

# Lee Stream School

*Together plant the seed, grow the child.*

## Strategic Plan 2024-2025



*Kaitiakitanga - Mahi Tahi - Manaakitanga - Ako - Rangatiratanga - Whanaungatanga*



*Together plant the seed, grow the child.*

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

*Our strategic plan (7b/7c) has been informed by engaging in a comprehensive community consultation. This process involved surveys, gatherings with the whānau, ākonga voice and collaborative sessions with the Board of Trustees. As we set our sights on the promising journey in 2024 and 2025 we have ensured diverse stakeholder contributions.*

Strategic Goal (71b):	Actions (7e,7f): <i>Define one to three high level tangible steps for each strategic goal to inform the annual targets.</i>	Success (7g): <i>Define what you expect to see at the end of two years</i>	NELPS & Relevant Strategies (7di,ii,iii):	Board Primary Objectives (71b):
<b>1. Empower ākonga to be culturally responsive and successful, proactive contributors who are confident in their identity, learning and community.</b>	<ul style="list-style-type: none"> <li>Develop and implement individualised learning pathways across all curriculum areas, ensuring each learner's educational journey is tailored to their needs and goals.</li> <li>Encourage ākonga to initiate and lead community service projects that address local needs and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>All ākonga will have a tailored learning pathway so they will know how they are going, where they are going and how to next.</li> <li>In two years we aim to have 80% ākonga involved in school leadership roles.</li> <li>Two student-led community initiatives will take place each year. These initiatives will have a measurable positive impact on the community.</li> </ul>	1,4	127
<b>2. Cultivate collaborative relationships with whanau and the broader community to enhance ākonga learning and wellbeing.</b>	<ul style="list-style-type: none"> <li>Deepen partnerships with whanau and community organisations to enhance learning experiences and expand on our academic programmes.</li> <li>Launch collaborative projects that involve both ākonga, whānau and members of the broader community.</li> </ul>	<ul style="list-style-type: none"> <li>Increased participation and engagement from our community.</li> <li>A range of diverse collaborative projects.</li> <li>The school is seen as the hub of our community.</li> </ul>	1	127
<b>3. Provide ākonga with a robust, relevant, exciting, and refreshed school curriculum aligned with Te Mātaiaho and the refreshed New Zealand Curriculum.</b>	<ul style="list-style-type: none"> <li>Evaluate and review our school curriculum in alignment with the refreshed NZC.</li> <li>Enhance and develop our school curriculum so it is responsive to the needs of all ākonga.</li> </ul>	<ul style="list-style-type: none"> <li>PLD for teachers to build their capacity to implement positive change.</li> <li>Our school curriculum will actively reflect Te Mātaiaho.</li> <li>Our school curriculum will be responsive and meet the needs of all our learners.</li> </ul>	1,2,3,4	127

*Kaitiakitanga - Mahi Tahi - Manaakitanga - Ako - Rangatiratanga - Whanaungatanga*

<b>Strategic Goal: 7(1b)</b>	<b>Empower ākonga to be culturally responsive and successful, proactive contributors who are confident in their identity, learning and community.</b>		
<b>Link to the NELP &amp; Relevant Strategies/curriculum (7di,ii,iii)</b>	1, 4	<b>Link to BOT Primary objectives (71b)</b>	127

<b>Actions:</b> High level tangible steps to inform the annual targets (7e,7f)  <i>*Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i>	<b>Success:</b> <i>At the end of three years (7g)</i>
<ul style="list-style-type: none"> <li>Develop and implement individualised learning pathways across all curriculum areas, ensuring each learner's educational journey is tailored to their needs and goals.</li> </ul>	<ul style="list-style-type: none"> <li>All ākonga will have a tailored learning pathway so they will know how they are going, where they are going and how to next.</li> </ul>
<ul style="list-style-type: none"> <li>Encourage ākonga to initiate and lead community service projects that address local needs and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>In two years we aim to have 80% ākonga involved in school leadership roles.</li> <li>Two student-led community initiatives will take place each year. These initiatives will have a measurable positive impact on the community.</li> </ul>

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

Encouraging ākonga to initiate and lead community service projects reflects partnership and participation by engaging ākonga in activities that benefit the local community. This aligns with the Te Tiriti principle of protection by empowering ākonga to address local needs and challenges, fostering a sense of responsibility and connection to their community.

