



# **Strategic Plan**

## **2024-2025**

## VISION STATEMENT

We strive to inspire a lifelong passion for learning. Our approach is rooted in championing teaching excellence and providing a diverse range of learning opportunities in an engaging environment. Drawing on meaningful connections to our hauora, whenua, iwi, hapu, and whanau, we empower our students to become compassionate and well-rounded individuals.



## SCHOOL DESCRIPTION

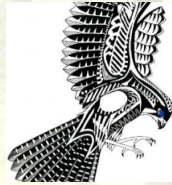


Lynmore School (Te Kura o Ōwhatiura), established in 1956, caters for children from Year 0 - Year 6. Situated on the eastern side of Rotorua bordering the breathtaking Waitawa bush and less than 5km from the world renowned Redwood Forest. Our school is part of the Rotorua East Kāhui Ako of 3 Primary Schools, 1 Intermediate School, 1 High School and over 20 Early Childhood Centres. We have three Whare Ako structures named *Ihenga*, *Kupe* and *Hinemoa* consisting of students from Year 0-6 will enable more opportunities for tuakana-teina and student leadership as well as smooth transition and connection to teachers and students in their Whare Ako as they move through to each new year.

We aim for all children to be emotionally engaged through holistic, child-centred learning opportunities with elements of blended learning, where we encourage curiosity, celebrate different learning styles and explore meaningful and high interest contexts. We foster an inclusive school culture underpinned by our Positive Culture 4 Learning (PC4L) approach that is focussed on developing self-efficacy, understanding diversity and celebrating success to establish a sense of belonging for everyone who walks through our gates. Our teachers strive to provide equitable learning outcomes and opportunities for all children. We focus on the foundations of learning, take the time to develop quality over quantity and promote collective efficacy with particular energy towards collaborative teaching and learning opportunities to ensure no child is left behind. We value our three languages of New Zealand - English, Te Reo Māori and Sign, continue to grow the use of Te Reo me ona tikanga across the school, ensure STEAM is a growing part of our curriculum, share maori histories and Te ao Māori, explore Science, Biosecurity and Environmental studies and are actively involved in hapū, iwi and community based projects. We are working towards agile teaching and learning to create environments where our students are motivated to do their best work and feel invested in their class and school as a whole.

*Waitawa Bush*

## SCHOOL VALUES



**COURAGE**  
FEELING THE FEAR  
AND DOING IT ANYWAY DESPITE  
DIFFICULTIES, FAILURE, OR  
OPPOSITION...



**INTEGRITY**  
DOING THE RIGHT  
THING EVEN  
WHEN NO ONE IS  
WATCHING!



**AROHA**  
SUPPORTING  
AND TREATING OTHERS  
LIKE YOU WOULD  
LIKE TO BE TREATED.



**CURIOSITY**  
TO HAVE A LOVE OF  
LEARNING, WANTING TO  
UNDERSTAND  
OUR WORLD...

## SCHOOL MOTTO

*Keep Moving, Keep Growing, Keep Learning*  
*Tupungia te aroha o te ako hei anga mua*

## Cultural Diversity and Māori Dimension

The school will incorporate Te Reo Māori (language) and Tikanga Māori (Māori culture and protocol) into the school's curriculum.

- Te Reo mē ona tikanga programme across the school.
- A set programme will be used as a basis for instruction and development in all classrooms and school wide events.
- Whare Ako teams will have programmes incorporating visits to marae and/or places of cultural importance.
- Ongoing professional development for teachers
- Marae stays for staff.
- Te Reo Māori PLD (Te Ahu ō te reo and Māori Achievement Collaborative)
- Local curriculum contexts

The [Board will take every opportunity to consult](#) with our Māori community through:

- ❖ B.O.T. representation
- ❖ School annual report on Māori achievement.
- ❖ Consultation with Te Roro ō Te Rangi hapū & Ngāti Uenuku Kopako.

If a parent requests a higher level of Te Reo Māori mē ona tīkanga, the staff and family will explore opportunities that may include one or more of the following:

- Provide further opportunities through the child's classroom activities through taped resources, computer programmes and resources etc.
- Using local resource people who are willing to assist and who have the expertise including the Lynmore School Whanau Support Group.
- *The school/teacher may be supported to seek advice etc from local Kura/Kāhui Ako*
- *Discussions and meetings with other schools that offer greater levels of Māori Medium education*
- *Discussions and meetings with external Maori Advisors for guidance and support*
- Dual enrolment with the correspondence school
- *If requests are made for higher levels of Te Reo Māori mē ona tīkanga for many students; through in-depth discussions and meetings, the school will consider establishing a bilingual/partial immersion unit*

#### **Māori Engagement Progress and Achievement**

Ensure all Māori learners have a sense of belonging in the school and experience academic growth and success as Māori.

