



Te Huarahi Linwood Avenue School

Strategic Plan 2024 -2025

Kia Whakaute - Kia Manawanui - Kia Māia - Kia Kaha



Te Huarahi - Linwood Avenue School

Strategic Plan January 1. 2024- December 31. 2025

Information informing this plan (7b/7c):

This strategic plan has been developed through consultation with our community, including ākonga, whanau, kaiako, and various stakeholders. The Board of Trustees, working closely with the senior leadership team, has pinpointed the core themes, aspirations, and opportunities for enrichment and growth within our kura. These insights, along with data, have shaped the strategic direction and priorities outlined in this plan.

Strategic Goal (71b):	Actions (7e,7f): Define one to three high level tangible steps for each strategic goal to inform the annual targets.	Success (7g): Define what you expect to see at the end of two years	NELPS & Relevant Strategies (7di,ii,iii):	Board Primary Objectives (71b):
Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki.	Recognise and support diverse pathways to success. Develop school curriculum inline with the curriculum refresh Te Mātaiaho. Engage kaiako, senior leaders, and support staff in high quality, impactful, curriculum focused professional development & mentoring.	Agile & responsive school curriculum that is reflective of the aspirations of our community and the curriculum refresh. Kaiako who are well supported and empowered, confident, and capable of facilitating impactful learning. Ākonga learning that is responsive and relevant informed by clear coherent pathways.	NELP 1, 2, 3, 4, 5, 6,7 Te Mātaiaho, Common Practice model Ka Hikitia	127 a 127 c 127 d
An environment of nurture and recognition for all tamariki, where every child feels secure, is celebrated and experiences a profound sense of belonging, all while ensuring their safety and wellbeing.	Cultivate a positive and supportive learning environment that encompasses a culture of respect and responsibility. Prioritise the emotional well-being of ākonga and staff and foster a strong sense of belonging within the school community.	Curriculum and learning that is rich with language and culture. Ākonga who have a strong sense of self worth and belonging. Kaiako and ākonga who have the tools to flourish.	NELP 1, 2, 3, 5, 6 Te Mātaiaho Ka Hikitia	27 a 127 b 127 c 127 d

Evidence (7g):
Success towards the strategic goals will be measured through annual targets, planning and reporting, ongoing ākonga learning and progress achievement data tracking and analysis, and the collation and tracking of stakeholder feedback.

Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii):

Fostering genuine relationships, partnering with mana whenua and Māori whānau. Underpinning curriculum and hauora PLD with culturally responsive best practice, tikanaga, and te ao Māori values. Where possible, ensuring that key documentation, signage, and basic instruction is in Te Reo Māori and English



Te Huarahi - Linwood Avenue School

Success Through Learning

Year	2024				2025			
Term	1	2	3	4	1	2	3	4
Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki.	Develop school curriculum inline with the curriculum refresh Te Mātaiaho.							
	Recognise and support diverse pathways to success							
	Engage kaiako, senior leaders, and support staff in high quality, impactful, curriculum focused professional development & mentoring.							
An environment of nurture and recognition for all tamariki, where every child feels secure, is celebrated and experiences a profound sense of belonging, all while ensuring their safety and wellbeing.	Cultivate a positive and supportive learning environment that encompasses a culture of respect and responsibility.							
	Prioritise the emotional well-being of ākonga and staff and foster a strong sense of belonging within the school community.							



Te Huarahi Linwood Avenue School

Annual Plan 2024

Kia Whakaute - Kia Manawanui - Kia Māia - Kia Kaha

Strategic Goal (9a):	Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki.
Starting point (9e): <i>Include details if what has been done previously, previous years performance, unmet targets</i>	Currently school curriculum is located in various digital files, and not sitting within a framework. Significant PLD has been undertaken to support structured literacy and writing and we are about to embark on maths PLD. We are ready to work towards bringing our school curriculum together. Student achievement data is monitored and it is evident that our approach to accelerating progress must be responsive and robust, sitting across reading, writing, and maths.

Annual Targets (9a): Informed by the strategic actions		Success (9d): What we expect to see at the end of the year
1.1	Develop and implement a comprehensive school curriculum informed by evidence-based instructional practices in mathematics, reading, and writing.	Structured literacy will be embedded within school curriculum for reading and writing. Maths scope and sequence developed and being engaged with by kaiako. Consistency of pedagogy and practice across the kura in reading, writing, and maths. Confident kaiako who are empowered to engage with curriculum and draw on best practice. Teaching practice that is responsive, engaging, and empowers ākonga.
1.2	Accelerate the learning of those students who are working below their expected level (teams to specify).	Ākonga identified and monitored Planned effective intervention and supports were put in place Ākonga engaged and supported with their learning Accelerated progress of ākonga evident through assessment and classwork
Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):		
In developing school curriculum we will ensure that it is culturally responsive and that Mataranga Māori is embedded throughout. A strong focus on developing partnerships with whānau, and aligning with the educational aspirations of local iwi. As a kura, we will engage with the whakapapa of Te Mātaiaho.		
Describe how the annual targets &/or actions support student progress (<i>literacy/numeracy/students whose needs have not been met</i>) (9f):		
Kaiako PLD in subject areas, pedagogy, and practice will better enable them to support ākonga. School curriculum will have clear pathways and support best practice. Those students who are working below their expected level will be identified and supported on their learning journey. Achievement targets and actions are specified at the team/syndicate level to ensure response practice to best meet the needs for those students whose needs have not yet been met.		

