



# Te Kura o Tauhinu Lincoln Primary School

# Strategic Plan 2024/2025

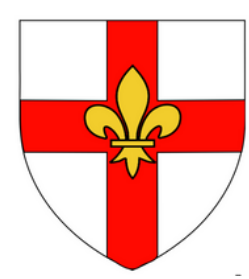
## OUR VISION

**Lincoln Primary School students are curious and creative LIFELONG LEARNERS who are connected to the world around them, becoming GLOBAL CITIZENS.**

The Te Kura O Tauhinu | Lincoln Primary School School Board of Trustees have used both formal and informal means to gather data and information in order to have a clear understanding of what it is that our community would like our school to focus on.

During 2023, the Board have done the following:

- \*Face-to-face community meetings with whānau
- \*Consultation with Te Taumutu Runanga
- \*Electronic surveys with whānau, local pre-schools and high school
  - \*School or community events
  - \*Kōrero at the school gate
  - \*Parent/teacher meetings
- \*Our recent Education Review Office visit (2023)



# Te Kura o Tauhinu Lincoln Primary School

## OUR VISION

Lincoln Primary School students are curious and creative LIFELONG LEARNERS who are connected to the world around them, becoming GLOBAL CITIZENS.

### Strategic Area: Whanaungatanga Building Engagement and Relationships

#### Goal 1

To develop relationships that invite engagement and build relationships with students, whānau and the wider community.

#### What success looks like in 2025

- Whānau feels informed about the culture and learning at school, including receiving quality information on what their children are learning, their strengths and the next steps in learning.
- Connections with significant community groups across the community eg. Lincoln University, Crown Research Institutes, Ngāi Te Ruahikihiki and Te Taumutu Rūnanga etc., are strengthened.

#### Our strategies

- Engagement and consultation with whānau and other stakeholders to inform future planning.
- Considering and implementing appropriate methods of engaging and consulting with whānau and stakeholders.
- Identify and respond to learner/ākonga strengths, progress and needs, and student/ākonga and whānau aspirations
- Continued development of effective relationships with partner schools and community groups to determine needs and future resourcing.
- Build relationships with Māori, involving them in decision-making, and partner with them to support educational success as Māori.

#### How will we know we've achieved it?

- Greater participation by whānau in consultation.
- Whānau communication from school will include, information on current and future learning and information on the elements of school culture and the implementation of the PYP
- Whānau consultation on meeting this goal will be reported to the Board and community.
- Engagement with partner schools and significant community groups informs our future planning.
- Teaching staff led by senior management review current practices for reporting to parents and implement improvements.

### Straegic Area: Kotahitanga Building Our School Culture

#### Goal 2

To create student success through a sense of identity, belonging and connection to their community and world around them.

#### Goal 3

To ensure we provide high-quality teaching and learning that supports all our learners.

#### What success looks like in 2025

- Ākonga/students and staff thrive as individuals in a safe and positive culture.
- Ākonga/students will experience high levels of achievement across the whole school (especially in core curriculum areas).
- All ākonga/students will feel valued and have equal opportunities to succeed.

#### Our strategies

- Implementation of the IB Primary Years Programme and the Te Mātaiaho, the refreshed NZ curriculum.
- Development of school-wide opportunities to engage whānau in school life (learning and culture).
- Professional learning for staff in core subjects to ensure all children have essential foundation skills.
- Complete, analyse and respond to the NCEA Well-being@School survey (students and staff).

#### How will we know we've achieved it?

- Improvement in school culture will be reflected in survey results over time.
- Increased student engagement in a variety of opportunities across the school.
- Te Mātaiaho, the refreshed NZ curriculum learning areas of English, Mathematics and Statistics are being implemented.
- Elements of the Primary Years Programme are embedded in teaching and learning across the school.
- Achievement data will be analysed, and areas of development will inform future strategic and annual plans.
- The board and senior management have processes and procedures in place for regular review of student achievement, governance, and school operations.

### Strategic Area: Kaitiakitanga Building a Safe and Sustainable Physical Environment

#### Goal 4

To create an inclusive, safe, and sustainable physical environment that supports the holistic development and well-being of students, staff, and the wider school community.

