

He Puna Karumata Kura

Leeston Consolidated School



LEGENDS in the making

*Strategic Plan and Annual
Implementation Plan*

2023



Our Whakatauki

Mā to pou, te whare e tū ai

By its pillars, the house will stand

Nau Mai, Haere Mai Ki Te Kura ō He Puna Karumata Welcome to Leeston School

Leeston Consolidated School is a U5 State co-educational contributing primary school catering for children from Year One to Year Six. Most of the children contribute to the nearby Year Seven to Year Thirteen Ellesmere College (also in Leeston) where a wide range of learning options are available. Nearly half of the children travel to and from school by bus.

Leeston School opened in 1865. In April, 1935, Irwell and Doyleston schools were closed and the children travelled by bus to Leeston. The Lakeside school closed in February, 1940, and Brookside closed with a falling roll in 1944. In more recent times St Joseph's Convent School which was based in Leeston also closed, hence the name, Leeston Consolidated School.

Parents are actively involved and encouraged with classroom programmes, sports, and Education outside the Classroom activities. The children, parents and staff have worked together to develop an exciting EOTC (Education outside the Classroom) programme for the whole school.

There are approximately 230 families at our school, 85% of NZ European/Pakeha descent, 14% Maori descent. Occupations include farmers, farm workers, business operators and professional people. There is also a growing commuter group that works in the greater Christchurch area.

Leeston Consolidated School is a silver Enviroschool where the local environment is very important. The snow covered Kā Tiritiri o Te Moana (Southern Alps) are visible from the playground, to the west.

Our Vision

The vision of Leeston Consolidated School is to support children to become 'Leeston Legends' – leaders, engaged in their learning, gathering information from a variety of sources, excelling in their field, able to negotiate, being determined and celebrating their success. In addition, we aim to encourage all students to demonstrate the values of care by promoting our three "Pillars of Care" - caring for the environment, caring for each other and caring for ourselves.

Our vision for Māori enjoying and achieving education success as Māori is for our tamariki to be comfortable with who they are and where they are at, and know about Tikanga Māori because of the everyday experiences and learnings that they participate in at Leeston School. By the time they leave us we want them to be proud of their heritage for then they become confident as Māori and want to be involved in activities that represent Māori culture.



Our Values - Pillars of Care



Ka Manaakitia te Taiao
Caring for our Environment

Ka Manaakitia te Tangata
Caring for Each Other

Ka Manaakitia ko Mātou
Caring for Ourselves

He Puna Karumata – Leeston School



Vision

Leeston Learners: LEGENDS in the Making

Values

Caring for Ourselves, Each Other and our Environment

Strategic Goals

Teaching and Learning

To provide the best possible teaching and learning practice to enable future focused learning creating confident, connected and actively involved, life-long learners

- Implement well-being initiatives planned through Nga Matapuna o te Waihora Kahui Ako
- Strengthen our local curriculum, respond to progress, and reinforce learning partnerships with parents and whanau.
- Ensure Te Āo Māori is visible across our Kura in every way

Environment

To provide safe, dynamic and flexible learning spaces where all students can thrive in a sustainable school environment

- Incorporate the PB4L school-wide framework so that positive behaviour and learning are complimentary.
- Develop our physical environment to meet the learning, emotional, social and physical needs of our tamariki

Strategic Initiatives

Success Indicators

Teachers and leaders will have the skills to effectively support their own and their student's well-being.

All students will be emotionally, behaviourally and cognitively engaged in a relevant and localised curriculum.

Te Reo Māori and tikanga Māori will be meaningfully incorporated into everyday life.

Teachers will use the PB4L framework for explicit teaching of our values and key competencies.

The physical environment will provide appropriate play and learning stimulation for the needs of all students.

