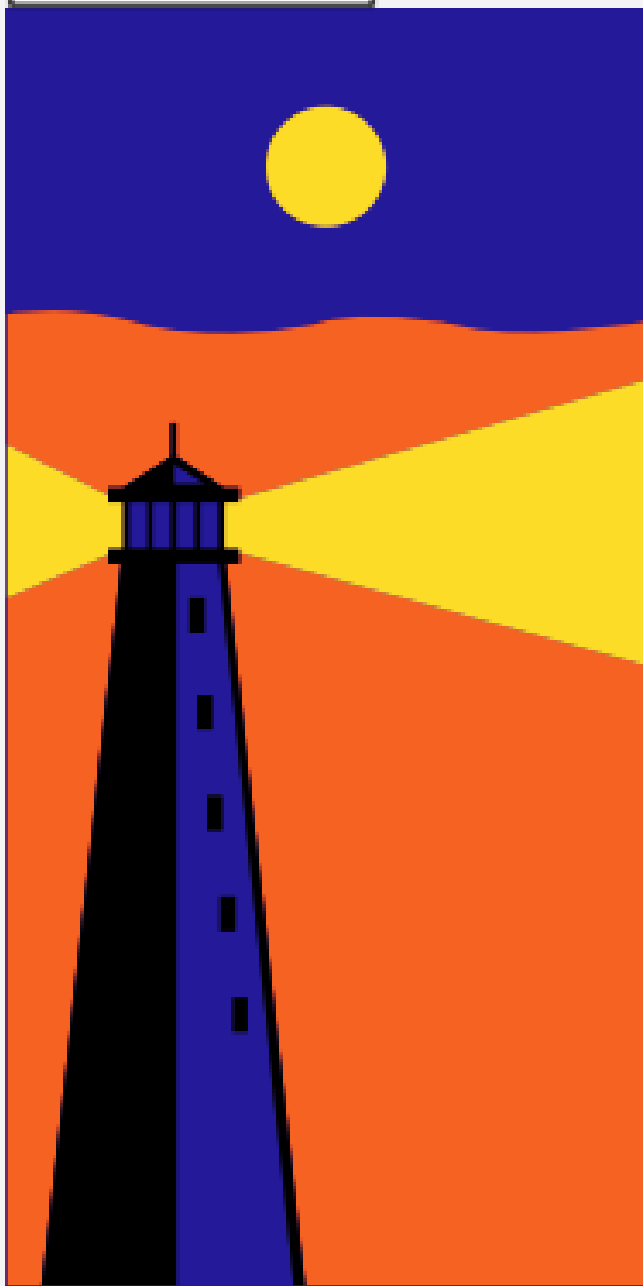




KAITAIA PRIMARY SCHOOL

ANNUAL REPORT 2023 AND
STRATEGIC PLAN 2024 - 2025





OUR HISTORY 1832

On November 30 1832, William Williams, W. G. Puckey and others met the prominent chief of the area, Nopera Panakareao at his residence at Rangaunu on 30 November. He accompanied them to visit his father Te Kaka at Kaitia and then offered them suitable land for the missionaries new mission station. The purchase price was 80 blankets, 70 axes, 30 iron ppots, 30 hoes, 40 plane irons, 30 pair scissors, 30 combs, 10 shark hooks, 2000 fish hooks of various sizes, and 50lbs of tobacco.

Joseph Mathews and William Puckey were appointed to the Kaitia Mission Station and took up residence in 1833 with Mathews arriving first, later joined the next year by Puckey, with the official date of the establishment of the station recorded as 14th March 1834, Puckey's day of arrival.

Panakareao afforded protection over the station until his death in 1856. The boundary markers of the station was set from points between pa sites naming these as: Kerikeri, Te Aute, Te Tiki Aitiaki, Tinotino and Pukemiro.

On the 28th April, 1840, 500 local Māori gathered at the station to debate Te Tiriti o Waitangi and eventually sixty principal chiefs of the north gathered and signed the treaty following a speech by Nopera Pana-kareao. In the ensuing years, the mission station continued to be a meeting place between the missionaries and Maori and was often used by Government officials to conduct official business and meet with local Maori.



