



Our **REACH** values stand for **Respect. Engage. Aware. Celebrate. Honest.**

Me mahi tahi tatou mō te oranga o te katoa – We should work together for the wellbeing of everyone

Kia ora whānau

As we settle in to week 4 of a ten week term, there is so much happening around the school. Children have been sitting PAT assessments and there are **Parent Interviews** next Wednesday. A simple 'how to' guide to book an interview with your child's teacher(s) can be found below. If you have any difficulty in booking your interview please contact our friendly office staff Leigh or Geneva, who will assist you. Remember that our school goal is 95% whanau attendance. The better our whanau engagement, the higher the success of our learners.

Booking Interviews with **THE SKOOL LOOP APP**

Download **The Skool Loop App**. A simple 100% free download: In Google Play & App Store search '**Skool Loop**' & choose our school once installed.

1

Tap the Interviews button

START

2

Select the teacher(s)

3

Select a date

4

Select a time

5

Complete booking form

6

Success notification & email confirmation

DONE

A **huge thank you** to Andre Rapasa, of Goode Brothers North West for generously providing a range of their fabulous yummy pizzas for our 'Goode Teachers' dinner break at our parent teacher interviews next week. We very much appreciate your ongoing support!

Last year we shared part of our Strategic Plan with you for feedback. After collating that feedback and working with the staff and Board we have confirmed our strategic plan for the next 2 years. Please have a look at what our school wants to have achieved by the end of 2025.

Today your child will have bought home a **year calendar**, please **put** this somewhere safe. While the dates are correct at the time of printing, please remember that these may have to change for reasons beyond our control. **Please keep up to date about events using the website or Skool Loop calendar.**

Lockdown Practise – as you are aware we undertook a 'Lockdown' practise on Monday. Feedback from Harrison Tew was very positive. We were extremely proud of the way our students and staff managed themselves.

BOARD

Our trustees are:

Raewyn Clark, Presiding Member bot@lincolnheights.school.nz
 Ben Lynch, Kiri McCabe, Doreen Retimana, Ken Tuioti, Sarah Pope, Robert Walker and Gordon Irving (Staff Trustee)

Our Board meetings are held on the last Wednesday of each month at 5.30pm in the staffroom. Parents can attend the open meeting, please email bot@lincolnheights.school.nz

WHAT'S COMING UP

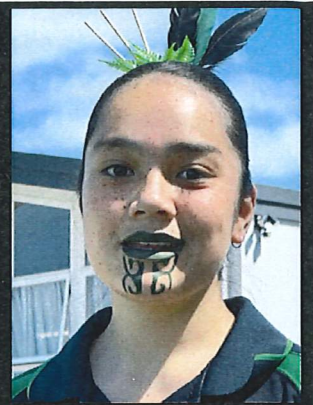
TERM ONE		
Week 4	Monday, 26 th February Wednesday, 28 th February	Whole school assembly, 2pm-2.45pm, parents welcome Siva dance classes (free), 3.30pm-4.30pm, hall NW Tag Football comp, Moire Park Board meeting, staffroom, 5.30pm Newsletter published on Skool Loop, LHS website and Facebook
Week 5	Monday, 4 th March Wednesday, 6 th March	Life Education caravan in school for Yrs 0-6 Siva dance classes (free), 3.30pm-4.30pm, hall School closes 1pm for Parent Teacher meetings from 1.30pm-7.30pm
Week 6	Monday, 11 th March Tuesday, 12 th March Wednesday, 13 th March Thursday, 14 th March	Life Education caravan in school for Yrs 0-6 Whole school assembly, 2pm - 2.45pm, parents welcome Free Siva dance classes, 3.30pm-4.30pm, hall Leadership Academy GRIP trip to Rotorua, returning Friday 15 th March School closed 1.00pm for Tiriwa Talks teacher professional development Whanau maths evening, New Entrants to Yr 4, 5pm-6pm, staffroom Kapa haka classes, 3.30pm-4.30pm, hall Newsletter published on Skool Loop, LHS website and Facebook Reading Together Workshop 1, 5pm-6pm, staffroom
Week 7	Monday, 18 th March Wednesday, 20 th March Thursday, 21 st March	Free Siva dance classes, 3.30pm-4.30pm, hall, parents welcome Kapa haka classes, 3.30pm-4.30pm, hall Better Start for Literacy whanau hui, 5pm-6pm, staffroom
Week 8	Monday, 25 th March Tuesday, 26 th March Wednesday, 27 th March Good Friday, 29 th March	Whole school assembly, 2pm - 2.45pm, parents welcome Free Siva dance classes, 3.30pm-4.30pm, hall, parents welcome Reading Together Workshop 2, 5pm-6pm, staffroom Mufti Day, gold coin donation Newsletter published on Skool Loop, LHS website and Facebook Kapa haka classes, 3.30pm-4.30pm, hall Samoan Parent Network meeting, Potu 19, 3.30pm-4.30pm Board meeting, 5.30pm, staffroom SCHOOL CLOSED
Week 9	Easter Monday, 1 st April Tuesday, 2 nd April Wednesday, 3 rd April Thursday, 4 th April - Wednesday, 10 th April	SCHOOL CLOSED SCHOOL CLOSED Duffy Theatre, hall, two sessions Kapa haka classes, 3.30pm-4.30pm, hall BOOKWEEK
Week 10	Monday, 8 th April Tuesday, 9 th April Wednesday, 10 th April Thursday, 11 th April Friday, 12 th April	BOOKWEEK Whole school assembly, 2pm-2.45pm, parents welcome Free Siva dance classes, 3.30pm-4.30pm, hall, parents welcome Reading Together Workshop 3, 5pm-6pm, staffroom Bookweek Parade, junior court, 10am, whanau welcome Kapa haka classes, 3.30pm-4.30pm, hall Focus student hui, 5pm-6pm, hall TERM ONE ENDS, school closes 3pm
TERM TWO		
Week 1	Monday, 29 th April	School starts 8.50am