Leeston Learners - LEGENDS in the making		Values			Caring for ourselves Caring for each other Caring for our environment
Strategic Goal 1	Strategic Initiatives	2023	2024	2025	Success indicators
Teaching and Learning	Implement well-being initiatives planned through Ngā Mātāpuna o te Waihora Kāhui Ako	Development, implementation and the embedding of our wellbeing model Te Whare Mauri Ora into the curriculum and all aspects of Kāhui Ako life by the end of 2023.	Students experience an engaging, relevant and localised curriculum within a culture of care	Review program effectiveness	
		Supporting student-led initiatives across the Kāhui Ako.	Regular repost to the community through local papers		
	Strategic Goal A: Students experience an engaging, relevant and localised curriculum within a culture of care.	Development of students' awareness and personal responsibility for wellbeing including that of others by the end of 2023.	Active monitoring of student well-being through yearly well-being survey (T3) and longitudinal study data		The curriculum reflects the needs of our student community
	Strategic Goal B: Students and staff are able to participate and have ownership in opportunities and experiences around wellbeing.	Development of staff awareness and personal responsibility for wellbeing including that of others by the end of 2023.			All students and staff individual differences are embraced and all feel a sense of belonging. Student wellbeing is monitored and recognised- programmes are implemented to reflect wellbeing issues.
	Strategic Goal C: Strong community/whānau as partners in promoting student wellbeing.	Development and sharing of wellbeing resources within the Ellesmere Community by the end of 2023.			Our community is invested in and takes collective responsibility for students wellbeing.
To provide the best possible practice to enable future focused learning to create confident, connected, actively involved life long learners.	Review and revise our local curriculum including strengthening inquiry based learning	Localised curriculum used in planning and stories are visited yearly.	Review effectiveness of DTHM (Digital Technologies and Hanagrau Mātikohi curriculum) content	Review effectiveness of ANZH curriculum content	All students will be emotionally, behaviourally and cognitively engaged in a relevant and localised curriculum.
		Teachers engaged in PLD around Aotearoa New Zealand's histories (ANZH) curriculum and actively include elements of ANZH curriculum content in their planning, supported by WST and Kahui Ako.	A structured literacy approach to teaching literacy (BSLA) continues to be embedded in the junior school and for identified children in middle and senior school		
		Connections with Taumutu and Ngati Moki are strengthened.			
		A structured literacy approach to teaching literacy (BSLA) is embedded in the junior school and for identified children in middle and senior school			
		Team leaders to continue working with Mel Stopford from Evaluation Associates to feel supported and enabled to lead effectively over 2023			
Ensure Te Ao Māori is visible across our Kura in every way		Work with Taumutu Runanga, Whanau, and Whakaraupo Carving Centre Trust to design and create a Waharoa, Maihi, and three Pou depicting our Pillars of Care	Whānau to work in partnership with school to find and apply for financial support that will allow us to continue offering a variety of engaging cultural opportunities.	Explore opportunities for extension Te Reo group	Te Reo Māori and tikanga Māori will be meaningfully incorporated into everyday life.
		Te reo Māori normalised by staff through using as much te reo as possible in class commands and greetings to/from teachers, children, parents			
		Increase opportunities for Māori events - opening of Pou Garden and school hangi			

	Staff identify target learners and track their progress and implement strategies to achieve accelerated progress.				

Strategic Goal 1 Annual Plan 2023



Teaching and Learning

Strategic Initiative	Term One	Term Two	Term Three	Term Four	Who	Status/Review
Implement well-being initiatives planned through Ngā Matapuna o te Waihora Kahui Ako	WST, AST and Lead to discuss and start developing initiatives relating to strategic plan	All staff attend TOD on implementation of ANZH curriculum on 24 April	Noho wānanga around culturally sustaining leadership	Te Whare Mauri Ora coahcing	All staff (Mana Facilitation/Leadership Lab)	
	New WST welcomed and inducted to our teaching programmes	ANZH curriculum lead (WST) working with staff to include elements of ANZH into curriculum planning	WST/AST continue to work with leadership Lab and Mana Facilitation	Evaluation and review	All staff	
	Kāhui Connect week for all staff to share what is going on in differenc t kura around structured literacy.	Te Whare Mauri Ora coahcing			All staff/Mana Facilitation	
Measures		Whanau supported to promote well-being	Wellbeing@school survey	All members of our community are supported		
Resources	Release for teachers to attend PD					
	Central PLD funding (Mana Facilitation/Leadership Lab)					
	completed					
	in progress					
	not started					