By developing individualised learning pathways, the school acknowledges the diverse needs and aspirations of students, including Māori learners. We will tailor our teaching to the varying individual needs respects the cultural identity and learning styles of each student, aligning with the Te Tiriti principle of partnership by recognising and valuing diversity.

<p><b>Strategic Goal: 7(1b)</b></p>	<p><b>Cultivate collaborative relationships with whānau and the broader community to enhance ākonga learning and wellbeing.</b></p>		
<p>Link to the NELP &amp; Relevant Strategies/curriculum (7di,ii,iii)</p>	<p>1, 4</p>	<p>Link to BOT Primary objectives (71b)</p>	<p>127</p>

<p><b>Actions:</b> High level tangible steps to inform the annual targets (7e,7f)</p> <p><i>*Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p>	<p><b>Success:</b> <i>At the end of three years (7g)</i></p>		
<ul style="list-style-type: none"> <li>• Deepen partnerships with whānau and community organisations to enhance learning experiences and expand on our academic programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased participation and engagement from our community.</li> </ul>		
<ul style="list-style-type: none"> <li>• Launch collaborative projects that involve both ākonga, whānau and members of the broader community.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of diverse collaborative projects.</li> <li>• The school is seen as the hub of our community.</li> </ul>		

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

Initiating collaborative projects that involve ākonga, whānau, and broader community members embodies the principles of partnership and participation. It fosters a sense of shared ownership and responsibility for education and wellbeing.

We will involve our local marae and the broader community in educational initiatives that we believe are essential to creating a supportive and inclusive environment that contributes to the holistic development of our ākonga.

<p><b>Strategic Goal: 7(1b)</b></p>	<p><b>Provide ākonga with a robust, relevant, exciting, and refreshed school curriculum aligned with Te Mātaiaho and the refreshed New Zealand Curriculum.</b></p>		
<p>Link to the NELP &amp; Relevant Strategies/curriculum (7di,ii,iii)</p>	<p>1, 4</p>	<p>Link to BOT Primary objectives (71b)</p>	<p>127</p>

<p><b>Actions:</b> High level tangible steps to inform the annual targets (7e,7f)</p> <p><i>*Some of these need to show giving effect to Te Tiriti o Waitangi and identifying and catering to students whose needs have not yet been well met.</i></p>	<p><b>Success:</b> <i>At the end of three years (7g)</i></p>
<ul style="list-style-type: none"> <li>Evaluate and review our school curriculum in alignment with the refreshed NZC.</li> </ul>	<ul style="list-style-type: none"> <li>PLD for teachers to build their capacity to implement positive change.</li> <li>Our school curriculum will actively reflect Te Mātaiaho.</li> </ul>
<ul style="list-style-type: none"> <li>Enhance and develop our school curriculum so it is responsive to the needs of all ākonga.</li> </ul>	<ul style="list-style-type: none"> <li>Our school curriculum will be responsive and meet the needs of all our learners.</li> </ul>

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

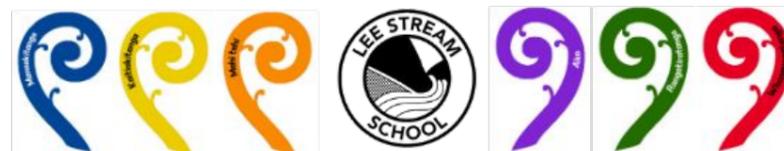
As we review and align our school curriculum we will engage with our local iwi and local community, to ensure their perspectives and aspirations are considered in shaping an inclusive and culturally responsive curriculum.

Te Mātaiaho and the NZC refresh encompasses diverse knowledge systems including Te Ao Māori and Mātauranga Māori that integrate Māori perspectives, knowledge, and cultural values.