Our motto – In The Gate by Half Past Eight Guarantees You Won't be Late!

GENERAL NOTICES

- ❖ A huge thank you to our generous sponsors (see the last page of this newsletter) who support our school and our Skool Loop app.
- ❖ **Parent supervised Playgroup sessions** run by Auckland Kindergarten operate from the room closest to the Doone Place school entrance on Tuesdays, Wednesdays and Thursdays from 9.30am until 12.30pm. Email Manager Fonda Rowe at fonda.rowe@aka.org.nz for more information.

Lincoln Heights Strategic Plan 2024 - 2025



Strategic Goal 1

Engage all children in a creative and responsive curriculum underpinned by evidence based teaching and learning practises to raise teacher practise and student achievement

A FOCUS ON COHERENCE ACROSS THE CURRICULUM

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?	Links to Board Primary Objectives	Links to Education requirements
<p>Implementation of a rich, engaging, relevant curriculum which reflects Te Mātaiaho and our school community's priorities (including those of our tangata whenua)</p> <p>Teachers are confident on the learning that matters at our school and can effectively plan for the success of our students</p> <p>Increased student engagement and attendance – 70%</p>	<p><u>Implementation of Te Mātaiaho Curriculum Refresh</u></p> <ul style="list-style-type: none"> • Implement curriculum as they are gazetted through local Curriculum • Build relationship with local hapu/iwi to ensure Māori perspective and world view is evident in planning - matauranga Māori, te reo Māori, and tikanga • Annual staff PLD on relevant developments to strengthen awareness and understanding • Include new planning requirements into school documents as required • Engage in ongoing Ministry of Education PLD • Relevant and engaging curriculum – reviewed in partnership with whanau, students, Board and staff 	<ul style="list-style-type: none"> • Annual monitoring of local curriculum delivery against MoE Te Mātaiaho implementation guidance • Staff survey of confidence • Student achievement data shows improvement • Quality Teacher Matrix • Attendance data shows an increase in attendance – MoE report - Everyday Matters shows improvement to 80% 	<p>Lincoln Heights School gives effect to Te Tiriti o Waitangi including by:</p> <ul style="list-style-type: none"> • working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori • taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori 	<p>NELPS</p> <p>Objective 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whanau</p> <p>Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>Objective 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner</p>
<p>Consistent demonstration of teacher agency and efficacy evident - teacher matrix and Professional Growth Cycle</p>	<p><u>Increased consistent Teacher Leader Practice</u></p> <ul style="list-style-type: none"> • Targeted PLD in New Curriculum expectations • Increased teacher expectations around goal setting and monitoring of student achievement 	<ul style="list-style-type: none"> • Staff survey • Student achievement data shows improvement • Quality Teacher Matrix 	<ul style="list-style-type: none"> • achieving equitable outcomes for Māori students. • the school is inclusive of and caters for students with 	

Lincoln Heights Strategic Plan 2024 - 2025

Strategic Goal 2

Engage all children in a creative and responsive curriculum underpinned by evidence based teaching and learning practises to raise student achievement.



