Strategic Plan

Laingholm Primary School

'The Greatest Little School in the Universe'

Nau mai ki to tatou ao

"Welcome to our World"

Matariki

The Nine Stars in our Universe

Matariki: The Nine Stars in Our Universe:

As a school we have chosen Matariki as the metaphor for our new Strategic Plan.

Matariki, the Māori New Year, symbolizes renewal, growth, and connection. Just as the nine stars of Matariki come together to form a significant constellation, our Strategic Plan unites our community, aspirations, and shared vision for the school.

Matariki is an annual celestial celebration that holds deep cultural significance. As the winter solstice approaches, the appearance of the Matariki star cluster signals a time of reflection, remembrance, and renewal. The Annual Plan portion of our Strategic Plan clearly links to the notions of reflection and renewal.

As a school we embrace the spirit of Matariki - celebrating achievements, fostering collaboration, and igniting fresh beginnings - as we embark on the transformative journey described within our Strategic Plan.

Creating the Links:

Over the years the Board worked with the previous planning model, the School Charter approach, they identified **nine** key elements within the strategic planning process. The alignment of nine elements of the planning process and nine stars within the Matariki cluster provided an opportunity to use Matariki as the metaphor for our strategic planning by linking each of stars in the Matariki cluster to one of the nine core elements of our Strategic Plan.

Let us first explore the nine stars that form this constellation and the significance of each of the stars to Māori and then look at the links we can make between each of the stars and the elements of our Strategic Plan.

Matariki: The mother star, Matariki, presides over the other eight stars. Associated with health and wellbeing, its brightness in the sky signifies good fortune and peace for the year ahead. We look to Matariki to set intentions for prioritizing our health.

Pōhutukawa: This star honours the departed souls. As the spirit journeys along Te Ara Wairua (the pathway of spirits), it eventually descends into the underworld, symbolized by an ancient Pōhutukawa tree at Te Rerenga Wairua (Cape Reinga).

Tupuānuku: Linked to food grown in the ground, Tupuānuku marks the end of the summer harvest. We set intentions to tend to our vegetable gardens and share homegrown kai with loved ones.

Tupuārangi: Associated with food from the sky, Tupuārangi inspires us to harvest elevated foods like berries and fruits. Kiwifruit, feijoas, and citrus become our five-plus-a-day.

Waitī: This star represents freshwater and the creatures in rivers, streams, and lakes. We appreciate our Aotearoa's pristine waters and commit to their preservation.

Waitā: The twin of Waitī, Waitā governs the ocean and the bounty it provides. It influences tides and floodwaters. We set intentions to protect our saltwater environments.

Waipunarangi: Waipunarangi is associated with rain and the pooling of water on the ground during winter. Its appearance signifies the replenishment of our land.

Ururangi: Ururangi guides the winds and weather patterns. It reminds us of our interconnectedness with nature and the need for balance.

Hiwa-i-te-rangi: The wishing star, Hiwa-i-te-rangi, allows us to express our aspirations and desires. We send our hopes into the universe, seeking fulfilment.

The Nine Elements of the Strategic Plan are:

1. Vision & Mission
2. Core Beliefs & Principles
3. Values & Pou
4. Brand & Motto
5. Strategic Objectives
6. Annual Plan & Student Achievement Goals
7. Pedagogy & Practice
8. Curriculum Overview
9. Assessment & Reporting

After much debate, including looking at the work another school had done in mapping the Matariki stars to aspects of their planning and reporting processes, we arrived at the following links. It should be noted that there was reasonable debate as to which star best mapped to which element of the strategic planning process. While this may mean that changes are subsequently made, the process has developed a deep understanding of the Matariki stars and the elements of the strategic planning process.

Matariki – Vision & Mission

Matariki links to people, health and wellbeing. Our Vision and Mission statements focus on similar themes

Pōhutukawa – Core Beliefs & Principles

Pōhutukawa represents those that have gone before us. Often our core beliefs and principles are built on the accumulated wisdom and knowledge of those that that have gone before.

Ururangi – Values & Pou

Ururangi reminds us of the interconnectedness of nature. Our values and pou connect us and bind us together.

Waitā – Brand & Motto

There are many things that make Aotearoa New Zealand unique, not least of which is our geography. The sea that surrounds us and the food that we collect from it, define who we are. As a school, our brand and our motto define us.

Tupuārangi – Strategic Objectives

As we look (up) to the future we see what is desirable, but perhaps currently – like the birds in the sky and the fruit on the trees - out of reach.

Waipunarangi – Annual Plan & Student Achievement Targets

Like the rain, the seasonal resource, that feeds the rivers, lakes and soil our Annual Plan and Student Achievement Targets are the seasonal (annual) resource that feeds into our Strategic Plan.

Tupuānuku – Pedagogy & Practice

Our pedagogy, like the soil beneath our feet, grounds us and provides the medium from which our practice grows.

Waitī – Curriculum Overview

Moving water creates the valleys and carves the landscapes of our journey. Likewise, our curriculum overview creates and defines the path of our journey. Like following the meandering river, the journey is as important as the destination.

Hiwa-i-te-rangi – Assessment

Assessment and evaluation are inextricably tied to the goals we set for

ourselves and our ākonga. We assess to see if we have achieved the goals, we set ourselves.

Sharing the Strategic Plan:

Over the years it has become clear that the School Charter existed primarily as a document that existed for the sake of existing, it was not a 'living document' that was easily shared with a variety of audiences.

The Annual Plan associated with the School Charter provided a clear guide for the current year and as such had some value. The strategic goals contained in the Charter, while eloquently written, were often dependent on resourcing - both financial and staffing - that were not available within the timeframes of the SMART goals used within many Charters.

The new approach of long term 'Strategic Objectives' rather than time bounded 'Strategic Goals' provides an approach more aligned with the inadequate staffing and funding currently provided to schools.

It is important to note that the notion of the Board allocating resources to meet the strategic goals of a school is flawed. When the 'real world' decisions of the Board are between paying the electricity bill or providing the resources for a curriculum review, the notion of choice is illusionary.

One of the goals for the new Strategic Plan is to make it easier to share. The graphics included in this plan are created to form a series of PowerPoint slides that can easily be spoken to. This approach will engage more people with the Strategic Plan and provide a series of 'touchpoints' that can easily be reconnected with.

Nau mai ki to tatou ao
"Welcome to our World"

Strategic Plan - PowerPoint

"Good communication is the bridge between confusion and clarity"

Nat Turner

★ **Matariki:** Vision & Mission

★ **Pōhutukawa:** Core Beliefs & Principles

★ **Ururangi:** Values & Pou

★ **Waitā:** Brand & Motto

★ **Tupuārangi:** Strategic Objectives

★ **Waipunarangi:** Annual Plan & Student Achievement Targets

★ **Tupuānuku:** Pedagogy & Practice

★ **Waitī:** Curriculum Overview

★ **Hiwa-i-te-rangi:** Assessment & Reporting

The Nine Stars in our Universe

Matariki:

Vision & Mission

Pōhutukawa:

Core Beliefs & Principles

Ururangi:

Values & Ngā Pou

Waitā:

Brand & Motto

Tupuārangi:

Strategic Objectives

Waipunarangi:

Annual Plan & SAT's

Tupuānuku:

Pedagogy & Practice

Waitī:

Curriculum Overview

Hiwa-i-te-rangi:

Assessment & Reporting

Vision Statement:

Laingholm Primary School ...

'The Greatest Little School in the Universe'

... is a safe, inclusive place that nurtures students, as unique learners, to reach their highest potential becoming ...

People who make a difference.

The Nine Stars in our Universe

Vision statements describe the desired future position of the organisation.

They are a means by which we describe a desired outcome that invokes a vivid mental picture of our goal. The vision statement should inspire and energise all of the stakeholders in an organisation.

A vision statement should contain a summary statement that is memorable and enhances the effectiveness of our vision statement by acting as a trigger to the rest of the vision in the minds of those people who read it. The statement should say something about us, our school, our operating environment, our dream. When we read it, it should tell us where we are going.

Vision statements do not need to be long. Perhaps one of the most memorable, and arguably most effective, runs to just twelve words. Microsoft's vision statement was ...

> *"There will be a personal computer on every desk running Microsoft software."*

A short, simple, unequivocal, memorable statement that has the advantage of also being valid long term.

Good vision statements have common components:

It is written in the present, not future tense. They describe what we will feel, hear, think, say and do as if we had reached our vision now.

- It is summarised with a powerful phrase.

- It describes an outcome, the best outcome we can achieve. It does not confuse vision with the business goal and objectives for a particular period of time.

- It uses unequivocal language. It does not use business speak or words like maximise or minimise.

- It evokes emotion. It is obviously and unashamedly passionate.

However, it separates the hard aspect of vision in what we see, hear and do from the soft aspect of vision in what we think and feel.

- It helps build a picture, the same picture, in people's minds.

As a school, our vision statement has gone through several revisions over the years. Initially it comprised simply the phrase 'The Greatest Little School in the Universe'. While this was a simple powerful message that met most of the criteria detailed above, it failed to identify any of the 'hard' aspects of the vision, what we see, hear and do. It also failed to build a consistent picture across one of its intended audiences, prospective parents, focussing as it does on the school rather than the learner. Consequently, we often needed to explain what the 'greatest little school' meant and what it would look like in practice.

The current iteration of the vision statement 'hits' several of the target words and concepts for one of our key audiences, prospective parents.

Vision Statement:

Laingholm Primary School ...

'The Greatest Little School in the Universe'

... is a safe, inclusive place that nurtures students, as unique learners, to reach their highest potential and become ...

People who make a difference.

The word **'safe'** is crucial for any parent enrolling their first child at primary school. Often, they are moving from a small pre-school to a school of around 300 students, the notion of 'safe' is crucial to the prospective parent's peace of mind and something that we, as a school, do well.

Our signature practice of 'every student by name' underpins this, we notice if students are unhappy, not engaging, out of sorts or simply not at school.

As a school we work hard to be **'inclusive'**, a school wide practice that is not limited simply to the neuro-diverse.

The word **'nurture'**, carefully chosen to reflect what we actually do in terms of pastoral care and recognising the holistic needs of the student. The phrase could have easily read 'teaching students', but we, as a school and a wider community, do more than simply teach. We nurture – care for, protect, grow and develop - our students to reach their highest potential. We acknowledge that sometimes, what a student needs is pastoral care, not academic pressure.

The concept of **'unique learners'** ties strongly back to our signature practice of 'every student by name'. Each learner is an individual, they have unique blend of strengths and weaknesses that we work with to ensure every learner can reach their highest potential.

The phrase **'highest potential'** was also very carefully chosen, lacking as it does the seemingly obligatory reference to 'academic achievement'. As a school, we have high expectations of all our students in terms of academic achievement; however, we also recognise that for many students their 'highest potential' will be attained outside the generally accepted norms of 'academic achievement'. For some students their highest potential will be in the arts, for others it will be in sports. Others will be the great leaders, diplomats or influencers of future generations.

While vision statements are usually written in the present tense, we are a contributing school. By definition, our school is but one-step on a longer learning journey. The use of the word **'become'** rather than 'are' is a reflection that we recognise that our school is simply a step on the journey.

All of these concepts provide substance to the vision statement and links the concept of 'The Greatest Little School in the Universe' with the crafting of **'people who make a difference'**, the ultimate outcome for 'The Greatest Little School in the Universe'.

Reflective Questions:

A school's vision statement should be visible around the school - in every classroom, the staffroom, the principal's office and the foyer. Every student needs to know the vision and understand how it relates to him or her. The vision should reflect the uniqueness of the school. It is not set in concrete; it can and should change over time.

- How does the vision reflect the uniqueness of your school ?
- Is everyone in the school community able to articulate the vision ?
- How is the vision / mission evident in planning and choice of topics for study ?
- How do your students live the vision and experience the mission ?
- How would a visitor to your school see the vision impacting on daily school life ?

The Moral Imperative:

Our school vision is based on our understanding of the 'moral imperative' for education.

What is the 'moral imperative' for education - the goal for the education system - in a modern society ?

Dr Michael Fullen, like many others, has historically argued that the, moral imperative - the goal of the education system - was "raise the bar and close the gap for all students", he now acknowledges that this approach is doomed to fail.

Dr Fullen now advocates that the moral imperative, the goal of the education system, be rewritten as

"High expectations for all students in both academic performance and in connectedness[1] in life"

[1]   defined as having healthy connections in one's situation and life.

"When the school is organized to focus on a small number of shared goals, and when professional learning is targeted to those goals and is a collective enterprise, the evidence is overwhelming that teachers can do dramatically better by way of student achievement."

Michael Fullan,

"If you are working on something exciting that you really care about, you don't have to be pushed. The vision pulls you."

Steve Jobs

Mission Statement:

We craft connected, confident, lifelong learners who are creative, curious and actively involved in sustainable communities.

The Nine Stars in our Universe

MISSION = EVERY DAY

VISION = SOME DAY

Mission statements, as opposed to vision statements, define the organisation's purpose, its objectives and its approach to reach those objectives.

As our vision statement has evolved over the years, likewise our mission statement has evolved to ensure coherence with the school's vision.

Mission Statement:

We craft connected, confident, lifelong learners who are creative, curious and actively involved in sustainable communities.

The key word in this statement is the word **'craft'**. The use of this word reflects our belief that teaching, and learning is based on understanding the relationship between teacher and student. Teaching is a 'hands on' craft, it is not something that you memorise and do, it is a set of skills and experienced built over time.

The word 'craft' also has connotations of working with what is there, the strengths that the students brings with them as they enter the classroom. The more commonly used phrase 'create' gives the impression that the teacher is the source of all that is good, and that the student brings little or nothing of value to the teaching / learning relationship. Nothing could be further from the truth.

The use of the word **'we'** is deliberate, every student in our school is 'our' student. We work together as a team nurturing and supporting the learning of every student. If we are successful, we all share in that success. When we fail, which regrettably from time to time we do, collectively we own that failure.

As a team, we will reflect on what went wrong, what we could have done differently, and come back stronger next time.

The 'Craft' of Teaching:

"The calling of the teacher. There is no craft more privileged. To awaken in another human being powers, dreams beyond one's own; to induce in others a love for that which one loves; to make of one's inward present their future; that is a threefold adventure like no other."

George Steiner

"Teachers craft classrooms that are good matches for their teaching styles as well as for learner needs."

Carol Ann Tomlinson

The Validity of Conceptualising Teaching as a Craft (Barrie R.C. Barrell - Fall 1993) provides a great summary of the notion of teaching as a craft and the separation of the process and tools from the finished product. The article is available online here.

"Teaching is a craft. A craft is a set of skills acquired through practice and experience. Although teachers go to school to learn the science and art of teaching, it is ultimately the craft that makes a great teacher."

Anon.

What Is Sustainability?

There is no universally agreed definition of **sustainability**. In fact, there are many different viewpoints on this concept and on how it can be achieved.

The most often quoted definition comes from the UN World Commission on Environment and Development:

"sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

UN Brundtland Commission Report: Our Common Future (1987)

In the charter for the UCLA Sustainability Committee, sustainability is defined as: "the integration of environmental health, social equity and economic vitality in order to create thriving, healthy, diverse and resilient communities for this generation and generations to come. The practice of sustainability recognizes how these issues are interconnected and requires a systems approach and an acknowledgement of complexity."

Sustainable practices support ecological, human, and economic health and vitality. Sustainability presumes that resources are finite, and should be used conservatively and wisely with a view to long-term priorities and consequences of the ways in which resources are used. In simplest terms, sustainability is about our children and our grandchildren, and
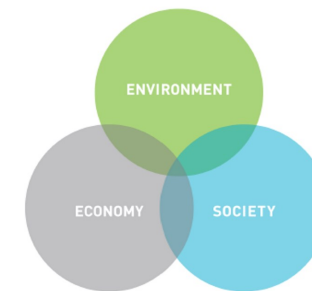
the world we will leave them.

The UCLA model posits three pillars to 'sustainability', specifically that sustainability is the balance between the environment, equity and economy.

This video can be accessed here

What is sustainability and how might we, as a school, implement truly sustainable, sustainable practices ?

The Three Pillars of Sustainability

In the Alberta University '[three pillar model](#)' of sustainability the argument is made that sustainability is made up of three pillars: **the economy, society, and the environment**. These principles are also informally called profit, people and planet.

Notes:

1. Given the history Laingholm Primary School has in developing sustainable practices, the visual that accompanies this model also serves to reinforce the point that 'environment' sits on top of a sustainable economy and an equitable and just society. An organisation focussing solely on 'environment' at the expense of 'economy' and 'society' runs the risk of collapsing the whole structure.

