KAITAIA PRIMARY SCHOOL: Annual Curriculum Plan for 2024

NATIONAL EDUCATIONAL LEARNING 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	
	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	
The KEY IMPROVEMENTS to be made by teachers and management in 2024.	**The key interventions planned for 2024 are:** **Goal 1: Raise Student Achievement (Objective 2, NELPS 1-8)** **Goal 2. Positive Self Identity and Hauora are at the centre. (Objective 1, NELPS 1-9)** **Goal 3. Give effect to Te Tiriti. (Objective 3, NELPS 1-8)**			**The KEY OUTCOMES for 2024 are:**
CULTURALLY INTELLIGENT, INCLUSIVE LEARNING ENVIRONMENT **Who is responsible?** **Senior Management Team and Board** **Resources Required:** **Extra release time for SMT Professional Development funding for staff learning Te Reo.** **Timeframe: Review each term**	Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours. Obj 1 Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying. Obj 1 Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori. Obj 2	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. Obj 2	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. Obj 5 Expect and support kaiako to build their understanding of learners'/ ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching. Obj 6 Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture. Obj 5	*KPS Provides teachers who build cultural relationships with their students and use culturally responsive pedagogies.* *Teachers identify with the KPS effective teacher profile and KPS Inclass continuum.*
MANA POTENTIAL underpins all student behaviour management. **Who is responsible?** **Senior Management Team and Board**	**REFRESH THE MANA POTENTIAL PROGRAMME** Through staff meeting workshops by staff with required MP knowledge.. - Syndicate teams have MP goals to meet each term. - All students know who they are and where they come from. They know their strengths and use taonga tuku iho to reset themselves. All students can use their 'go to' strategies to reset themselves. - Students show that they belong and have confidence in themselves because their individuality is valued by staff, they know that their voice and thoughts are valued, they are listened to. - Staff modify and adapt environments and programs around identified student needs.			Students have a strong self identity and are using MP strategies to self manage their responses to challenges independently. Students are confident to participate and contribute to their classroom learning.

Resources Required: **Extra release time for SMT** **Mana Potential resources** **Timeframe:** Review each term	● KPS Continuum for in class observations used to grow teachers' understanding of cultural relationships and responsive pedagogies. In class observations are conducted using our KPS Continuum- to measure student engagement. ● New Staff have an MP Induction. ● IBP plans use the MP structure.			
Teachers promote cultural relationships and use responsive pedagogies	The 2023 -2025 Strategic Plan was developed WITH consultation and feedback from Iwi, parents, whanau and the wider community. **2024 Class Inquiry Units**; are focussed on learning our KPS histories and stories of this land for the sesquicentennial in April 2025.			The school and Iwi of Muriwhenua have the same goals and aspirations for students and collaborate openly and honestly.
Raise Cultural responsiveness	Findings from **Te Hurihanganui Community and In class Surveys** ● Step up the capacity to develop cultural relationships and responsive pedagogies required for those teachers on the lower end of our In Class Continuum with mentors through the PGC cycle. ● Continue to extend teacher's daily use of Te Reo in classrooms ● Ensure that minority groups still have a voice in class, be mindful of passive bias ● Ensure that all whanau know that 'parent interviews' can be conducted at any time by appointment and the kaiako staying in communication with them, as well as engagement in whanau day learning and sharing. ● Ask students what it is that they want to be able to do in school. Include their perspective in planning.			

Teachers manage increased behaviours and children with special needs with confidence.
 	
KPS Student Graduate Profile
    Tu Tangata
    Tu Maia
    Tu Kaha
    Tu Hononga
    Tu Auaha
	2024 Game Plan
	● Extra two classrooms to keep the ratios 1:22 funded by KPS Board
	● Maintain Whare Manaaki places and staff as the first welcome point to settle students into a regulated and safe routine - with breakfast club and as a Fruit in Schools pickup.
	● Teacher Aides fulltime in all classrooms
	● Teacher Aides Job Description - "Go to"
	   ○ Keeping a 'weather eye' on those students who require it
	   ○ Daily chats
	   ○ Maintaining and following up expectations set
	   ○ Reinstating calm and restoring relationships at a low level
	● Lunches in Schools program - students well fed. (Look after our cooks in the Whare kitchen)
	CWSN identified for
	   ○ Therapeutic classes TuTuia e.g. Music, Art, equine therapy, dance/drama
	   ○ Accelerating low learners in reading - groups
	   ○ Mentoring with SWiS or Miriam Centre councillor
	   ○ Working 1:1 with teachers to develop behaviour management plans for identified students.
				Student behaviours and emotions are managed positively.
				