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## Annual Plan 2024



*Kaitiakitanga - Mahi Tahi - Manaakitanga - Ako - Rangatiratanga - Whanaungatanga*

Strategic Goal (9a):	<b>Empower ākonga to be culturally responsive and successful, proactive contributors who are confident in their identity, learning and community.</b>	
<b>Starting point (9e):</b> <i>Include details if what has been done previously, previous years performance, unmet targets</i>	Some mahi was completed in the past around maths progressions to individualise learning but they weren't utilised in the way they were intended. We see a tailored learning pathway catering better to the needs of our ākonga. Senior ākonga have attended leadership workshop sessions which we are excited to expand on.	
<b>Annual Targets (9a):</b> <i>Informed by the strategic actions</i>		
<b>Annual Target One</b>	<b>Annual Target Two</b>	
Develop and implement individualised learning pathways across all curriculum areas, ensuring each learner's educational journey is tailored to their needs and goals.	Encourage ākonga to initiate and lead community service projects that address local needs and challenges.	
<b>Success (9d): What we expect to see at the end of the year</b>		
<ul style="list-style-type: none"> <li>All ākonga will have a tailored learning pathway so they will know how they are going, where they are going and how to next.</li> </ul>	<ul style="list-style-type: none"> <li>In two years we aim to have 80% ākonga involved in school leadership roles.</li> <li>Two student-led community initiatives will take place each year. These initiatives will have a measurable positive impact on the community.</li> </ul>	
<b>Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):</b>		
By developing individualised learning pathways, the school acknowledges the diverse needs and aspirations of students, including Māori learners. We will tailor our teaching to the varying individual needs respects the cultural identity and learning styles of each student, aligning with the Te Tiriti principle of partnership by recognising and valuing diversity.	Encouraging ākonga to initiate and lead community service projects reflects partnership and participation by engaging ākonga in activities that benefit the local community. This aligns with the Te Tiriti principle of protection by empowering ākonga to address local needs and challenges, fostering a sense of responsibility and connection to their community.	
<b>Describe how the annual targets &amp;/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):</b>		
Empowering ākonga within their communities can facilitate access to support networks and resources that aid in literacy and numeracy development. Engaging families and communities in this empowerment process can create a supportive environment conducive to learning across the curriculum.		

**Strategic goal: Empower ākonga to be culturally responsive and successful, proactive contributors who are confident in their identity, learning and community.**

**Annual Target:** Develop and implement individualised learning pathways across all curriculum areas, ensuring each learner's educational journey is tailored to their needs and goals.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Goal setting interviews</b>	<ul style="list-style-type: none"> <li>• Goal setting template</li> <li>• Assessment data</li> <li>• Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>- Clear goals and direction for all ākonga.</li> <li>- Goals are acted and reflected upon.</li> </ul>	T1 & T 3	All staff	
<b>Develop a customised learning pathway for each student (identifying needs and next steps)</b>	<ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Goal setting information</li> <li>• Learning profile for each ākonga.</li> <li>• Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>- All students needs are identified and met.</li> <li>- The learning pathway is a living document that is utilised.</li> <li>- Milestones are documented and celebrated.</li> </ul>	T 1 - T4	All staff	
<b>Where am I going? How am I going? Where to next? for all ākonga. Implementation of AfL.</b>	<ul style="list-style-type: none"> <li>• Posters</li> <li>• Slips for books</li> <li>• AfL support/PLD</li> <li>• Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>- AfL will be visible in the school.</li> <li>- Ākonga will be able to verbalise where they are going, how they are going and where to next.</li> </ul>	T1 - T4	All staff	
<b>Celebrating learning and success for all students. (Writing celebrations, learning showcase, assembly, newsletters)</b>	<ul style="list-style-type: none"> <li>• Canva</li> <li>• Facebook</li> </ul>	<ul style="list-style-type: none"> <li>- Parent and community engagement.</li> <li>- Ākonga are proud and feel valued and recognised as successful.</li> </ul>	T1 - T4	All staff	
<b>Regular communications with whānau around needs and goals.</b>	<ul style="list-style-type: none"> <li>• Seesaw</li> <li>• Report Cards</li> <li>• Learning interviews</li> <li>• Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>- A strong school and home partnership. Everyone is on the same page and knows where their child is at.</li> </ul>	T 1 - T4	All staff	

**Strategic goal: Empower ākonga to be culturally responsive and successful, proactive contributors who are confident in their identity, learning and community.**

