

## Lynmore School Annual Implementation Plan 2025

Strategic Goals		2024/25	School Wide Focus – Annual Implementation Plan 2025	Personnel
<p>1. Build evaluative capability to build effective leaders</p> <p style="color: red;">Every student is able to attain the highest possible standard in educational achievement</p> <p style="color: blue;">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><u>BSLA:</u></b>  <b>4 trained Faciliators in school</b></p> <p>2024 – All Junior teachers BSLA trained</p> <p>2025 – All Middle cohort teachers are enrolled for BSLA Training and implementation. All Senior cohort teachers will be enrolled from term 3 2025</p> <p><b><u>Accelerated Learning in Mathematics (Alim):</u></b>                  2024 – 4 teachers Alim trained                  2025 – 5 teachers will begin Alim PLD                  We will have at least 2 or more teachers in each cohort with Alim qualifications</p> <p><b><u>2025 Math Leadership</u></b>                  Established to guide the implementation of the</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>○ PC4L - Collaboration focussed on Social/Emotiona l development and Attendance</li> <li>○ Tuakana/Teina opportunities for students</li> </ul> </li> <li>● Horizontal learning groups - Junior, Middle, Senior School                             <ul style="list-style-type: none"> <li>○ Collaboration focussed on establishing a knowledge rich curriculum grounded in sharing best evidence-based practice</li> <li>○ Establishing partnerships with whanau and Iwi</li> </ul> </li> </ul>	<p>Principal</p> <p>Leadership Team</p> <p>Team leaders</p> <p>Specialist teachers</p> <p>Teachers</p> <p>Iwi</p> <p>Whanau</p>

		<p>Refreshed Curriculum, Math No Problem resources and Structured Maths.</p> <p><b>Leadership PLD</b> for all team leaders and SLT started in 2024 and will continue in 2025 with Selena @ Coactive Education.</p> <p><b>Additional Student Leadership</b> Whare Ako driven to support student leadership opportunities in Years 4-6</p>	<ul style="list-style-type: none"> <li>● Professional learning support network created <ul style="list-style-type: none"> <li>○ Future focused professional development in Literacy and Numeracy teaching and learning</li> <li>○ Professional learning and support to implement consistent modes of monitoring student progress and achievement</li> </ul> </li> </ul>	
<p>2. Māori success as Māori <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>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>2.3 Celebrate cultural diversity and make authentic connections</p>	<p><b>Te Reo:</b> 2024 – 5 teachers and 1 board member completed Te Ahu o te Reo professional learning from Taumata 1 to Taumata 4</p> <p><b>Authorship:</b> 2024 – 8 teachers 2025 – 5 teachers</p> <p><b>Across School PLD</b> leads for: PC4L, Maths No Problem, Math Whizz,</p>	<p><b>Whakawhanaungatanga</b></p> <ul style="list-style-type: none"> <li>● Partnership with Iwi &amp; Hapū representatives and experts</li> </ul> <p><b>Te Reo me ona Tikanga</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Cultural diversity</b></p>	<p>Principal</p> <p>MAC</p> <p>Iwi/hapū</p> <p>Te Ao Maori Leader</p> <p>In-school expertise</p>

<p>Connectedness = Creating meaningful learner centred partnerships with whanau, community, iwi and hapū</p>		<p>Assessment Practices, Structured Literacy, EOTC, Te Ao Maori, Environmental Science</p> <p><b><u>Kaitiaki/Social Action</u></b> In collaboration with Mana Whenua – Biosecurity projects</p> <p><b><u>Maori Achievement Collaborative (Drew Manning)</u></b> Conference at Waitangi with SLT and Board</p> <p><b><u>Te Arawa Primary Schools Kapahaka</u></b> Engaged in Rotorua, Kahui Ako and Regional Competitions</p>	<ul style="list-style-type: none"> <li>• Cultural celebrations</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</li> </ul>	<p>Team Leaders</p> <p>Teachers</p> <p>Kaiawhina</p>
<p><b>3. Wellbeing for Success</b> <b>School Values: Curiosity, Aroha, Integrity and Courage</b></p> <p>The school is a physically safe place for all students and staff and takes all 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</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 and development of our students</p> <p>3.3 Develop skills and</p>	<p><b><u>Across School PLD:</u></b> PC4L – Lead teacher and action team to ensure all processes are consistent with assistance from team leaders &amp; SLT</p> <p><b><u>Whanaungatanga Opportunities</u></b> Understand our place, our people</p> <p><b><u>Tier 2 Collaborative Inquiry Team</u></b></p>	<p><b>Positive Culture for Learning (PC4L)</b> PC4L team established to focus on:</p> <ul style="list-style-type: none"> <li>• Creating, monitoring and evaluation of school-wide expectations outlined in our 4 values rubrics.</li> <li>• Clear pathways for improving behaviour rather than punishing behaviour</li> </ul>	<p>Principal</p> <p>Leadership Team</p> <p>PC4L team</p> <p>Team Leaders</p> <p>Teachers</p> <p>LSC's</p>