2. Each of the three pillars needs to be accorded equal 'weight' and validity. A programme that, for example, simply focusses on the 'environment' pillar needs to be supported by equally resourced programmes that focus on the pillars of 'economy' and 'society'. Our work around financial literacy - the function of profit - needs to have a 'sustainability' component to it. In any work in the social sciences around 'community' and 'society' in general there needs to be consideration of what makes a community or society sustainable.

3. Equally we need to discuss with our students, at a level appropriate to their development, the consequences of decisions made to positively support one pillar that have negative consequences on another pillar. A decision to not continue searching for off shore gas and oil, while a positive decision for the environment, can devastate a community centred around the revenue this activity produces. A positive decision for the environment pillar can have clear negative connotations for the economic and social pillars.

Environmental Sustainability

Ecological integrity is maintained, all of earth's environmental systems are kept in balance while natural resources within them are consumed by humans at a rate where they are able to replenish themselves.

Economic Sustainability

Human communities across the globe are able to maintain their independence and have access to the resources that they require, financial and other, to meet their needs. Economic systems are intact and activities are available to everyone, such as secure sources of livelihood.

Social Sustainability

Universal human rights and basic necessities are attainable by all people, who have access to enough resources in order to keep their families and communities healthy and secure. Healthy communities have just leaders who ensure personal, labour and cultural rights are respected and all people are protected from discrimination.

"We do not inherit the Earth from our ancestors; we borrow it from our children."

Native American Proverb

The Nine Stars in our Universe

Core Beliefs & Principles:

Te Tiriti o Waitangi:

- As educators we are committed to honouring and embodying the principles and obligations of Te Tiriti o Waitangi.

Professional Learning & Reading:

- As teachers we are committed to being lifelong learners.

- We seek out Professional Learning & Development (PLD).

- We engage in extensive Professional Reading.

Reflective Practice:

- Part of being a lifelong learner is a commitment to reflective practices.

- Effective reflective practice requires a growth mindset.

The Nine Stars in our Universe

Core Beliefs & Principles:

Student Centred:

- The needs of the student is central to everything we do.

Personalised Learning:

- The right student gets the right learning at the right time.
- Every student by name, ensuring teachers 'know me before you teach me'.

Student Engagement:

- Positive student engagement is key to both effective teaching and successful learning.

Student Agency:

- Students have appropriate voice and choice in their learning.

"Principles are what allow you to live a life consistent with those values. Principles connect your values to your actions."

Ray Dalio

"In matters of style, swim with the current; in matters of principle, stand like a rock."

Thomas Jefferson

Our Core Beliefs & Guiding Principles:

The New Zealand Curriculum (NZC) identifies eight principles that embody what is important and desirable in school curriculum - nationally and locally. These principles of ...

High Expectations: The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi: The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ōna tikanga.

Cultural Diversity: The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people

Inclusion: The curriculum is non-sexist, non-racist and non-discriminatory; it ensures that students identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are met.

Learning to Learn: The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Community Engagement: The curriculum has meaning for students, connects with their wide lives, and engages the support of their families, whānau, and communities.

Coherence: The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

Future Focus: The curriculum encourages students to look to the future by exploring such significant future-focused issues such as sustainability, citizenship, enterprise, and globalisation.

... have informed the development of our school's core beliefs and guiding principles.

As a school, these are our core beliefs regarding the practice of teaching and the process of learning:

The needs of the student is central to everything that we do.

Teaching and learning is personalised so the right student gets the right teaching and learning at the right time.

Fundamental to successful personalised learning is the need to 'know me before you teach me'. As a school we capture this concept in our signature practice of 'every student by name'.

Positive student engagement is key to both effective teaching and successful learning. Grounding our curriculum in authentic contexts, with real world application, helps ensure positive student engagement.

Our students, as appropriate, have agency[1] in their learning, this means they have a voice in the teaching and learning process.

[1]Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and often, choice, in how they learn.

This gives students a stake in choosing from opportunities provided for them - perhaps you give students a choice between projects, writing assignments, or other activities. Their ability to make a decision triggers a greater investment of interest and motivation.

This is explained in more detail here.

"The seed I would like to plant in your heart is a vision for Aotearoa where all our people can live together in harmony and share the wisdom from each culture."

Dame Whina Cooper

As educators we are committed to honouring and embodying the principles and obligations of Te Tiriti o Waitangi of participation, partnership and protection which underpins education in Aotearoa New Zealand. This is how we, as a school, give effect to the Treaty.

As teachers we are committed to being life-long learners. We seek out professional learning and development opportunities and engage in extensive professional reading.

Part of being a life-long learner is a strong commitment to personal and professional reflective practice.

A growth mind set, a mind open to change, is an essential part of effective reflective practice and being a life-long learner.

A growth mindset is essential for both educators and students. It emphasizes the belief that abilities can be developed through effort, learning, and resilience.

As a teacher, embracing a growth mindset allows you to continuously improve your teaching practices. When you view challenges as opportunities for growth, you're more likely to seek out professional development, reflect on your teaching methods, and adapt to meet diverse student needs.

Reflective practices, such as analysing lesson outcomes, seeking feedback, and adjusting strategies, align closely with a growth mindset. They encourage self-awareness, flexibility, and a commitment to lifelong learning.

By fostering a growth mindset within yourself, you create a positive learning environment where students also feel empowered to learn, take risks, and persist in their educational journey.

"The hallmark of successful people is that they are always stretching themselves to learn new things. …"

Carol Dweck

Goal:

He Pouako, he rangatira - he angitu, he ngaio
Teachers, leaders - outstanding and professional

Every student in every school and kura has leaders and teachers who are actively engaged in professional learning and development that supports and challenges them to provide equitable and, consequentially, excellent outcomes for their students.

The Nine Stars in our Universe

Values:

Ngā Pou - Professional Values:

- Whakamana, Manaakitanga, Whanaungatanga and Pono.

NZC - Values:

- Excellence, Innovation, Inquiry, Curiosity, Diversity, Equity, Community, Participation, Ecological Sustainability, Integrity and Respect.

LPS - The Things We Value:

- Creativity, Curiosity, Community and Sustainability.

LPS - Our Values:

- Honesty, Excellence, Aroha, Respect and Trust.

"Values are like lighthouses; they are signals giving us direction, meaning, and purpose."

Anon.

"Values are like fingerprints. Nobody's are the same, but you leave them all over everything you do."

Elvis Presley

Values:

Values are deeply held beliefs about what is important and desirable.

They are expressed through the ways in which people think and act. Values are to be encouraged, modelled and explored.

Every decision relating to curriculum and every interaction that takes place in the school reflects the values of the individuals involved and the collective values of the institution.

Our values are at the heart of everything that we do.

As educators we are guided by Ngā Pou:

Ngā Pou, these values underpin our professional ethics, they define us, inspire us, and guide us as teachers.

Whakamana: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

Manaakitanga: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

Pono: Showing integrity by acting in ways that are fair, honest, ethical and just.

Whanaungatanga: engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

The values contained in the New Zealand Curriculum (NZC)

- Excellence, by aiming high and by persevering in the face of difficulties

- Innovation, Inquiry, and Curiosity, by thinking critically, creatively, and reflectively

- Diversity, as found in our different cultures, languages, and heritages

- Equity, through fairness and social justice

- Community and Participation for the common good

- Ecological Sustainability, which includes care for the environment

- Integrity, which involves being honest, responsible, and accountable and acting ethically.

- Respect of themselves, others, and human rights.

The specific ways in which these values find expression in an individual school will be guided by dialogue between the school and its community.

They should be evident in the school's philosophy, structures, curriculum, classrooms, and relationships. When the school community has developed strongly held and clearly articulated values, those values are likely to be expressed in everyday actions and interactions within the school.

Laingholm Primary School - The Things We Value:

- Creativity
- Curiosity
- Community
- Sustainability

Laingholm Primary School - Our Values:
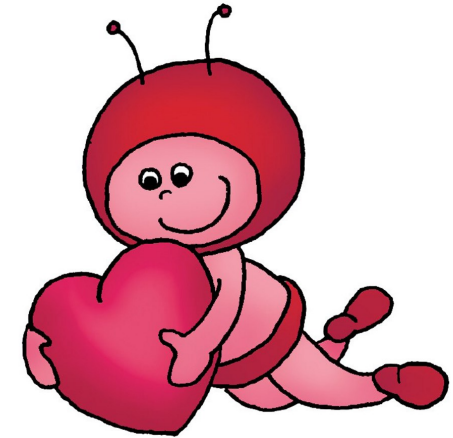
- Honesty
- Excellence
- Aroha
- Respect
- Trust

Honesty

Excellence

Aroha

Respect

Trust

Our values, the heart of all we do.

The Nine Stars in our Universe

Ngā Pou:

Whakamana:

- Empowering all learners to reach their highest potential by providing high quality teaching and leadership.

Manaakitanga:

- Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

Whanaungatanga:

- Engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

Pono:

- Showing integrity by acting in ways that are fair, honest, ethical and just.

"Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour. Keep your behaviour positive because your behaviour becomes your habits. Keep your habits positive because your habits becomes your values. Keep your values positive because your values become your destiny."

Mahatma Gandhi

Professional Values:

Ngā Pou underpin our practice as teachers, they define us, inspire us, and guide us.

Whakamana: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

At our place, and in our practice, this is visible in our continued focus on engaging students within a broad and relevant curriculum. Collectively we acknowledge that respectful relationships, valuing and embracing every student's culture, identity and individuality are key to understanding and therefore empowering every student to reach their highest potential. Our strong inclusive practices support this approach, as does our focus on trying to make learning, and life, fun.

Our school values of Honesty, Excellence, Aroha, Respect and Trust underpin these respectful relationships.

There is an awareness that nationally prescribed standards and arbitrary timeframes are incompatible, with empowering all students, and good teaching practice. Our Laingholm Expectations by comparison are signposts that every learner should pass on their learning journey.

For some the journey past these signposts will be quick, for others the journey will take more time, particularly for those that need significant assistance to make the journey.

Ensuring that students reach their highest potential is encompassed in our school value of excellence. It is also clearly visible in our Vision Statement. As a school we have a continued focus on a broad, engaging and relevant curriculum with an increasing focus on student agency - student voice and student choice. This broad curriculum is essential as a student's highest potential may not be in reading, writing and mathematics.

The strong focus within the school on professional learning and development, including professional reading, coupled with strong reflective practice will ensure that we continue to provide high-quality teaching and leadership.

Manaakitanga: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

At our place, and in our practice, this is visible in our continued focus on respectful relationships, relationships that are underpinned by our school values. Collectively we acknowledge that respectful relationships, valuing and embracing every student's culture, identity and individuality are key to understanding and therefore empowering every student to reach their highest potential. Our strong inclusive practices support this approach, as does our focus on trying to make learning, and life, fun.

In addition to our school values we have four things that we value, Creativity, Curiosity, Community and Sustainability. Our focus on these enhances the learning environment.

Pono: Showing integrity by acting in ways that are fair, honest, ethical and just.

At our place, and in our practice, this is visible in our practice of matching consequences to actions and focussing on the choices a student makes rather than the student themselves. We respect the student but acknowledge that students, and adults, occasionally make 'dumb' choices.

Our behaviour management focuses on helping the student understand the choices they have made, what they could have done differently and what they need to do to 'put right' the consequences of their actions.

Our school values of Honesty, Excellence, Aroha, Respect and Trust underpins this approach.

Whanaungatanga: engaging in positive and collaborative relationships with our learners, their families and whanau, our colleagues and the wider community.

At our place, and in our practice, this is visible in our continued focus on respectful relationships, including our relationships with the families and whanau of our students. These relationships that are underpinned by our school values and inherent in the things that we value. At our school all students are our students, a classroom teacher is never left to cope alone with a challenging student in their class.

Laingholm is a unique community and our school naturally forms an essential hub for this extended community with the wider community actively involved in the school, and the school actively involved in the wider community.

We work hard to involve our direct parent community through a variety of communication mediums and school based events. Our local curriculum tries to deliver at least two products, performances or presentations that can be shared with parents and the wider community.

"It's not hard to make decisions once you know what your values are"

Walt Disney

"Like branches on a tree we all grow in different directions yet our roots remain as one"

Māori Proverb

Brand & Motto:

Brand:

- 'The Greatest Little School in the Universe'.

Motto:

- Students at 'The Greatest Little School in the Universe' will reach the stars.

The Nine Stars in our Universe

Brand:

'The Greatest Little School in the Universe'

This is always written with the capitalisation detailed above and within single quotation marks.

Motto:

The students at 'The Greatest Little School in the Universe' will reach the stars.

The layout is consistent to that described for the brand.

Logo:

The school has two logos. The newer one - and the one that is now commonly used, does not have the red text. The font that the red text appears in is difficult to source so this version of the logo has been retired.

Colours:

The primary school colours are blue and orange.

- **Blue:** R 11 G 16 B 101 Hex 0b1065
- **Orange:** R 243 G 57 B 15 Hex f3390f

The dark blue paint colour used around the school is registered with Resene Paints as 'Laingholm Primary School Blue'

Font:

The standard font used for all school documents is 'nyala'. This used to be included in the Microsoft Office fonts but has since been retired from the suite. It must be added manually.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

Āā Ēē Īī Ōō Ūū

A brand is the collective impact or lasting impression from all that is seen, heard, or experienced by customers who come into contact with a company and its products and services. In creating a brand, or "branding," a business is managing the effect that the product or service is having on the customer.

The Nine Stars in our Universe

Strategic Objectives:

Our People:

- Our school is the 'Employer of Choice' for our staff.

- Our students are provided with a wide range of opportunities to reach their highest potential.

Our Place:

- Reflects the bi-cultural nature of Aotearoa New Zealand with the culture of Māori, as tāngata whenua, clearly evident.

- Is the 'School of Choice' for our community and reflects the needs and aspirations of our students and their whānau.

Our Purpose:

- To give effect to Te Tiriti o Waitangi.

- To be the 'Learning Environment of Choice', an environment that empowers all learners to reach their highest potential by providing high quality teaching and leadership.

Our People:

- Our school is the 'Employer of Choice' for our staff.
- Our students are provided with a wide range of opportunities to reach their highest potential.

We will meet these strategic objectives by ensuring that we ...

- Recruit and retain quality teachers who possess the skills required to deliver the New Zealand Curriculum guided by the framework contained in our Curriculum Overview. Teachers whose practice is inline with our current understanding of best practice.
- Employ staff that understand, and their performance aligns with, our core values and strategic objectives.
- Offer needs-based professional development opportunities to equip staff to continue to deliver high quality teaching & learning programmes, consistent with the Curriculum Overview and our current understanding of best teaching practice.
- Achieve school-wide consistency and coherence in the delivery of our curriculum, particularly in the core areas of literacy and numeracy.
- Use the Curriculum Overview to ensure broad curriculum coverage overtime <u>and</u> to manage teacher workload.
- Continue to develop students who are engaged and self-directed in their learning, able to use a variety of tools for thinking and learning.
- To continue to develop students who are increasingly setting their own learning goals with the necessary skills to be able to achieve

them.

- Continue to encourage risk taking by staff and students, allowing them to be adaptable and open to new ideas and ways of teaching and learning.
- Work to ensure that our Māori students are engaged in their learning and are achieving educational success as Māori.
- Work to ensure that our Pasifika students are engaged in their learning and are achieving educational success as Pasifika students.
- Ensure that students with additional learning needs, across the spectrum, are supported in their learning so that they can progress appropriately in relation to our Curriculum Overview.
- Collect, collate, analyse and present data that is robust, reliable and timely to support and inform classroom practice and school-wide goals.
- Review, as appropriate, our processes and practices to ensure that the Board is taking all reasonable steps to fulfill its role as a good employer, including meeting its equal employment opportunity (EEO) obligations.

"Sometimes people come into your life for a moment, a day, or a lifetime. It matters not the time they spent with you but how they impacted your life in that time"

Anon

Our Place:

- Reflects the bi-cultural nature of Aotearoa New Zealand with the culture of Māori, as tāngata whenua, clearly evident.

- Is the 'School of Choice' for our community and reflects the needs and aspirations of our students and their whānau.

We will meet these strategic objectives by ensuring that 'our place' …

- Is a physically and emotionally safe place for students and staff through the use of a variety of tools including our school values and Ngā Pou.

- Is one in which students rights are upheld and all reasonable steps are taken to eliminate racism, stigma, bullying and other forms of discrimination.

- Is inclusive of, and caters for, students with different needs.

- Continues to provide opportunities whereby families and whānau can be engaged in supporting their child's learning.

