

St Leonards School

Annual Plan Year 2025

1. Empower and develop skills for learning, relationships and well being, both now and in the future with resilience, critical thinking and confidence.

Annual Goal:	For all ākoka to make expected progress in learning across all areas of the curriculum.
Annual Target:	80% of ākoka at the expected level; 20% of ākoka making accelerated progress in English and Mathematics.
What do we expect to see by the end of the year?	Ākoka utilising the tools in the Graduate Profile to support their progress in English and Mathematics.

Initiative	Actions	Who is Responsible	Resources Required	Timeframe	Measure of outcomes
1a Identify Acceleration ākoka	Use end of 2024 assessments to identify students that are below, well below, or have decelerated progress for more than 2 terms.	Sarah and Alice	Assessment tools (e-asTTle for writing, Reading Skills Record, LLLL Assessments (Little Learners Love Literacy), Phonemic Awareness checks, JAM (Junior Assessment of Mathematics), IKAN (Individual Knowledge Assessment of Number and GloSS (Global Strategy Stage))	Term 1 and ongoing	<ul style="list-style-type: none"> - Acceleration ākoka doc created and updated at each assessment point throughout the year (6 times); - Whanau will be informed that their tamariki are on this list through reporting at each assessment point.
1b Acceleration Interventions	Actions will vary based on individual needs, but will include utilising tools in the Graduate Profile, working with RTLB and LSC, “preview” of new material with teachers prior to group work, and additional opportunities to practice.	Sarah and Alice	ASPIRE Graduate Profile	Term 1 and ongoing	<ul style="list-style-type: none"> - Specific actions will be documented on the acceleration doc; - Actions timetabled into the classroom programme; - Accelerated progress based on assessments.
1c Professional Growth Cycle for Teachers	Teachers and Teacher Aides participate in PGC staff meetings 2-3 times per term; Continue to work through St	Sarah	St Leonards School Quality Practice Document.	Each term	<ul style="list-style-type: none"> - Each teaching staff member is able to identify ways in which their practice has progressed over the

	Leonards School Quality Practice Document, which outlines the ways in which we demonstrate the Standards for the Teaching Profession in our unique context; Identify up to 3 practices to embed or enhance; Engage in 10 minute observations and professional conversations based on goals.				year; - Acceleration in English and Mathematics.
1d Embed Graduate Profile	Embed the ASPIRE Graduate Profile throughout the school, making it an accessible tool for ākoka as they develop their skills for learning, relationships and wellbeing. - Daily focus during our Hui Ata - Reformat Graduate Profile into Google Forms for ease of administration for younger ākoka and data analysis	Sarah	ASPIRE Graduate Profile	Term 1 and ongoing	- Ākoka self assessments against the graduate profile (T1 /T4) - Accelerated progress in English and Mathematics.
1e Unpack Te Mātaiaho Mathematics Curriculum	Spend some staff meetings unpacking Mathematics in Te Mātaiaho - Unpack progressions - Unpack acceleration - Align assessment schedule	Sarah	Te Mātaiaho	Term 2	- Delivery Statement updated accordingly - Plan for pacing to meet new expectations
1f Unpack Te Mātaiaho English Curriculum	Spend some staff meetings unpacking English in Te Mātaiaho - Unpack progressions - Unpack acceleration - Align assessment schedule	Sarah	Te Mātaiaho	Term 3	- Delivery Statement updated accordingly - Plan for pacing to meet new expectations
1g Implement Readers Theatre	Evidence shows Readers Theatre improves reading outcomes. The approach targets fluency, comprehension and general communication skills. We intend to supplement our Read Along programme with Readers Theatre.	Sarah and Alice	Ready to Read/Junior Journal/School Journals; other scripts written for the purpose.	Term 1	Improved reading assessment outcomes - particularly fluency and reading rate (as assessed with the Reading Skills Record).