Strategic Goal 1 Annual Plan 2023



Teaching and Learning

Strategic Initiative	Term One	Term Two	Term Three	Term Four	Who	Status/Review
Review and revise our local curriculum including strengthening inquiry based learning	TOD (31 Jan) facilitated by Jo Anderson (RTLit) re pedagogy around structured literacy and modelling lessons at junior, middle and senior levels	LSC, literacy lead and SENCO working with team leaders to develop a framework to build on from TOD and teach aspects of structured literacy through Year 3-6.	LSC, literacy lead and SENCO working with team leaders to develop a framework to build on from TOD and teach aspects of structured literacy through Year 3-6.	Review	TEam Leaders, AP, DP	
	New Junior team member to work with literacy faciliator to assess children in readiness to teach BSLA	Junior team begins teaching 10 weeks of structured classroom instruction and small group reading	Teachers gather student perspectives based on our cultural narrative and visit our three river sites (inquiry)	Review	Team Leaders, AP,DP	
	Junior team connect with new Whānau re BSLA. New teacher trained in BSLA.	Junior team begin teaching 10 weeks of structured classroom instruction and small group reading	Junior team continue implementing BSLA programme	Review	Junior Team	
	Team leaders work with Mel using curriculum refresh as authentic context for strengthening leadership for learning within each teaching team.	Team leaders to Implement actions from T1. Day two with Mel.	Team leaders to Implement actions from T1. Day three with Mel.	Review	Leadership Team	
	Teachers gather student perspectives based on our cultural narrative and visit our three river sites (inquiry)	Students to delve deeper into local myths about our area and our cultural narrative.		Review	Team leaders and Teachers	
	Junior team to investigate understandings around learning through play with aim to implement in term 2	Junior team to implement a form of learning through play			Junior Team	
Measures		All staff have been formally observed as per professional growth cycle and feedback and next steps identified	Mid-year data shows at or above achievement past 65%	Achievement targets met	All teachers	
Resources	PLD provision for Mel to work with leaders.	PLD provision for junior team to implement learning through play				
Ensure Te Āo Māori is visible across our Kura in every way	Connect again with Whakaroupo Trust regarding action plan for year in the creation of Waharoa, Maihi and Pou	Implement as per plan.	Implement as per plan	Whakanoa and opening of Waharoa, and/or Maihi	Lead Teacher Tikanga Maori Principal	
	Pou waerenga (garden) planted. Whānau hui and hangi celebrating opening of garden				Principal	
	Staff to embed singing school waiata with their classes		Kapa haka to perform at Po Whakangahau COVID permitting		Lead Teacher/Principa l	

	Connect again with Whakaroupo Trust re the design of our school logo:			School logo completed and updated on all documentation	
	Priority learners are identified and strategies are implemented	Survey Māori students to gather student voice on what is currently like to be Māori or Pasifika at Leeston School (defer to term 3)	Mid year summary of progress (report to Whanau Hui)		All staff LSC SENCO Principal
Measures	Children have knowledge of local of stories behind pou and the significance of their names	Student voice is gathered and shared	All students will know our school waiata and sing it regularly	Achievement targets met	All teachers
				Carvings completed	
Resources	Budget and release for carvings	Budget for junior team PLD			
	Budget for kapa haka tutor				
	completed				
	in progress				
	not started				

Vision	Leeston Learners - LEGENDS in the making			Values	Caring for ourselves Caring for each other Caring for our environment
Strategic Goal 2	Strategic Initiatives	2023	2024	2025	Success indicators
Environment To provide safe, dynamic and flexible learning spaces where all students can thrive in a sustainable school environment	Incorporate the PB4L school-wide framework so that positive behaviour and learning are complimentary.	Teaching expected behaviour	monitoring and evaluation	Begin putting Tier Two in place if deemed ready	Teachers will use the PB4L framework for explicit teaching of our values and key competencies.
		Acknowledging expected behaviour	Tier two readiness analysis completed		
		Discouraging inappropriate behaviour	Begin putting Tier Two in place if deemed ready		
	Develop our physical environment to meet the learning, emotional, social and physical needs of our tamariki	AMS spending begins - relocation of new library	Construction of new classrooms as per MOE pla	Existing classrooms are updated as per 5 year property plan	The physical environment will provide appropriate play and learning stimulation for the needs of all students.
		Pou garden opening	Existing classrooms are updated as per 5 year property plan		
		Waharoa completed and blessed			