- Provides opportunities to use, in a responsible and appropriate manner, digital tools and resources.

- Provides engaging and authentic learning opportunities to ensure students have every possibility to find a 'niche' in which they can reach their highest potential.

- Continues to challenge students, and teachers, with consistently high expectations..

- Continues to celebrate creativity and curiosity in all their varied forms,

- Continues to promote environmentally sustainable practices that help students understand the importance of caring for, and actively taking responsibility for, our environment.

- Works to preserve the strong sense of community that makes Laingholm such a special place.

- Continues to implement processes and practices that ensure the financial stability of our school in the medium term and improve the financial position of the school in the long term.

- Implements ten year property plans (10YPP) and associated five year property agreements (5YA) in a manner that is consistent with the needs of the school and our current understanding of 'best practice' in relation to property development.

- Continues to develop a physical environment that reflect 'best practice' is school property development, creating an environment our community can be proud of.

- Has robust processes and practices to ensure that cyclical maintenance objectives are met on an ongoing basis.

- Provides sufficient digital tools and resources, linked to a robust and reliable infrastructure, to ensure all students can have the opportunity to use, in a responsible manner, digital tools and resources to meet their learning goals..

"When you leave a beautiful place, you carry it with you wherever you go"

Alexandra Stoddard

Our Purpose:

- To give effect to Te Tiriti o Waitangi.

- To be the 'Learning Environment of Choice', an environment that empowers all learners to reach their highest potential by providing high quality teaching and leadership.

We will achieve 'our purpose' by ...

- Ensuring that, as a school, we give effect to Te Tiriti o Waitangi by working to ensure that our plans, policies and curriculum reflects local tikanga Māori, mātauranga Māori, and te ao Māori.

- Taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori

- Delivering on our commitment to achieving equitable outcomes for Māori students

- Ensuring that our pedagogy and practice is consistent, and has particular regard for, the National Education and Learning Priorities (NELP)

- Ensuring effective, timely, communication, within available resources, with students, staff, parents, whānau and the wider school community.

- Continuing to promote and value excellence and high academic achievement.

- Continuing to nurture every students sense of curiosity and creativity.

- Continuing to engage all students, as appropriate, in their community.

- Continuing to promote 'Education for Sustainability' in a manner consistent with our school values and our available resources.

- Ensuring that our programmes of teaching and learning are personalised to meet the needs of all our students, ensuring that the right student gets the right learning at the right time.

- Continuing to promote the responsible and effective use of digital tools and resources.

We create people who are ...

Over several years the Board has developed this tool, originally called the 'NAG Lens', to provide guidance when considering how best to achieve the agreed strategic objectives. The tool ensures that 'unintended consequences' of Board actions are considered and minimised.

Kaupapa Karaihe Whakanui

Te arotahi i roto i nei titiro tātoa i tō tātou mahi.
The lens through which we view our practice.

Curriculum & Student Achievement:

To ensure that the Board meets its legal obligation to deliver the curriculum, and its moral obligation to ensure this is achieved by best teaching practice, addressing the holistic needs of our ākonga | students. This will ensure that all ākonga | students have the greatest opportunity to reach their highest potential. The Board will continue to nurture and sustain the sense of community, fun and innovation that makes Laingholm Primary School such a special place.

Documentation, Self-Review & Reporting:

The Board will systematically review, maintain, and develop the Strategic Plan and associated documents in a manner that is consistent with Ministry of Education guidelines and, equally importantly, reflects the needs and aspirations of the school community.

The Board will ensure that student achievement is reported - as appropriate - to students, parents, caregivers, whānau, and the wider school community.

Employment & Personnel:

To maintain a high level of staff performance by fostering an environment of support and collaboration in which professional learning and personal development is valued and the Board is regarded, by its employees, as a good employer - an employer of choice.

Property:

The Board will provide prudent stewardship of the property entrusted to its care and will take all reasonable steps to maintain and develop the property in an appropriate manner with the vision of providing an educationally enriching environment for ākonga | students and the school community.

Finance:

The Board will provide prudent financial stewardship of the taxpayer's money entrusted to its care, utilising it to maximise student achievement. The Board will take all reasonable steps to identify and eliminate financial risk to the school.

Health & Safety:

The Board will take all reasonable steps to identify hazards and then minimize, isolate, or preferably eliminate them and thus provide a physically and emotionally safe environment for staff, students, and visitors to our school. The Board will promote healthy food and nutrition for all ākonga | students.

Legislation & Compliance:

The Board will take all reasonable steps to comply with any legislative or administrative requirement placed upon it. In addition, the Board will take all reasonable steps to comply with any voluntary code of practice to which the Board is a signatory.

Mahere Tau

Annual Plan for 2024

Attendance	Attendance	Attendance
Achievement in 2023	Achievement in 2023	Achievement in 2023
88%	**86%**	**49%**
Average Attendance	Reasonable Attendance (81%+)	Regular Attendance (90%+)
Goal for 2024	**Goal for 2024**	**Goal for 2024**
90% average attendance	**90%** reasonable attendance	**60%** regular attendance

Opportunity:

- Attendance, generally, increases the opportunity for students to reach their highest potential and become ... **People who make a difference.**

Risks:

- Lack of funding and resourcing to monitor attendance at the level required to make a significant difference.
- Political patronage and insistence on the use of systems and processes that do not make a difference to our students.
- Parents, caregivers and whānau not buying in to the underpinning notion that 'everyday matters' in terms of achievement.

Monitoring & Reporting:

- Regular monitoring, as resources allow, by teachers and senior management noting any specific concerns, irrespective of specific attendance data. Regular reporting to the Board against these goals.

Reading Achievement in 2023	**Writing** Achievement in 2023	**Mathematics** Achievement in 2023
83% 'at' or 'above' our expectation	**82%** 'at' or 'above' our expectation	**91%** 'at' or 'above' our expectation
Goal for 2024 **90%** 'at' or 'above' expectation	**Goal for 2024** **90%** 'at' or 'above' expectation	**Goal for 2024** **95%** 'at' or 'above' expectation

Opportunity:

- To provide programmes of teaching and learning, within these core curriculum areas, that increase the opportunity for students to reach their highest potential and become ... **People who make a difference.**

Risks:

- Lack of funding and resourcing to address the increasing number of students with additional learning support needs.

- Inadequate systemic workforce planning, specifically ensuring an adequate supply of relief teachers, to meet the needs of the school.

- Political interference in the professional practice of teachers and the mandating of systems that may not make a difference for our students.

Monitoring & Reporting:

- Regular classroom observations and monitoring of the classroom programmes to ensure that they are meeting the needs of all learners. Regular reporting - twice per year - to the Board against these goals.

Curriculum Review - Mathematics:

- **Purpose(s):** To ensure that there is coherence within the teaching - practices and content - of mathematics across the school.
- **Outcome:(s):** A curriculum delivery document that details <u>what</u> is taught in mathematics from Year 1 to Year 6. Pedagogy is aligned by discussion and review.

Term 1:	Term 2:	Term 3:	Term 4:
Discussion: General discussion within agreed Curriculum Groups.	**Drafting:** Within smaller curriculum groups. One focussed on Y1-3, the other focussed on Y3-6. Overall focus on aligning Y3 in both.	**Review & Refinement:** All teaching staff to review and provide feedback to the curriculum group to refine.	**Publication:** Senior Management to standardise the layout across the reviews and publish.

Curriculum Review - Literacy:

- **Purpose(s):** To ensure that there is coherence within the teaching - practices and content - of literacy across the school.
- **Outcome:(s):** A curriculum delivery document that details <u>what</u> is taught in reading, writing, hand writing and spelling from Year 1 to Year 6.

Term 1:	Term 2:	Term 3:	Term 4:
Discussion: General discussion within agreed Curriculum Groups.	**Drafting:** Within smaller curriculum groups focussed on the four elements of literacy. Cross grouping as needed.	**Review & Refinement:** All teaching staff to review and provide feedback to the curriculum group to refine.	**Publication:** Senior Management to standardise the layout across the reviews and publish.

System Review - Inclusive Practices:

- **Purpose(s):** To ensure that there is a clear understanding within the teaching staff - teachers and support staff - of what 'best practice' in inclusion is.
- **Outcome:(s):** Our teaching staff consistent model 'best practice' in inclusion.

Term 1:	Term 2:	Term 3:	Term 4:
No work is planned in the Inclusive Practices System Review during this term.	**PLD:** All staff to attend a 'Trauma Informed Practice' PLD. **Goal:** To achieve a 'shared language' around this concept.	**Reading:** All staff to read and review key documents detailing the framework for effective inclusive practices.	**Discussion:** All staff to assist in identifying the barriers to effective inclusive practices to inform PLD for 2025.

System Review - Behaviour Management

- **Purpose(s):** To ensure that there is a clear understanding within the teaching staff - teachers and support staff - of what 'best practice' in behaviour management is.
- **Outcome:(s):** Our teaching staff consistent model 'best practice' in behaviour management.

Term 1:	Term 2:	Term 3:	Term 4:
No work is planned in the Behaviour Management System Review during this term.	**PLD:** All staff to attend a 'Trauma Informed Practice' PLD **Goal:** To achieve a 'shared language' around this concept.	No work is planned in the Behaviour Management System Review during this term.	**Reading:** All staff to read and review key documents detailing the framework for effective behaviour management.

Pedagogy & Practice:

Pedagogy:

- Pedagogy refers to the art and science of teaching and learning. It encompasses the instructional strategies and approaches that teachers use to facilitate student understanding and development.

Core Practices:

- The needs of the student is central to everything that we do.

- Teaching and learning is personalised so the right student gets the right teaching and learning at the right time.

- Our students, as appropriate, have agency in their learning, this means they have a strong voice in the teaching and learning .

The Nine Stars in our Universe

Effective and Appropriate Pedagogical Approaches:

Effective pedagogy can lead to academic achievement, social and emotional development, acquisition of technical skills, and a general ability to contribute to society. Among these varied learning outcomes, academic achievement is the easiest to measure, but the others are also important to consider when trying to reform and monitor ongoing changes to pedagogical practice.

Pedagogical effectiveness often depends on ensuring that the approach is appropriate for specific school and national contexts. For example, certain learner-centred techniques that are effective in classrooms with fewer students may be difficult to accomplish in crowded or under-resourced classrooms. Yet, some strategies have been shown to be more effective than others in a broadly applicable way.

These include the following:

1. strong grasp of pedagogical approaches specific to the subject matter and age of the learners (also called pedagogical content knowledge)

2. appropriate use of whole-class, small group, and pair work

3. meaningful incorporation of teaching and learning materials

4. frequent opportunities for students to answer and expand upon responses to questions

5. helpful use of local terms and languages - cultural responsiveness

6. varied lesson activities

7. a positive attitude towards students and belief in their capacity to learn.

Pedagogy and the Education System:

National examinations, curriculum standards, and other education system policies influence teacher pedagogy. For example, national exams that primarily test discrete factual knowledge, rather than comprehension or analysis, discourage teachers from using pedagogy that develops higher-order critical thinking skills.

For this reason, if education planners wish to change pedagogical practice, it is not sufficient to simply issue new pedagogical guidelines—they will also have to explore ways to align other policies and practices throughout the system.

Pedagogy:

Pedagogy refers to the art and science of teaching and learning. It encompasses instructional methods, strategies, and approaches that educators use to facilitate student understanding and development.

Effective pedagogy considers diverse learning styles, cultural contexts, and individual needs, aiming to create engaging and meaningful educational experiences.

Pedagogical approaches are often placed on a spectrum from teacher-centred to learner-centred pedagogy; though these two approaches may seem contradictory, they can often complement each other in the realisation of educational goals - for example, a teacher-centred approach may be useful to introduce a new theme, while a learner-centred approach may be necessary to allow students to explore these ideas and develop a deeper understanding.

- **Teacher-Centred Pedagogy:** Teacher-centred pedagogy positions the teacher at the centre of the learning process and typically relies on methods such as whole-class lecture, rote memorization, and chorus answers (i.e., call-and-response). This approach is often criticized, especially when students complete only lower-order tasks and are afraid of the teacher. However, whole-class teaching can be effective when teachers frequently ask students to explain and elaborate key ideas, rather than merely lecture.

- **Learner-Centred Pedagogy:** This pedagogical approach has many associated terms (e.g., constructivist, student-centred, participatory, active), but generally draws on learning theories suggesting learners should play an active role in the learning process. Students therefore use prior knowledge and new experiences to create knowledge. The teacher facilitates this process, but also creates and structures the conditions for learning. Considerable research and advocacy has promoted learner-centred pedagogy in recent years for economic, cognitive, and political reasons. Some research suggests this approach can be very effective but it is also difficult to measure consistently. It is often challenging for teachers to shift from teacher-centred pedagogy to learner-centred pedagogy, and so considerable support may be needed if this is an important goal for a given education system.

Learning-Centred Pedagogy: "Learning-centred pedagogy" is a relatively new term that acknowledges both learner-centred and teacher-centred pedagogy can be effective, but teachers must consider the local context, including the number of students in the class, the physical environment, the availability of teaching and learning materials, etc. It suggests that teachers should be flexible and carefully adapt their pedagogical approaches based upon the school environment.

What are our school's core beliefs regarding both the practice of teaching and the process of learning ?

- The needs of the student is central to everything that we do.

- Teaching and learning is personalised so the right student gets the right teaching and learning at the right time.

- Our students, as appropriate, have agency[1] in their learning, this means they have a strong voice in the teaching and learning process.

[1] *Student agency refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. To put it simply, student agency gives students voice and often, choice, in how they learn.*

Curriculum Overview:

New Zealand Curriculum (NZC):

- The NZC is the official document that sets the direction for teaching, learning, and assessment in all English medium schools in New Zealand.

Curriculum Overview:

- The Laingholm Primary School 'Curriculum Overview' serves as document that outlines which aspects of the New Zealand Curriculum (NZC) will be taught each year and provides a context for this work. It also highlights how this content aligns with other school activities, ensuring manageable workloads.

