

Strategic plan

Empowered Learners *that Thrive*

"Growing great people through learning, belonging, and excellence."

Our tamariki are confident in who they are, connected to their culture and community, and equipped with the skills for an ever-changing world.

Inspired high quality teaching and learning

Initiatives

- Ensure consistently high-quality, evidence-based teaching practices that engage and challenge all learners.
- Foster a culture of continuous improvement in teaching and learning.
- Our curriculum is rich, relevant, and future-focused.

Success is

Every learner at our school has access to the support, opportunities, and teaching they need to succeed.

Equity is promised

Initiatives

- Foster critical partnerships with whānau and community
- Strengthen Culturally Responsive and Inclusive Teaching Practice
- Address Barriers to success

Success is

Teaching across all learning areas is innovative, inclusive, and responsive to the diverse needs and identities of our learners.

We are future focussed

Initiatives

- Embed future-focussed teaching and learning practices
- Strengthen digital fluency and technological confidence
- Develop learner agency and lifelong learning skills

Success is

Our students are grounded in their identity and culture prepared to embrace opportunities.



Guided by our core values—Aroha (Empathy), Māui (Curiosity), Maia (Courage) and Pono (Integrity) – we create a learning environment where every child feels valued, challenged, and inspired to be the best version of themselves.

We believe learning should be:

Deeply rooted in identity and place, honouring Te Ao Māori and the unique histories of Aotearoa.

Driven by critical thinking, creativity and collaboration; preparing tamariki to be resilient and future-ready.

Nurtured through strong partnerships, where tamariki, whānau, kaiako, iwi and our wider community learn and grow together.

Goal: Inspired high quality teaching and learning

1.1 Ensure consistently high-quality, evidence-based teaching practices that engage and challenge all learners

1. Implement a Whole-School Teaching and Learning Framework:
2. Enhance Formative and Summative Assessment Practices
3. Foster a Culture of Engagement and Challenge:

1.2 Foster a culture of continuous improvement in teaching and learning

1. Provide Targeted Professional Development
2. Strengthen Performance and Growth Cycles
3. Develop Instructional Leadership Capacity

1.3 Our curriculum is rich, relevant, and future-focused.

1. Curriculum and Pedagogy Refresh
2. Enhance Relevance and Authenticity
3. Integrate Diverse Perspectives into Curriculum and Resources

Measurement

1. Teacher Practice Rubric Data: Regular data collected from classroom observations and walkthroughs, utilising the Whole-School Teaching & Learning Framework rubric.
2. Student Achievement & Engagement Data: Analysed student assessment results, attendance rates, and student engagement outcomes.
3. Curriculum Alignment & Authentic Projects: Results from curriculum refresh and related documents demonstrating integration of future-focused skills, cultural relevance (e.g., Te Ao Māori/Mātauranga Māori), and documented authentic learning experiences.
4. Staff Professional Growth Cycle: Engagement in targeted professional development and evidence of application in staff performance and growth cycles (e.g., peer observations, goal setting, TAI).



Roadmap

Empowered Learners that Thrive

		YEAR 1				YEAR 2			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
		Engagement in Targeted PLD	Planned reviews using T & L framework rubric	Gather & analyse data		Curriculum review	Future focussed skills	Evidence gathering	
Inspired high quality teaching and learning	Ensure consistently high quality, evidence based teaching practices that engage and challenge all learners.	Baseline data, Co-constructed teacher practice rubric							
	Foster a culture of continuous improvement in teaching		Analysis of achievement and engagement data						
	Our curriculum is rich, relevant and future focussed					Review curriculum alignment & authentic projects			

Goal: We are future focussed

3.1 Embed Future Focused Learning focus

1. Leverage technology to enhance teaching practices
2. Incorporate authentic opportunities for learning using technology

3.2 Strengthen digital fluency and technological confidence

1. Learning Environments and Resources
2. Explicit Digital Literacy and Citizenship Education
3. Assessment of Digital Competencies

3.3 Develop learner agency and lifelong learning skills

1. Build Goal-Setting and Action Planning Skills
2. Foster Metacognition and Self-Regulation
3. Culture and Mindset

Measurement

1. Future-Focused & Digital Competency Proficiency: Assessment data on 21st-century skills (critical thinking, creativity, collaboration, communication), digital competencies, and digital citizenship knowledge/practice.
2. Student Agency & Lifelong Learning Indicators: Data from student and teacher assessment (goal setting, reflection) and documented student voice in learning and growth mindset.
3. Authentic Learning Experiences Documentation: Records of real-world, problem-based learning projects and evidence of community engagement across the curriculum.
4. Technology Integration in Teaching & Learning: Observation data and teacher voice on the purposeful and effective integration of technology for teaching and learning.



