

KAITAIA PRIMARY SCHOOL: Annual Curriculum Plan for 2023

NATIONAL EDUCATIONAL PRIORITIES	LEARNERS AT THE CENTRE Learners with their whānau 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 whānau	
	<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	
<p>The KEY IMPROVEMENTS to be made by teachers and management in 2023.</p>	<p>The key interventions planned for 2023 are:</p>			<p>The KEY OUTCOMES for 2023 are:</p>
<p>CULTURALLY INTELLIGENT, INCLUSIVE LEARNING ENVIRONMENT</p>	<p>Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p>	<p>Where possible, reduce non-fee costs, including costs associated with BYOD2 policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	
	<p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p>		<p>Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	
	<p>Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori</p>		<p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p>	
<p>MANA POTENTIAL underpins all student behaviour management.</p>	<p>CONSOLIDATE MANA POTENTIAL PROGRAMME Through staff meeting workshops by staff with required MP knowledge..</p> <ul style="list-style-type: none"> ● New Staff have a MP Induction. ● IBP plans use the MP structure. ● All students know who they are and where they come from. They know their strengths and use taonga tuku iho to progress themselves. 			<p>Students have a strong self identity and are using MP strategies to self manage their responses to challenges independently.</p>

<p>MOE Te Hurihanganui</p>	<p>Plans in collaboration with Muriwhenua Iwi, Poutama Pounamu, KIS and Kaitaia College. Iwi of Muriwhenua, have selected KPS, KIS and Kaitaia College to be involved. AIM - Cultural Equity and outcomes for students; eliminating Racist practices, unconscious bias, systemic bias using culturally approachable tchg approaches, Mana Whenua, Mana Tangata</p>		<p>The school and Iwi of Muriwhenua have the same goals and aspirations for students and collaborate openly and honestly.</p>
<p>Teachers manage increased behaviours with confidence.</p> <p>KPS Student Graduate Profile</p> <p>Tu Tangata Tu Maia Tu Kaha Tu Hononga Tu Auaha</p>	<p>New 2023 Gameplan</p> <ul style="list-style-type: none"> ● Whare Manaaki Implementation <ul style="list-style-type: none"> ○ Therapeutic classes e.g. Music, Art ○ ● Teacher Aides fulltime in all classrooms ● Teacher Aides Job Description - “Go to” <ul style="list-style-type: none"> ○ Keeping a ‘weather eye’ on those students who require it ○ Daily chats ○ Maintaining and following up expectations set ○ Reinstating calm and restoring relationships the low level 		<p>Surveys are taken regularly to ascertain progress towards eliminating bullying and racism.</p> <p>All students are supported and have positive interactions with adults in the school when emotions are high. Staff modify and adapt environments and programs around student needs.</p>
<p>ENGAGEMENT WITH PARENTS, FAMILY AND WHANAU</p>	<p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them</p>		
<p>KPS Effective Teacher Profile is visible and enacted in all classrooms.</p> <p>2023 Target is to re-engage whanau with school through providing</p> <ul style="list-style-type: none"> ● ‘FOMO’ events ● Strong online presence <p>Reporting to Parents</p> <ul style="list-style-type: none"> - Written Reports - Online Learning at home 	<p>We need to look at how we can be more effective and regular with engaging our whanau and communicating with them directly using more ‘tricks’ and making school as FOMO an experience as we can, so children do not want to miss out on anything.</p> <ul style="list-style-type: none"> ● Google Classroom, Facebook posts, Photos ● Class Messenger groups using school/class account ● KPS Newsletter by kids for kids? <p>Rebuild the KPS Website - Curriculum</p> <p>KPS Mid and End of Year Reports - Edge</p> <p>Revise Year 3/4 and Year 5/6 Reports to include:</p> <ul style="list-style-type: none"> ● Spelling Age as at June and November ● New front Cover <p>Digital Fluencies PLD</p> <p>Teachers use digital platforms / apps to increase positive home school communications as a day to day expectation in classrooms.</p> <p>Training whanau to use apps such as Google Classroom, to access student data through parent portals.</p>		<p>Home school partnerships are secure and the community understands that the school values whanau.</p> <p>Localised content, people and languages are highlighted in classroom programmes and school communications.</p>