The Nine Stars in our Universe

Curriculum & Planning **Six Year Overview** The 'what & when' for 2022 to 2027	**2022** Curriculum Overview for 2022 (Stand Alone)	**2023** Curriculum Overview for 2023 (Election Year)	**2024** Curriculum Overview for 2024 (Linked to 2025)	**2025** Curriculum Overview for 2025 (Linked to Event – Must be this Year)	**2026** Curriculum Overview for 2026 (Stand Alone))	**2027** Curriculum Overview for 2027 (Stand Alone)
Event and/or Focus Statement: This can be a significant event with an associated focus statement or simply just a focus statement for the school year.	**Oysters and Pearls** "Some make the world go round; others watch it turn" "What makes the world go around?"	**I have a Dream** … "Now is the time to make the promise of real democracy …" "What do you imagine, what do you dream?"	**What a Wonderful World** Our Place. Our Heritage "Discovering and Telling – Our Stories"	**Laingholm Primary School** 75th Jubilee Celebration "Why do we celebrate?" "How do we celebrate?"	**The Street Beneath my Feet** Charlotte Guillian & Yuval Zommer "What's in the world beneath my feet?"	**An Incredible Journey** Getting from A to B "Life is a Journey, not a Destination"
Enduring Understandings: Enduring understandings are statements summarising important concepts – **the big ideas** - and core processes that are central to a discipline and have lasting value beyond the classroom.	• Everyone can tell you the risk. An entrepreneur can see the reward. • Our differences combine to create meaning and beauty. Kol-Ut-Shan. • Healthy, sustainable communities are inclusive and they celebrate diversity.	• Imagination is the starting point of creativity and vision. • A vision, linked with action, can change the world. Mandela • A healthy democracy and strong citizenship require active participation.	• The stories of Laingholm and LPS are our stories of our place. • Respect what has gone before but acknowledge change can be good. • Understanding our past helps us shape a better future.	• Milestones are worth celebrating. • People celebrate different things in different ways. • People can be connected by places and/or shared experiences. • To our community, LPS is a taonga.	• What you can see on the surface does not tell the full story. • Connected systems are essential for a healthy, sustainable community. • It is possible to tell stories without using (written) words.	• A journey can be both literal and figurative. • Life is a journey, not a destination. Link • On any journey, we have choices as to how, where, and with whom we travel. • Good planets are hard to find.
Opportunity to think like a … During the year the students will have several opportunities to think and act in an authentic manner. This will provide a **rich context** to deeply explore the big ideas and enduring understandings.	**Major:** Opportunity to think, and act, like a Social Scientist and an Artist **Minor:** Opportunity to think, and act, like an Entrepreneur and Health Consultant	**Major:** Opportunity to think, and act, like a Social Scientist and an Artist **Minor:** Opportunity to think, and act, like a Politician and Statistician	**Major:** Opportunity to think, and act, like a Social Scientist and Historian **Minor:** Opportunity to think, and act, like a Storyteller	**Major:** Opportunity to think, and act, like a Storyteller **Minor:** Opportunity to think, and act, like a Social Scientist and Historian	**Major:** Opportunity to think, and act, like an Engineer - Science and Technology **Minor:** Opportunity to think, and act, like an Artist and Photographer	**Major:** Opportunity to think, and act, like an Engineer - Technology **Minor:** Opportunity to think, and act, like a Scientist and a Health Consultant
Essential Questions: Essential questions help students engage – **rigorously** - with their existing knowledge base. To draw new patterns and connections between the ideas. They help students develop higher-order thinking.	• What is a risk and why do people take risks? • What makes each of us unique? • What brings us together as individuals, as groups, as communities?	• How do people change the world? • Can a speech change the world? • What is democracy and why do we have elections? • How does the world need to change? • How do you define creativity?	• What are the stories of 'Our People'? • What are the stories of 'Our Place' • What are the stories of 'Our Purpose' • How can we capture, preserve and share our stories? • Is 'history' static or can it change?	• Why are we celebrating Laingholm Primary's 75th Jubilee? • What other things do we celebrate? • Does every community celebrate the same things in the same way? • What next for Laingholm Primary?	• What occurs naturally and what is artificial, fabricated, beneath our feet? • How do you create, and maintain, a connected system? • What makes a good photograph and can you tell a story in a single image?	• How do we prepare for a journey? • What is the best way to travel? • What influences the decision about the best way to travel? • Which methods of travel are sustainable?
Product, Performance or Presentation: How will we share with our community the outcomes of our learning? **Note:** Events in Term 4 will be scheduled during school hours.	T1: Student Gala – Financial Literacy T2: Art Show – Cultural Diversity T3: Cultural Festival – Where in the World T4: Debate – Seniors	T1: Art Show – People & Portraits T2: Ted Ex & Expo – Inspired by (Seniors) T3: Production – "Imagine" T4: Pictures & Poetry (Juniors)	T1: Community Event: 'Something Sporty' T2: AV Exhibition: Our Place Our Heritage T3: AV & Oral Language "Our Stories" T4: LPS: School Environment Week	T1: Art – Outdoor Murals "Our Place" T2: LPS: 75th Jubilee Celebration T3: Time Capsule & Community Awards T4: LPS: 75th Jubilee Book Launch	T1: AV Exhibition - Science T2: Marble Mayhem – Connected Systems T3: 'Production Lite' – Class & Talent T4: Pictures & Poetry (Juniors)	T1: Design It, Build It, Race It T2: Photography Exhibition - Machines T3: Trashion Show: Exploring the World T4: Debate – Seniors

LPS: Te Ao, Vision & Mission. Mōku te Ao describes our focus. Our Vision Statement describes what we, as a school, want to be. Our Mission Statement describes what we do, every day, to help us achieve our Vision.	**Mōku te Ao:** Te Ao Māori, the Māori worldview, acknowledges the interconnectedness and interrelationship of all living & non-living things. Adopting a Mōku te Ao approach will ensure that a Māori perspective will inform and strengthen our work. **Vision Statement:** Te Kura o Laingholm	Laingholm Primary School … 'The Greatest Little School in the Universe' … is a safe, inclusive place that nurtures students, as unique learners, to reach their highest potential and become … **People who make a difference.** **Mission Statement:** We craft connected, confident, lifelong learners who are creative, curious, and actively involved in sustainable communities.
NZC: Principles & Values. The New Zealand Curriculum (NZC) Principles and Values are the foundation for curriculum decision making. They inform our school values, core beliefs and curriculum development.	**NZC Principles:** High Expectations - Treaty of Waitangi - Cultural Diversity - Inclusion - Learning to Learn - Community Engagement - Coherence - Future Focus **NZC Values:** Excellence – Innovation, Inquiry and Curiosity – Diversity – Equity – Community and Participation – Integrity - Respect

LPS: Core Beliefs, Principles & Values. As a school we a number of core beliefs, principles and values that inform and guide our practice, including curriculum development.	• **LPS - Core Beliefs & Principles:**	Honour, and give effect to, Te Tiriti o Waitangi – Professional Learning and Development – Professional Reading – Reflective Practice – Student Centred – Personalised Learning – Student Agency
	• **LPS - Professional Values:**	Whakamana – Manaakitanga – Whanaungatanga – Pono
	• **LPS - The Things We Value:**	Creativity – Curiosity – Community – Sustainability
	• **LPS - Our Values:**	Honesty – Excellence – Aroha – Respect - Trust

NZC: Key Competencies. The NZC identifies five key competencies. The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved.	• **Thinking:**	Thinking is about using creative, critical and metacognitive processes to make sense of information, experiences and ideas.
	• **Using Language, Symbols and Texts:**	Using language symbols and texts is about working with and making meaning of the 'codes' in which knowledge is expressed.
	• **Managing Self:**	This competency is associated with self-motivation, a 'can-do' attitude, and the students seeing themselves as capable learners. It is integral to self-assessment.
	• **Relating to Others:**	Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively and recognise different points of view.
	• **Participating and Contributing:**	This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture.

Learning to Learn: The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. There is variety of tools to help develop higher order thinking strategies and reflective practices. Some are noted here …	**Thinkers Keys** (Tony Ryan) – There are twenty specific strategies – ten critical and ten creative. **Critical:** Decision – Info – Rubrics – Action – Perspectives – Purpose – Reflection – Consequences – Question – Three Whys. **Creative:** Brainstorming – Combinations – Improvements – Challenge – Inventions – BAR – Brick Wall – In Common – Reverse – Prediction **Six Thinking Hats** (Edward De Bono) – This tool to boost creative thinking by dividing up the different styles of thinking into six 'hats': **Green:** Creative – **Blue:** Overview – **White:** Information – **Red:** Emotion – **Black:** Negative - **Yellow:** Positive **Habits of Mind** (Art Costa) – A "Habit of Mind" means having a disposition towards behaving intelligently when confronted by problems. Employing "Habits of Mind" requires a composite of many skills, attitudes, and past experiences. The 16 Habits of Mind **Mind Maps** (Various) – Mind mapping is one of the best activities for understanding, especially collaboratively among learners. Free software tools such as MindMup and MURAL can be used to develop Mind Maps, as can a piece of paper and some felt pens. **40 Frameworks for Reflective Thinking** (Kath Murdoch) – This books contains 40 black line masters outlining various ways of encouraging, in students, higher order thinking skills and reflective practice. There is a copy here on the SharePoint Server.

Please Note: An A3 version of the Curriculum Overview is provided in Appendix 1 of this document - Page 61

English:	Make Meaning: Read, Listen, View	Make Meaning: Read, Listen, View	Make Meaning: Read, Listen, View	Make Meaning: Read, Listen, View	Make Meaning: Read, Listen, View	Make Meaning: Read, Listen, View
English is the study, use, and enjoyment of the English language and its literature communicated orally, visually or in writing for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.	T1: Biographies & Autobiographies T2: Traditional Tales T3: Presentation – AV Music & Magic T4: Fact | Opinion & Fiction | Non-Fiction **Create Meaning:** Speak, Write, Present T1: Persuasive – Writing to Sell T2: Descriptive – Different People T3: Descriptive – Different Cultures T4: Persuasive - Debates	T1: Biographies & Autobiographies T2: Presentation – AV Music & Magic T3: Inspiration & Inspiring T4: Politics & Citizenship **Create Meaning:** Speak, Write, Present T1: Expository – Facts, Opinions & Biases T2: Presentation – Writing to Speak T3: Narrative – Personal Narrative T4: Short Writing Forms, eg: Poems	T1: Local History – 'Our Stories' T2: Local History - 'Our Stories' (AV) T3: History – 'Our Stories' T4: History – Our Stories (AV) **Create Meaning:** Speak, Write, Present T1: Write / Present for a specific audience T2: Expository – Compare and Contrast T3: Narrative – News Reports T4: Narrative – News Reports	T1: Celebrations T2: Celebrations T3: Science Fiction & Fantasy T4: Presentation – AV Music & Magic **Create Meaning:** Speak, Write, Present T1: Persuasive – 'Selling' an Opinion T2: Narrative – Personal Narrative T3: Narrative – Compare and Contrast T4: Narrative – Future Focus	T1: What makes a great photograph? T2: Technology: How Things Work T3: Presentation – AV Music & Magic T4: Science: Mini Beasts & Geology **Create Meaning:** Speak, Write, Present T1: Expository – Marble Mayhem T2: Expository – Marble Mayhem T3: Presentation – Writing to Speak T4: Short Writing Forms, eg: Poems	T1: Incredible Journeys T2: What makes a great photograph? T3: Transport and Sustainability T4: Sustainability and Transport **Create Meaning:** Speak, Write, Present T1: Write / Present for a specific audience T2: Expository – Sustainable Travel T3: Expository – Sustainable Travel T4: Persuasive – Debates
Mathematics & Statistics: Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but different ways of thinking and solving problems.	**Structure:** • Number Focus / Maths 'No Problem' • Assessment Based Workshops • Problem Solving **Integration Points:** • Money Maths & Percentages • Probabilities • Population Statistics • Graphing - Populations	**Structure:** • Number | Strand | Maths 'No Problem' • Assessment Based Workshops • Problem Solving **Integration Points:** • Census 2023 • Polls & Election Statistics • Statistical Samples, size matters • Estimation & Probability	**Structure:** • Number | Strand | Maths 'No Problem' • Assessment Based Workshops • Problem Solving **Integration Points:** • Graphing – Trends over Time • Celestial Navigation & GPS • Describing Place – Positional Language • Describing Place – Coordinates.	**Structure:** • Number | Strand | Maths 'No Problem' • Assessment Based Workshops • Problem Solving **Integration Points:** • Significant Numbers • Ratios – Past to Present •	**Structure:** • Number | Strand | Maths 'No Problem' • Assessment Based Workshops • Problem Solving **Integration Points:** • Patterns & Symmetry in Nature • Measuring Time & Angles • Properties of Shapes • Using Angles & Shapes	**Structure:** • Number | Strand | Maths 'No Problem' • Assessment Based Workshops • Problem Solving **Integration Points:** • Data Collection & Statistics • Graphing – Performance Data • Gears & Gearing – The Maths • Measurement – Weight & Volume.
The Arts: The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders.	• Understanding the Arts in Context • Developing Practical Knowledge • Developing Ideas • Communicating & Interpreting	• Understanding the Arts in Context • Developing Practical Knowledge • Developing Ideas • Communicating & Interpreting	• Understanding the Arts in Context • Developing Practical Knowledge • Developing Ideas • Communicating & Interpreting	• Understanding the Arts in Context • Developing Practical Knowledge • Developing Ideas • Communicating & Interpreting	• Understanding the Arts in Context • Developing Practical Knowledge • Developing Ideas • Communicating & Interpreting	• Understanding the Arts in Context • Developing Practical Knowledge • Developing Ideas • Communicating & Interpreting
Health & Physical Education: In health and physical education, the focus is on the wellbeing of the students themselves, of other people, and of society through learning in health-related and movement contexts.	• Personal Health & Physical Development • Movement Concepts & Motor Skills • Relationships with Other People • Healthy Communities & Environments	• Personal Health & Physical Development • Movement Concepts & Motor Skills • Relationships with Other People • Healthy Communities & Environments	• Personal Health & Physical Development • Movement Concepts & Motor Skills • Relationships with Other People • Healthy Communities & Environments	• Personal Health & Physical Development • Movement Concepts & Motor Skills • Relationships with Other People • Healthy Communities & Environments	• Personal Health & Physical Development • Movement Concepts & Motor Skills • Relationships with Other People • Healthy Communities & Environments	• Personal Health & Physical Development • Movement Concepts & Motor Skills • Relationships with Other People • Healthy Communities & Environments
Science: Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations.	• The Nature of Science • The Living World • The Planet Earth & Beyond • The Physical World • The Material World	• The Nature of Science • The Living World • The Planet Earth & Beyond • The Physical World • The Material World	• The Nature of Science • The Living World • The Planet Earth & Beyond • The Physical World • The Material World	• The Nature of Science • The Living World • The Planet Earth & Beyond • The Physical World • The Material World	• The Nature of Science • The Living World • The Planet Earth & Beyond • The Physical World • The Material World	• The Nature of Science • The Living World • The Planet Earth & Beyond • The Physical World • The Material World
Social Sciences: The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.	• Identity, Culture, & Organisation • Place and Environment • Continuity & Change • Economic World • Aotearoa New Zealand Histories	• Identity, Culture, & Organisation • Place and Environment • Continuity & Change • Economic World • Aotearoa New Zealand Histories	• Identity, Culture, & Organisation • Place and Environment • Continuity & Change • Economic World • Aotearoa New Zealand Histories	• Identity, Culture, & Organisation • Place and Environment • Continuity & Change • Economic World • Aotearoa New Zealand Histories	• Identity, Culture, & Organisation • Place and Environment • Continuity & Change • Economic World • Aotearoa New Zealand Histories	• Identity, Culture, & Organisation • Place and Environment • Continuity & Change • Economic World • Aotearoa New Zealand Histories
Technology: Technology is intervention by design. It uses intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities.	• Design & Develop Materials Outcomes • Design & Develop Processed Outcomes • Design and Visual Communication • Computational Thinking for Digital Technologies • Design & Develop Digital Outcomes	• Design & Develop Materials Outcomes • Design & Develop Processed Outcomes • Design and Visual Communication • Computational Thinking for Digital Technologies • Design & Develop Digital Outcomes	• Design & Develop Materials Outcomes • Design & Develop Processed Outcomes • Design and Visual Communication • Computational Thinking for Digital Technologies • Design & Develop Digital Outcomes	• Design & Develop Materials Outcomes • Design & Develop Processed Outcomes • Design and Visual Communication • Computational Thinking for Digital Technologies • Design & Develop Digital Outcomes	• Design & Develop Materials Outcomes • Design & Develop Processed Outcomes • Design and Visual Communication • Computational Thinking for Digital Technologies • Design & Develop Digital Outcomes	• Design & Develop Materials Outcomes • Design & Develop Processed Outcomes • Design and Visual Communication • Computational Thinking for Digital Technologies • Design & Develop Digital Outcomes

Te Reo Māori me ōna Tikanga

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our national and human identities.

Mōku te Ao:	At LPS we are developing a Mōku te Ao approach to ensure that a Māori perspective informs and strengthens our work. Ka Hikitia – Ka Hāpaitia, developed by Te Tāhuhu o te Mātauranga, and other agencies, also informs our practice.
Te Reo Māori:	Language is a window into a culture and culture is a window into a language. To assist classroom teachers with the delivery of our te reo Māori programme LPS subscribes to the Wai Ako website, each teacher has an individual login.
Tikanga:	Effective teachers of te reo Māori take cultural considerations into account throughout their programmes so that their students are always aware that te reo Māori and tikanga Māori are inseparable.

Ko te reo te taikura o te whakaao mārama. | Language is the key to understanding.

Wellbeing & Mindfulness:

Maslow's Hierarchy of Needs notes that students need to feel comfortable and have a sense of belonging for effect learning. At LPS we talk about the need for students 'to feel comfortable in their own skin' before learning can occur.