#### What success looks like in 2025

- Our school will reflect our vision and values through signage and cultural representations to be welcoming and reflective of our community.
- Learning spaces will support the Local Curriculum and meet the diverse learning needs of our learners.

#### Our strategies

- Partnering with the Ministry of Education to develop the 10-YPP and 5YPP Property Plans to manage roll growth and replacement of the Technology Hub.
- Identifying additional projects outside of the 10-YPP and 5YPP to spend Board reserves.

#### How will we know we've achieved it?

- Classroom environments are safe, fit for purpose and reflect the development of our local curriculum.
- There are plans in place to manage permanent solutions to roll growth and building replacement.
- The Board has plans in place for the replacement of the Technology Hub.

**Te Kura O Tauhinu  
Lincoln **Primary** School**

**Annual  
Implementation  
Plan 2024**

**Summary of the Annual Plan**

Lincoln Primary School is committed to enhancing the educational experience and well-being of our students/ākonga, staff, and whānau. Our annual plan for the upcoming year focuses on several key areas aimed at fostering strong partnerships with whānau, promoting excellence in teaching and learning, nurturing students' sense of identity and belonging, creating a safe and sustainable physical environment, and providing a supportive and inclusive environment where every student can thrive.

**Strategic Area: Whanaungatanga | Building Engagement and Relationships: Goal 1**

To develop relationships that invite engagement and build relationships with students/ākonga, whānau and the wider community.

**Annual Target/Goal**

To establish meaningful connections with key stakeholders in the school community.

**What do we expect to see by the end of the year?**

- We will have engaged with our school whānau to improve our reporting systems.
- Continued support for our Kahui will offer our staff professional growth opportunities.
- Whānau hui process will be established and embedded.
- Connections with local stakeholders will be established.

**Actions****How will we measure success?****Engagement and Consultation with Whānau:**

- Consultation - reporting and achievement (conduct surveys and focus groups with whānau to gather diverse perspectives and insights)

- Reports to the Board with planned actions.
- Changes made for implementation in 2025

**Continued Development of Effective Relationships with Partner Schools and Community Groups:**

- Attend regular meetings with Kahui Ako schools to plan professional development activities to support collective growth and development.
- Initiate contact with Lincoln University and Ngāi Te Ruahikihiki to explore learning opportunities for ākonga.
- Coordinate with the PTA to establish co-shared projects or opportunities that support our learners.

- Staff have attended the Cluster PLD Conference.
- Reports to the Board and whānau demonstrate that WISLs have connected with Kahui schools to share and collaborate.
- Meetings are held with PTA/University/Ngāi Te Ruahikihiki to establish contact and share strategic intentions and opportunities for co-shared opportunities (evident in our Local Curriculum)

**Building Relationships with Māori and Partnering for Educational Success:**

- Establish a Māori whānau group.
- Review te reo Māori (Māori language) and tikanga Māori into school practices.

- Whanau hui have been held each term.
- Feedback on hui reported to the Board.
- Changes have been enacted for our Mihi Whakatau and school Tikanga.

**Strategic Area: Kotahitanga | Building Our School Culture - Goal 2**

To create student success through a sense of identity, belonging and connection to their community and the world around them.

**Annual Target/Goal**

To foster a flourishing school community where each student achieves success by the adoption of the IB Primary Years Programme and Te Mātaiaho (the updated NZ curriculum), encouraging whānau involvement, enhancing staff expertise, and prioritising well-being as indicated by the NCEA Well-being@School survey.

**What do we expect to see by the end of the year?**

- Initiatives will be in place to address and respond to the well-being surveys.

**Actions****How will we measure success?****Development of School-wide Opportunities to engage whānau in school life:**

- Organise regular parent/caregiver hui (meetings) and events to provide opportunities for whānau to actively participate in school life and contribute to their child's education.

- Meetings for all whānau will be held in Terms 2&4.
- Written reports to the Board to report feedback/feedforward to be used to inform future planning.
- School events will be held to engage whānau in school life.

**Complete, Analyse, and Respond to the NZCER Well-being@School Survey:**

- Administer the NZCER Well-being@School survey to students and staff to gather data on well-being, sense of identity, and belonging within the school community.
- Analyse survey results to identify areas of strength and areas for improvement in promoting student success through a sense of identity, belonging, and connection.
- Develop action plans and interventions based on survey findings to enhance well-being, foster a positive school culture, and strengthen connections between students, staff, and the wider community.