#### **Well Being for Success**

Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety

#### **Student Engagement Progress and Achievement**

Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all

#### **Developing agile learners**

Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning - Use graduate profile PC4L data

Throughout the year we will use formative and summative assessment practices to monitor, reflect, evaluate and report on engagement, progress and achievement.

We will develop a portfolio of student, teacher and parent feedback to provide baseline data in order for us to focus our energy on improving systems, processes and resources.

In February, 2024 the school context in terms of ethnicity is 22% NZ Maori and 12% Asian, the majority of other students (50%) are NZ European, the remaining % of students are from all over the world, many being MELAA.

Our academic progress and achievement data in Reading, Writing and Mathematics will be measured using the PaCT (Progress, Achievement Curriculum Tool) in Terms 2 & 4. This data will be analysed in cohorts that include gender, ethnicity and year groups to identify specific areas of success and challenges.

We partner with parents/caregivers to develop and share Personalised Education Plans (PEP's) for every child each term. The PEP is not time bound and can be reviewed at parent's or teacher's discretion. Our PEP's will also report the individual learning journey of our ESOL (English for Speakers of Other Languages) and/or Special Education Needs of students.

We will further develop our PC4L rubric to reflect progressive levels of growth in the areas of our four school values as a mechanism to measure agile learner development.

The school-wide environment is being developed to reflect the multicultural makeup of our school. We will create spaces of significance through landscaping and student engagement in their immediate environment including signage in Te Reo and other languages.

- ESOL and support for students with additional needs continues across the school.
- Across cluster SENCo group established in Kāhui Ako
- Literacy enrichment programmes in place – Structured Literacy, Better Start Literacy and Authorship
- Focus on Science, Biosecurity and Environmental concepts
- Development of Localised Curriculum with Iwi, Hapū, Kāhui Ako and Tatau Pounamu partnerships
- Play-based learning involving both child-initiated and teacher-supported learning in Years 0-2

Teacher Action Inquiry (TAI) is moving towards a collaborative inquiry approach. Development of leadership in our teachers and students is an important focus. Evaluative and instructional capability through structured data conversations (John Hattie)

**PLD for 2024:**

- Rotorua East Kāhui Ako – Transitions, Literacy, Localised Curriculum, Students with Additional Needs
- Personalised Transitions to, within and across schools programme (Kākano)
- PB4L – Tier 3
- Structured Literacy
- Better Start Literacy
- Te Reo mē ona Tikanga
- Irlens/Phonological awareness
- Collaborative teaching pedagogy
- Collective Teacher Efficacy
- Science/Enviro and Localised Curriculum
- Authorship