- **MindUP:** This programme fosters student's well-being through educational programs based in: Neuroscience – Mindful Awareness – Positive Psychology – Social & Emotional Learning. All teachers should have the two MindUP curriculum guides. (Book 1 | Book 2)
- **Pause, Breathe Smile:** Pause Breather Smile is a mind health programme designed to equip children aged five to twelve with tools to manage the difficulties of life and set them up for a healthy future. The programme aligns with the New Zealand Curriculum.
- **Mindfulness:** This is the ability to be fully present, aware of where you are and what you are doing, and not overwhelmed by what is going on around us. Mindfulness, which is different to meditation, forms a part of many wellbeing programmes.
- **The Formative Five** (Thomas Hoerr): For success in school and in life, students need more than academic proficiency and good test scores, the need to develop the dispositions of the 'Formative Five': Empathy – Self-Control – Integrity – Embracing Diversity – Grit

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Planning: Effective planning supports all students to access, engaging learning opportunities across all the learning areas of the NZC. Planning that is inclusive takes into account the tenets of Universal Design for Learning.	• **Mōku te Ao:** At LPS we have the expectation that teachers will have regard for te Ao Māori, the Māori perspective or dimension, early within any planning process. May be simple, complex or on occasion considered, but not included. It is important that teachers can articulate the basis of whatever decision they make. Our process requires the consideration of the five outcome domains of Ka Hikitia – Ka Hāpaitia: Te Whānau – Te Tangata – Te Kanotautanga – Te Tuakiritanga – Te Rangatiratanga • **NZC:** This document, in English-medium teaching and learning settings, sets the direction for student learning and provides guidance as schools design and review their local curriculum. The NZC and the associated 'Achievement Objectives by Learning Area' are our 'go to' documents when planning. • **NELP:** The statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that – they believe – will ensure the success and wellbeing of all learners. The NELP has five priorities that Boards must give 'regard to'. • **LPS - Key Documents (OneNote):** - Within the school, we have a number of documents that inform our planning process. These include the Strategic Plan, Curriculum Overview, Annual Plan, Annual Curriculum Plan and Student Achievement Targets.					
Pedagogy, Inquiry & L2L: There are numerous ways to can implement the practice of teaching. Inquiry and L2L are two of them. A variety of tools and frameworks exist to help develop inquiry skills and learning to learn (L2L) strategies. Some are noted here ...	• **Digital Fluencies** (Lee Crockett) – If students are to thrive in the 21st Century, they need more than the traditional literacies. They need, Solution Fluency – Information Fluency – Media Fluency – Collaboration Fluency – Creative Fluency – Global Digital Citizen. • **New Pedagogies for Deep Learning** (Michael Fullen) – This pedagogical approach focuses the Deep Learning Competencies – referred to as the 6 C's: Character – Citizenship – Collaboration – Communication – Creativity – Critical Thinking • **The Global Curriculum Project** (Mark Treadwell) – This work builds on Mark's work on the 'Future of Learning' which provides a framework that describes the most effective and efficient approaches for learning based on a scientific model of how the brain learns. • **The Power of Inquiry** (Kath Murdoch) – Organised around ten essential questions, each chapter provides both the theoretical and practical elements that combine to create rich and purposeful learning environments. Chapter 1 provides a valuable 'fresh look at why and how we use inquiry in our classrooms.					
Professional Learning (PLD): PLD provided via three strands. The first is school wide PLD and will usually involve all staff over time. Given limited funding and places, this could be over several years. Teacher specific PLD provided to meet goals, interests, or other needs, as funds allow. Student specific PLD provided to meet the needs of specific students. As a school, we try to provide this 'as of right' to the student and teacher but occasionally the limited places available in some course can become a barrier. School wide PLD will be delivered by either an Outside Facilitator (OF) or by a team of In-House experts (IH). The initials at the end of the description are those of the teacher coordinating the PLD.	**School Wide: Term 1** • Assessment for Learning – OF (HW) • Maths 'No Problem' – OF (HW) **School Wide: Term 2** • Assessment for Learning – OF (HW) • Maths 'No Problem' – OF (HW) **School Wide: Term 3** • Assessment for Learning – OF (HW) • Maths 'No Problem' – OF (HW) **Teacher Specific:** As agreed with individual teachers. **Student Specific:** As required for teachers working with specific students.	**School Wide: Term 1** • Writing Assessment Review IH (MW) • Te Reo me ngā tikanga Māori IH (HW) **School Wide: Term 2** • Reading Assessment Review IH (MW) • Te Reo me ngā tikanga Māori IH (HW) **School Wide: Term 3** • Aotearoa New Zealand Histories - TBC • Te Reo me ngā tikanga Māori (IH (HW) **Teacher Specific:** As agreed with individual teachers. **Student Specific:** As required for teachers working with specific students.	**School Wide: Term 1** • Laingholm & Local History - TBC • Teaching Reading - Review **School Wide: Term 2** • Teaching Reading - Review • Teaching Writing - Review **School Wide: Term 3** • Teaching Writing - Review • **Teacher Specific:** As agreed with individual teachers. **Student Specific:** As required for teachers working with specific students.	**School Wide: Term 1** • Technology • Review – Maths no Problem **School Wide: Term 2** • • **School Wide: Term 3** • • **Teacher Specific:** As agreed with individual teachers. **Student Specific:** As required for teachers working with specific students.	**School Wide: Term 1** • Science **School Wide: Term 2** • • **School Wide: Term 3** • • **Teacher Specific:** As agreed with individual teachers. **Student Specific:** As required for teachers working with specific students.	**School Wide: Term 1** • Health & PE • **School Wide: Term 2** • • **School Wide: Term 3** • • **Teacher Specific:** As agreed with individual teachers. **Student Specific:** As required for teachers working with specific students.
Professional Reading: Professional reading, like participation in PLD, is a non-negotiable part of being a teacher at LPS. The list for each year represents the absolute minimum expectation for professional reading during that year. While it may seem counter, intuitive to have the most significant reading 'load' in Term 4, most of this reading will relate to practice notes and activity ideas to support the Annual Curriculum Plan (ACP) for the following year.	**Term 1:** • Class Dojo vs Seesaw (Decision) **Term 2:** • Learning to Learn Tools (Review) **Term 3:** • Pedagogy, Inquiry & L2L (Review) **Term 4:** • LPS: Induction Process (Review) • LPS: School Organisation (Review)	**Term 1:** • Niho Taniwha **Term 2:** • Aotearoa New Zealand Histories **Term 3:** • LPS: Assessment (Review) **Term 4:** • LPS: Induction Process (Review) • LPS: School Organisation (Review)	**Term 1:** • Aotearoa New Zealand Histories **Term 2:** • LPS: Writing (Review) **Term 3:** • LPS: Reading (Review) **Term 4:** • Pedagogy, Inquiry & L2L (Review) • Learning to Learn Tools (Review)	**Term 1:** • LPS 75th Jubilee **Term 2:** • LPS 75th Jubilee **Term 3:** • LPS: Mathematics (Review) **Term 4:** • LPS: School Organisation (Review)	**Term 1:** • **Term 2:** • LPS: Key Docs – Assessment (Review) **Term 3:** • **Term 4:** •	**Term 1:** • **Term 2:** • **Term 3:** • **Term 4:** • LPS: School Organisation (Review) •
Assessment: **Checkpoint Assessments** are summative assessments using nationally normed tests such as PAT. **Learning Strand** assessments use LPS developed rubrics at learning objective level. The **Digital Passport** is a new concept that is still under development.	• Formative Assessment – On Going • Checkpoint Assessments – Schedule • Digital Passport – Under Development • Learning Strand Assessments – Rubrics ▪ The Arts – 2x Strands ▪ Social Sciences – 2x Stands ▪ Health – 2x Strands	• Formative Assessment – On Going • Checkpoint Assessments – Schedule • Digital Passport – Under Development • Learning Strand Assessments – Rubrics ▪ The Arts – 2x Strands ▪ Technology – 2x Stands ▪ Health – 1x Strand	• Formative Assessment – On Going • Checkpoint Assessments – Schedule • Digital Passport – Under Development • Learning Strand Assessments – Rubrics ▪ Technology – 1x Strands ▪ Social Sciences – 4x Stands ▪ Health – 1x Strands	• Formative Assessment – On Going • Checkpoint Assessments – Schedule • Digital Passport – Under Development • Learning Strand Assessments – Rubrics ▪ The Arts – 2x Strands ▪ Technology – 2x Stands ▪ Health – 2x Strands	• Formative Assessment – On Going • Checkpoint Assessments – Schedule • Digital Passport – Under Development • Learning Strand Assessments – Rubrics ▪ Science – 3x Strands ▪ Technology – 2x Stands ▪ The Arts – 1x Strands	• Formative Assessment – On Going • Checkpoint Assessments – Schedule • Digital Passport – Under Development • Learning Strand Assessments – Rubrics ▪ Science – 3x Strands ▪ Technology – 2x Stands ▪ Health – 1x Strands

Reporting:
All of the current (2021) report formats will redesigned to align with the new assessment format. A new Microsoft Form (sample) may be used to record data at Parent Teacher Interviews.
	• Digital Platform – Dojo or Seesaw
	• SOY Report - Overview
	  Parent Teacher Interviews
	• MY Report - Overview
	  Parent Teacher Interviews
	• EOY Report - Overview
		• Digital Platform – Dojo or Seesaw
		• SOY Report - Overview
		  Parent Teacher Interviews
		• MY Report - Overview
		  Parent Teacher Interviews
		• EOY Report - Overview
			• Digital Platform – Dojo or Seesaw
			• SOY Report - Overview
			  Parent Teacher Interviews
			• MY Report - Overview
			  Parent Teacher Interviews
			• EOY Report - Overview
				• Digital Platform – Dojo or Seesaw
				• SOY Report - Overview
				  Parent Teacher Interviews
				• MY Report - Overview
				  Parent Teacher Interviews
				• EOY Report - Overview
					• Digital Platform – Dojo or Seesaw
					• SOY Report - Overview
					  Parent Teacher Interviews
					• MY Report - Overview
					  Parent Teacher Interviews
					• EOY Report - Overview
						• Digital Platform – Dojo or Seesaw
						• SOY Report - Overview
						  Parent Teacher Interviews
						• MY Report - Overview
						  Parent Teacher Interviews
						• EOY Report - Overview

Health & Safety: These 'key tasks' are in addition to the regular H&S 'check in' meetings scheduled for Week 2 and Week 8 each term. The H&S induction review is completed annually.	• Evacuation & Emergency Drills (T1-T4) **T1:** Health & Safety Rep. (Election) **T1:** Police Vetting – Support Staff **T1:** EOTC Practices (Review) **T4:** H&S Audit - Harrison Tew Consultants	• Evacuation & Emergency Drills (T1-T4) **T1:** First Aid Training (All Staff) **T1:** Trip Planning & Documentation **T3:** EOTC Practices (Review) **T4:** Safety Culture Survey	• Evacuation & Emergency Drills (T1-T4) **T1:** CASE Statement Review (Hazards) **T2:** Protocols for School Events **T3:** Search & Surrender Review **T4:** H&S Audit - Harrison Tew Consultants	• Evacuation & Emergency Drills (T1-T4) **T1:** First Aid Training (All Staff) **T1:** Health & Safety Rep. (Election) **T1:** Police Vetting - Support Staff **T3:** Safety Culture Survey	• Evacuation & Emergency Drills (T1-T4) **T1:** CASE Statement Review (Hazards) **T2:** EOTC Practices (Review) **T3:** Physical Restraint Review **T4:** H&S Audit - Harrison Tew Consultants	• Evacuation & Emergency Drills (T1-T4) **T1:** First Aid Training (All Staff) **T2:** Protocols for School Events **T3:** Trip Planning & Documentation **T3:** Safety Culture Survey
Community Voice: In addition to the regular informal feedback the school receives, at LPS we often formally seek 'the voice' of groups with our Learning Community on specific topics of interest.	• Board Surveys (As Required) **T1:** Local Curriculum Review (Community) **T2:** NZCER Teacher Workplace (Staff) **T2:** Me & My School (Students) **T3:** Health Curriculum (Community)	• Board Surveys (As Required) **T1:** Māori Achievement **T2:** Reporting & Prize Giving **T2:** NZCER TSP Survey (Staff) **T3:** Me & My School (Students)	• Board Surveys (As Required) **T1:** Local Curriculum Review (Community) **T2:** NZCER Teacher Workplace (Staff) **T2:** Me & My School (Students) **T3:** Health Curriculum (Community)	• Board Surveys (As Required) **T1:** Māori Achievement **T2:** NZCER TSP Survey (Staff) **T2:** Me & My School (Students) **T3:**	• Board Surveys (As Required) **T1:** Local Curriculum Review (Community) **T2:** NZCER Teacher Workplace (Staff) **T2:** Me & My School (Students) **T3:** Health Curriculum (Community)	• Board Surveys (As Required) **T1:** Māori Achievement **T2:** EOTC Practices (Review) **T2:** NZCER TSP Survey (Staff) **T3:** Me & My School (Students)

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School Celebrations: Limited to no more than _four_ per year, in addition to the two multi-term celebrations that occur most terms, specifically Powhiri and Headway Cup.	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates
Sports Events – School: Limited to no more than _four_ events per year. These events are to be scheduled in Term 1 and Term 4 only. There is no limit as to how many may occur in a given term, the limit is four events over the year.	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School
Sports Events – Inter School: Currently there are twelve different sports available to our students to participate in at an 'Inter School' level. Possible future sports: • Kiwi Volleyball • Softball or 'T' Ball • Badminton • Tennis • Frisbee Golf	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools
Other Events: Limited to no more than _four_ per year, ideally spread throughout the year. **Class Trips** can be organised 'by syndicate' depending on the nature of the trip and teacher workload.	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day – May 4th (Friday) **T4:** Camp – Year 6	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day – May 4th (Friday) **T4:** Camp – Year 5&6	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day – May 4th (Friday) **T4:** Camp – Year 6	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day – May 4th (Friday) **T4:** Camp – Year 6	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day – May 4th (Friday) **T4:** Camp – Year 6	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day – May 4th (Friday) 50th. **T4:** Camp – Year 6
Visiting Performer / Program: Limited to no more than _four_ per year, visiting performers or programmes must be educational and, in an ideal world, support the Annual Curriculum Plan. The cost of these visits is met from the 'Activity Donation'.	**T1:** Science in a Van **T2:** Cultural Group – School (TBC) **T3:** Playhouse Theatre ($5.00 p/s) **T4:** Life Education	**T1:** Corbans **T2:** Science in a Van & Playhouse Theatre **T3:** 'Fire' Show **T4:** Keeping Ourselves Safe	**T1:** Science in a Van **T2:** Stu Duvall **T3:** **T4:** Life Education	**T1:** Science in a Van **T2:** **T3:** **T4:** Keeping Ourselves Safe	**T1:** Science in a Van **T2:** **T3:** **T4:** Life Education	**T1:** Science in a Van **T2:** **T3:** **T4:** Keeping Ourselves Safe
Charity Events – Staff: Limited to no more than _four_ events per year, ideally spread across the four terms and each with a strong 'learning focus' for students.	**T1:** Local Life Savers (Beach) **T2:** Pink Shirt Day (Friday 20th May) **T3:** 40 Hour Famine (1st to 3rd July) **T4:** Vision West – Christmas Appeal	**T1:** Pink Shirt Day (22-02-23) **T2:** 40 Hour Famine (TBC) **T3:** Daffodil Day (28-08-23) **T4:** Gumboot Friday (03-11-23)	**T1:** Pink Shirt Day **T2:** 40 Hour Famine **T3:** Daffodil Day **T4:** Gumboot Friday	**T1:** Pink Shirt Day **T2:** 40 Hour Famine **T3:** Daffodil Day **T4:** Gumboot Friday	**T1:** Pink Shirt Day **T2:** 40 Hour Famine **T3:** Daffodil Day **T4:** Gumboot Friday	**T1:** Pink Shirt Day **T2:** 40 Hour Famine **T3:** Daffodil Day **T4:** Gumboot Friday
Charity Events - Students: Limited to no more than _four_ events per year, ideally spread across the four terms and each with a strong 'learning focus' for students. Students to submit ideas to the Student Council.	**T1:** **T2:** **T3:** **T4:**	**T1:** **T2:** **T3:** **T4:** Vision West – Christmas Appeal	**T1:** **T2:** **T3:** **T4:** Vision West – Christmas Appeal	**T1:** **T2:** **T3:** **T4:** Vision West – Christmas Appeal	**T1:** **T2:** **T3:** **T4:** Vision West – Christmas Appeal	**T1:** **T2:** **T3:** **T4:** Vision West – Christmas Appeal
FOTS Fundraising: Limited to no more than _four_ activities, ideally one per term. These will be in addition to 'FOTS Food' and FOTS support during school events such as Production and Meet the Teachers.	**T1:** Hot Cross Buns **T2:** **T3:** **T4:**	**T1:** Hot Cross Buns & Art Show Food **T2:** **T3:** Production Food **T4:**	**T1:** Hot Cross Buns **T2:** **T3:** Production Food **T4:**	**T1:** Hot Cross Buns **T2:** **T3:** **T4:**	**T1:** Hot Cross Buns **T2:** **T3:** **T4:**	**T1:** Hot Cross Buns **T2:** **T3:** **T4:**
School Fundraising: Limited to no more than _four_ activities spread out throughout the year. Give the start of year costs to parents, there would need to be a compelling case to have one in Term 1.	**T2:** Geography-a-thon **T3:** School Photographs **T4:** Calendar Art **T4:** Yearbook	**T2:** Math-a-thon **T3:** School Photographs (Inc. Whole Sch.) **T4:** Calendar Art **T4:** Yearbook	**T1:** Sport-a-thon (Link to PPP in Term 1) **T3:** School Photographs **T4:** Calendar Art **T4:** Yearbook	**T2:** Jubilee Fundraiser(s) **T3:** School Photographs (Inc. Whole Sch.) **T4:** Calendar Art **T4:** LPS: 75th Jubilee Book	**T2:** Geography-a-thon **T3:** School Photographs **T4:** Calendar Art **T4:** Yearbook	**T2:** **T3:** School Photographs (Inc. Whole Sch.) **T4:** Calendar Art **T4:** Yearbook

Please Note: An A3 version of the Curriculum Overview is provided in Appendix 1 of this document - Page 64

Assessment & Reporting:

The Nine Stars in our Universe

Why do we assess ?

