

# LEE STREAM SCHOOL

## Annual Plan 2026



**Strategic Goal 1:** Empower ākonga to be culturally responsive and successful, proactive contributors who are confident in their identity, learning, and community.

**Annual Target:** All ākonga are engaged in their learning, and all whānau are connected to and involved in their child's learning.

*By the end of 2026, HERO will be fully embedded as the school's learning, reporting, and communication platform, with staff, students, and whānau using it confidently and consistently to share learning, reflect on progress, and strengthen home-school partnerships.*

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

- HERO used consistently by all staff as the primary platform for learning updates, reporting, and communication
- Students confidently sharing their learning and reflecting on progress through HERO
- Whānau regularly engaging with HERO and reporting improved understanding of their child's learning and next steps
- Clear, schoolwide expectations for frequency and quality of learning posts, embedded in daily practice





## Actions

### Term 1 – Building staff capability

- Provide staff professional learning focused on HERO functionality and consistent expectations
- Agree and document schoolwide expectations for learning posts and communication
- Trial and refine systems before wider rollout

### Term 2 – Introducing students and whānau

- Explicitly teach students how to upload and reflect on learning using HERO
- Begin student sharing at one piece of learning every two weeks
- Hold a HERO information afternoon to support whānau to access and use the platform
- Provide follow-up support for families as needed
- Strengthen engagement using School Docs

### Terms 3-4 – Embedding consistency and independence

- Increase student sharing to one learning post per week
- Embed regular reflection and goal-setting routines through HERO
- Use HERO consistently for reporting and learning conversations
- Monitor engagement and address barriers early
- Gather student/whānau voice through community consultations

## How will success be measured?

- 100% of staff actively using HERO by the end of Term 1
- 100% of students and whānau with active HERO accounts by the end of Term 2
- Student learning posts show increased regularity and quality over time
  - Term 2: one post every two weeks
  - Terms 3-4: one post per week
- Attendance and feedback from the HERO whānau information session
- Whānau feedback indicates increased confidence in understanding student learning and progress

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**Strategic Goal 2:** Strengthen engagement with whānau and the broader community to enhance student learning, wellbeing, and school culture.

**Annual Target:** Achieve at least 80% of students attending regularly (90%+ attendance) across the school.

*Maintain high levels of regular attendance through early support, strong relationships with whānau, and consistent monitoring across the year.*

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

- Sustained high levels of regular attendance across the school
- Attendance patterns identified early and responded to quickly
- Whānau have a clear understanding of attendance expectations and their child's attendance patterns
- Attendance embedded as a shared responsibility between home and school





## Actions

### Term 1 - Setting expectations and foundations

- Upload the Attendance Management Plan to the school website and share with whānau
- Use HERO internally to monitor daily attendance and identify early patterns
- Review attendance data regularly and begin early conversations where concerns arise
- Reinforce attendance as part of belonging and being an active member of the Lee Stream School community

### Term 2 - Strengthening partnership and visibility

- Begin sharing attendance information with whānau through HERO
- Use HERO and the Every Day Matters framework to monitor attendance trends and respond early
- Maintain clear, open communication with whānau when attendance patterns emerge
- Share attendance updates with the Board as part of regular reporting

### Term 3 - Maintaining momentum

- Monitor attendance closely during winter, recognising the impact of illness in a small school
- Continue early, supportive conversations with whānau where attendance fluctuates

### Term 4 - Reviewing and embedding

- Use HERO to review attendance patterns across the full year
- Share end-of-year attendance data and analysis with the Board
- Reflect on the effectiveness of attendance strategies and refine approaches for the following year
- Embed successful practices into ongoing attendance expectations and planning

## How will success be measured?

- Attendance data shows at least 80% of students attending regularly (90%+ attendance)
- No students identified in the chronic absence category by the end of the year
- Termly attendance reports shared with the Board

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**Strategic Goal 3:** Accelerate student achievement in literacy and numeracy to ensure all ākonga make progress and meet or exceed expected curriculum levels.

**Annual Target:** All ākonga will make expected progress in literacy and numeracy, with identified target students (e.g. 2-3 students) making accelerated progress of more than one year.

*By the end of 2026, all ākonga will make expected progress in literacy and numeracy, with identified target students making accelerated progress. This will be supported by the implementation of the refreshed curriculum and strengthened assessment and reporting practices that are consistent and manageable across the school.*

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

- All ākonga making expected progress in reading, writing, and mathematics, with identified students making accelerated progress
- Teaching and learning programmes aligned to the refreshed curriculum and curriculum phases
- A shared assessment schedule used consistently to track progress and inform next steps
- Clear reporting to whānau that reflects updated curriculum language and expectations
- High and sustained levels of achievement across reading, writing, and mathematics
- Increased confidence from staff in understanding progress, next steps, and curriculum language.





## Actions

### Term 1 - Getting clear and getting comfortable

- Trial and refine planning aligned to the refreshed curriculum
- Use staff meetings to unpack curriculum phases and language
- Prepare for Assessment PLD
- Use baseline information to identify target learners and set clear next steps

### Term 2 - Building consistency and confidence

- Begin MOE Assessment PLD
- Report to whānau using clear, parent-friendly language
- Share learning and progress through HERO
- Use assessment information to adjust teaching and support target learners

### Term 3 - Using data well

- Continue Assessment PLD and refine assessment practices
- Use achievement data to inform teaching and next steps
- Monitor progress of target learners and adjust programmes as needed

### Term 4 - Making it stick

- Share end-of-year learning and achievement through HERO
- Report to whānau using consistent curriculum language
- Analyse achievement data and share with the Board
- Evaluate progress of target learners and identify next steps for 2027



## How will success be measured?

- Achievement outcomes
  - Reading: 90–100% of ākonga achieving at or above expected curriculum expectations
  - Writing: 90–100% of ākonga achieving at or above expected curriculum expectations
  - Mathematics: 90–100% of ākonga achieving at or above expected curriculum expectations
  - All ākonga make expected progress, with identified students making accelerated progress (more than one year's progress)
- Assessment and curriculum implementation
  - Refreshed curriculum and assessment schedule in place and consistently used by all staff
  - Assessment PLD implemented from Term 2, with staff reporting increased confidence in assessment and use of data
  - Planning documents reflect refreshed curriculum language and agreed schoolwide expectations
- Reporting and communication
  - Mid-year and end-of-year reports shared with whānau in Terms 2 and 4 using updated, parent-friendly curriculum language
  - Achievement information and learning progress uploaded and shared through HERO in Terms 2 and 4
  - Whānau feedback indicates increased clarity around learning progress and next steps
- Governance and review
  - Achievement data and analysis shared with the Board at least twice during the year
  - End-of-year review shows curriculum, assessment, and reporting practices are aligned and embedded