Review of Strategic Plan

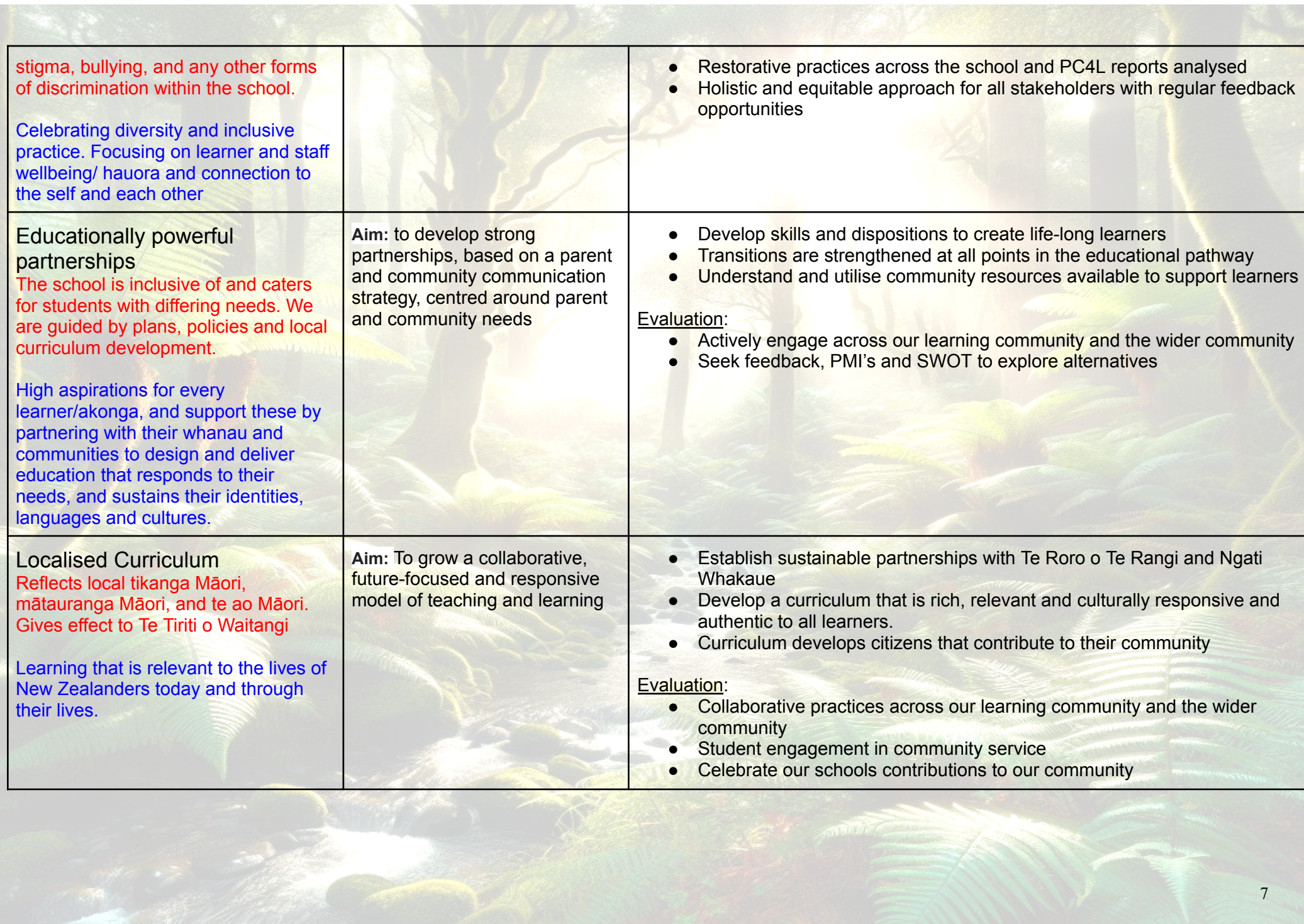
End 2025

The Lynmore School Board of Trustees ensures policies and procedures are kept up to date in accordance with legislation and best practice.

<b>Personnel</b>	The board will continue to appoint the best person for the position	<ul style="list-style-type: none"> <li>● Appraisal processes will remain the focus of teacher ongoing development and building teacher capacity through a collaborative inquiry approach.</li> <li>● Peer and leader appraisals will expect teachers and leaders to be highly reflective and open to change and that teachers will have more responsibility in driving their own appraisal processes using spirals of inquiry.</li> <li>● Ongoing board training</li> </ul>
<b>Learning Environment</b>	10YPP - Minor works to be completed 24/25. Student Progress & Achievement reviewed regularly. Ongoing Professional Learning for teachers & Leaders	<ul style="list-style-type: none"> <li>● New/additional signage around the school in line with PC4L programme &amp; localised curriculum history</li> <li>● Waitawa Bush re-development – new signage, pathways, planting to restore waterways, signage to share localised stories and create picnic areas.</li> <li>● External maintenance painting 2022 - 2025</li> <li>● Gym roof restoration</li> <li>● Landscaping development</li> </ul>
<b>Health &amp; Safety</b>	Health & Safety will continue and be in line with school policies and procedures with adequate transparency.	<ul style="list-style-type: none"> <li>● Maintenance &amp; Health and Safety reports to committee</li> <li>● Maintain a Health and Safety register</li> <li>● Pandemic responses as per Ministry of Health (MOH) and Ministry of Education (MOE) recommendations</li> <li>● Emergency kits maintained in all classrooms</li> </ul>
<b>Finance</b>	Re-development of school financial management in partnership with an approved Education Focussed provider. Facilities hire continues Banked staffing carefully monitored.	<ul style="list-style-type: none"> <li>● Regular monitoring of finance will continue and be in line with school policies and procedures with adequate transparency.</li> <li>● The school community, the Board, students and staff will fundraise for the following: support for EOTC activities, STEAM equipment for classes and interactive outdoor playground equipment</li> </ul>
<b>Policies &amp; Procedures</b>	<a href="#">School Docs Login</a> Lynmore School	<ul style="list-style-type: none"> <li>● Governance &amp; Management Responsibilities</li> <li>● Consultation &amp; Communication</li> <li>● Termly policy review</li> </ul>