1h Dual Factor Reading	Text projected on board during class novel; explicit teaching around vocabulary and comprehension.	Alice	Texts that can be projected	Term 1	Improved comprehension and decoding outcomes (as assessed with the Reading Skills Record)
1i Better Start Literacy training	4-week trial starting in February; Structured literacy approaching in the senior school, focusing on advanced morphology, fluency and deeper level comprehension.	Alice	Will be provided by BSLA	Term 1	Pre- and post-assessment on either side of the four week trial will hopefully show growth in morphology, fluency and comprehension
1j Topic Coverage Plan	Plan triannual coverage of all areas of the curriculum (other than English and Mathematics) to ensure content knowledge is delivered at each phase	Sarah and Alice		Pre Term 1	

2. To embed a healthy sense of community, by engaging Whānau and the wider West Harbour community, promoting roll growth.

Annual Goal:	Focus on the quality of relationships within our school community - between tamariki, between parents, with the wider St Leonards Community and between these groups.
Annual Target:	90% of tamariki or higher state that they feel a sense of belonging at St Leonards School in their end of term ASPIRE reflection; Parent survey in term 1 and term 4.
What do we expect to see by the end of the year?	A greater sense of connection and belonging within our school community.

Initiative	Actions	Who is Responsible	Resources Required	Timeframe	Measure of outcomes
1a Gathering Community Voice	Parent survey to enquire into the level of connectedness and engagement our families experience.	Sarah	Survey to be created	Term 1 and 4	Gather student voice through wellbeing survey in term 1 and 4; Gather parent voice through survey term 1 and 4.
2b Friday Shop	Develop our Friday Shop with the focus on feeding and engaging our community.	Sarah and Year 6's	Produce from school garden and donations from home gardens; Materials for building a permanent stall; Compost bays; chicken infrastructure;	Term 1 to 4	Estimation of community engagement with the Friday shop. Co-construct evidence gathering process with

				tamaiki.
2c Open Days	Sunday Morning open days targeted at families with preschool children.	Sarah, Board	Term 1 and 3	Number of attendees.
2d Fundraising Events	Events are to be spread across the year with a range of target audiences including St Leonards locals, wider West Harbour residents, plus a range of age groups.			
2e Community Working Bees	Working Bees followed by shared kai each Sunday prior to the term starting; The Hall Committee and wider community will be encouraged to attend.	Sarah	Each term	Number of attendees.
2f Review Motto and Vision Statement	Review our Motto and Vision statement to reflect the values of our school, in particular, community and belonging.	Sarah, Board	Term 2	Consultation with the community regarding reviewed motto and vision.

3. To create an inclusive environment that values diversity and gives effect to TeTiriti o Waitangi.

Annual Goal:	Focus on the value of Respect, in particular, “I notice, listen to and value other’s perspectives.”
Annual Target:	90% of tamariki or higher state that they feel a sense of belonging at St Leonards School in their end of term ASPIRE reflection;
What do we expect to see by the end of the year?	Improved relationships between tamariki.

Initiative	Actions	Who is Responsible	Resources Required	Timeframe	Measure of outcomes
3a Maori Achievement Collective	Sarah to participate in MAC; Unpacking Te Tiriti o Waitangi	Sarah	-	Ongoing	Cultural Competency Review using Hikairo Schema
3b Navigating the Journey	- Intentionally address specific learning steps identified through	Sarah and Alice	Navigating the Journey, Year 1-2, Year 3-4, Year 5-6.	Ongoing	Reflected in Graduate Profile

	<p>ASPIRE Graduate profile by integrating Navigating the Journey activities into our Hui Ata.</p> <p>- A week each term where we break into age groups to cover age relevant content.</p>			
<p>3.c Whānau additions to the Graduate Profile</p>	<p>Whānau have the opportunity to share cultural values that they aspire to see their tamariki grow in as they progress through our school.</p>	<p>Sarah and Alice</p>	<p>Term 1 and Term 4</p>	<p>Week 10 ASPIRE reflections: We hope to see all students who have a particular value added to their graduate profile to be able to honestly reflect on that, and for their comments to reflect what teachers observe at school.</p>