<p>learner and staff wellbeing/ hauora and connection to the self and each other</p>	<p>dispositions to create life-long learners</p>	<p>Weekly hui with LSC's, SLT, Team Leaders, SENCO to support students with additional needs</p> <p><b><u>Exploring potential</u></b> Refining learning engagements that are responsive to students/whanau/teacher s strengths and interests.</p>	<ul style="list-style-type: none"> <li>Tracking impact with evidential data</li> </ul> <p><b>Open communication</b></p> <ul style="list-style-type: none"> <li>Enhance educationally powerful connections between teacher, student and whanau o</li> </ul>	<p>SENCO</p> <p>Hapū</p>
<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>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>	<p>4.1 Transitions are strengthened at all points in the educational pathway 4.2 Understand and utilise community resources available to support learners</p>	<p><b><u>Rotorua Principals Association:</u></b> Principal is the current president and member of the NZ Principals Federation</p> <p><b><u>Rotorua East Kahui Ako (REKA):</u></b> Principal is co-lead of REKA. Shared Across School teachers, Learning Support Coordinators, Within School lead. Transitions to school.</p> <p><b><u>Mokoia Community Association/Tatau Pounamu:</u></b> Actively engaging with community initiatives</p> <p><b><u>Te Arawa Lakes Trust &amp; Te Roro o te Rangī:</u></b></p>	<p><b>Supporting improved attendance &amp; engagement</b></p> <ul style="list-style-type: none"> <li>Attendance plan is in place with daily monitoring.</li> <li>Awareness and responsive to students in Emergency Housing and whānau hardship</li> <li>At risk students will have equitable access to resources and support required for success</li> <li>Personalised learning programmes strengthened across the school</li> <li>Learning support interventions provided where possible</li> </ul>	<p>Principal</p> <p>Leadership Team</p> <p>Kāhui Ako Across School Teachers</p> <p>Learning Support Coordinators</p> <p>SENCo</p>

		<p>Environmental Science and Biosecurity learning</p> <p><b>Local ECE:</b> Dedicated Kakano leader to foster positive relationships with ECE and whanau.</p> <p><b>Personal Education Partnerships (PEP's)</b> Set up to ensure collaboration with parents, teachers and students</p> <p><b>Networking with</b></p> <ul style="list-style-type: none"> <li>- Biblio</li> <li>- Co-Active Education</li> <li>- Core Education</li> <li>- University of Canterbury</li> <li>- MOE</li> <li>- RTLB</li> <li>- Lifewalk</li> </ul>	<ul style="list-style-type: none"> <li>• Leverage technology to personalise learning approach for individuals</li> </ul> <p><b>Optimum transitioning</b></p> <ul style="list-style-type: none"> <li>• Strong transitioning (to, from and within school)</li> <li>• Communication with ECE and Intermediate School</li> <li>• Clear pathways for at risk students established by all stakeholders</li> <li>• Clear process and procedure for transitioning at the end of the year</li> </ul> <p><b>Students with additional needs</b></p> <ul style="list-style-type: none"> <li>• At risk students are identified and plans made that support positive change</li> <li>• Strengthen networks with agencies that support at risk students and whānau</li> </ul>	
<p><b>5. Localised Curriculum</b> Reflects local tikanga Māori, mātauranga Māori, and te ao</p>	<p>5.1 Establish sustainable partnerships with Te Roro o Te Rangi and Ngati Whakaue</p>	<p><b>Reciprocal Relationships:</b> with Iwi, hapū, Te Arawa Lakes Trust, Te Arawa Primary Schools Kapahaka, Maori</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> </ul>	<p>Principal Leadership Team</p>

<p>Māori. Gives effect to Te Tiriti o Waitangi</p> <p>Learning that is relevant to the lives of New Zealanders today and through their lives.</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 citizens that contribute to their community</p>	<p>Achievement Collaborative (MAC) schools, Rotorua Library, World of Science, Rotorua Museum, Rotorua Lakes Council</p> <p><b><u>Whenua/Histories based student inquiries</u></b></p>	<ul style="list-style-type: none"> <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>• Focus on the nature of science, environment and local contexts</li> <li>• NOTICE, THINK, IMITATE, INNOVATE framework implemented in all classes</li> </ul> <p><b>Community contributions</b></p> <ul style="list-style-type: none"> <li>• Respecting tikanga and kawa around our taiao</li> <li>• Opportunities for social action</li> </ul>	<p>Team Leaders</p> <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 2025 Targets	Lynmore School 2025 Progress Targets
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<ul style="list-style-type: none"> <li>• <i>Implement the MOE directed assessment tools to measure student achievement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use the MOE directed assessment tools to measure student progress from the start/end of year and calculate effect size using John Hattie's effect size calculation</i></li> </ul>
<p><b><u>Curriculum:</u></b> MOE targets: by the end of 2030, 80% of all Year 8 students will be achieving at or above NZC expectations</p> <p><b><u>Reading:</u></b> 80% of all students achieving at or above NZC expectations</p> <p><b><u>Writing:</u></b> 80% of all students achieving at or above NZC expectations</p> <p><b><u>Maths:</u></b> 80% of all students achieving at or above NZC expectations</p>	<p><b><u>Reading:</u></b> 90% of all students progress at or above the expected rate; the remaining 10% will make more than 6 months progress</p> <p><b><u>Writing:</u></b> 80% of all Year 6 Māori students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p> <p><b><u>Mathematics:</u></b> 90% of all students progress at or above the expected rate; the remaining 10% will make more than 6 months progress</p>