

# TE KURA TUATAHI o ŌHINEHOU



**Lyttelton**  
PRIMARY SCHOOL  
Te Kura Tuatahi o Ōhinehou

## STRATEGIC AND ANNUAL IMPLEMENTATION PLANNING 2024



Our Learning Place - Thriving Today, Ready for Tomorrow

# STRATEGIC PLAN 2024-2025

Our Learning Place - Thriving Today, Ready for Tomorrow

## Our Learners

Engaged and inspired tamariki (children) are supported to be curious, confident and adventurous in their learning.



We deliver an engaging and responsive curriculum for our tamariki



- Prepare for, and implement Te Mātaiaho (NZ Curriculum Refresh)
- Develop our Hauora (Well Being) Framework underpinned by our School Values
- Develop consistent and effective teaching practices school wide in mathematics

## Our Place

Learning has meaning for tamariki when connected to their wider lives and there are strong community relationships



We connect our learning to our place



- Te Ao Māori
  - Place-based curriculum enhancement
  - Te Reo Language Acquisition and Tikanga Māori
- Nurture local relationships such as with;
  - our local community of schools (ECE's & Aupaki Kahui Ako)
  - Lyttelton Arts Factory
  - Te Hapu o Ngāti Wheke

## Our Partnerships

Effective communication supports learning partnerships with whānau and our community



We communicate clearly



- Effective two-way communication practices that;
  - encourage open and easy conversations between whānau and kura (school)
  - support whānau to participate in school activities and events
  - explain our goals and learning practices
  - celebrate tamariki and kura success in learning and achievement
  - support our tamariki and kaiako in achieving their learning goals

# OUR LEARNERS

At Lyttelton Primary School engaged and inspired tamariki (children) are supported to be curious, confident and adventurous in their learning