Strategic Goal 2 Annual Plan 2023



Environment						
Strategic Initiative	Term One	Term Two	Term Three	Term Four	Who	Status/Review
Incorporate the PB4L school-wide framework so that positive behaviour and learning are complimentary.	Team attend first training morning 15/3	Team attend second training half day: June	Team to attend training half day 10/8	Team to attend training half day 8/11	Leads and Principal	
	Re-introduce behaviour matrix to all staff. Staff to re-introduce behaviour matrix to children using lesson plans adapted to suit their level and needs		identify and group inappropriate behaviours being observed and procedures for responding		All staff	
	Continue with visible consistencies to enhance culture and climate. February focus: returning to class on time when the bell rings. New focus each month to be identified and introduced to all staff	New focus each month to be identified and introduced to all staff	New focus each month to be identified and introduced to all staff	New focus each month to be identified and introduced to all staff	All staff	
	Whole school acknowledgement system created and procedures put in place to ensure success is achieved				Leads and Principal/staff	
	Walkthrough and TFI completed	Actions from walkthrough and TFI implemented	Actions from walkthrough and TFI implemented	Whole School behaviour plan review	RTL and PB4L Team	
Measures	Staff gain an understanding of all expected behaviours as per matrix, and are confident to introduce to their children.	Children have an understanding of the behaviour matrix, and can articulate what each behaviour looks like, sounds like, feels like.		Reflect on behaviour plan language. Flow charts created to go behind behaviour plan to show how to manage low, mid, high level behaviours		
Resources	Budget for release					
	Budget for resources					
Develop our physical environment to meet the learning, emotional, social and physical needs of our tamariki	Work with MOE progressing status of new library	Work with MOE progressing status of new library	New library on site and landscaped	New library on site and landscaped	Principal/BOT	
	Proceed with 10 YP	Proceed with 10 YP	Proceed with 10 YP	Proceed with 10 YP	Principal/BOT	
	Enviroschools vision map created, involving input from students, staff and BOT	Removal of sand-pit to another school site				
Measures	Learning spaces, including inside and out, meet the emotional, social and physical needs of our tamariki					
Resources	AMS/10YP					
	Budget for resources					
	completed					
	in progress					
	not started					

Student Achievement Target 2023

Strategic Goal 1: To provide the best possible practice to enable future focused learning to create confident, connected, actively involved lifelong learners.

Curriculum Area: Reading

Annual Targets:	The number of male students achieving at and above their expected curriculum level in reading is increased (achievement goal). The number of boys making sufficient or accelerated progress is increased.	Student Group:	Boys in Year 4 and 5 for 2023: Māori boys in Year 4 for 2023.
Baseline Data:	At the end of 2022, 53% of our Year 3 boys were at or above their expected curriculum level in reading		
EOY Data:			
Baseline Data:	At the end of 2022, 64% of our Year 4 boys were at or above their expected curriculum level in reading		
EOY Data:			
Baseline Data:	At the end of 2022, 50% of our Year 3 Māori boys were at or above their expected curriculum level in reading		
EOY Data:			

Action Plan

What will the school do to meet the target	When and Who	Resources allocated to meet target	Review Mid-year	Review End-year
Identify the boys in Year 4 and Year 5 students who are currently achieving below and well below their expected curriculum level for reading and discuss their progress as a group, identifying gaps in learning, strengths and next steps. Think about phonological gaps (assessment), incorporating art work, keeping lessons short and interest based learning.	Principal, LSC, Waiwhio Team Leader and Teaching Team, Literacy Focus Group	N/A		
Analyse detailed achievement data to pinpoint key areas of learning for focus. Identify strategies that will assist with instruction in these areas.	LSC, Waiwhio Team Leader and Teaching Team February: Principal, LSC, Waiwhio Team Leader and Teaching Team, Literacy Focus Group	N/A		
Implement regular communication with the parents of children who are well below, with a focus on positive communication, early identification of any issues and the provision of support / ideas for reading support at home.	LSC, Waiwhio Team Leader and Teaching Team:	Release for IEP as required		
Implement learning programmes and groupings to include strategies in explicit teaching and structured literacy, incorporating ALL programme through MOE PLD initiative	Across year: LSC, Waiwhio Team Leader and Teaching Team:	Literacy Budget ALL Budget		
Observe other teachers taking reading lessons at this level of the school or at other schools if appropriate. Observation focus is on the strategies used by the teacher and the students' response to them. The overarching question is, "How could I use this in my own teaching of reading?"	Term 2/3: Teacher; LSC	CRT time		
Gather data at mid and end of year on this group. Discuss progress made including attitudes towards reading. Strategies used will be critiqued, discussed, examined and adapted where required.	Leadership Team, Teachers			
Teachers will use structured literacy practices for all children in year 1-2, and for those who need it in Year 3-6	Teachers. LSC, RTLit			

To embed e-learning opportunities tailored to students' individual needs and interests, to improve achievement and engagement.	Teachers, LSC				

Student Achievement Target 2023

Strategic Goal 1: To provide the best possible practice to enable future focused learning to create confident, connected, actively involved lifelong learners.

Curriculum Area: Writing

Annual Targets:	The number of students achieving at and above their expected curriculum level in writing is increased (achievement goal).	Student Group:	Year 4, 5 and 6 boys in 2023: All children in Year 4 for 2023
	The number of Māori students in year 6 achieving at or above is increased.		Māori students in Year 6 for 2023
Baseline Data:	At the end of 2022, 27% of Year 3 male students were at or above their expected curriculum level in writing.		
EOY Data:			
Baseline Data:	At the end of 2022, 54% of Year 4 male students were at or above their expected curriculum level in writing.		
EOY Data:			
Baseline Data:	At the end of 2022, 58% of Year 5 male students were at or above their expected curriculum level in writing.		
EOY Data:			
Baseline Data:	At the end of 2022, 40% of all children in Year 4 were at or above their expected curriculum level in writing.		
EOY Data:			
Baseline Data:	At the end of 2022, 34% of Māori students in Year 5 were at or above their expected curriculum level in writing.		