				Staff maintain hauora.
				
				Staff 'stressors' are addressed promptly.
				
				Staff love their job.

ENGAGEMENT WITH PARENTS, FAMILY AND WHANAU **Who is responsible?** **Senior Management Team and Board**		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. Obj 3		
		Value the heritage languages spoken by Pacific learners/ ākonga, and provide opportunities to use and to build on them. Obj 4		

Resources Required: **More Pacific Island stories and cultural texts in school.** **Timeframe:** Review each term				
Engage whanau with school through providing ● **'PROMO' events** ● **Strong online presence** **Reporting to Parents** - **Written Reports** - **Parent "Interviews" using regular and organic communications**	Be more effective and regularly 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. Set KPS WHANAU PROMO events each term. ● Weekly Google Classroom, Facebook posts, Photos ● Class Messenger groups using school/class account ● KPS Newsletter by kids for kids - Newsletter modified format, more kids pics and less admin! ● 100% Attendance Award ● School Lunch provider onsite, fruit in schools, School banquet for whanau days ● Best Uniform reward each week to three classes - dessert treat on FRIDAYS. ● Maximise parent and whanau specialist knowledge to bring KPS150 histories alive. Whanau days showcase the students 'at work' releasing the teachers to speak with the parents about the achievements made. **Teacher Whanau Communications are regular and 'organic'** using messenger, FB or face to face.			Home school partnerships are secure and the community understands that the school values whanau. Localised content, people and languages are highlighted in classroom programmes and school communications.
Reduce Truancy **Student Attendance** **Regular staff attendance too**	1. Overall average attendance: School wide and community promoted 'FOMO' events. 2022: Term 1: 76.54% Term 2: 80.46% Term 3: 80.35% Term 4: 82.92% 2023: Term 1: 83.01% Term 2: 80.60% Term 3: 81.87% Term 4: 83.28% 2024: Term 1: 2. KPS sponsored $50 Bells Produce vouchers for 100% Attendance every week. 3. Reward wearing uniform with class prize each week (by Syndicate) with a dessert sundae for lunch each Friday. 4. Use Edge SMS to record the interventions made 5. Providing a dessert reward each Friday to lift Friday attendance. 6. Make every student feel included, valued and visible throughout the day. 7. Whare Manaaki greeting and breakfast base to reduce high anxiety			
INSTRUCTIONAL CAPABILITY **Who is responsible?** **Senior Management Team and Board** **Resources Required:** **Extra release time for SMT to review teachers performance.** **Timeframe: Review each term**	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. Obj 1	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills. Obj 2	Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support. Obj 3	
			Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori. Obj 3	