- <u>Regulation 21</u> of the **Education (School Boards) Regulations 2020** states that schools must collect, analyse, and report on good quality assessment information that "draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum".

How do we report ?

- This regulation states that schools need to report to students and their parents on the progress and achievement of individual students.

  The reports must:

  - be provided at least twice a year and written in plain language
  - include the student's progress and achievement across The National Curriculum, as expressed in <u>The New Zealand Curriculum</u> including in mathematics and literacy.

"The central purpose of classroom assessment is to empower both teachers and their students to improve the quality of learning in the classroom" through an approach that is "learner-centred, teacher-directed, mutually beneficial, formative, context-specific, and firmly rooted in good practice"

Angelo & Cross, 1993

"The greatest impact on learning is the daily lived experiences of students in classrooms, and that is determined much more by how teachers teach than by what they teach."

Dylan Wiliam

Why do we assess ?

The primary purpose of assessment is to improve students' learning and teachers' teaching as both student and teacher respond to the information that it provides. With this in mind, schools need to consider how they will gather, analyse, and use assessment information so that it is effective in meeting this purpose.

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School Policy Framework:

The Board uses the SchoolDocs software as a cost effective way of ensuring the continued maintenance and development of a policy and procedure framework. These policies and procedure include a number of policies that link to student achievement and assessment. Details on how to access the SchoolDocs software, including a login and password, can be found here.

Some of the key policies and procedures that include references to assessment are linked below. Please note that this is not a complete list of all policies and procedures that have references and links to assessment, it is simply the key ones. Members of the teaching staff are expected to have a reasonable understanding of all school policies and procedures.

- Student Achievement - Link

- Curriculum & Student Achievement Policy - Link

- Feedback & Feedforward to Students" Monitoring & Marking - Link

High Standards & Expectations:

As a school we have high expectations of ourselves as teachers and our students as learners. We accept only work of the highest quality;

- work that is appropriate in content for the intended audience.

- work that is presented via a media that enhances the message and is appropriate for the intended audience.

- when an exercise book is chosen as the appropriate media, high book standards should be maintained but not at the expense of the content.

In defining the audience it is essential to remember that we live in a world where an increasing amount of information is consumed in a multi-media format. Our students belong to the 'You Tube' generation.

Appendix #1

"Curriculum Overview"

Curriculum & Planning Six Year Overview — The 'what & when' for 2022 to 2027	2022 — Curriculum Overview for 2022 (Stand Alone)	2023 — Curriculum Overview for 2023 (Election Year)	2024 — Curriculum Overview for 2024 (Linked to 2025)	2025 — Curriculum Overview for 2025 (Linked to Event – Must be this Year)	2026 — Curriculum Overview for 2026 (Stand Alone)	2027 — Curriculum Overview for 2027 (Stand Alone)
Event and/or Focus Statement: This can be a significant event with an associated focus statement or simply just a focus statement for the school year.	**Oysters and Pearls** "Some make the world go round; others watch it turn" "What makes the world go around?"	**I have a Dream …** "Now is the time to make the promise of real democracy …" "What do you imagine, what do you dream?"	**What a Wonderful World** Our Place. Our Heritage "Discovering and Telling - _Our Stories_"	**Laingholm Primary School** 75th Jubilee Celebration "Why do we celebrate?" "How do we celebrate?"	**The Street Beneath my Feet** Charlotte Guillian & Yuval Zommer "What's in the world beneath my feet?"	**An Incredible Journey** Getting from A to B "_Life is a Journey, not a Destination_"
Enduring Understandings: Enduring understandings are statements summarising important concepts – **the big ideas** - and core processes that are central to a discipline and have lasting value beyond the classroom.	• Everyone can tell you the risk. An entrepreneur can see the reward. • Our differences combine to create meaning and beauty. Kol-Ut-Shan • Healthy, sustainable communities are inclusive and they celebrate diversity.	• Imagination is the starting point of creativity and vision. • A vision, linked with action, can change the world. Mandela • A healthy democracy and strong citizenship require _active_ participation.	• The stories of Laingholm and LPS are <u>our</u> stories of <u>our</u> place. • Respect what has gone before but acknowledge change can be good. • Understanding our past helps us shape a better future.	• Milestones are worth celebrating. • People celebrate different things in different ways. • People can be connected by places and/or shared experiences. • To our community, LPS is a taonga.	• What you can see on the surface does not tell the full story. • Connected systems are essential for a healthy, sustainable community. • It is possible to tell stories without using (written) words.	• A journey can be both literal and figurative. • Life is a journey, not a destination. Link • On any journey, we have choices as to how, where, and with whom we travel. • Good planets are hard to find.
Opportunity to think like a … During the year the students will have several opportunities to think and act in an authentic manner. This will provide a **rich context** to deeply explore the big ideas and enduring understandings.	**Major:** Opportunity to think, and act, like a Social Scientist and an Artist **Minor:** Opportunity to think, and act, like an Entrepreneur and Health Consultant	**Major:** Opportunity to think, and act, like a Social Scientist and an Artist **Minor:** Opportunity to think, and act, like a Politician and Statistician	**Major:** Opportunity to think, and act, like a Social Scientist and Historian **Minor:** Opportunity to think, and act, like a Storyteller	**Major:** Opportunity to think, and act, like a Storyteller **Minor:** Opportunity to think, and act, like a Social Scientist and Historian	**Major:** Opportunity to think, and act, like an Engineer - Science and Technology **Minor:** Opportunity to think, and act, like an Artist and Photographer	**Major:** Opportunity to think, and act, like an Engineer - Technology **Minor:** Opportunity to think, and act, like a Scientist and a Health Consultant
Essential Questions: Essential questions help students engage – **rigorously** - with their existing knowledge base. To draw new patterns and connections between the ideas. They help students develop higher-order thinking.	• What is a risk and why do people take risks? • What makes each of us unique? • What brings us together as individuals, as groups, as communities?	• How do people change the world? • Can a speech change the world? • What is democracy and why do we have elections? • How does the world need to change? • How do you define creativity?	• What are the stories of 'Our People'? • What are the stories of 'Our Place' • What are the stories of 'Our Purpose'? • How can we capture, preserve and share our stories? • Is 'history' static or can it change?	• Why are we celebrating Laingholm Primary's 75th Jubilee? • What other things do we celebrate? • Does every community celebrate the same things in the same way? • What next for Laingholm Primary?	• What occurs naturally and what is artificial, fabricated, beneath our feet? • How do you create, and maintain, a connected system? • What makes a good photograph and can you tell a story in a single image?	• How do we prepare for a journey? • What is the best way to travel? • What influences the decision about the best way to travel? • Which methods of travel are sustainable?
Product, Performance or Presentation: How will we share with our community the outcomes of our learning? **Note:** Events in Term 4 will be scheduled <u>during</u> school hours.	**T1:** Student Gala – Financial Literacy **T2:** Art Show – Cultural Diversity **T3:** Cultural Festival – Where in the World **T4:** Debate – Seniors	**T1:** Art Show – People & Portraits **T2:** Ted Ex & Expo – Inspired by (Seniors) **T3:** Production – "Imagine" **T4:** Pictures & Poetry (Juniors)	**T1:** Community Event: 'Something Sporty' **T2:** AV Exhibition: Our Place Our Heritage **T3:** Production – "Our Stories" **T4:** LPS: School Environment Week	**T1:** Art – Outdoor Murals "Our Place" **T2:** LPS: 75th Jubilee Celebration **T3:** Time Capsule & Community Awards **T4:** LPS: 75th Jubilee Book Launch	**T1:** AV Exhibition - Science **T2:** Marble Mayhem – Connected Systems **T3:** 'Production Lite' – Class & Talent **T4:** Pictures & Poetry (Juniors)	**T1:** Design It, Build It, Race It **T2:** Photography Exhibition - Machines **T3:** Trashion Show: Exploring the World **T4:** Debate – Seniors

LPS: Te Ao, Vision & Mission.
Mōku te Ao describes our focus. Our Vision Statement describes what we, as a school, want to be. Our Mission Statement describes what we do, every day, to help us achieve our Vision.

Mōku te Ao: Te Ao Māori, the Māori worldview, acknowledges the interconnectedness and interrelationship of all living & non-living things. Adopting a Mōku te Ao approach will ensure that a Māori perspective will inform and strengthen our work.

Vision Statement: Te Kura o Laingholm | Laingholm Primary School … 'The Greatest Little School in the Universe' … is a safe, inclusive place that nurtures students, as unique learners, to reach their highest potential and become … **People who make a difference.**

Mission Statement: We craft connected, confident, lifelong learners who are creative, curious, and actively involved in sustainable communities.

NZC: Principles & Values.
The New Zealand Curriculum (NZC) Principles and Values are the foundation for curriculum decision making. They inform our school values, core beliefs and curriculum development.

NZC Principles: High Expectations - Treaty of Waitangi - Cultural Diversity - Inclusion - Learning to Learn – Community Engagement – Coherence – Future Focus

NZC Values: Excellence – Innovation, Inquiry and Curiosity – Diversity – Equity – Community and Participation – Integrity - Respect

LPS: Core Beliefs, Principles & Values.
As a school we a number of core beliefs, principles and values that inform and guide our practice, including curriculum development.

- **LPS - Core Beliefs & Principles:** Honour, and give effect to, Te Tiriti o Waitangi – Professional Learning and Development – Professional Reading – Reflective Practice – Student Centred – Personalised Learning – Student Agency
- **LPS - Professional Values:** Whakamana – Manaakitanga – Whanaungatanga – Pono
- **LPS - The Things We Value:** Creativity – Curiosity – Community – Sustainability
- **LPS - Our Values:** Honesty – Excellence – Aroha – Respect - Trust

NZC: Key Competencies.
The NZC identifies five key competencies. The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved.

- **Thinking:** Thinking is about using creative, critical and metacognitive processes to make sense of information, experiences and ideas.
- **Using Language, Symbols and Texts:** Using language symbols and texts is about working with and making meaning of the 'codes' in which knowledge is expressed.
- **Managing Self:** This competency is associated with self-motivation, a 'can-do' attitude, and the students seeing themselves as capable learners. It is integral to self-assessment.
- **Relating to Others:** Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively and recognise different points of view.
- **Participating and Contributing:** This competency is about being actively involved in communities. Communities include family, whānau, and school and those based, for example, on a common interest or culture.

Learning to Learn:
The curriculum encourages all students to reflect on their own learning processes and to learn how to learn. There is variety of tools to help develop higher order thinking strategies and reflective practices. <u>Some</u> are noted here …

Thinkers Keys (Tony Ryan) – There are twenty specific strategies – ten critical and ten creative. **Critical:** Decision – Info – Rubrics – Action – Perspectives – Purpose – Reflection – Consequences – Question – Three Whys. **Creative:** Brainstorming – Combinations – Improvements – Challenge – Inventions – BAR – Brick Wall – In Common – Reverse – Prediction

Six Thinking Hats (Edward De Bono) – This a tool to boost creative thinking by dividing up the different styles of thinking into six 'hats': **Green:** Creative – **Blue:** Overview – **White:** Information – **Red:** Emotion – **Black:** Negative - **Yellow:** Positive

Habits of Mind (Art Costa) – A "Habit of Mind" means having a disposition towards behaving intelligently when confronted by problems. Employing "Habits of Mind" requires a composite of many skills, attitudes, and past experiences. The 16 Habits of Mind

Mind Maps (Various) – Mind mapping is one of the best activities for understanding, especially collaboratively among learners. Free software tools such as MindMup and MURAL can be used to develop Mind Maps, as can a piece of paper and some felt pens.

40 Frameworks for Reflective Thinking (Kath Murdoch) – This books contains 40 black line masters outlining various ways of encouraging, in students, higher order thinking skills and reflective practice. There is a copy here on the SharePoint Server.

English:

English is the study, use, and enjoyment of the English language and its literature communicated orally, visually or in writing for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Make Meaning: Read, Listen, View	**Make Meaning:** Read, Listen, View	**Make Meaning:** Read, Listen, View	**Make Meaning:** Read, Listen, View	**Make Meaning:** Read, Listen, View	**Make Meaning:** Read, Listen, View
T1: Biographies & Autobiographies	**T1:** Biographies & Autobiographies	**T1:** Local History – 'Our Stories'	**T1:** Celebrations	**T1:** What makes a great photograph?	**T1:** Incredible Journeys
T2: Traditional Tales	**T2:** Presentation – AV Music & Magic	**T2:** Local History – 'Our Stories' (AV)	**T2:** Celebrations	**T2:** Technology: How Things Work	**T2:** What makes a great photograph?
T3: Presentation – AV Music & Magic	**T3:** Inspiration & Inspiring	**T3:** History – 'Our Stories'	**T3:** Science Fiction & Fantasy	**T3:** Presentation – AV Music & Magic	**T3:** Transport and Sustainability
T4: Fact | Opinion & Fiction | Non-Fiction	**T4:** Politics & Citizenship	**T4:** History – Our Stories' (AV)	**T4:** Presentation – AV Music & Magic	**T4:** Science: Mini Beasts & Geology	**T4:** Sustainability and Transport
Create Meaning: Speak, Write, Present	**Create Meaning:** Speak, Write, Present	**Create Meaning:** Speak, Write, Present	**Create Meaning:** Speak, Write, Present	**Create Meaning:** Speak, Write, Present	**Create Meaning:** Speak, Write, Present
T1: Persuasive – Writing to Sell	**T1:** Expository – Facts, Opinions & Biases	**T1:** Write / Present for a specific audience	**T1:** Persuasive – 'Selling' an Opinion	**T1:** Expository – Marble Mayhem	**T1:** Write / Present for a specific audience
T2: Descriptive – Different People	**T2:** Presentation – Writing to Speak	**T2:** Expository - Compare and Contrast	**T2:** Narrative – Personal Narrative	**T2:** Expository – Marble Mayhem	**T2:** Expository – Sustainable Travel
T3: Descriptive – Different Cultures	**T3:** Narrative – Personal Narrative	**T3:** Narrative – News Reports	**T3:** Narrative – Compare and Contrast	**T3:** Presentation – Writing to Speak	**T3:** Expository – Sustainable Travel
T4: Persuasive - Debates	**T4:** Short Writing Forms, eg: Poems	**T4:** Narrative – News Reports	**T4:** Narrative – Future Focus	**T4:** Short Writing Forms, eg: Poems	**T4:** Persuasive - Debates

Mathematics & Statistics:

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but different ways of thinking and solving problems.

Structure:	**Structure:**	**Structure:**	**Structure:**	**Structure:**	**Structure:**
• Number Focus / Maths 'No Problem'	• Number / Strand / Maths 'No Problem'	• Number / Strand / Maths 'No Problem'	• Number / Strand / Maths 'No Problem'	• Number / Strand / Maths 'No Problem'	• Number / Strand / Maths 'No Problem'
• Assessment Based Workshops	• Assessment Based Workshops	• Assessment Based Workshops	• Assessment Based Workshops	• Assessment Based Workshops	• Assessment Based Workshops
• Problem Solving	• Problem Solving	• Problem Solving	• Problem Solving	• Problem Solving	• Problem Solving
Integration Points:	**Integration Points:**	**Integration Points:**	**Integration Points:**	**Integration Points:**	**Integration Points:**
• Money Maths & Percentages	• Census 2023	• Graphing – Trends over Time	• Significant Numbers	• Patterns & Symmetry in Nature	• Data Collection & Statistics
• Probabilities	• Polls & Election Statistics	• Celestial Navigation & GPS	• Ratios – Past to Present	• Measuring Time & Angles	• Graphing – Performance Data
• Population Statistics	• Statistical Samples, size matters	• Describing Place – Positional Language		• Properties of Shapes	• Gears & Gearing – The Maths
• Graphing - Populations	• Estimation & Probability	• Describing Place – Coordinates.		• Using Angles & Shapes	• Measurement – Weight & Volume.