## Lynmore School Strategic Goals 2024 - 2025

<b>Strategic Goals</b> with links to Education and Training Act & NELP's	<b>Aim</b> What do we expect to see	<b>Contexts for change and evaluation</b>
<p><b>Build evaluative capability to build effective leaders</b></p> <p>Every student is able to attain the highest possible standard in educational achievement</p> <p>Quality teaching and leadership to maximise learning opportunities for students.</p>	<p>To grow professional practice across all levels of the system</p>	<ul style="list-style-type: none"> <li>● cultivate collaborative culture through spirals of inquiry</li> <li>● deepen learning and understanding through intentional planning and evaluative process</li> <li>● strengthen internal accountability for sustainable improvement</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>● staff appraisals developed and evaluated in partners</li> <li>● personal education plans (PEP's) for students in collaboration with teacher, student and parents</li> </ul>
<p><b>Māori success as Māori</b>  <i>Whakawhanaungatanga, Whakapapa, Wairua, Manaaki</i></p> <p>Achieving equitable outcomes for Māori students.</p> <p>Barrier Free Access – Great education opportunities and outcomes are within reach for every learner</p> <p>Connectedness = Creating meaningful learner centred partnerships with whanau, community, iwi and hapū</p>	<p>Māori students know their potential and feel supported to set goals and take action to achieve success, valuing identity, language and culture and included in teaching and learning in ways that support students to emotionally engage</p>	<ul style="list-style-type: none"> <li>● Create a culture of whakawhanaungatanga</li> <li>● Strengthen the use of Te Reo and Tikanga across the school</li> <li>● Celebrate cultural diversity and make authentic connections</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>● Personalised PLD for teachers</li> <li>● Increased use of Te Reo and Tikanga practices</li> <li>● Visible displays of culture and heritage</li> </ul>
<p><b>Wellbeing for Success</b></p> <p>The school is a physically safe place for all students and staff and takes all reasonable steps to eliminate racism,</p>	<p><b>Aim:</b> To improve the mental, emotional, physical and spiritual wellbeing of all students, staff and community of the school.</p>	<ul style="list-style-type: none"> <li>● build a culture where positive behaviour and learning is a way of life</li> <li>● Develop positive and open communication with students and whanau to improve understanding of our students</li> </ul> <p><u>Evaluation:</u></p>





# Lynmore School Annual Implementation Plan 2024

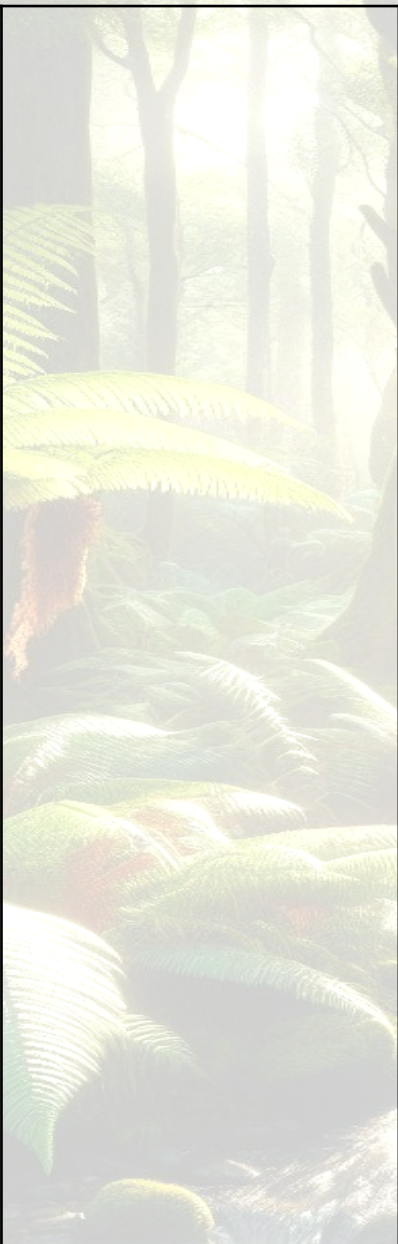
Strategic Goals		School Wide Focus – Annual Implementation Plan 2024	Personnel
<p><b>1. Build evaluative capability to build effective leaders</b></p> <p>Every student is able to attain the highest possible standard in educational achievement</p> <p>Quality teaching and leadership to maximise learning opportunities for students.</p>	<p>1.1 Cultivate collaborative culture through spirals of inquiry</p> <p>1.2 deepen learning and understanding through intentional planning and evaluative process</p> <p>1.3 strengthen internal accountability for sustainable improvement</p>	<p><b>Cultivating a collaborative approach</b></p> <ul style="list-style-type: none"> <li>● Vertical learning groups - Whare Ako               <ul style="list-style-type: none"> <li>○ Sharing best practice</li> <li>○ Supporting each other's needs</li> <li>○ Teacher voice gathered</li> <li>○ Teaching as collaborative Inquiry</li> <li>○ Peer accountability</li> </ul> </li> <li>● Horizontal learning groups - Junior, Middle, Senior School               <ul style="list-style-type: none"> <li>○ Sharing best practice</li> <li>○ Supporting each other's needs</li> <li>○ Moderation of student work</li> <li>○ Shared understanding of learning progressions</li> </ul> </li> <li>● Professional learning support network created               <ul style="list-style-type: none"> <li>○ Future focused leaders dispersed across the school to support each team and model growth future focused competencies (&amp; FISH philosophy)</li> <li>○ Mentoring programme for all teachers through the Whare Ako structure</li> </ul> </li> <li>● Peer coaching and accountability</li> <li>● Leadership team distributed across the Whare Ako</li> <li>● Collaborative co-leadership structure for Whare Ako &amp; Horizontal learning groups</li> </ul>	<p>Principal</p> <p>Leadership Team</p> <p>Team leaders</p> <p>Teachers</p> <p>(Collaboration)</p>