A FOCUS ON IMPROVING THE WAY IN WHICH WE COMMUNICATE, ENGAGE, AND COLLABORATE

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?	Links to Board Primary Objectives	Links to Education requirements
<p>We have a happy community, positive school and staff culture that is visible to all</p> <p>Communication is effective and reciprocal</p>	<p>Communication</p> <ul style="list-style-type: none"> Refine/improve 2 way communication with school community – monitor to ensure they are ‘fit for purpose’ Establish/maintain/grow Parent Network Groups – Kahukura, Moemoe Fou and Whānau 	<ul style="list-style-type: none"> There is an improvement in teacher/student satisfaction and wellbeing - NZCER wellbeing survey compared to last year Parent engagement survey at Beginning of year compared to end of year shows a positive shift of at least 15% in satisfaction levels 	<p>the school gives effect to Te Tiriti o Waitangi including by:</p> <ul style="list-style-type: none"> working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori 	<p>Objective 1: Learners at the centre – Learners with their whānau are at the centre of education</p> <p>Objective 5: World-class inclusive public education – New Zealand education is trusted and sustainable</p>
<p>Staff and students are engaged in learning, they feel valued and heard and concerns are dealt with positively and quickly</p> <p>We have increased engagement of whānau at school events and there is a learning culture that reflects cultural diversity through</p>	<p>Engagement</p> <ul style="list-style-type: none"> Establish ways to increase student and whānau in decision making opportunities – hui, focus groups Provide multiple opportunities for school community to come together in culturally responsive ways – performances, language weeks Provide regular opportunities to seek feedback on quality of curriculum from students – Student Council year 4-8 / Leadership Academy Parent teacher interviews are well promoted by students and staff 	<ul style="list-style-type: none"> Parent focus groups show increased attendance Attendance numbers at school events are increasing Whānau attendance at Parent/Teacher interviews are consistently between 90% and 95% in all classes 	<ul style="list-style-type: none"> achieving equitable outcomes for Māori students. is a physically and emotionally safe place for all 	

Lincoln Heights Strategic Plan 2024 - 2025



Strategic Goal 3

Ensure children have an understanding of their roles and responsibilities as citizens of Aotearoa and are active in creating a positive environment through partnership, protection and participation

A FOCUS ON NURTURING AND DEVELOPING FUTURE THINKING, CULTURALLY AND SOCIALLY CONSCIOUS, HAPPY CITIZENS

What do we expect to see?	How will we achieve or make progress towards our strategic goals?	How will we measure success?	Links to Board Primary Objectives	Links to Education requirements
<p>There will be a strong reciprocal relationship with local Iwi</p> <p>Our school Board will reflect the diversity of our school community</p> <p>Our students will be engaged in student groups and have opportunity to be heard</p>	<p>Partnership</p> <ul style="list-style-type: none"> Board of Trustees and Senior Leadership will work together to strengthen their relationship with the local Iwi – with support from Ministry of Education and Kāhui Ako Teachers will build strong learning focused relationships with whānau, mutually respectful and honouring the role parents have as first teachers – regular contact with whānau will be established early in the year with regular updates and opportunities to share positive learning Our school Board will work with the community to actively encourage representation from under represented groups of our school community Senior and Middle Leadership, along with M-Unit holders will seek opportunities for students to participate in community events aimed at raising youth issues – such as parks, transport, sustainability, sports and recreation, 	<p>Board self-review tool will show improved outcomes and understanding by Board Members</p> <p>Student survey (Wellbeing at School) will show a shift of 25% improvement in</p> <ul style="list-style-type: none"> school activities at break times sense of belonging how my parents feel about school 	<p>the school gives effect to Te Tiriti o Waitangi including by:</p> <ul style="list-style-type: none"> working to ensure its plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori achieving equitable outcomes for Māori students. 	<p>Objective 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>
<p>Students will have many opportunities to 'Lead' and participate in cultural.</p>	<p>Participation</p> <ul style="list-style-type: none"> Priority will be given to ensuring student lead opportunities are well resourced – including resourced by staff 	<p>Student survey (Wellbeing at School) will show a shift of 25% improvement in</p>	<ul style="list-style-type: none"> is a physically and emotionally safe place for all students and staff 	

LINCOLN HEIGHTS SCHOOL ANNUAL PLAN 2024

To raise student achievement to 70% 'At' or 'Above' in core curriculum areas and increase student engagement (to 80% in every class) for ALL learners.