**Annual Target:** Encourage ākonga to initiate and lead community service projects that address local needs and challenges.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Senior ākonga are provided with opportunities to attend leadership workshops</b>	<ul style="list-style-type: none"> <li>- \$1000</li> <li>- School van</li> <li>- External providers</li> </ul>	<ul style="list-style-type: none"> <li>- Ākonga are empowered to lead change around the school.</li> <li>- Ākonga have new skills and knowledge</li> </ul>	T1 - T4	All staff External providers	
<b>Developing a senior leadership programme based on our school values.</b>	<ul style="list-style-type: none"> <li>- \$400</li> <li>- Resourced TBD based on ākonga mahi.</li> <li>- School values progressions.</li> </ul>	<ul style="list-style-type: none"> <li>- Senior ākonga live and breath our school values.</li> <li>- Termly focus on the values.</li> <li>- All ākonga will have a deepened understanding of our school values.</li> </ul>	T1 - T4	Kate Senior ākonga	
<b>Ākonga research and brainstorm the needs and challenges of our school and local community.</b>	<ul style="list-style-type: none"> <li>- Survey</li> <li>- Community leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Ākonga have researched and identified the needs and challenges of our community.</li> </ul>	T1	All staff Community leaders	
<b>Ākonga create an action plan for next steps based on their research.</b>	<ul style="list-style-type: none"> <li>- Survey</li> <li>- Community leaders</li> <li>- TBD based on research</li> </ul>	<ul style="list-style-type: none"> <li>- Ākonga have an action plan and next steps for implementation.</li> </ul>	T2 - T3	All staff Community leaders	
<b>Ākonga are engaged and active participants in community service projects such as Mid Taieri Wai, Lilliput library, community kai pantry (Pātaki kai)</b>	<ul style="list-style-type: none"> <li>- Lilliput library</li> <li>- Kai pantry</li> <li>- Facebook</li> <li>- Newsletter</li> <li>- Mid Taieri Wai</li> </ul>	<ul style="list-style-type: none"> <li>- Ākonga are actively engaged with community service projects.</li> <li>- Positive feedback from our community.</li> </ul>	T1 - T4	All staff Community leaders	

Strategic Goal (9a):	<b><i>Cultivate collaborative relationships with whānau and the broader community to enhance student learning and wellbeing.</i></b>	
<b>Starting point (9e):</b> <i>Include details if what has been done previously, previous years performance, unmet targets</i>	We have worked hard at getting to know our school families. With a new teacher joining us in 2024 it is important to keep building those relationships. Our school website is in dire need of an overhaul. We have a very active Facebook page but an updated website would target community members who don't use social media.	
<b>Annual Targets (9a):</b> <i>Informed by the strategic actions</i>		
<b>Annual Target One</b>	<b>Annual Target Two</b>	
Deepen partnerships with whānau and community organisations to enhance learning experiences and expand on our academic programmes.	Launch collaborative projects that involve both ākonga, whānau and members of the broader community.	
<b>Success (9d): What we expect to see at the end of the year</b>		
<ul style="list-style-type: none"> <li>Increased participation and engagement from our community.</li> </ul>	<ul style="list-style-type: none"> <li>A range of diverse collaborative projects.</li> <li>The school is seen as the hub of our community.</li> </ul>	
<b>Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):</b>		
We will involve our local marae and the broader community in educational initiatives that we believe are essential to creating a supportive and inclusive environment that contributes to the holistic development of our ākonga.	Initiating collaborative projects that involve ākonga, whānau, and broader community members embodies the principles of partnership and participation. It fosters a sense of shared ownership and responsibility for education and wellbeing.	
<b>Describe how the annual targets &amp;/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):</b>		
Collaborating with whānau and the community allows for the integration of relevant resources and practices into literacy and numeracy education. This enhances engagement and relevance, making learning more effective.		

**Strategic goal: *Cultivate collaborative relationships with whānau and the broader community to enhance student learning and wellbeing.***