		<p><b>Deepen Learning</b></p> <ul style="list-style-type: none"> <li>● Evidence of needs and achievement in Responsive Learning plans <ul style="list-style-type: none"> <li>○ Evidence of planning being a working document</li> </ul> </li> <li>● Anecdotal notes recorded (e.g. in planning or modelling books)</li> <li>● Feedback is clearly provided and is consistent in structure across the school <ul style="list-style-type: none"> <li>○ Identifies learning objective (based on co-constructed success criteria)</li> <li>○ Identifies progress made</li> <li>○ Provides next step in learning</li> </ul> </li> <li>● Observations of others' practice</li> <li>● Structured and Better Start Literacy approaches adopted across the school on a needs basis</li> <li>● See the progression of NOTICE, THINK, IMITATE, INNOVATE in practice</li> <li>● Specific PD focusing on shifting practice to accelerate student progress</li> <li>● Dynamic resource bank (digital) created for teachers to use and contribute to</li> </ul> <p><b>Strengthen internal accountability</b></p> <ul style="list-style-type: none"> <li>● Teachers using skills gained in PD in TAIs and in classrooms</li> <li>● Vertical whare ako used to shared best practice</li> <li>● Middle leaders developed as leaders of learning/coaches/mentors</li> <li>● SLT alongside middle leaders for observation to enable richer discussions</li> <li>● Middle leaders oversee TAI, observations and appraisal of teachers with regards to learning</li> <li>● Middle leaders as role models</li> <li>● PLD on authorship in writing continues</li> <li>● Ensure cross curricular and Te Ao Maori contexts are addressed.</li> <li>● Structured literacy support across school through Kahui Ako</li> <li>● Better Start Literacy support across Y0-2</li> </ul>	<p>Leadership Team</p> <p>Team leaders</p> <p>Teachers</p> <p>(Collaboration)</p> <p>Authorship expert</p> <p>Literacy Leader</p> <p>Kahui Ako Across School Teacher</p> <p>Iwi support</p>
<p>2. Māori success as Māori</p> <p><i>Whakawhanaunga tanga, Whakapapa, Wairua, Manaaki</i></p>	<p>2.1 Create a culture of whakawhanaungatanga</p> <p>2.2 Strengthen the use of Te Reo me ona Tikanga across the school</p>	<p><b>Whakawhanaungatanga</b></p> <ul style="list-style-type: none"> <li>● Whole staff marae hui/ stay</li> <li>● Connect with Iwi &amp; Hapū representatives and experts to source local histories to share across our learning community</li> </ul> <p><b>Te Reo me ona Tikanga</b></p> <ul style="list-style-type: none"> <li>● Establish a clear pathway for learning in Tikanga and Te Reo Māori</li> </ul>	