Strategic goal: Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki.

Annual Target: 1.1 Develop and implement a comprehensive school curriculum informed by evidence-based instructional practices in mathematics, reading, and writing.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
-Investigate and decide on a framework for school curriculum	Time	Framework decided on. Framework populated with exciting school content.	Term One EOY	SLT	On going This has been hampered by the delay in receiving the English and Maths Curriculum from the MOE
-Maths PLD Te Mātaiaho	PLD hours ImpactED	Kaiako increased competency Consistency evident across kura	Ongoing	Gretchen SLT	<p>We have engaged in:</p> <ul style="list-style-type: none"> whole-school meetings for the development of common, consistent curriculum messages, culturally responsive pedagogies, assessment, and planning individual teacher and team meetings to analyse student achievement data, attending particularly to students in need of accelerated progress and addressing issues of in-school variance of student achievement Individual teacher meetings to set and review personal developmental goals classroom modelling, observation, and follow-up discussion leadership meetings for planning and reflection on the learning needs of the staff mentoring and coaching. <p>The delay in the Maths curriculum being released has impeded our professional learning.</p>
-Basic facts foundation scope and sequence	Person to create model Staff hui allocation Time	Scope and sequence developed	End of term 3	Team Leads	On going
- Structured literacy, sustainability model	Time Person to create model Staff hui allocation	SL scope and sequence being use across the kura SL evident in planning and teaching practice Clear expectations embedded in school	Term one	Jo	There has been professional development for all new staff members to assure consistency of the model used across the school. We have a consistent model for scope and Sequence and have been waiting for the final draft of the Curriculum to be ready

Strategic goal: Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki.

Annual Target: 1.1 Develop and implement a comprehensive school curriculum informed by evidence-based instructional practices in mathematics, reading, and writing.

Action (9b)	End of year: What are our measures of success telling us? (9e)			
	What did we achieve? Outcomes of actions	Evidence/Measures of success	Variance	Next Steps
-Investigate and decide on a framework for school curriculum	ongoing			
-Maths PLD Te Mātaiaho	This has been hampered by the delay in the curriculum. How ever we have had staff meetings and Teacher only days focused on this.	<ul style="list-style-type: none"> 285 (78% of all students are at or above the curriculum expectation for Mathematics 	<ul style="list-style-type: none"> 70 (19.28%) are below the curriculum expectation for Mathematics 9 (2.48%) of all students are well below the curriculum expectation for Mathematics 	
-Basic facts foundation scope and sequence	A work in progress			
- Structured literacy, sustainability model	We have faithfully adhered to our model and funded training for any new staff.			
- Writing: Developing a scope and sequence for our school	We have asco			
-Populate school curriculum with values, graduate profile, English and maths content	ongoing			

Strategic goal: Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki.	Annual Target: Accelerate the learning of those students who are working below their expected level in reading, writing, or maths (<i>*teams to specify target and focus</i>)
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Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
Teachers to identify those ākonga who are below in reading, writing, and maths	Template and guidelines for identification of the learners	Students identified	Week 4 Term one	Kaiako	✓
Ākonga who are working well below their expected level to be reported to the SENCO and put on the learning support register (LSR)	Learning support register SENCO Time	Learning support register	Week 4 Term one	SENCO Team Leaders	✓
Team targets for accelerated learning set	Template for targets Team meeting	Targets set and shared with SENCO and SLT	Week 5 Term one	Kaiako Team leaders	✓
Team to plan an approach for these students and share with the SENCO	Team meeting Planning approach for target students	Plan in place for those ākonga who were identified	Week 5 Term one	Kaiako Team leaders	✓
Teams to monitor progress of ākonga and report 2x a term	Teams meeting Data/evidence	Reflection on plans Student data tracked Adjustments to programmes evidence	Weeks 5 and 10	Kaiako Team leaders	✓
SENCO and SL leaders monitor student progress (mid year, end of year) and support kaiako	Time Budget for support resources	Learning support register reviewed	Ongoing	SI Teaam	✓

Strategic goal: Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki.