Roadmap

Empowered Learners that Thrive

		YEAR 2				YEAR 3			
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
		Curriculum review	Future focussed skills	Evidence gathering		Review & embed			
Inspired high quality teaching and learning	Embed future-focussed Learning practices			Records of real-world, problem-based learning projects and evidence of community engagement across the curriculum					
	Strengthen digital fluency and technological confidence	Assessment data on 21 st Century skills (critical thinking, creativity, collaboration, communication), digital competencies, and digital citizenship							
	Develop learner agency and lifelong learning skills					Documented student voice in learning and growth mindset			



Annual Plan

Empowered Learners that Thrive

Annual Plan Goal 1 <i>Inspired high quality teaching and learning</i>	Initiative 1.1 Ensure consistently high quality, evidence based teaching practices that engage and challenge all learners.
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Outcome: Every learner at our school has access to the support, opportunities, and teaching they need to succeed.	Measures: <ul style="list-style-type: none"> • Staff Professional Growth Cycle: Engagement in targeting progressional development and evidence of application in staff performance and growth cycles (e.g., peer observations, goal setting, TAI) • Teacher Practice Rubric Data: Regular data collected from classroom observations and walkthroughs, utilising the Whole-School Teaching & Learning Framework rubric
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Key Actions					✓
1.1.1 Implement a Whole-School Teaching & Learning Framework:	Accountable	Responsible	Resources	Complete by	
Instructional Framework Define & Communicate a clear research based, culturally responsive, instructional framework that outlines expected teaching practices	SLT	SLT Team Leaders Teachers Curriculum Teams	<ul style="list-style-type: none"> • NZ Curriculum • Whole-School Teaching & Learning Framework rubric • Hikairo Schema • UDL Guidelines 	Developed in Term 1 2026 Implemented by: Term 4 2026	
Common Language Develop and implement a common language for teaching & learning practices	SLT	SLT Team Leaders Teachers Curriculum Teams	<ul style="list-style-type: none"> • NZ Curriculum • Hikairo Schema • UDL Guidelines • Whole-School Teaching & Learning Framework rubric 	Developed in Term 1 2026 Implemented by: Term 4 2026	
Toolkits	SLT	SLT	<ul style="list-style-type: none"> • Planning templates 	Developed in Term	

Provide practical toolkits (physical/digital) & exemplars for teachers to implement this framework		Team Leaders Digital team Teachers	(digital/paper) ● Exemplars ● Focus 30 ● Planning AI Bot	1 2026	
Professional Learning Groups Strengthen collaborative planning & peer learning through active PLGs and dedicated time for sharing strategies & pedagogies	SLT Team Leaders	SLT Team Leaders Teachers	● Release as needed ● PLG best practice guide ● PLG templates and/or exemplars	Developed in Term 1 2026 Implemented: 2026	
1.1.2 Enhance Formative & Summative Assessment Practices:	Accountable	Responsible	Resources	Complete by	✓
Assessment for Learning Schedule Develop comprehensive assessment schedule that supports data driven decisions (skills based assessment, curriculum based assessment, student/ whanau voice, future focused skills etc)	SLT	SLT Team Leaders Curriculum Experts/ Leads/ Teams	● NZ Curriculum ● MOE assessment for learning guide ● Values Framework ● BSLA ● Dibels ● MNP ● Phase Snapshots ● SMART	Implemented in Term 1 2026	
Formative Assessment Train teachers in wide range of diverse formative assessment practices, e.g. Learning clarity, Engineering effective student participation, Feedback, Self-assessment	SLT Team Leaders	SLT Team Leaders Teachers Curriculum Experts/ Leads/ Teams	● Taurangi ● Best Practice Evidence (William/ Hattie/ Clarke) ● Observations ● Student voice ● Learning books	Implemented by End Term 3 2026	
Data Driven Teaching (& Learning) Strengthen teachers use of assessment data to support high quality teaching and learning, i.e. data conversations - predict, gather & visualise, infer, hunches, next step	SLT Team Leaders	SLT Team Leaders Teachers	● Spirals of Inquiry/TAI ● NZ Curriculum ● Best Practice Evidence (Hattie) ● Assessment data (dibels, BSLA, easTTIe) ● Focus 30, BCR, CRT	Implemented by End Term 4 2026	
1.1.3 Foster a Culture of Engagement & Challenge	Accountable	Responsible	Resources	Complete by	✓
Differentiated Learning Design learning experiences that cater for students with diverse needs, support students with additional needs, and extend	Team Leaders	Classroom teacher	● Teacher colleagues ● SLT ● Focus 30 ● Senco	Implemented by End Term 1 2026	

advanced learners.			<ul style="list-style-type: none"> • RTLB • LSC • Learning support • ELL Teacher • Outside Agencies • Poutama Bot • UDL Guidelines 		
<p>Active Learning Strategies: Promote the use of teaching strategies that actively engage students in their learning. (Debates, simulations, problem-solving tasks)</p>	Team Leaders	Classroom teacher	<ul style="list-style-type: none"> • Teacher colleagues • In-house PLD • SLT • Focus 30 		
<p>High Expectations for All: Cultivate a school wide belief and practice that all students are capable of high levels of achievement and challenge. Celebrate student progress and achievement in all contexts.</p>	SLT Team Leaders	Classroom teacher	<ul style="list-style-type: none"> • Teachers • Parents/caregivers • Specialist teachers • Coaches 		