**Annual Target:** Deepen partnerships with whānau and community organisations to enhance learning experiences and expand on our academic programmes.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Build a school website in conjunction with Kiwi School website developers.</b>	<ul style="list-style-type: none"> <li>- \$1700</li> <li>- External agency</li> </ul>	<ul style="list-style-type: none"> <li>- A functioning and engaging school website, the one stop shop for all things Lee Stream.</li> </ul>	T1	Kate Kiwi Schools	
<b>Enhance platforms for school communication (weekly newsletter via email, Rock &amp; Pillar post once a month, Facebook updates, Seesaw)</b>	<ul style="list-style-type: none"> <li>- School website</li> <li>- Newsletter</li> <li>- Facebook</li> <li>- Seesaw</li> <li>- Rock &amp; Pillar</li> </ul>	<ul style="list-style-type: none"> <li>- Positive feedback from members of the community.</li> <li>- Effective communication channels.</li> </ul>	T1 - T4	Kate	
<b>Hold termly events at school that bring in whānau and wider members of the community (we will survey our families to gather ideas for events)</b>	<ul style="list-style-type: none"> <li>- \$400 kai</li> <li>- Survey &amp; calendar of events</li> <li>- TBD based on events</li> </ul>	<ul style="list-style-type: none"> <li>- Community interest in our school</li> <li>- Members of community coming along, not just direct whānau members.</li> </ul>	T1 - 4	All teaching staff	
<b>Development of the outdoor environment in conjunction with the community (chicken coop, vegetable gardens, native planting, kai pantry)</b>	<ul style="list-style-type: none"> <li>- Budget TBC</li> <li>- Lilliput library</li> <li>- Garden supplies</li> </ul>	<ul style="list-style-type: none"> <li>- Students are engaged with the environment.</li> <li>- Outdoor areas are established and functioning.</li> <li>- Excess produce is shared with community.</li> </ul>	T1 - T4	Kate, Mid Taieri Wai	
<b>Development of garden to table programme to deepen home/school partnership</b>	<ul style="list-style-type: none"> <li>- Budget TBC</li> <li>- Garden to Table Manual/Training</li> <li>- Kitchen area</li> </ul>	<ul style="list-style-type: none"> <li>- A flourishing garden where produce is produced for school and home.</li> <li>- Ākonga learn a wide range of gardening and kitchen skills.</li> </ul>	T1 - T4	All teaching staff	

<b>Strategic Goal (9a):</b>	<b>Provide ākonga with a robust, relevant, exciting, and refreshed school curriculum aligned with Te Mātaiaho and the refreshed New Zealand Curriculum.</b>
<b>Starting point (9e):</b> <i>Include details if what has been done previously, previous years performance, unmet targets</i>	We have attended some PLD around Te Mātaiaho and giving effect to Te Tiriri o Waitangi. We have used the U, K, D planning template for Aotearoa New Zealand Histories and will need to update the rest of the schools planning documentation.

**Annual Targets (9a):**  
*Informed by the strategic actions*

Annual Target One	Annual Target Two
Evaluate and review our school curriculum in alignment with the refreshed NZC.	Enhance and develop our school curriculum so it is responsive to the needs of all ākonga.

**Success (9d): What we expect to see at the end of the year**

<ul style="list-style-type: none"> <li>• PLD for teachers to build their capacity to implement positive change.</li> <li>• Our school curriculum will actively reflect Te Mātaiaho.</li> </ul>	<ul style="list-style-type: none"> <li>• Our school curriculum will be responsive and meet the needs of all our learners.</li> </ul>
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**Describe how the annual targets and actions give effect to Te Tiriri o Waitangi (9g):**

As we review and align our school curriculum we will engage with our local iwi and local community, to ensure their perspectives and aspirations are considered in shaping an inclusive and culturally responsive curriculum.	Te Mātaiaho and the NZC refresh encompasses diverse knowledge systems including Te Ao Māori and Mātauranga Māori that integrate Māori perspectives, knowledge, and cultural values.
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**Describe how the annual targets &/or actions support student progress (*literacy/numeracy/students whose needs have not been met*) (9f):**

By starting in the journey with the NZC refresh and review of our school curriculum we hope to strengthen our planning and teaching practices in both literacy and numeracy. We intend to use the progression model across the school through and AfL lens to be responsive to the needs of all ākonga. In doing so we hope to see increased achievement in literacy and numeracy.
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**Strategic goal: Provide ākonga with a robust, relevant, exciting, and refreshed school curriculum aligned with Te Mātaiaho and the refreshed New Zealand Curriculum.**