Domain 1 – STEWARDSHIP Through increased engagement and strengthened learning focused relationships	Domain 2 – LEADERSHIP Through transparent leadership (with children at the heart of decision making) and a focus on the development of our Middle Leaders	Domain 3 – RELATIONSHIPS Through authentic relevant and engaging opportunities for ALL learners across ALL contexts – within school, with whanau and within our community	Domain 4 – TEACHING Through differentiated learning programmes based on current student data – including <u>Kahukura</u> and <u>Moemoe Fou</u>	Domain 5 – CAPABILITY Through responsive Professional Learning Programmes and individual accountability	Domain 6 – EVALUATION Through established systems to monitor and review progress towards achievements of schoolwide and individual goals
LEARNERS AT THE CENTRE Learners with their <u>whānau</u> are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their <u>whānau</u>	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable	
		Strengthen our sense of community by improving the ways in which we communicate, engage and collaborate to ensure happy and engaged staff, students and the wider community.	Engage all children in a creative and responsive curriculum underpinned by evidence based teaching and learning practises to raise student achievement.	Ensure children have an understanding of their roles and responsibilities as citizens of Aotearoa and are active in creating a positive environment through partnership, protection and participation	
Strategy 1 Use M-unit roles to increase opportunities to build learning community with whanau and wider		Strategy 1 Use GAP analysis to inform teacher needs as well as student next steps and to monitor progress Use IEP process for <u>Kahukura</u> and vulnerable learners		Strategy 1 Use Check and Connect roles to increase engagement for Maori and Pacific students and their families – raise attendance and engagement to 80% in 2024 and 90% in 2025	
Strategy 2 Regular monitoring by PB4L team within school to measure success of PB4L PLD and implementation of plans		Strategy 2 Increase teacher confidence in using data to inform planning and evaluate their own effectiveness Middle Leadership PLD and support		Strategy 2 Use in class support to ensure equitable outcomes for all students including Maori, Pacific, ESOL and those students identified 'at risk'	
Strategy 3 Increase capability in teaching writing to ensure teachers feel confident in their teaching of written language		Strategy 3 Use of school wide planning and clear demonstration of DAT, TA role and differentiation to achieve accelerated learning across all school settings: <u>Moemoe Fou</u> , <u>Kahukura</u> and Mainstream		Strategy 3 Use the skills and knowledge within <u>Kahukura</u> , <u>Moemoe Fou</u> and wider staff, to increase teacher capability around inclusion, culturally responsive practise and equity	
Strategy 4 Acknowledge and celebrate staff, student and community success and promote them through the newsletter, Facebook and <u>Skool</u> Loop to continue to raise our positive school profile		Strategy 4 Provide opportunities for teachers to access PLD in implementing Te <u>Mātaiaho</u>		Strategy 4 Provide opportunities for students to demonstrate their leadership and service within our community (school and wider) to make a positive difference	

MEASURES – All staff are responsible for ensuring we reach these goals

- 70% of children 'at' or 'above' in Reading, Writing and Mathematics
- 15% increased engagement of all learners – demonstrated through engagement observations
- 60% of students are able to say where they are at in their learning
- 70% of children achieving 'Well/Below' will make accelerated progress
- All teachers are confident using PAL to determine levels of achievement
- Moderation is consistent and regular across the school – every term
- Increased teacher confidence in teaching writing - teacher survey shows 20% improvement
- Average rates of attendance increase across the school to 80% daily
- All BoT members are confident of their understanding of the school targets
- There is increased visibility of the BoT in a range of media – online, newsletter, events
- 95% of parents attend parent interviews
- All teachers show improvement against the teacher matrix -
- There is a reduction (-15%) in PB4L incidents and improved school wide results in NZCER 'Well-Being' survey (+20%)
- 100% of Focus/Target students will make accelerated progress

Lincoln Heights School

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