<p><b>Achieving equitable outcomes for Māori students.</b></p> <p>Barrier Free Access – Great education opportunities and outcomes are within reach for every learner</p> <p>Connectedness = Creating meaningful learner centred partnerships with whanau, community, iwi and hapū</p>	<p>2.3 Celebrate cultural diversity and make authentic connections</p>	<p>across the school (Te Ahu ō te reo and in-school support)</p> <ul style="list-style-type: none"> <li>● Establish and document a progressive pathway for Te Reo &amp; Tikanga for each Year group</li> <li>● Utilise and take the lead from their experiences and the expertise from across the School</li> <li>● Immerse Te Reo and tikanga into daily routines and activities</li> <li>● Daily Akinga: develop with all students and staff.</li> <li>● TV Station</li> <li>● Common greetings, commands and responses used by majority of students and staff (including the office)</li> <li>● More bilingual signs around the school - Māori / English</li> <li>● Waiata more prevalent in team wide and school wide events (e.g. Community)</li> <li>● Utilise and take the lead from the experience and knowledge from our Senior Leadership team, Teachers, Kaiawhina and Iwi representative</li> <li>● 50% (representing all ethnic groups of teachers) complete level 1 Te Reo</li> <li>● Professional learning opportunities offered to all staff with support by MOE to engage in Whiria te ako programmes facilitated locally by Te Taumata - Te Ahu ō te Reo</li> </ul> <p><b>Cultural diversity</b></p> <ul style="list-style-type: none"> <li>● Focus on Māori celebrations e.g. Matariki, Māori Language week</li> <li>● Ensure equity measures for Māori achievement across the school</li> <li>● Uphold kawa protocols when working in Taiao and the Maramataka</li> <li>● Connect with Iwi &amp; Hapū representatives and experts to source local histories to share across our learning community</li> <li>● Focus on significance of Māoridom</li> </ul>	<p>Principal with MAC &amp; Iwi support</p> <p>Te Ao Maori Leader</p> <p>In-school expertise</p> <p>Team Leaders</p> <p>Teachers</p> <p>Kaiawhina</p>
<p><b>3. Wellbeing for Success</b></p> <ul style="list-style-type: none"> <li>● Whakawhanaungatanga</li> <li>● Whakapapa</li> <li>● Wairua</li> <li>● Manaaki</li> </ul> <p>The school is a physically safe place for all students and staff and takes all</p>	<p>3.1 build a culture where positive behaviour and learning is a way of life</p> <p>3.2 Develop positive and open communication with students, whānau and families to improve understanding of our</p>	<p><b>Positive behaviour &amp; learning</b></p> <p>PC4L team established to focus on:</p> <ul style="list-style-type: none"> <li>● Happy students and teachers by having a sense of belonging</li> <li>● Enhancing the community that we are a part of by having a common understanding and expectations <ul style="list-style-type: none"> <li>○ Alignment of current philosophies, e.g. values, FISH philosophy</li> <li>○ Parent voice regularly gained</li> <li>○ Signage around the school is positive and supports the kaupapa</li> </ul> </li> <li>● Clear pathways for improving behaviour rather than punishing behaviour</li> </ul>	<p>BOT</p> <p>Principal</p> <p>Leadership Team</p>

<p>reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school.</p> <p>Celebrating diversity and inclusive practice. Focusing on learner and staff wellbeing/ hauora and connection to the self and each other</p>	<p>students</p>	<ul style="list-style-type: none"> <li>○ Tracking impact through data</li> <li>○ Alignment with Mokoia Intermediate</li> <li>● Updating school procedures and policies to be in line with PC4L</li> <li>● Developing positive and trusting relationships to promote learning and a sense of connectedness</li> <li>● Develop positive and open communication with students, whanau and families to improve understanding of our students <ul style="list-style-type: none"> <li>○ Seesaw</li> </ul> </li> <li>● Get to know all students holistically in the classroom, including needs, strengths and passions <ul style="list-style-type: none"> <li>○ Convivial conversation</li> <li>○ Circle time</li> <li>○ Strong transitioning (to, from and within school)</li> </ul> </li> <li>● Build our cultural competencies to better meet the diverse needs of all of our learners <ul style="list-style-type: none"> <li>○ TAI, RTC, Ka Hikitia, Tataiako, Tapasa</li> <li>○ Graduate profile and coherent pathways across Kāhui Ako</li> </ul> </li> </ul> <p><b>Open communication</b></p> <ul style="list-style-type: none"> <li>● Enhance educationally powerful connections between teacher, student and family</li> <li>● Teacher, family and students (where appropriate) co-construct P.E.Ps termly</li> <li>● Regular meetings with students and whānau around their cognitive engagement and learning goals and progress</li> <li>● Regular communication via Seesaw</li> <li>● Open door policy in the classroom</li> <li>● Work in partnership with local hapū to support graduate profile development alongside curriculum (coherent pathways tool)</li> <li>● Equitable access to digital devices/ digital learning (students &amp; staff)</li> <li>● Provide opportunities for other technologies for learning, such as robotics and TV station</li> <li>● Develop a structure for developing leadership opportunities <ul style="list-style-type: none"> <li>○ Whare ako</li> <li>○ Whānau leaders</li> <li>○ Digital support structure</li> </ul> </li> </ul>	<p>PC4L team</p> <p>Team Leaders</p> <p>Teachers</p> <p>Hapū</p>
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		<ul style="list-style-type: none"> <li>○ Personalised PD opportunities to support implementation of the school's strategic goals</li> <li>● Follow the 5R's of restorative practice; relationship, respect, responsibility, repair and re-integration.</li> <li>● Take the time to ask restorative questions</li> <li>● What happened? <ul style="list-style-type: none"> <li>● What were you thinking of at the time?</li> <li>● What have you thought about since?</li> <li>● Who has been affected by what you have done?</li> <li>● In what way have they been affected?</li> <li>● What do you think you need to do to make things right?</li> </ul> </li> <li>● Community projects, school actively involved in the community <ul style="list-style-type: none"> <li>○ Involve local media</li> <li>○ Whānau leaders actively contribute to newsletters monthly</li> <li>○ Images added to website monthly</li> <li>○ Community/ Whānau experts utilised</li> <li>○ Student leaders profile utilised</li> <li>○ Student voice gathered</li> <li>○ Leading events (e.g. cross country, fun run, dynamos, swimming sports, athletics)</li> <li>○ Lead community and team assemblies</li> </ul> </li> </ul>	
<p><b>4. Educationally powerful partnerships</b>  The school is inclusive of and caters for students with differing needs. We are guided by plans, policies and local curriculum development.</p>	<p>4.1 Develop skills and dispositions to create life-long learners  4.2 Transitions are strengthened at all points in the educational pathway  4.3 Understand and utilise community resources available to support learners</p>	<p><b>Supporting improved attendance &amp; engagement</b></p> <ul style="list-style-type: none"> <li>● Clear communication between teachers, leaders and managements so attendance issues are identified</li> <li>● Team minutes update weekly identifying attendance records and concerns</li> <li>● Identify narrative to any attendance below 95% <ul style="list-style-type: none"> <li>○ Include details of any action taken</li> </ul> </li> <li>● Clear process in place which is followed- attendance procedures</li> <li>● Awareness and responsive to students in Emergency Housing and whānau hardship</li> <li>● All students, especially at risk students, will have equitable access to resources and support required for success</li> <li>● Personalised learning programmes strengthened across the school</li> </ul>	<p>Principal</p> <p>Leadership Team</p> <p>Kāhui Ako Across School Teachers</p>