Annual Target: Accelerate the learning of those students who are working below their expected level in reading, writing, or maths *(*teams to specify target and focus)*

Action (9b)	End of year: What are our measures of success telling us? (9e)			
	What did we achieve? Outcomes of actions	Evidence/Measures of success	Variance	Next Steps
Teachers to identify those ākonga who are below in reading, writing, and maths	Individual teachers and teams identified Ākonga who were below in the core curriculum These were well monitored at regular intervals	Midyear data <ul style="list-style-type: none"> 48 (14.07%) compared to Term 1: 75 (22.52%) ākonga were below the curriculum expectation for Mathematics 30 (38.34%) compared to Term 1:-72 (21.81%):- of all ākonga are below the curriculum expectation for Reading 105 (30.88%) compared to Term 1: 156 (40.9% ākonga are below the curriculum expectation for Writing 	End of year	
Ākonga who are working well below their expected level to be reported to the SENCO and put on the learning support register	Groups identified and monitored			
Team targets for accelerated learning set	Targets set in 2023 across the teams			
Team to plan an approach for these students and share with the SENCO	Lessons have been focused on			
Teams to monitor progress of ākonga and report 2x a term				

Educational equity through a school curriculum that is adaptable and responsive, fostering engagement and empowering all tamariki.

Annual Targets	Term One										Term Two										Term Three										Term Four																																											
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10																																		
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	- Writing: Developing a scope and sequence for our school																																																																									
											-Populate school curriculum with values, graduate profile, English and maths content																																																															
TARGET 1.2: Accelerate the learning of those students who are working below their expected level in reading, writing, or maths	Identify ākonga																																																																									
		LSR																																																																								
			Targets																																																																							
			Plan		Plan implementation ongoing																																																																					
	Monitor and review weeks 5 and 10 of every term																																																																									
																						LSR update																				LSR update																																

Strategic Goal (9a):	An environment of nurture and recognition for all tamariki, where every child feels secure, is celebrated and experiences a profound sense of belonging, all while ensuring their safety and wellbeing.
Starting point (9e): <i>Include details if what has been done previously, previous years performance, unmet targets</i>	Through professional development with Berry Street develop strategies and skills to build safer, healthier and more engaging classrooms for all students

Annual Targets (9a): Informed by the strategic actions		Success (9d): What we expect to see at the end of the year
2.1	Enhance overall student and kaiako wellbeing	Ākonga who have the tools to manage their wellbeing Decrease in behavioural incidents Kaiako who feel supported and empowered in their role Positive culture across the kura
2.2	Ensure the consistent integration of culturally responsive practices across all aspects of the kura	Kaiako and ākonga will be more confident, and competent in using Te Reo Māori. Tikanga Māori will be woven throughout learning and our school environment. Culture is seen and celebrated.

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Building authentic relationships with Mana Whenua to ensure that we are being responsive.
Upskilling staff in tikanga Māori.
Ensuring that kaiako are being culturally responsive in their teaching practice, including Te Reo, tikanga, and te ao Māori.
Informing sustainable practices across the kura through te ao Māori.

Describe how the annual targets &/or actions support student progress (*literacy/numeracy/students whose needs have not been met*) (9f):

Ensuring ākonga, and their cultural identity is seen throughout our kura will enhance ākonga sense of belonging.
Target 2.1 and the corresponding actions supports all ākonga to flourish.
Ākonga will be empowered to take the lead and ownership for their wellbeing i.e. emotional regulation.
When ākonga flourish they are able to better engage with learning.

Strategic goal: An environment of nurture and recognition for all tamariki, where every child feels secure, is celebrated and experiences a profound sense of belonging, all while ensuring their safety and wellbeing.	Annual Target: Enhance overall student and kaiako wellbeing
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Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
-Working with RTLB neurodiverse students	RTLB	Number of incidents for neurodiverse	TOD	RTLB	✓
-Trauma informed training for 5 staff	PLD	Kaiako reflection and sharing with staff	TBC	Gretchen	✓
- Circle time at the end of every day	Time	Circle time planned for and evident Student voice on circle time	Ongoing	Kaiako	✓
- Ready to learn scale in all learning spaces	Time Resources for kaiako	Scale evident Ākonga can articulate	Implemented by end of term one (ongoing)	Gretchen Kaiako	Professional development organised with Berry Street for four days next year- we wanted to have more staff on board with the professional learning that Berry St can give us as a staff
-Emotional regulation	Time Training/Staff hui Resources for kaiako	Ākonga can articulate Number of incidents Kaiako reflection	Implemented by end of term two (ongoing)	Gretchen Kaiako	As above-
- Ākonga work is celebrated	Time Budget for planned celebrations	Ākonga voice Celebrations planned for	Ongoing	Kaiako	✓
- Kaiako wellbeing team to develop a positive culture plan based around protocol/workload management	Time Survey for kaiako (wellbeing) Staff hui to share Survey EOY	Kaiako survey beginning and end of year	End of term one	SLT	NA
-Leadership development	PLD	Leadership development completed PGCs	Ongoing	Gretchen	Management team has worked with Tony Burkin over the year.