- A completed survey and analysis are presented to the Board, and future actions are identified.
- An action plan is developed and presented to the Board.
- Additional programmes & opportunities for 2025 are investigated (to be included in the budget planning process).

**Strategic Area: Kotahitanga | Building Our School Culture - Goal 3**

To ensure we provide high-quality teaching and learning that supports all our learners.

**Annual Target/Goal**

To foster a flourishing school community where each student achieves success by the adoption of the IB Primary Years Programme and Te Mātaiaho (the updated NZ curriculum), encouraging whānau involvement, enhancing staff expertise, and prioritising well-being as indicated by the NCEA Well-being@School survey.

**What do we expect to see by the end of the year?**

- A Programme of Inquiry will be completed and shared with our whānau.
- We will be implementing the IB Primary Years Programme and Te Mātaiaho.

**Actions****How will we measure success?****Implementation of the IB Primary Years Programme and Te Mātaiaho, the refreshed NZ curriculum:**

- Prioritising student success by developing a comprehensive implementation plan for integrating the IB Primary Years Programme (PYP) and Te Mātaiaho into the local school curriculum.
- Provide training and support for teachers to familiarise them with the principles and practices of the PYP to ensure their effective implementation.
- Implement Government initiatives.

- The implementation plan is completed.
- Regular quarterly progress reviews are completed to assess the implementation plan's effectiveness and adjust strategies as needed to ensure alignment with the school's strategic direction.
- Put systems and processes in place to ensure compliance with the 1-hour-a-day and cell phone initiatives.

**Professional Learning for Staff in Core Subjects:**

- Professional learning and development in core subjects of literacy and numeracy to ensure all children have essential foundation skills.
- Gather data to measure the impact on student achievement in target groups.
- Foster a culture of collaboration and continuous improvement by encouraging staff to share best practices and reflect on their teaching approaches to better meet the diverse needs of students.

- Target group processes are in place, and tracking of groups is reported to the Board twice yearly.
- School-wide data is collected, analysed and reported to the Board twice a year.
- PLD sessions planned by WiSLs (focus and outcomes reported to the Board Terms 2 & 4). The pedagogical model for numeracy and literacy is implemented (including 1-hour a day).
- Processes are in place to measure shifts in collaboration and professional growth (through the PGC cycle).

**Strategic Area: Kaitiakitanga | Building a Safe and Sustainable Physical Environment: Goal 4**

To create an inclusive, safe, and sustainable physical environment that supports the holistic development and well-being of students/ākonga, staff, and the wider school community.

**Annual Target/Goal**

Collaborate with the Ministry of Education to manage roll growth planning effectively.

**What do we expect to see by the end of the year?**

- Temporary classroom spaces to support roll growth.
- Planned actions to address and find a permanent solution to our future roll growth.
- We have identified opportunities to enhance the site for all ākonga.

Actions	How will we measure success?
<p><b>Partnering with the Ministry of Education to Develop 10-YPP and 5YPP Property Plans:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Work with the Ministry to provide the four re-locatable classrooms.</li><li><input type="checkbox"/> Schedule termly meetings with Ministry representatives to discuss enrollment projections and infrastructure needs.</li><li><input type="checkbox"/> Work together to develop comprehensive 10-Year Property Plans (10-YPP) and 5-Year Property Plans (5YPP) that address roll growth and prioritise the replacement of the Technology Hub.</li></ul>	<ul style="list-style-type: none"><li>• The classrooms are installed and operating.</li><li>• A review is completed, and revised 10-Year Property Plans (10-YPP) and 5-Year Property Plans (5YPP) are in place.</li></ul>
<p><b>Identifying Additional Projects Outside of the 10-YPP and 5YPP:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Conduct a thorough review of the school's physical infrastructure and facilities to identify areas for improvement or renovation beyond the scope of the 10-YPP and 5YPP.</li><li><input type="checkbox"/> Prioritise discussions on the technology hub.</li><li><input type="checkbox"/> Consult with school staff, students/ākonga, and the wider community to gather input and prioritise projects that enhance inclusivity, safety, and sustainability.</li></ul>	<ul style="list-style-type: none"><li>• Planning and budgeting is completed for 2025.</li><li>• Surveys/face-to-face opportunities are implemented to gather feedback.</li></ul>