<p>High aspirations for every learner/akonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>		<ul style="list-style-type: none"> <li>● Use of learner P.E.P. to establish an understanding of belonging (Who I am), achievement (What I do) and perception (What I think) so we can modify our school systems (What we do) to support growth</li> <li>● Leverage technology to personalise learning approach for individuals</li> <li>● Development and revision of P.E.Ps (personalised education plans) for each learner</li> <li>● Personalised learning visible in classrooms during observations</li> <li>● Evidence of co-construction and choice to follow passions</li> <li>● Focus on and acknowledge a mindset of growth and evidenced based risk taking and adaptive confidence</li> <li>● Clear pathway for future focused learning <ul style="list-style-type: none"> <li>○ Future focused learning plan</li> <li>○ Common language</li> </ul> </li> <li>● Professional Learning opportunities <ul style="list-style-type: none"> <li>○ Personalised support within Whare Ako and across the school</li> <li>○ Timelined and strategically planned for</li> <li>○ Teacher voice gathered</li> </ul> </li> </ul> <p><b>Optimum transitioning</b></p> <ul style="list-style-type: none"> <li>● Strong transitioning (to, from and within school)</li> <li>● Procedures for outgoing/ incoming students</li> <li>● Update enrol details</li> <li>● Communication with previous school/ECE and Intermediate School</li> <li>● Clear pathways for at risk students established by all stakeholders</li> <li>● Kākano programme</li> <li>● Clear process and procedure for transitioning at the end of the year</li> <li>● teacher speed dating to share student strengths &amp; needs</li> <li>● meet the teacher for students</li> <li>● meet the teacher for parents and whanau</li> </ul> <p><b>Students with additional needs</b></p> <ul style="list-style-type: none"> <li>● Strengthen the awareness of at risk students</li> <li>● Clear pathway/template/rubric of support structures to follow</li> <li>● At risk students are identified and plans made that support a positive change</li> <li>● Students and any action taken for supporting at risk students documented in team minutes</li> <li>● Communication to be made with readiness to learn team (for urgent</li> </ul>	<p>Learning Support Coordinators</p> <p>SENCo</p>
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		<p>matters or for students that are not improving regardless of intervention strategies)</p> <ul style="list-style-type: none"> <li>● Increased clarity of what support is available for at risk students</li> <li>● Strengthen networks with agencies that support at risk students and whānau</li> <li>● Icept, Irlens screening routinely underway at school in Year 4-6</li> </ul> <p><b>Utilise community resources</b></p> <ul style="list-style-type: none"> <li>● Continue to build relationship with Te Roro o Te Rangi/Uenukukopako/ Ngāti Whakaue to support education strategy</li> <li>● Kaumātua of Te Roro o Te Rangi plays an active role in school events, local histories and decision making at governance level.</li> <li>● Utilise Rotorua East Kāhui Ako to develop and sustain connections to support networks such as Mokoia Community Association and Tatau Pounamu</li> <li>● Resources are generated and shared between all parties.</li> <li>● Monthly minutes shared with BoT and documented in school newsletter and on website</li> <li>● Encourage new members to the BOT &amp; PTA e.g. new families to the school (i.e.) Year 1 to ensure a greater sustainability of the group</li> <li>● Regular and reciprocal contact made with support agencies, e.g. RTLB, Navigator, MOE</li> <li>● Work closely with Kahui Ako LSC's &amp; Across School Teachers</li> <li>● Actively engage with community projects to support whanau engagement</li> <li>● Engage with RPA, ERO, MOE, ITE providers and outside agencies</li> </ul>	
<p><b>5. Localised Curriculum</b>  <b>Reflects local tikanga Māori, mātauranga Māori, and te ao Māori.</b>  <b>Gives effect to Te Tiriti o Waitangi</b></p> <p><b>Learning that is relevant to the lives</b></p>	<p>5.1 Establish sustainable partnerships with Te Roro o Te Rangi and Ngati Whakaue</p> <p>5.2 Develop a curriculum that is rich, relevant and culturally responsive and authentic to all learners.</p> <p>5.3 Curriculum develops</p>	<p><b>Sustainable partnerships with Iwi &amp; Hapū</b></p> <ul style="list-style-type: none"> <li>● Hapū representative on Board of Trustees</li> <li>● Collaboration with hapū experts in local matauranga</li> <li>● Inclusive and meaningful engagement that contributes to our community projects</li> <li>● Partnerships with Tatau Pounamu Collective, Iwi, <a href="#">Hapū</a>, Rotorua Lakes Council, Te Arawa Whanau Ora, <a href="#">Rotorua East Kahui Ako (REKA)</a>, Trusts and the wider community.</li> </ul> <p><b>Rich and relevant Curriculum</b></p> <ul style="list-style-type: none"> <li>● Greater consistency and quality of teaching through critical inquiry and critical reflection</li> </ul>	<p>Principal</p> <p>Te Roro o Te Rangi Hapū (iwi partnership)</p> <p>Leadership Team</p> <p>Team Leaders</p>

