below expectation early  
 • Implement 6–10 week acceleration cycles  
 • Use targeted small-group instruction

Teachers

CRT time

Build mathematical confidence and agency (female focus). Increase opportunities for mathematical talk and explanation. Promote multiple strategies and safe risk-taking. Use mixed-ability grouping and collaborative problem-solving

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