### How will our targets and actions give effect to Te Tiriti o Waitangi:

To ensure the Lincoln Primary School annual plan aligns with the Treaty of Waitangi, several key steps can be taken:

1. **Inclusion of Te Reo Māori and Tikanga Māori:** Incorporating the Māori language (Te Reo Māori) and cultural practices (Tikanga Māori) into the curriculum and daily school life is essential. This includes offering Te Reo Māori classes, promoting cultural events, and fostering understanding and respect for Māori culture among students and staff. The school employs a Te Ao Maori Support Kaimahi kaiako who works across the school delivering te reo to students and kaiako.
2. **Partnership with Māori Community:** Engaging with local iwi and community leaders to establish partnerships and involve them in decision-making processes regarding the school's policies, programs, and initiatives. This ensures that Māori perspectives are valued and integrated into the school's governance.
3. **Equity in Education:** Ensuring equitable access to education for Māori students by implementing strategies to address disparities in academic achievement and opportunities. This may involve targeted support programs, culturally responsive teaching practices, and initiatives aimed at improving Māori student retention and success rates.
4. **Cultural Competency Training:** Providing professional development opportunities for staff to enhance their cultural competency and understanding of the Treaty of Waitangi principles. This includes training on culturally responsive teaching methods, awareness of Māori history and perspectives, and strategies for fostering inclusive and respectful learning environments.
5. **Curriculum Development:** Reviewing and revising the curriculum to incorporate Māori perspectives, histories, and contributions across various subject areas. This ensures that students learn about the Treaty of Waitangi and its significance in New Zealand's history and contemporary society.
6. **Celebration of Māori Culture:** Organising cultural events, such as Matariki (Māori New Year) celebrations, kapa haka performances, and Whānau (family) days, to celebrate Māori culture and strengthen connections with the local Māori community.
7. **Resource Allocation:** Allocating resources and funding to support initiatives within the school community that promote the principles of the Treaty of Waitangi. This may include funding for cultural programs, professional development, and partnerships with local Māori organisations.

By integrating these strategies into the Lincoln Primary School annual plan, the school can actively uphold the principles of the Treaty of Waitangi and foster a more inclusive and culturally responsive learning environment for all students.

### Teaching and learning strategies and programmes of your school support students:

By implementing these strategies and programs, we will create a supportive and inclusive learning environment where all students have the opportunity to progress and achieve academically while also addressing the needs of those students who require additional support.

#### Literacy Support Programs:

- Implement targeted literacy intervention programs, such as Structured Literacy and targeted guided reading groups, to provide personalised support for students who are struggling with reading and writing.
- Utilise assessment tools to identify students' specific literacy needs and track their progress over time, allowing for early intervention and targeted support where necessary.
- Offer professional development opportunities for teachers to enhance their literacy instruction skills and incorporate evidence-based practices into their teaching.

#### Mathematics Support Programs:

- Provide differentiated instruction in mathematics to meet students' diverse learning needs, including small group instruction, hands-on activities, and the use of digital resources.
- Implement maths intervention programmes to support students who require additional assistance in mathematics.
- Integrate real-world applications and problem-solving tasks into the mathematics curriculum to engage students and foster a deeper understanding of mathematical concepts.

#### Te Reo Māori Integration:

- Embed Te Reo Māori across the curriculum, incorporating Māori language and concepts into various subject areas to provide meaningful contexts for learning.
- Foster partnerships with local iwi and Māori educators to enhance the delivery of Te Reo Māori instruction and ensure cultural authenticity and relevance.

#### Support for Students with Diverse Needs:

- Provide targeted support and accommodations for students with diverse learning needs, including those with learning disabilities, English language learners, and students from disadvantaged backgrounds.
- Offer additional resources and personnel, such as learning support specialists, teacher aides, and speech therapists, to assist students with individualised learning plans.
- Implement a framework to identify and address all students' academic, social, and emotional needs, including those who require additional support.