The Arts:

The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders.

• Understanding the Arts in Context	• Understanding the Arts in Context	• Understanding the Arts in Context	• Understanding the Arts in Context	• Understanding the Arts in Context	• Understanding the Arts in Context
• Developing Practical Knowledge	• Developing Practical Knowledge	• Developing Practical Knowledge	• Developing Practical Knowledge	• Developing Practical Knowledge	• Developing Practical Knowledge
• Developing Ideas	• Developing Ideas	• Developing Ideas	• Developing Ideas	• Developing Ideas	• Developing Ideas
• Communicating & Interpreting	• Communicating & Interpreting	• Communicating & Interpreting	• Communicating & Interpreting	• Communicating & Interpreting	• Communicating & Interpreting

Health & Physical Education:

In health and physical education, the focus is on the wellbeing of the students themselves, of other people, and of society through learning in health-related and movement contexts.

• Personal Health & Physical Development	• Personal Health & Physical Development	• Personal Health & Physical Development	• Personal Health & Physical Development	• Personal Health & Physical Development	• Personal Health & Physical Development
• Movement Concepts & Motor Skills	• Movement Concepts & Motor Skills	• Movement Concepts & Motor Skills	• Movement Concepts & Motor Skills	• Movement Concepts & Motor Skills	• Movement Concepts & Motor Skills
• Relationships with Other People	• Relationships with Other People	• Relationships with Other People	• Relationships with Other People	• Relationships with Other People	• Relationships with Other People
• Healthy Communities & Environments	• Healthy Communities & Environments	• Healthy Communities & Environments	• Healthy Communities & Environments	• Healthy Communities & Environments	• Healthy Communities & Environments

Science:

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations.

• The Nature of Science	• The Nature of Science	• The Nature of Science	• The Nature of Science	• The Nature of Science	• The Nature of Science
• The Living World	• The Living World	• The Living World	• The Living World	• The Living World	• The Living World
• The Planet Earth & Beyond	• The Planet Earth & Beyond	• The Planet Earth & Beyond	• The Planet Earth & Beyond	• The Planet Earth & Beyond	• The Planet Earth & Beyond
• The Physical World	• The Physical World	• The Physical World	• The Physical World	• The Physical World	• The Physical World
• The Material World	• The Material World	• The Material World	• The Material World	• The Material World	• The Material World

Social Sciences:

The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

• Identity, Culture, & Organisation	• Identity, Culture, & Organisation	• Identity, Culture, & Organisation	• Identity, Culture, & Organisation	• Identity, Culture, & Organisation	• Identity, Culture, & Organisation
• Place and Environment	• Place and Environment	• Place and Environment	• Place and Environment	• Place and Environment	• Place and Environment
• Continuity & Change	• Continuity & Change	• Continuity & Change	• Continuity & Change	• Continuity & Change	• Continuity & Change
• Economic World	• Economic World	• Economic World	• Economic World	• Economic World	• Economic World
• Aotearoa New Zealand Histories	• Aotearoa New Zealand Histories	• Aotearoa New Zealand Histories	• Aotearoa New Zealand Histories	• Aotearoa New Zealand Histories	• Aotearoa New Zealand Histories

Technology:

Technology is intervention by design. It uses intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities.

• Design & Develop Materials Outcomes	• Design & Develop Materials Outcomes	• Design & Develop Materials Outcomes	• Design & Develop Materials Outcomes	• Design & Develop Materials Outcomes	• Design & Develop Materials Outcomes
• Design & Develop Processed Outcomes	• Design & Develop Processed Outcomes	• Design & Develop Processed Outcomes	• Design & Develop Processed Outcomes	• Design & Develop Processed Outcomes	• Design & Develop Processed Outcomes
• Design and Visual Communication	• Design and Visual Communication	• Design and Visual Communication	• Design and Visual Communication	• Design and Visual Communication	• Design and Visual Communication
• Computational Thinking for Digital Technologies	• Computational Thinking for Digital Technologies	• Computational Thinking for Digital Technologies	• Computational Thinking for Digital Technologies	• Computational Thinking for Digital Technologies	• Computational Thinking for Digital Technologies
• Design & Develop Digital Outcomes	• Design & Develop Digital Outcomes	• Design & Develop Digital Outcomes	• Design & Develop Digital Outcomes	• Design & Develop Digital Outcomes	• Design & Develop Digital Outcomes

Te Reo Māori me ōna Tikanga

Languages are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our national and human identities.

Mōku te Ao: At LPS we are developing a Mōku te Ao approach to ensure that a Māori perspective informs and strengthens our work. Ka Hikitia – Ka Hāpaitia, developed by Te Tāhuhu o te Mātauranga, and other agencies, also informs our practice.

Te Reo Māori: Language is a window into a culture and culture is a window into a language. To assist classroom teachers with the delivery of our te reo Māori programme LPS subscribes to the Wai Ako website, each teacher has an individual login.

Tikanga: Effective teachers of te reo Māori take cultural considerations into account throughout their programmes so that their students are always aware that te reo Māori and tikanga Māori are inseparable.

Ko te reo te taikura o te whakaao mārama. | Language is the key to understanding.

Wellbeing & Mindfulness:

Maslow's Hierarchy of Needs notes that students need to feel comfortable and have a sense of belonging for effect learning. At LPS we talk about the need for students 'to feel comfortable in their own skin' before learning can occur.

- **MindUP:** This programme fosters student's well-being through educational programs based in: Neuroscience – Mindful Awareness – Positive Psychology – Social & Emotional Learning. All teachers should have the two MindUP curriculum guides. (Book 1 | Book 2)
- **Pause, Breathe Smile**: Pause Breather Smile is a mind health programme designed to equip children aged five to twelve with tools to manage the difficulties of life and set them up for a healthy future. The programme aligns with the New Zealand Curriculum.
- **Mindfulness:** This is the ability to be fully present, aware of where you are and what you are doing, and not overwhelmed by what is going on around us. Mindfulness, which is different to meditation, forms a part of many wellbeing programmes.
- **The Formative Five** (Thomas Hoerr): For success in school and in life, students need more than academic proficiency and good test scores, the need to develop the dispositions of the 'Formative Five': Empathy – Self-Control – Integrity – Embracing Diversity - Grit

Planning: Effective planning supports all students to access, rich, engaging learning opportunities across all the learning areas of the NZC. Planning that is inclusive takes into account the tenets of Universal Design for Learning.	• **Mōku te Ao:** At LPS we have the expectation that teachers will have regard for te Ao Māori, the Māori perspective or dimension, early within any planning process. May be simple, complex or on occasion considered, but not included. It is important that teachers can articulate the basis of whatever decision they make. Our process requires the consideration of the five outcome domains of Ka Hikitia – Ka Hāpaitia: Te Whānau – Te Tangata – Te Kanotautanga – Te Tuakiritanga – Te Rangatiratanga • **NZC:** This document, in English-medium teaching and learning settings, sets the direction for student learning and provides guidance as schools design and review their local curriculum. The NZC and the associated 'Achievement Objectives by Learning Area' are our 'go to' documents when planning. • **NELP:** The statement of National Education and Learning Priorities (NELP) sets out the Government's priorities for education that – they believe – will ensure the success and wellbeing of all learners. The NELP has five priorities that Boards must give 'regard to'. • **LPS - Key Documents (OneNote):** - Within the school, we have a number of documents that inform our planning process. These include the Strategic Plan, Curriculum Overview, Annual Plan, Annual Curriculum Plan and Student Achievement Targets.

| **Pedagogy, Inquiry & L2L:**

There are numerous ways to can implement the practice of teaching. Inquiry and L2L are two of them. A variety of tools and frameworks exist to help develop inquiry skills and learning to learn (L2L) strategies. Some are noted here … | • **Digital Fluencies** (Lee Crockett) – If students are to thrive in the 21st Century, they need more than the traditional literacies. They need, Solution Fluency – Information Fluency – Media Fluency – Collaboration Fluency – Creative Fluency – Global Digital Citizen.
• **New Pedagogies for Deep Learning** (Michael Fullen) – This pedagogical approach focuses of the Deep Learning Competencies – referred to as the 6 C's: Character – Citizenship – Collaboration – Communication – Creativity – Critical Thinking
• **The Global Curriculum Project** (Mark Treadwell) – This work builds on Mark's work on the 'Future of Learning' which provides a framework that describes the most effective and efficient approaches for learning based on a scientific model of how the brain learns.
• **The Power of Inquiry** (Kath Murdoch) – Organised around ten essential questions, each chapter provides both the theoretical and practical elements that combine to create rich and purposeful learning environments. Chapter 1 provides a valuable 'fresh look at why and how we use inquiry in our classrooms. |

| **Professional Learning (PLD):**

PLD provided via three strands. The first is school wide PLD and will usually involve all staff over time. Given limited funding and places, this could be over several years.

Teacher specific PLD provided to meet goals, interests, or other needs, as funds allow.

Student specific PLD provided to meet the needs of specific students. As a school, we try to provide this 'as of right' to the student and teacher but occasionally the limited places available in some course can become a barrier.

School wide PLD will be delivered by either an Outside Facilitator (OF) or by a team of In-House experts (IH). The initials at the end of the description are those of the teacher coordinating the PLD. | **School Wide: Term 1**
• Assessment for Learning – OF (HW)
• Maths 'No Problem' – OF (HW)
School Wide: Term 2
• Assessment for Learning – OF (HW)
• Maths 'No Problem' – OF (HW)
School Wide: Term 3
• Assessment for Learning – OF (HW)
• Maths 'No Problem' – OF (HW)

Teacher Specific:
As agreed with individual teachers.
Student Specific:
As required for teachers working with specific students. | **School Wide: Term 1**
• Writing Assessment Review IH (MW)
• Te Reo me ngā tikanga Māori IH (HW)
School Wide: Term 2
• Reading Assessment Review IH (MW)
• Te Reo me ngā tikanga Māori IH (HW)
School Wide: Term 3
• Aotearoa New Zealand Histories - TBC
• Te Reo me ngā tikanga Māori (IH (HW)

Teacher Specific:
As agreed with individual teachers.
Student Specific:
As required for teachers working with specific students. | **School Wide: Term 1**
• Laingholm & Local History - TBC
• Teaching Reading - Review
School Wide: Term 2
• Teaching Reading - Review
• Teaching Writing - Review
School Wide: Term 3
• Teaching Writing - Review
•

Teacher Specific:
As agreed with individual teachers.
Student Specific:
As required for teachers working with specific students. | **School Wide: Term 1**
• Technology
• Review – Maths no Problem
School Wide: Term 2
•
•
•
School Wide: Term 3
•
•

Teacher Specific:
As agreed with individual teachers.
Student Specific:
As required for teachers working with specific students. | **School Wide: Term 1**
• Science
•
School Wide: Term 2
•
•
•
School Wide: Term 3
•
•

Teacher Specific:
As agreed with individual teachers.
Student Specific:
As required for teachers working with specific students. | **School Wide: Term 1**
• Health & PE
•
School Wide: Term 2
•
•
•
School Wide: Term 3
•
•

Teacher Specific:
As agreed with individual teachers.
Student Specific:
As required for teachers working with specific students. |

| **Professional Reading:**

Professional reading, like participation in PLD, is a non-negotiable part of being a teacher at LPS.

The list for each year represents the absolute minimum expectation for professional reading during that year.

While it may seem counter, intuitive to have the most significant reading 'load' in Term 4, most of this reading will relate to practice notes and activity ideas to support the Annual Curriculum Plan (ACP) for the following year. | **Term 1:**
• Class Dojo vs Seesaw (Decision)
Term 2:
• Learning to Learn Tools (Review)
Term 3:
• Pedagogy, Inquiry & L2L (Review)
Term 4:
• LPS: Induction Process (Review)
• LPS: School Organisation (Review) | **Term 1:**
• Niho Taniwha
Term 2:
• Aotearoa New Zealand Histories
Term 3:
• LPS: Assessment (Review)
Term 4:
• LPS: Induction Process (Review)
• LPS: School Organisation (Review) | **Term 1:**
• Aotearoa New Zealand Histories
Term 2:
• LPS: Writing (Review)
Term 3:
• LPS: Reading (Review)
Term 4:
• Pedagogy, Inquiry & L2L (Review)
• Learning to Learn Tools (Review) | **Term 1:**
• LPS 75th Jubilee
Term 2:
• LPS 75th Jubilee
Term 3:
• LPS: Mathematics (Review)
Term 4:
• LPS: School Organisation (Review)
• | **Term 1:**
•
Term 2:
• LPS: Key Docs – Assessment (Review)
Term 3:
•
Term 4:
•
• | **Term 1:**
•
Term 2:
•
Term 3:
•
Term 4:
• LPS: School Organisation (Review)
• |

| **Assessment:**

Checkpoint Assessments are summative assessments using nationally normed tests such as PAT.
Learning Strand assessments use LPS developed rubrics at learning objective level.
The **Digital Passport** is a new concept that is still under development. | • Formative Assessment – On Going
• Checkpoint Assessments – Schedule
• Digital Passport – Under Development
• Learning Strand Assessments – Rubrics
  ▪ The Arts – 2x Strands
  ▪ Social Sciences – 2x Stands
  ▪ Health – 2x Strands | • Formative Assessment – On Going
• Checkpoint Assessments – Schedule
• Digital Passport – Under Development
• Learning Strand Assessments – Rubrics
  ▪ The Arts – 2x Strands
  ▪ Technology – 2x Stands
  ▪ Health – 1x Strand | • Formative Assessment – On Going
• Checkpoint Assessments – Schedule
• Digital Passport – Under Development
• Learning Strand Assessments – Rubrics
  ▪ Technology – 1x Strands
  ▪ Social Sciences – 4x Stands
  ▪ Health – 1x Strands | • Formative Assessment – On Going
• Checkpoint Assessments – Schedule
• Digital Passport – Under Development
• Learning Strand Assessments – Rubrics
  ▪ The Arts – 2x Strands
  ▪ Technology – 2x Stands
  ▪ Health – 2x Strands | • Formative Assessment – On Going
• Checkpoint Assessments – Schedule
• Digital Passport – Under Development
• Learning Strand Assessments – Rubrics
  ▪ Science – 3x Strands
  ▪ Technology – 2x Stands
  ▪ The Arts – 1x Strands | • Formative Assessment – On Going
• Checkpoint Assessments – Schedule
• Digital Passport – Under Development
• Learning Strand Assessments – Rubrics
  ▪ Science – 3x Strands
  ▪ Technology – 2x Stands
  ▪ Health – 1x Strands |

| **Reporting:**

All of the current (2021) report formats will redesigned to align with the new assessment format. A new Microsoft Form (sample) may be used to record data at Parent Teacher Interviews. | • Digital Platform – Dojo or Seesaw
• SOY Report - Overview
  Parent Teacher Interviews
• MY Report - Overview
  Parent Teacher Interviews
• EOY Report - Overview | • Digital Platform – Dojo or Seesaw
• SOY Report - Overview
  Parent Teacher Interviews
• MY Report - Overview
  Parent Teacher Interviews
• EOY Report - Overview | • Digital Platform – Dojo or Seesaw
• SOY Report - Overview
  Parent Teacher Interviews
• MY Report - Overview
  Parent Teacher Interviews
• EOY Report - Overview | • Digital Platform – Dojo or Seesaw
• SOY Report - Overview
  Parent Teacher Interviews
• MY Report - Overview
  Parent Teacher Interviews
• EOY Report - Overview | • Digital Platform – Dojo or Seesaw
• SOY Report - Overview
  Parent Teacher Interviews
• MY Report - Overview
  Parent Teacher Interviews
• EOY Report - Overview | • Digital Platform – Dojo or Seesaw
• SOY Report - Overview
  Parent Teacher Interviews
• MY Report - Overview
  Parent Teacher Interviews
• EOY Report - Overview |

| **Health & Safety:**

These 'key tasks' are in addition to the regular H&S 'check in' meetings scheduled for Week 2 and Week 8 each term. The H&S induction review is completed annually. | • Evacuation & Emergency Drills (T1-T4)
T1: Health & Safety Rep. (Election)
T1: Police Vetting – Support Staff
T1: EOTC Practices (Review)
T4: H&S Audit - Harrison Tew Consultants | • Evacuation & Emergency Drills (T1-T4)
T1: First Aid Training (All Staff)
T1: Trip Planning & Documentation
T3: EOTC Practices (Review)
T4: Safety Culture Survey | • Evacuation & Emergency Drills (T1-T4)
T1: CASE Statement Review (Hazards)
T2: Protocols for School Events
T3: Search & Surrender Review
T4: H&S Audit - Harrison Tew Consultants | • Evacuation & Emergency Drills (T1-T4)
T1: First Aid Training (All Staff)
T1: Health & Safety Rep. (Election)
T1: Police Vetting - Support Staff
T3: Safety Culture Survey | • Evacuation & Emergency Drills (T1-T4)
T1: CASE Statement Review (Hazards)
T1: EOTC Practices (Review)
T3: Physical Restraint Review
T4: H&S Audit - Harrison Tew Consultants | • Evacuation & Emergency Drills (T1-T4)
T1: First Aid Training (All Staff)
T2: Protocols for School Events
T3: Trip Planning & Documentation
T3: Safety Culture Survey |

| **Community Voice:**

In addition to the regular informal feedback the school receives, at LPS we often formally seek 'the voice' of groups with our Learning Community on specific topics of interest. | • Board Surveys (As Required)
T1: Local Curriculum Review (Community)
T2: NZCER Teacher Workplace (Staff)
T2: Me & My School (Students)
T3: Health Curriculum (Community) | • Board Surveys (As Required)
T1: Māori Achievement
T2: Reporting & Prize Giving
T2: NZCER TSP Survey (Staff)
T3: Me & My School (Students) | • Board Surveys (As Required)
T1: Local Curriculum Review (Community)
T2: NZCER Teacher Workplace (Staff)
T2: Me & My School (Students)
T3: Health Curriculum (Community) | • Board Surveys (As Required)
T1: Māori Achievement
T2: EOTC Practices (Review)
T2: Me & My School (Students)
T3: | • Board Surveys (As Required)
T1: Local Curriculum Review (Community)
T2: NZCER Teacher Workplace (Staff)
T2: Me & My School (Students)
T3: Health Curriculum (Community) | • Board Surveys (As Required)
T1: Māori Achievement
T2: EOTC Practices (Review)
T2: NZCER TSP Survey (Staff)
T3: Me & My School (Students) |