## 2024 - 2025 STRATEGIC SUCCESS STATEMENT

We deliver an engaging and responsive curriculum for our tamariki

Strategic Initiative Our key Foci and Initiatives	Link to Educational Requirements	Annual Goal Aspirations & Outcomes What do we expect to see?	Intended Actions How will we achieve or make progress?	Measures and Evidence How will we know if we have been successful?	Resourcing What we'll need to achieve this?
<b>Te Mātaiaho Curriculum Refresh</b>  Prepare for, and implement Te Mātaiaho (NZ Curriculum Refresh)	National Education Learning Priorities (NELPs)  Learners at the Centre Priority 1 & 2  Barrier Free Access Priority 3 & 4  Quality Teaching & Learning Priority 5 & 6	By the end of 2024, we will have fully prepared for the implementation of Te Mātaiaho by ensuring readiness in Literacy and Mathematics to implement the refreshed curriculum content and the Common Practice Model (CPM) throughout the school.	1. SLT understanding of latest information and guidance from Te Mātaiaho expert review panel. 2. Professional Development in progress indicators linked to Te Mātaiaho in Literacy and Mathematics. 3. Update our local curriculum content to reflect Te Mātaiaho changes in practices and pedagogies. 4. Staff professional learning in CPM and application in teaching and learning practices. 5. Parent education in curriculum changes. 6. Changes taking place mapped out for end 2024 and 2025.	1. All teachers understand and feel prepared for changes linked to Te Mātaiaho. 2. From the beginning of 2025, all teachers have an understanding of the CPM requirements and pedagogy. 3. By the end of 2024, school wide professional development priorities identified. 4. Our localised curriculum reflects the changes in the Te Mātaiao NZC.	SLT PLD Staff PLD Aupaki Kāhui Ako PLD Team Leaders sustaining Literacy Practices Fixed Term Unit for Mathematics PLD Budget / MoE Funds Beccy Sweeney PLD
<b>Hauora / Wellbeing</b>  Develop our Hauora (Well Being) Framework underpinned by our School Values		By the end of 2024, we will have integrated our wellbeing approaches, PB4L-SW and our school values into the development of our own needs driven culturally responsive LPS Wellbeing Framework, rooted in Te Whare Tapa Whā and the Health Curriculum. The associated teaching and learning aligned with this new framework will be delivered through out 2024 Curriculum Inquiry. We will be successfully nurturing the holistic wellbeing of our ākonga so they are Thriving today, ready for tomorrow.	1. Review current approaches and seek staff input into possible concepts for our LPS Wellbeing framework. 2. Launch framework as part of 2024 Curriculum Inquiry. 3. Staff professional learning to determine the 'what and how' of our framework within existing school-wide & class wellbeing practice and health curriculum programme. 4. Parent education on our framework. 5. Fortnightly ākonga wellbeing survey to provide voice for nurturing holistic needs. 6. Utilise Tū Manawa Active Aotearoa funding and Healthy Active School Initiative to deliver programme. 7. Opportunities for Tuakana Teina within programmes.	1. Shared understanding by staff, students and community of our wellbeing framework and strength-based practices at LPS. 2. Enhanced relationships between students, staff and parents in meeting health and wellbeing needs. 3. Ākonga voice through wellbeing survey reflecting increased understanding of strategies to support our wellbeing. 4. Strengthened safe, inclusive and supportive learning environment.	Staff PLD Agency Supports Aupaki Kahui Ako SENCo Permanent Unit for SENCo/Pastoral Care Fixed Term Unit for Wellbeing Leader PLD Budget Healthy Active Schools Tū Manawa Funding PB4L-SW (MoE)
<b>Mathematics</b>  Develop consistent and effective teaching practices school wide in mathematics.		By the end of 2024, we will have enhanced mathematical proficiency throughout the school by embedding Professional Development from 2023, fostering teacher competency and confidence, adapting our school's mathematics planning and practices, and fostering whānau understanding of mathematics teaching at Lyttelton Primary School.	1. Mathematics Curriculum Leadership team established for 2024. 2. Ongoing PLD with Rob Proffitt-White focused on embedding Rich Routines Pedagogies and practices from 2023. 3. School wide documentation highlighting school mathematics planning and practices 4. Coaching and mentoring of staff in mathematics teaching and learning. 5. Parent education on our mathematics programmes at Lyttelton School	1. Consistent embedded mathematics practices across the school. 2. Improved student maths outcome and enhanced learning experiences 3. Staff PLD plan in place for 2024-2025 4. Lesson observations and coaching sessions to ensure school-wide consistency. 5. Curriculum documentation created and being used by all staff.	SLT PLD Staff PLD Fixed Term Unit for Mathematics PLD Budget Rob Proffitt-White PLD 'Learner First Contract'

## OUR PLACE

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### 2024 - 2025 STRATEGIC SUCCESS STATEMENT