<p>- Parent “Interviews” using alternative communications</p>	<p>All teachers can plan for and administer an online class. They can monitor student engagement with online platforms.</p>																																																									
	<p>Parent Teacher Interviews 2022 Beginning and Mid Year: Take advantage of other options for conducting PI. Allowing a week of ‘reachout’ rather than just one day.</p>																																																									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="11" style="text-align: center;">Total number of Parent Interviews conducted in March and July each year. Note that 2022 contact with parents were completed using phone, messenger, text and not always face to face or on school site.</th> </tr> <tr> <th></th> <th style="background-color: #D9E1F2;">March 2019</th> <th style="background-color: #D9E1F2;">July 2019</th> <th style="background-color: #D9E1F2;">March 2020</th> <th style="background-color: #D9E1F2;">July 2020</th> <th style="background-color: #D9E1F2;">March 2021</th> <th style="background-color: #D9E1F2;">July 2021</th> <th style="background-color: #D9E1F2;">March 2022</th> <th style="background-color: #D9E1F2;">July 2022</th> <th style="background-color: #D9E1F2;">March 2023</th> <th style="background-color: #D9E1F2;">July 2023</th> </tr> </thead> <tbody> <tr> <td style="background-color: #FFFF00;">Completed</td> <td style="text-align: center;">241</td> <td style="text-align: center;">164</td> <td style="text-align: center;">232</td> <td style="text-align: center;">199</td> <td style="text-align: center;">177</td> <td style="text-align: center;">178</td> <td style="text-align: center;">158</td> <td style="text-align: center;">145</td> <td></td> <td></td> </tr> <tr> <td>Total Students</td> <td style="text-align: center;">369</td> <td style="text-align: center;">401</td> <td style="text-align: center;">374</td> <td style="text-align: center;">389</td> <td style="text-align: center;">326</td> <td style="text-align: center;">341</td> <td style="text-align: center;">272</td> <td style="text-align: center;">298</td> <td></td> <td></td> </tr> <tr> <td>% Interviewed</td> <td style="text-align: center;">65%</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">62%</td> <td style="text-align: center;">51%</td> <td style="text-align: center;">54%</td> <td style="text-align: center;">52%</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">49%</td> <td></td> <td></td> </tr> </tbody> </table>			Total number of Parent Interviews conducted in March and July each year. Note that 2022 contact with parents were completed using phone, messenger, text and not always face to face or on school site.												March 2019	July 2019	March 2020	July 2020	March 2021	July 2021	March 2022	July 2022	March 2023	July 2023	Completed	241	164	232	199	177	178	158	145			Total Students	369	401	374	389	326	341	272	298			% Interviewed	65%	41%	62%	51%	54%	52%	58%	49%		
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<p>Reduce Truancy</p>	<p>School wide and community promoted ‘FOMO’ events. 2022: Term 1: 76.54% Term 2: 80.46% Term 3: 80.35% Term 4: 82.92%</p>																																																									
<p>INSTRUCTIONAL CAPABILITY</p>	<p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations</p>	<p>Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p>	<p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p>																																																							
<p>Continue 1:1 PLD to develop Teacher’s capacity and knowledge in Digital Fluency with an online learning platform.</p> <p>Develop and extend Teachers’ Pedagogical Knowledge to implement the Pr1me Maths programme</p> <p>In depth rebuild of the Reading Planners</p>	<p>Writing Professional Development - Scheduled Maintenance Programme</p> <ul style="list-style-type: none"> ● Teach Sentence Structure formula - in two year sections to teachers. ● Schoolwide focus on Sentence structure and Planning in writing ● Schoolwide implementation of writing icons. ● Revisit how progressions and assessments are working next year. ● Schedule moderation schoolwide. <p>Back to basics Curriculum focus - Stepsweb programme implemented in middle and senior pods.</p> <ul style="list-style-type: none"> ● Checkpoint evaluation - what is the daily routine, what is the teacher’s role? 																																																									

Plan for teaching teachers to teach SN learners.