	2022	2023	2024	2025	2026	2027
School Celebrations: Limited to no more than _four_ per year, in _addition_ to the two multi-term celebrations that occur most terms, specifically Powhiri and Headway Cup.	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates	• Powhiri – Term 1 to Term 4 (Week 4) • Headway Cup – Term 2 to Term 4 **T2:** Matariki **T3:** Te Wiki o te Reo Māori & Whakamahi **T4:** Year 6 Graduation **T4:** Prize Giving & P&C (Merit) Certificates
Sports Events – School: Limited to no more than _four_ events per year. These events are to be scheduled in Term 1 and Term 4 only. There is no limit as to how many may occur in a given term, the limit is four events over the year.	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School	**T1:** Surfing – Year 6 **T1:** Cross Country – Whole School **T4:** Athletics – Whole School **T4:** Top Team Day – Whole School
Sports Events – Inter School: Currently there are twelve different sports available to our students to participate in at an 'Inter School' level. Possible future sports: • Kiwi Volleyball • Softball or 'T' Ball • Badminton • Tennis • Frisbee Golf	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools	**Term 1:** • Swimming – Inter Schools • Cricket – Inter Schools • Cross Country – Inter Schools **Term 2:** • Basketball – Inter Schools • Ripper Rugby – Inter Schools • Tackle Rugby – Inter Schools (TBC) • Rugby League – Inter Schools (TBC) **Term 3:** • Hockey – Inter Schools • Gymnastics – Inter Schools • Netball – Inter Schools **Term 4:** • Football – Inter Schools • Athletics – Inter Schools
Other Events: Limited to no more than _four_ per year, ideally spread throughout the year. **Class Trips** can be organised 'by syndicate' depending on the nature of the trip and teacher workload.	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day - May 4th (Friday) **T4:** Camp – Year 6	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day - May 4th (Friday) **T4:** Camp – Year 5&6	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day - May 4th (Friday) **T4:** Camp – Year 6	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day - May 4th (Friday) **T4:** Camp – Year 6	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day - May 4th (Friday) **T4:** Camp – Year 6	• Technology Challenge(s) • Art & Music, eg: Choir & Ukulele • 'Club' Challenges, eg: Chess & Books **T1:** Krypton Factor – Selected Teams **T2:** Star Wars Day - May 4th (Friday) 50th. **T4:** Camp – Year 6
Visiting Performer / Program: Limited to no more than _four_ per year, visiting performers or programmes must be educational and, in an ideal world, support the Annual Curriculum Plan. The cost of these visits is met from the 'Activity Donation'.	**T1:** Science in a Van **T2:** Cultural Group – School (TBC) **T3:** Playhouse Theatre ($5.00 p/s) **T4:** Life Education	**T1:** Corbans **T2:** Science in a Van & Playhouse Theatre **T3:** 'Fire' Show **T4:** Keeping Ourselves Safe	**T1:** Science in a Van **T2:** Stu Duvall **T3:** **T4:** Life Education	**T1:** Science in a Van **T2:** **T3:** **T4:** Keeping Ourselves Safe	**T1:** Science in a Van **T2:** **T3:** **T4:** Life Education	**T1:** Science in a Van **T2:** **T3:** **T4:** Keeping Ourselves Safe
Charity Events – Staff: Limited to no more than _four_ events per year, ideally spread across the four terms and each with a strong 'learning focus' for students.	**T1:** Local Life Savers (Beach) **T2:** Pink Shirt Day (Friday 20th May) **T3:** 40 Hour Famine (1st to 3rd July) **T4:** Vision West – Christmas Appeal	**T1:** Pink Shirt Day (22-02-23) **T2:** 40 Hour Famine (TBC) **T3:** Daffodil Day (28-08-23) **T4:** Gumboot Friday (03-11-23)	**T1:** Pink Shirt Day **T2:** 40 Hour Famine **T3:** Daffodil Day **T4:** Gumboot Friday	**T1:** Pink Shirt Day **T2:** 40 Hour Famine **T3:** Daffodil Day **T4:** Gumboot Friday	**T1:** Pink Shirt Day **T2:** 40 Hour Famine **T3:** Daffodil Day **T4:** Gumboot Friday	**T1:** Pink Shirt Day **T2:** 40 Hour Famine **T3:** Daffodil Day **T4:** Gumboot Friday
Charity Events - Students: Limited to no more than _four_ events per year, ideally spread across the four terms and each with a strong 'learning focus' for students. Students to submit ideas to the Student Council.	**T1:** **T2:** **T3:** **T4:**	**T1:** **T2:** **T3:** **T4:** Vision West – Christmas Appeal	**T1:** **T2:** **T3:** **T4:** Vision West – Christmas Appeal	**T1:** **T2:** **T3:** **T4:** Vision West – Christmas Appeal	**T1:** **T2:** **T3:** **T4:** Vision West – Christmas Appeal	**T1:** **T2:** **T3:** **T4:** Vision West – Christmas Appeal
FOTS Fundraising: Limited to no more than _four_ activities, ideally one per term. These will be in _addition_ to 'FOTS Food' and FOTS support during school events such as Production and Meet the Teachers.	**T1:** Hot Cross Buns **T2:** **T3:** **T4:**	**T1:** Hot Cross Buns & Art Show Food **T2:** **T3:** Production Food **T4:**	**T1:** Hot Cross Buns **T2:** **T3:** Production Food **T4:**	**T1:** Hot Cross Buns **T2:** **T3:** **T4:**	**T1:** Hot Cross Buns **T2:** **T3:** **T4:**	**T1:** Hot Cross Buns **T2:** **T3:** **T4:**
School Fundraising: Limited to no more than _four_ activities spread out throughout the year. Give the start of year costs to parents, there would need to be a compelling case to have one in Term 1.	**T2:** Geography-a-thon **T3:** School Photographs **T4:** Calendar Art **T4:** Yearbook	**T2:** Math-a-thon **T3:** School Photographs (Inc. Whole Sch.) **T4:** Calendar Art **T4:** Yearbook	**T1:** Sport-a-thon (Link to PPP in Term 1) **T3:** School Photographs **T4:** Calendar Art **T4:** Yearbook	**T2:** Jubilee Fundraiser(s) **T3:** School Photographs (Inc. Whole Sch.) **T4:** Calendar Art **T4:** LPS: 75th Jubilee Book	**T2:** Geography-a-thon **T3:** School Photographs **T4:** Calendar Art **T4:** Yearbook	**T2:** **T3:** School Photographs (Inc. Whole Sch.) **T4:** Calendar Art **T4:** Yearbook

Appendix #2

"Student Achievement Targets"

Attendance

Achievement in 2023

88%

Average Attendance

Goal for 2024

90% average attendance

Attendance

Achievement in 2023

86%

Reasonable Attendance (81%+)

Goal for 2024

90% reasonable attendance

Attendance

Achievement in 2023

49%

Regular Attendance (90%+)

Goal for 2024

60% regular attendance

Reading

Achievement in 2023

83%

'at' or 'above' our expectation

Goal for 2024

90% 'at' or 'above' expectation

Writing

Achievement in 2023

82%

'at' or 'above' our expectation

Goal for 2024

90% 'at' or 'above' expectation

Mathematics

Achievement in 2023

91%

'at' or 'above' our expectation

Goal for 2024

95% 'at' or 'above' expectation

Appendix #3

"National Education & Learning Priority"

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES

OBJECTIVE 1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

OBJECTIVE 2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

OBJECTIVE 3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

OBJECTIVE 4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

OBJECTIVE 5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

PRIORITIES

1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

Implementation of the Statement of National Education and Learning Priorities in schools and kura

The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.

Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education		**BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner		**QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau		**FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives	**WORLD CLASS INCLUSIVE PUBLIC EDUCATION** New Zealand education is trusted and sustainable

Actions for schools and kura

1	2	3	4	5	6	7	8
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	Identify gaps in teaching capability and invest in opportunities for teachers/kaiako and staff to strengthen teaching, leadership and learning support	Support learners/ākonga to see the connection between what they're learning and the world of work	
Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women	
Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Identify and respond to learner/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Where possible, reduce non-fee costs, including costs associated with BYOD[2] policies, and take advantage of policies to reduce financial dependence on families and whānau	Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them	Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Expect and support teachers/kaiako to build their understanding of learners'/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education	
	Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori						
	Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning						

2 Bring your own device.

OBJECTIVE 1		OBJECTIVE 2		OBJECTIVE 3		OBJECTIVE 4	OBJECTIVE 5
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education		**BARRIER FREE ACCESS** Great education opportunities and outcomes are within reach for every learner		**QUALITY TEACHING AND LEADERSHIP** Quality teaching and leadership make the difference for learners and their whānau		**FUTURE OF LEARNING AND WORK** Learning that is relevant to the lives of New Zealanders today and throughout their lives	**WORLD CLASS INCLUSIVE PUBLIC EDUCATION** New Zealand education is trusted and sustainable
1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	**2** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	**3** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	**4** Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	**5** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	**6** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	**7** Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	**8** Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

Actions Government is taking that support the implementation of the NELP in schools and kura

OBJECTIVE 1 (Action 1)	OBJECTIVE 1 (Action 2)	OBJECTIVE 2 (Action 3)	OBJECTIVE 2 (Action 4)	OBJECTIVE 3 (Action 5)	OBJECTIVE 3 (Action 6)	OBJECTIVE 4 (Action 7)	OBJECTIVE 5 (Action 8)
Delivering Te Hurihanganui to address racism, strengthen equity and accelerate Māori educational achievement and wellbeing	Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hurihanganui	Funding innovative Pacific education initiatives that respond to curriculum and wellbeing needs exacerbated by COVID-19	Providing high quality Māori-medium education, including developing a long-term Education Workforce Strategy and Rāngai Māori, a Network Plan, and reviewing funding rates.	Allocating $200 million to support ākonga Māori and whānau to reconnect and succeed in education post COVID-19 and strengthen the integration of te reo Māori into all students' learning	Extending Te Ahu o te reo Māori to support the education workforce to integrate te reo Māori into their practice	Develop tools and information to support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers	
Implement the actions committed to in the Action Plan for Pacific Education	Implementing Toikuranui to develop local education Initiatives with iwi, and Pae Aronui to support great partnerships between whānau and education services.	Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong relationships with education providers	Establish a nationally-based Curriculum Centre to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa	Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākonga and their whānau	Expanding the delivery of Tautai o le Moana, an educational leadership collaboration which seeks to strengthen the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners/ākonga	Implement NCEA Change Package to enhance education pathways for learners/ākonga, and support their transition into further education and employment	
Investing in and supporting the development of programmes and pathways for learning in Pacific languages	Deliver locally focused PLD priorities, with a focus on cultural capability, inclusion and critical consciousness	Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive	Developing tools to support kaiako and teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning along the pathways	Delivering Kauwhata Reo, the online hub for te reo Māori resources, and the development of localised te reo Māori curriculum resources through Te Aho Ngārahu	Deliver evidence-based, targeted, intensive Developing Mathematical Communities of Inquiry (DMIC) to schools with high numbers of Pacific learners/ākonga	Supporting learners/ākonga post-school through the School Leavers Toolkit	
Amend the Education Act to make it clear that providing an emotionally and physically safe environment is a key objective of boards of schools and kura	Developing professional learning resources based on the Tapasā: Cultural competencies framework for teachers of Pacific learners	Amend the Education Act to provide for the establishment of disputes resolution panels	Renew the New Zealand Curriculum and Te Marautanga o Aotearoa to make clear the learning that is too important to leave to chance	Amend the Education Act to require school boards to take all reasonable steps to provide Te Reo Māori	Introducing mechanisms to improve school board of trustee skills and accountability, including mandatory training and a code of conduct	Valuing vocational education pathways by awarding the Prime Minister's Vocational Education Awards	
Introduce a mandatory code of conduct for boards of schools and kura to support good governance	Deliver Talanoa Ako programme to support Pacific families	Amend the Education Act to shift responsibility for the development and consultation of enrolment schemes to the Ministry of Education	Supporting implementation of the digital technologies/hangarau matihiko curriculum	Implement Ka Hikitia and develop skills and capacity in the education workforce	Advice on strengthening collaborative networks across the system, including any changes to Kāhui Ako		
Providing tools and guidance, such as Not Part of My World toolkit, to confront and eliminate racism	Supporting the development of programmes and pathways for learning in Pacific languages	School Donations Scheme	Implement the NCEA Change Package to strengthen literacy and numeracy requirements, and strengthen supports along the pathways	Work closely with Māori-medium leaders to invest in Māori-Medium pathways	Enabling principal eligibility criteria		
Refreshing the Relationship and Sexuality Education Guidelines in the New Zealand Curriculum	Amend the Education Act to require boards to give effect to Te Tiriti o Waitangi as one of their key objectives	Fees-free NCEA		Strengthen how Te Marautanga o Aotearoa reflects te ao Māori approaches to education while continuing to reflect what Māori deem to be important for their children and young people	Establish a Leadership Centre within the Teaching Council of Aotearoa New Zealand		
Investing $78.5 million over four years to fund greater access to mental health and wellbeing support services for primary and secondary learners/ākonga	Developing tools for rich records of learning to capture aspirations, strengths and learning progress	School Lunch programme		Implement the NCEA Change Package to support parity for mātauranga Māori and increasing opportunities to follow Māori-medium pathways	Resetting national priorities for PLD to focus on core curriculum capabilities and assessment approaches that enable a more inclusive and equitable education system		
Allocating $50 million to provide immediate support for wellbeing issues for learners/ākonga in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships	Developing a national learning support network plan to support learners/ākonga with additional needs to transition in education	Free access to sanitary products			Providing funding for teacher aides to access professional learning		
Working with Netsafe to provide the Netsafe Schools Programme	Strengthening the Māori-medium pathway in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākonga Māori and their whānau	School Property Strategy 2030					
Supporting the Keep It Real Online multimedia campaign	Updating the National Curricula so Aotearoa New Zealand histories will be taught in all schools and kura	Review of alternative education, and of the stand-downs, suspensions, exclusions and expulsion (SSEE) guidelines					
Providing resources for teachers/kaiako through The Respectful Relationships toolkit	Strengthening how The New Zealand Curriculum supports schools to bring Te Tiriti o Waitangi to life in local curriculum	Reviewing existing supports for children and young people with high levels of need, and by fully participating in the Learning Support Delivery Model					
Establishing Curriculum Leads to support early learning services, schools and kura with the teaching of mental health and healthy relationships and promote learner/ākonga wellbeing		Support schools and kura to ensure appropriate qualifications and awards are in reach for all learners/ākonga					
		NCEA change: Special Assessment Conditions					
		Support coherent secondary/tertiary learning pathways, achievement, and transition to employment					

Te Whakamutunga

"The End"