We connect our learning to our place

Strategic Initiative Our key Foci and Initiatives	Link to Educational Requirements	Annual Goal Aspirations & Outcomes What do we expect to see?	Intended Actions How will we achieve or make progress?	Measures and Evidence How will we know if we have been successful?	Resourcing What we'll need to achieve this?
<b>Te Ao Māori World View</b>  Place-based curriculum enhancement  Te Reo Language Acquisition and Tikanga Māori	National Education Learning Priorities (NELPs)  Learners at the Centre Priority 1 & 2  Barrier Free Access Priority 3 & 4	By the end of 2024, we will have enriched our understanding of Te Ao Māori by enhancing our implementation of our Place-Based Curriculum infused with local narratives, enhancing staff and students proficiency in Te Reo Māori through professional development & learning programme initiatives.	<ol style="list-style-type: none"> <li>1. Utilisation of the Professional Development and collaborative opportunities from within Aupaki Kahui Ako.</li> <li>2. Scoping of current Kaiako capabilities in Te Reo Māori and then planned professional development opportunities.</li> <li>3. Staff engaging with Te Ahu o Te Reo Māori and Aupaki Within School Leader support.</li> <li>4. Establish a plan for whānau hui.</li> <li>5. Staff PLD time for ongoing sharing, reflection &amp; review to support implementation in practice.</li> <li>6. ANZH Curriculum Inquiry Unit in Term 3.</li> <li>7. Whole School visit to at least one place of local significance to learn of the stories and associated history aligned with ANZH curriculum.</li> <li>8. Continue with cultural initiatives e.g. Kapa Haka, Mihi Whakatau, Matariki Celebration, daily cultural practices, Whakaraupō Carving Centre.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continued voice gathering from within Aupaki linked to all stakeholders.</li> <li>2. Scoping using Te Reo tools to identify current capabilities, capacity and identify next steps.</li> <li>3. NZCER Te Reo Māori Assessment tool to measure Kaiako and ākongo achievement levels in Te Reo Māori</li> <li>4. Te Reo mahi is incorporated into planning and achievements shared with whānau.</li> <li>5. Staff feel confident speaking and teaching basic reo and the ANZH curriculum linking with our local narratives.</li> </ol>	Aupaki Kahui Ako Within School Leader – Kaiarahi o Te Reo Māori Within School – Cultural Leader Aupaki Kahui Ako PLD Aupaki Cultural Rōpu Staff PLD PLD Budget Māori Whānau
<b>Local Relationships</b>  Nurture local relationships such as with; <ul style="list-style-type: none"> <li>- our local community of schools (ECE's &amp; Aupaki Kahui Ako)</li> <li>- Lyttelton Arts Factory</li> <li>- Te Hapu o Ngāti Wheke</li> </ul>	Quality Teaching & Learning Priority 5 & 6  Future of Learning and Work Priority 7	By the end of 2024, we will have continued to nurture our reciprocal relationships to strengthen our combined achievements and success, and support our rich curriculum delivery; <ul style="list-style-type: none"> <li>- our local ECE's, Aupaki Kahui Ako, Lyttelton Arts Factory and Te Hapu o Ngāti Wheke, Te Aratai College, Cashmere High 2<sup>nd</sup> Language, ChCh East Technology</li> </ul>	<ol style="list-style-type: none"> <li>1. Ongoing connections and support with Rāpaki Education Team to strengthen cultural responsiveness and practices.</li> <li>2. Ongoing connections with Lyttelton Arts Factory to maximise learning opportunities within The Arts for our ākonga.</li> <li>3. Ongoing connections, support, PLD opportunities and combined events with Aupaki Kahui Ako to enable our staff and tamariki to reach their full potential.</li> <li>4. Ongoing connections, visits and transition to school programme with local ECE's.</li> <li>5. Ongoing connections and curriculum delivery with Cashmere High School (2<sup>nd</sup> Languages) and Chch East Technology Centre (Year 7 &amp; 8 Tech).</li> <li>6. Ongoing connections with Te Aratai College as our local contributing high school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased opportunities for connection with local ECE's. Aupaki Kahui Ako, Lyttelton Arts Factory and Te Hapu o Ngāti Wheke etc.</li> <li>2. Establishment of mutually beneficial partnerships.</li> <li>3. Enhanced engagement and participation by all stakeholders.</li> <li>4. Local school of choice with increase in in zone enrolments.</li> <li>5. Year 8's transitioning onto Te Aratai College (local contributing high school)</li> </ol>	Board and SLT Aupaki Kahui Ako Lyttelton Arts Factory Rāpaki Education Team Lyttelton Kids First Kindy Busy C's Te Aratai College Cashmere High School Chch East Technology

## OUR PARTNERSHIPS

At Lyttelton Primary School effective communication supports learning, and our relationships with whānau and our community