Strategic goal: An environment of nurture and recognition for all tamariki, where every child feels secure, is celebrated and experiences a profound sense of belonging, all while ensuring their safety and wellbeing.

Annual Target: Enhance overall student and kaiako wellbeing

Action (9b)	End of year: What are our measures of success telling us? (9e)			
	What did we achieve? Outcomes of actions	Evidence/Measures of success	Variance	Next Steps
-Professional development with Berry Street- including 4 Teacher Only days				
-Emotional regulation				
- Ākonga work is celebrated				
Kahui Ako- Connects and shared PD				
-				

Strategic goal: An environment of nurture and recognition for all tamariki, where every child feels secure, is celebrated and experiences a profound sense of belonging, all while ensuring their safety and wellbeing.

Annual Target: Ensure the consistent integration of culturally responsive practices across all aspects of the kura.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
Track the achievement of our Māori and Pasifika ākonga and respond accordingly	Māori and pasifika register Time	Register Tracking of achievement Correlation with school wide student achievement	Week 4	Kaiako SLT	✓
Display of country flags in the office	Flags Budget	Flags displayed	Term one	Jo	Achieved
Ko wai au?	Ko wai au resource	Programmed planed for and delivered. Programme outcomes and measures	Ongoing	Matua Damian	Achieved for term 1. This was unabler to continue due to other professional constraints
Ensure that every learning space has a world map with ākonga linked	World maps Time Colour printing	Maps in all learning spaces Ākonga culture recognised and shared	Term one	Gretchen	✓
Mihi progression across the kura	Time	Mihi progressions Planning for teaching Ākonga able to share their mihi Kaiako able to share their mihi	End of term two	Whea Viv	
Whole school to learn the school haka	Time Kapa Haka support Training for kaiako	Middle and senior Ākonga and kaiako know the school haka Junior students supported and learning the school haka	End of term three	Whea Tui Whea Viv Matua Sonny	✓
Mihi whakatau at the end of each term	Time Shared protocol developed	Planned for and dates set. Delivery. Whānau engagement	Term one	Whaea Viv	✓
Matauranga Māori planned for in all units of work	Adaption to unit planners Time School curriculum	Matauranga māori evident in kaiako planning Te Reo use in the classroom observed Ākonga knowledge	Ongoing	Kaiako	

Strategic goal: An environment of nurture and recognition for all tamariki, where every child feels secure, is celebrated and experiences a profound sense of belonging, all while ensuring their safety and wellbeing.

Annual Target: Ensure the consistent integration of culturally responsive practices across all aspects of the kura.

Action (9b)	End of year: What are our measures of success telling us? (9e)			
	What did we achieve? Outcomes of actions	Evidence/Measures of success	Variance	Next Steps
Track the achievement of our Māori and Pasifika ākonga and respond accordingly	Māori and pasifika achievement monitored Throughout the year	Board has data for terms 1,2 and end of year data	Well below data has shown a shift with an impact on below data at Mid year in reading , writing and maths.There have been positive shifts in at and above data.	On going
Display of country flags in the office	16/02	Huge discussion in the office by children as they were waiting to be picked up in term 1	-	More cultural icons on display to give a feeling of the cultures at our kura
Ko wai au?	19/02 This programme was unable to be sustained because the leaders of the programme had other commitments	Ākonga really enjoyed this and were disappointed when it was not able to continue due to personnel availability	-	-
Ensure that every learning space has a world map with ākonga linked	Every learning space has a world map with links to the countries ākonga come from	All classes have a map	-	An International day is planned for 2025
Mihi progression across the kura	This has been developed by Whaea Viv	It is evident in Assembly as each class leads.	Developmental	Continue this mahi
Whole school to learn the school haka	This has been achieved. At each Mihi Whakatau this has got stronger	The power and wairua were evident at the Mihi Whakatau	Different levels of capability Our Kapa Haka are great leaders	Keep building on this mahi
Mihi whakatau at the end of each term	We achieved this twice this year.	The manahiri were very impressed and felt included at our kura.	Needs to be every term	Build in the dates for 2025
Matauranga Māori planned for in all units of work	This mahi is ongoing	The Treaty and the Matariki are well integrated	Needs to be a focus at unit Planning time	Concerted focus on this in 2025

An environment of nurture and recognition for all tamariki, where every child feels secure, is celebrated and experiences a profound sense of belonging, all while ensuring their safety and wellbeing.

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Annual Targets	Term One										Term Two										Term Three										Term Four									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
TARGET 2.2: Ensure the consistent integration of culturally responsive practices across all aspects of the kura.	Track the achievement of our Māori and Pasifika ākonga and respond accordingly																																							
	Display of country flags in the office																																							
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