- Sunshine decodable books implemented in New Entrant Rooms 1,2,3,4 along with Jolly phonics and Letter Getter programme.
- Core Curriculum content identified and taught consistently across year levels e.g. Yr0-2, Yr 3-6

Number knowledge overhaul - Prime Maths is actively taught across the school from year 0 - 6.

- Purchase another set of classroom maths equipment in our classrooms - hands on equipment purchased or made.
- Teach basic facts well.

Tracking/Edge Achievement - class analysis will be in February, June and November.

- Tracking of special needs students across the school data, interventions, programmes e.g. Quick 60, Toe by toe, Rev Up.

Look at class programmes - How do you cater to this group of learners?

How well do teachers understand children's current individual learning needs?

Teachers are in class by 8:30 to meet and greet students most days. This will help build relationships and settle students.

KPS Achievement DATA 2023 against expected KPS standard by overall Percentage of students

Standard	Well Below By 1+ level	Below Within 1 Sub Level	At On Track	Exceeding By 1+ level	Roll Total	ORS LLI ICS OT IWS
Writing Feb						
Writing Jun						
Writing Nov						
Reading Feb						
Reading Jun						
Reading Nov						
Maths Feb						
Maths Jun						

	Maths Nov						
	StepsWeb Spelling Age for Years 3 - 4 against Chronological Age					Roll	ORS LLI ICS OT IWS
		Well Below	Below	At	Above	Total	
	Feb						
	June						
	Nov						

EVALUATIVE CAPABILITY

Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists

SMS Edge Achievement assay analysis training

All teachers track their learners.
Move to Edge Achievement BEST FIT to link to both sets of REPORTS. RDG, WTG, MATHS

Teachers know what the 'added value' of their programmes is.

ORGANISATIONAL CAPABILITY

Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong

Ensure disabled learners/ ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective

Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches

Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying

Collaborate with Māori communities to invest in, develop and deliver Māorimedium learning

School Policy: Policies are regularly updated. Posted to the website

<p>Use Digital Technologies to manage and maintain in-school communications and meetings</p> <p>TEACHER WELLBEING School Budget KPS Classroom Structure PLD Programme Classroom Management</p> <p>Professional Growth Cycle and appraisal processes embedded and enhanced.</p>	<p>Staff, Syndicate Meeting, Event calendars and PLD Scheduling for 2022 set up to manage staff workloads.</p> <p>Maintain the staff meeting schedules by moving to ONLINE platforms when in lockdown or offsite. Try to keep the topic across both Wed and Thurs meetings.</p> <p>Class sizes; 1:22</p> <ul style="list-style-type: none"> ● expectation that students achieve and are successful ● That teachers notice student issues earlier and manage these in class ● Class routines are tight and the environment safe for all ● Class is run in partnership with the full time Teacher Aide. <p>Run our own Professional Development in house, including January PLD days</p> <p>Embed the PGC and Appraisal Cycles across all staff.</p> <ul style="list-style-type: none"> ● Teachers support their Tchr Aide to achieve their goals and/or proactively seek opportunity for new learning required for them ● The PGC and Appraisal processes are positive experiences for both parties. ● Acknowledge our LATS 	
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Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce
Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support

Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau Identify and respond to learner/ ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Ensure disabled learners/ ākonga and staff, those with learning support needs, gifted learners/ ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	Develop teacher/kaiako confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches
Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori	Where possible, reduce non-fee costs, including costs associated with BYOD2 policies, and take advantage of policies to reduce financial dependence on families and whānau	Value the heritage languages spoken by Pacific learners/ ākonga, and provide opportunities to use and to build on them	Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Expect and support teachers/ kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching
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