### 2024 - 2025 STRATEGIC SUCCESS STATEMENT

We communicate clearly

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<b>Communication</b>  Effective two-way communication practices that; <ul style="list-style-type: none"> <li>- encourage open and easy conversations between whānau and kura (school)</li> <li>- support whānau to participate in school activities and events</li> <li>- explain our goals and learning practices</li> <li>- celebrate tamariki and kura success in learning and achievement</li> <li>- support our tamariki and kaiako in achieving their learning goals</li> </ul>	National Education Learning Priorities (NELPs)  Learners at the Centre Priority 2  Future of Learning and Work Priority 7	By the end of 2024, we will have successfully developed effective two-way communication practices that foster a thriving partnership between school, whānau and community that empowers all parties to be positively engage and involved in our kura's success.	<ol style="list-style-type: none"> <li>1. Board will report regularly to the community on progress and achievement towards Strategic goals.</li> <li>2. Planned opportunities for innovative consultation strategies to capture whānau and community voice to support future strategic planning.</li> <li>3. Planned and authentic opportunities for whānau and our community to participate in school.</li> <li>4. Parent Education sessions sharing our kura practices at Lyttelton Primary School ensuring parents are well informed.</li> <li>5. Ongoing Reporting to Parents on student goals and achievement.</li> <li>6. Termly learning celebrations planned for as part of inquiry learning to share and celebrate student learning &amp; achievement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Whānau and our community are informed and connected to our school.</li> <li>2. Whānau and Community voice gathered through Board &amp; School consultation.</li> <li>3. Establishment of mutually beneficial partnerships.</li> <li>4. Enhanced whānau and community engagement and participation.</li> <li>5. Enhanced relationships between students, teacher and whānau.</li> </ol>	Board & SLT Parent Education Staff PLD



## 2024 REPORTING ON PROGRESS

	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Reporting to Board	<p>2024/205 Strategy &amp; Annual Implementation plan approved by the Board</p> <p>Report to Board on Annual Implementation Plan progress via Principal's Report</p> <p>2024 Focus Ākonga and school wide annual goal/s selected and shared with the Board</p> <p>2023 Term 4 Curriculum Report</p>	<p>Approve 2023 Annual Report ready for 31 May deadline</p> <p>Report to Board on Annual Implementation Plan progress via Principal's Report</p> <p>2024 Term 1 Curriculum Report</p>	<p>Report to Board on interim 2024 progress and achievement data and analysis of variance including Māori achievement</p> <p>Report to Board on mid-year school wide annual goal/s progress and achievement</p> <p>Report to Board on Annual Implementation Plan progress via Principal's Report</p> <p>2024 Term 2 Curriculum Report</p>	<p>Learning Support Report including; Learning Support, Gifted and Reading Recovery</p> <p>2024 Student Progress and Achievement Data and Analysis of Variance presented to the Board</p> <p>Report to Board on Annual Implementation Plan progress via Principal's Report</p> <p>2024 Term 3 Curriculum Report</p>
Reporting to Ministry of Education	<p>1<sup>st</sup> March Strategic Plan submitted to MoE</p> <p>31<sup>st</sup> March – draft 2023 annual finance statements with MoE</p> <p>31<sup>st</sup> March Annual Implementation Plan shared with MoE</p> <p>1 March Roll Return submitted</p>	<p>Submit 2023 audited Annual Report by 31<sup>st</sup> May to MoE &amp; publish on school website</p> <p>1 July Roll Return submitted</p>		
Reporting to Community	<p>1<sup>st</sup> March Strategic Plan published on school website and shared with community</p> <p>31<sup>st</sup> March Annual Implementation Plan published on School Website</p> <p>Board Report to Community to share Strategic and Annual Plans</p>	<p>Share 2023 audited Annual Report</p> <p>Board Report to Community to share updates and achievements on Strategic &amp; Annual Plan</p> <p>Board Community Consultation</p>	<p>Board Report to Community to share updates and achievements on Strategic &amp; Annual Plan</p> <p>Board Community Consultation</p>	<p>Board Report to Community to share updates and achievements on Strategic &amp; Annual Plan</p> <p>Board Community Consultation to feed into 2025 Annual Planning</p>