	Writing- Scheduled Maintenance Programme in staff meetings ● Teach Sentence Structure formula - in two year sections to teachers. ● Schoolwide focus on Sentence beginnings and writing structure (content and ideas) ● Schoolwide implementation of writing icons. ● Revisit how progressions and assessments are working next year. ● Schedule moderation schoolwide. ● Year 1/2 students have a personal spelling word book that is added to as they progress through the school	Deliberate acts of teaching are the norm All staff regularly share their programme structures and expectations so there is coherence between cohort
	Back to basics Curriculum focus - Stepsweb programme implemented in middle and senior pods. ● Checkpoint evaluations - what is the daily routine, what is the teacher's role in staff meeting schedule. ● Sunshine decodable books implemented in New Entrant Rooms 1,2,3,4 along with Jolly phonics and Letter Getter programme. ● Sunshine Decodables purchased for each Year 3/4 classroom. ● Core Curriculum content identified and taught consistently across year levels e.g. Yr0-2, Yr 3-6 ● KPS planning docs for each Learning Area using the new NZC Progressions to be overhauled	Staff select the right intervention for the identified need and students shift Staff have the resources they need at hand
	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. ● Teachers use the Prime Digital platform ● Students take their Prime Workbooks with them as they progress through the school ● Teach basic facts well.	Maths language across the school is standardised Transition between syndicates is quicker The importance of maintenance programmes is constantly reinforced by experienced teachers.
	MOE Target Setting SMT & CMT set targets for achievement with specific groups of students in mind, as opposed for every student in every curriculum area e.g. those with 90 - 100% attendance who did not shift in 2023.	
	Tracking/Edge Achievement - School analysis will be in February, June and November. ● Tracking of special needs students across the school data, interventions, programmes e.g. Rev Up, Quick 60, Toe by toe, ● Tracking Rdg progress of all students on a shared spreadsheet - every 3 weeks. ● Identify and highlight those who have flatlined despite a 90 - 10% attendance in each class **Look at class programmes** - How do you cater to this group of learners?	Student progress (or not) is immediately visible to SMT for intervention talks

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
Writing Feb	61%	30%	8%	1%	**266**	6%
Writing Jun	57%	34%	8%	1%	**300**	
Writing Nov	38%	34%	23%	5%	**316**	6%
Reading Feb	63%	28%	8%	1%	**267**	6%
Reading Jun	44%	36%	11%	9%	**300**	
Reading Nov	26%	31%	26%	17%	**316**	6%
Maths Feb	60%	32%	7%	1%	**266**	6%
Maths Jun	46%	41%	12%	3%	**300**	
Maths Nov	22%	41%	30%	7%	**316**	
StepsWeb Spelling Age for Years 3 - 4 against Chronological Age					**Roll**	**ORS LLI ICS OT IWS**
	Well Below	**Below**	**At**	**Above**	**Total**	
Feb	28%	25%	27%	20%	**200**	
June	34%	30%	20%	15%	**195**	
Nov	24%	26%	31%	23%	**191**	3%

EVALUATIVE CAPABILITY **Who is responsible?** **Senior Management Team and Board** **Resources Required:** **Extra release time for SMT to work with support agencies.** **Timeframe: Review each term**		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.			

Teachers know what the 'added value' of their programmes is.	SMS Edge shifting to Markbook Progressions in line with NZC progressions. Transition to Edge Progressions to link to REPORTS. RDG, WTG, MATHS		
ORGANISATIONAL CAPABILITY **Who is responsible?** **Senior Management Team and Board** **Resources Required:** **Extra release time for SMT to source assistive technology.** **Timeframe: Review each term**	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		
Use Digital Technologies to manage and maintain in-school communications and meetings **TEACHER WELLBEING** School Budget KPS Classroom Structure PLD Programme Classroom Management CRT and Plus1 days planned well in advance with tchr input Professional Growth Cycle and appraisal processes embedded and enhanced.	**School Policy:** Policies are regularly updated. Posted to the website. Staff, CMT and SMT are involved in Policy Review. **KPS Website**: Has been updated, keep it current. Te Hurihanganui KPS summary and data posted. Staff, Syndicate Meeting, Event calendars and PLD Scheduling for 2024 set up to learn the NZC Refresh requirements. All staff have access to the school calendars, Drive and minutes. SMT minutes, used as the basis of CMT and general staff meetings as well as Support Staff meetings - same language and expectations across the school. Maintain the momentum of PLD and learning in staff meeting schedules by setting topics a term in advance. Try to keep the topic across both Wed and Thurs meetings. Continue Monday Memo meetings at 8.30am for all staff. Class sizes; 1:22 ● 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 ● That students are secure in their personal identity and their relationships with the adults in their classes Run our own Professional Development in house, including January PLD days Embed the PGC and Appraisal Cycles across all staff. ● 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 through positive Appraisal experiences.		

Objective 1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education		Objective 2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner		Objective 3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	
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
	Collaborate with Māori communities to invest in, develop and deliver Māorimedium learning				