Action Plan

What will the school do to meet the target	When and Who	Resources allocated to meet target	Review Mid-year	End of year review
Identify the Year 4 and Year 6 students who are currently achieving below and well below their expected curriculum level for writing and discuss their progress as a group, identifying gaps in learning, strengths and next steps.	February: Principal, LSC, Waiwhio Team Leader and Teaching Team:	N/A		
Analyse detailed achievement data to pinpoint key areas of learning for focus. Identify strategies that will assist with instruction in these areas.	February: LSC, Waiwhio and Waikekewai Team Leaders and Teaching Team:	N/A		
Implement regular communication with the parents of children who are well below, with a focus on positive communication, early identification of any issues and the provision of support / ideas for reading support at home.	March: LSC, Waiwhio and Waikekewai Team Leaders and Teaching Team:	Release for IEP as required		
Implement learning programmes and groupings to include strategies in explicit teaching and structured literacy, incorporating ALL programme through MOE PLD initiative	Across year: LSC, Waiwhio and Waikekewai Team Leaders and Teaching Team:	Literacy Budget ALL Budget		
Observe other teachers taking writing lessons at this level of the school or at other schools if appropriate. Observation focus is on the strategies used by the teacher and the students' response to them. The overarching question is, "How could I use this in my own teaching of writing?"	Teacher; LSC	CRT time		
Gather data at mid and end of year on this group. Discuss progress made including attitudes towards writing. Strategies used will be critiqued, discussed, examined and adapted where required.	Leadership Team, Teachers			
Hold a literacy hui on tips and strategies for supporting your child with literacy at home	Literacy Lead, Teachers			
Enrichment spelling activities through the use of Steps Web online programme	Waiwhio and Waikekewai teachers			
To embed e-learning opportunities tailored to students	Waiwhio and Waikekewai teachers			

Student Achievement Target 2023

Strategic Goal 1: To provide the best possible practice to enable future focused learning to create confident, connected, actively involved life long learners.

Curriculum Area: Maths

Annual Targets:	The number of Māori students in Year 5 achieving at and above their expected curriculum level in numeracy is increased.	Student Group:	Year 5 Māori students
	The number of all students in Year 4 achieving at and above their expected curriculum level in numeracy is increased.		All students in Year 4
Baseline Data:	At the end of 2022, in Year 4, 61% of Māori students were achieving at or above curriculum expectations.		
EOY Data:			
Baseline Data:	At the end of 2022, in Year 3, 51% of all students were achieving at or above curriculum expectations		
EOY Data:			

Action Plan

What will the school do to meet the target	When and Who	Resources allocated to meet target	Review Mid-year	Review End-year
Identify the Year 3 and Year 5 Māori and the Year 3 and Year 4 female students who are currently achieving below and well below their expected curriculum level for maths and discuss their progress as a group, identifying gaps in learning, strengths and next steps.	February: Principal, LSC, Team Leaders and Teaching Teams, Numeracy and Te Ao Maori Focus group	N/A		
Analyse detailed achievement data to pinpoint key areas of learning for focus. Identify strategies that will assist with instruction in these areas.	February: Principal, LSC, Team Leaders and Teaching Teams:	N/A		
Implement regular communication with the parents of children who are well below, with a focus on positive communication, early identification of any issues and the provision of support / ideas for reading support at home.	March:	Release for IEP as required		
Implement learning programmes and groupings to include strategies in explicit teaching incorporating ALIM programme.	Across year: LSC, Team Leaders and Teaching Teams:	Numeracy Budget		
Observe other teachers taking numeracy lessons at this level of the school or at other schools if appropriate. Observation focus is on the strategies used by the teacher and the students' response to them. The overarching question is, "How could I use this in my own teaching of maths?"	Teacher; LSC	CRT time		
Gather data at mid and end of year on this group. Discuss progress made including attitudes towards numeracy. Strategies used will be critiqued, discussed, examined and adapted where required.	Leadership Team, Teachers			
To embed e-learning opportunities tailored to students	Teachers, LSC			
Teachers ensure they are aware of a holistic approach when connecting with Whanau and tamariki.	Leadership Team, Teachers, Te Ao Mā			