**Annual Target:** Evaluate and review our school curriculum in alignment with the refreshed NZC.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards ➡ Next Steps
<b>Review our planning and documentation and align it with the understand, know, do framework.</b>	<ul style="list-style-type: none"> <li>- School planning</li> <li>- NZC</li> </ul>	<ul style="list-style-type: none"> <li>- School planning is aligned with the refreshed NZC</li> </ul>	T1 - T4	All teaching staff.	
<b>Build staff awareness of Te Mātaiaho and how it aligns with our school curriculum.</b>	<ul style="list-style-type: none"> <li>- PLD provider/MOE</li> <li>- Online webinars</li> </ul>	<ul style="list-style-type: none"> <li>- Staff will have an understand and overview of Te Mātaiaho and its connection to our school curriculum.</li> </ul>	T1 - T4	All teaching staff. MOE PLD providers	
<b>Parent education evenings around NZC refresh.</b>	<ul style="list-style-type: none"> <li>- Calendar</li> <li>- Newsletter</li> <li>- Kai \$100</li> </ul>	<ul style="list-style-type: none"> <li>- Parents will be kept informed and have an understanding of what the refresh means for us as a school and their child.</li> </ul>	T2 & T4	Kate, Local Curriculum Lead	
<b>Ongoing full implementation of ANZH/Social Sciences curriculum</b>	<ul style="list-style-type: none"> <li>- ANZH/SS website</li> <li>- Yearly overview</li> <li>- Planning templates</li> <li>- Unit specific resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Planning documentation that aligns with the U,K,D framework</li> <li>- Year long outline for ANZH/SS</li> <li>- In depth knowledge of the new curriculum</li> </ul>	T1 -T4	All teaching staff.	
<b>PLD around the refreshed Maths &amp; Stats and English curriculums</b>	<ul style="list-style-type: none"> <li>- PLD provider/MOE</li> </ul>	<ul style="list-style-type: none"> <li>- Staff upskilling and knowledge of new curriculum frameworks</li> </ul>	T2 & T4	All teaching staff MOE/PLD providers	

**Strategic goal: Provide ākonga with a robust, relevant, exciting, and refreshed school curriculum aligned with Te Mātaiaho and the refreshed New Zealand Curriculum.**

**Annual Target:** Enhance and develop our school curriculum so it is responsive to the needs of all ākonga.

Action (9b)	Resources (9c)	Evidence/Measures of success (9d)	Timeframe	Personnel	Mid year review: Achieved ✓ Working towards → Next Steps
<b>Development of new planning templates and frameworks in alignment with Te Mātaiaho and the U,K,D</b>	<ul style="list-style-type: none"> <li>- Planning templates</li> <li>- Te Mātaiaho</li> <li>- Tahurangi</li> </ul>	<ul style="list-style-type: none"> <li>- Planning templates are user friendly and consistent with the NZC framework.</li> </ul>	T1	Kate	
<b>Create a year long storyline based on the big ideas from the curriculum refresh</b>	<ul style="list-style-type: none"> <li>- PLD provider</li> <li>- ANZH/SS docs</li> <li>- Storyline</li> </ul>	<ul style="list-style-type: none"> <li>- Year long storyline that connects and provides an engaging pathway for all ākonga</li> </ul>	T1- T4	Kate	
<b>Use the progression model and phases of learning in the ANZH/SS to be responsive to and meet the needs of all ākonga</b>	<ul style="list-style-type: none"> <li>- ANZH/SS docs</li> <li>- Te Mātaiaho</li> </ul>	<ul style="list-style-type: none"> <li>- Progressions used in both planning and assessment</li> </ul>	T1 - T4	All staff	
<b>Refine our AfL practices and approaches.</b>	<ul style="list-style-type: none"> <li>- Curriculum Lead</li> <li>- PLD</li> <li>- Assessment stocktake</li> </ul>	<ul style="list-style-type: none"> <li>- Streamlined assessment schedule.</li> <li>- Streamlined assessment practices.</li> </ul>	T1 - T4	Kate, Local Curriculum Lead	
<b>80% of ākonga will be working within or beyond for reading and writing.</b>	<ul style="list-style-type: none"> <li>- Assessment data</li> <li>- Reporting</li> </ul>	<ul style="list-style-type: none"> <li>- Increased assessment data</li> </ul>	T2 & T4	All staff	
<b>80% of ākonga will be working within or beyond for maths.</b>	<ul style="list-style-type: none"> <li>- Assessment data</li> <li>- Reporting</li> </ul>	<ul style="list-style-type: none"> <li>- Increased assessment data</li> </ul>	T2 & T4	All staff	