<p>of New Zealanders today and through their lives.</p>	<p>citizens that contribute to their community</p>	<ul style="list-style-type: none"> <li>● Enhance programmes to encourage and support students to think like a scientist</li> <li>● Framework for scientific thinking progressions</li> <li>● Focus on the nature of science, environment and local contexts</li> <li>● NOTICE, THINK, IMITATE, INNOVATE framework implemented in all classes</li> <li>● Develop resources and leaders to shift practice and support the growth in student progress</li> <li>● Strengthen Teaching as a Collaborative Inquiry process</li> <li>● Set structure for reflecting on professional learning standardised</li> <li>● Key messages, Implication to thinking/teaching, Next steps</li> <li>● More accountability on the evidence of impact - Can we evidence it?</li> <li>● Professional growth through Peer Coaching (Critical Friends)</li> <li>● Whare ako structure leveraged for maximum impact</li> <li>● Developing thinking - Learners being innovative, problem solving, creative, entrepreneurial</li> <li>● Student confident to ask questions</li> <li>● Students and teachers confident to deviate from chosen track</li> <li>● Learning programmes encouraging authentic opportunities for critical thinking and innovation</li> <li>● Play based learning skills in assessing, rich provocations and planning built on</li> <li>● TV station</li> <li>● Teaching students how to think (rather than what to think)</li> <li>● Implementing Depth &amp; Complexity framework</li> <li>● Developing agency</li> <li>● Teach students how to navigate challenges in learning</li> <li>● Encourage students to follow curiosities and passions – supported by a rich local curriculum</li> </ul> <p><b>Community contributions</b></p> <ul style="list-style-type: none"> <li>● Respecting tikanga and kawa around our taiao</li> <li>● Provide opportunities for students to have choice in learning</li> <li>● Opportunities for social action</li> <li>● Actively engage with community projects to support whanau and student engagement</li> </ul>	<p>In school lead teachers</p> <p>Teachers</p> <p>Kāhui Ako</p> <p>Hapū/Iwi Partnership</p> <p>Tātau Pounamu</p> <p>Local Community groups</p>
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### Lynmore School 2024 Targets

- Use the PaCT tool to measure student achievement against the NZC levels

#### Curriculum

**Reading:** 90% of all Year 2, 4 & 6 students at or above NZC expectations

**Writing:** 90% of all Year 2, 4 & 6 students at or above NZC expectations

**Maths:** 95% of all Year 2, 4 & 6 students at or above NZC expectations

### Lynmore School 2024 Progress Targets

- Use the PaCT tool to measure student progress and calculate effect size using John Hattie's effect size calculation

**Reading:** 80% of all Year 4 Māori students progress at or above the expected rate; the remaining 20% will make more than 6 months progress

**Writing:** 80% of all Year 4 boys progress at or above the expected rate; the remaining 20% will make more than 6 months progress

**Mathematics:** 80% of all Year 6 students progress at or above the expected rate; the remaining 20% will make more than 6 months progress