Annual Plan

Empowered Learners that Thrive

Annual Plan Goal 2 <i>Equity is Promised</i>	Initiative 2.3 Address Barriers to success
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Outcome: Teaching across all learning areas is innovative, inclusive, and responsive to the diverse needs and identities of our learners.	Measures: <ul style="list-style-type: none"> Whānau & Community Partnership evidence: Whānau engagement rates (eg. PEP, IEP attendance) and feedback survey results on communication effectiveness and perceived involvement. Student & Whanau Voice on Inclusivity: Survey and focus group data capturing student and whānau perceptions of belonging, affirmation of identity, and responsiveness of teaching.
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Key Actions					✓
2.3.1 Remove Systemic Barriers	Accountable	Responsible	Resources	Complete by	
Review of Systems Review school policies, schedules, procedures & practices to identify and remove unintentional biases or exclusionary elements	SLT	SLT Team Leaders Teachers BOT SENCO LSCs	<ul style="list-style-type: none"> School Docs School timetable NZ Curriculum 	Term 2 2026	
Resource Allocation Ensure that resources (staffing, funding, materials) are allocated equitably, using data to address areas of greatest need & support diverse learners	SLT SENCO	SLT Team Leaders BOT SENCO	<ul style="list-style-type: none"> Learning supports LSCs Release time School budget IEPs/Behavior plans Grants for Good Mana Ake Literacy Teachers Math Teachers 	Term 4 2026	

			<ul style="list-style-type: none"> Wellbeing Mentor Outside agencies 		
2.3.2 Provide Differentiated and Tiered Support	Accountable	Responsible	Resources	Complete by	✓
Multi-Tiered Systems of Support Establish a clear, school-wide system (CAaP) for providing tiered academic, social-emotional, and behavioural support based on student needs data.	SLT Senco Team Leaders	Teacher LSC Team Leaders	<ul style="list-style-type: none"> Mana Ake Literacy Teachers Math Teachers LSCs Wellbeing Mentor Outside agencies Learning Support 	Implemented Term 3 2026	
Targeted Interventions Develop and implement evidenced based interventions for students who are academically at risk or face social-emotional challenges.	SLT Senco Team Leaders	Teacher LSC	<ul style="list-style-type: none"> Mana Ake Literacy Teachers Math Teachers LSCs Wellbeing Mentor Outside agencies Learning Support 	Implemented Term 3 2026	
2.3.3 Advocacy and Collaboration for Students	Accountable	Responsible	Resources	Complete by	✓
Individualised Support Plans Develop individualised support plans for students with specific learning or social-emotional needs, involving whānau and relevant specialists.	SENCO Team leaders	SENCO Teachers	<ul style="list-style-type: none"> SENCO IEP Exemplars Whānau discussion 	Term 2 2026	
Advocacy for Equitable Outcomes Actively advocate for equitable opportunities for all students, ensuring they are not excluded from challenge, extracurricular activities, or leadership.	SENCO SLT	SLT Team Leaders Teachers	<ul style="list-style-type: none"> PC4L Team discussions 	Term 3 2026	
Partnerships with Specialists Collaborate effectively with external specialists to provide comprehensive support for students with complex needs	SENCO SLT	SENCO Teachers	<ul style="list-style-type: none"> Mana Ake LSCs Wellbeing Mentor Outside agencies 	Term 2 2026	

Lynmore School 2026 Targets <ul style="list-style-type: none"> Implement the MOE directed assessment tools to measure student achievement 	Lynmore School 2026 Progress Targets <ul style="list-style-type: none"> Use the MOE directed assessment tools to measure student progress from the start/end of year and calculate effect size using John Hattie's effect size calculation with any data that has a scale score.
<p>Curriculum: MOE targets: by the end of 2030, 80% of all Year 8 students will be achieving at or above NZC expectations</p> <p>Reading: 80% of all students achieving at or above NZC expectations</p> <p>Writing: 80% of all students achieving at or above NZC expectations</p> <p>Maths: 80% of all students achieving at or above NZC expectations</p>	<p>Reading: 90% of all students progress at or above the expected rate; the remaining 10% will make more than 6 months progress</p> <p>Writing: 80% of all Year 6 Māori students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p> <p>Mathematics: 90% of all students progress at or above the expected rate; the remaining 10% will make more than 6 months progress</p>