OUR HISTORY- 1860 - 1875

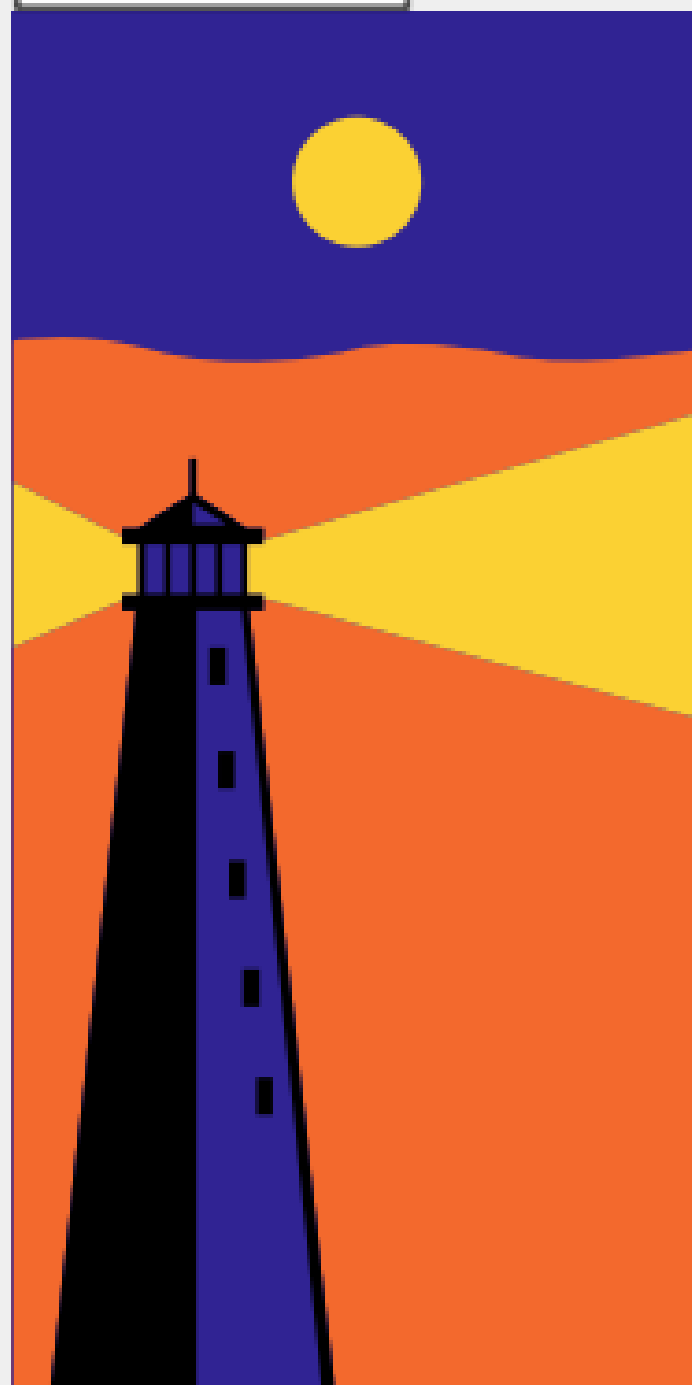
The role of the mission station began to decline during the 1860s when many of the local inhabitants of the area (Maori and pakeha) began moving afield to work the gum fields.

Around 1885 the CMS began subdividing their mission station estate and began selling off land. Four acres was donated as a site for a school which was built in 1887. The Anglican Vicarage (built 1885) was removed in 1975, leaving the historic totara tree planted by the Rev. J. Mathews as the last tangible evidence of the original CMA station. This tree can be found in the centre of the carpark at the end of Mission Place.

During 1874, parent pressure forced provincial government to look into the establishment of a State School in Kaitaia. Kaitaia District High School was opened in 1875 when the missionaries offered the use of a building to the government.

Kaitaia Primary School will celebrate 150 years of schooling in April 2025.

*From: Archaeological Assessment of Effects: Awanui Flood Scheme Project 30 November 2019
Northland Regional Council*



OUR KPS TEAM



OUR BOARD

IAN KAIHE-WETTING
RIARNA WIHONGI
MELANIE BURGER
TE WARU POPATA
TUI MATTHEWS
MARTHA POPATA



OUR STAFF



OUR STUDENTS



OUR WHĀNAU



OUR COMMUNITY

OUR VISION

“Inspired and resourceful learners for life.”

“Kia whakaara, kia manawanui mō tōna ao”

OUR VALUES - MANAWA

MANAAKITANGA - CARING

AROHA - LOVE

NGAWARI - KINDNESS

AWHINA - HELPING

WHAKAWHANAUNGATANGA - POSITIVE RELATIONSHIPS

AKONA - LEARNING



KPS STUDENT GRADUATE PROFILE

We want all our Students to be, and have strength in:

Tū Tangata - Self Identity

Tū Kaha - Independent

Tū Maia - Confident

Tū Hononga - Connected

Tū Auaha - Innovative



*“The children of today are the leaders of tomorrow.”
“Ko ngā rangatahi inaianei, ko ngā rangatira a āpopo”*

KPS EFFECTIVE TEACHER PROFILE

***WE WANT ALL OUR TEACHERS TO VALUE CULTURAL
RELATIONSHIPS AND USE
RESPONSIVE PEDAGOGY***

***Mana Tangata - Value student
Identity***

Mana Ūkaipo - Value the people

Mana Whenua - Value the place

Mana Whānau - Value family

Mana Tū - Value independence



TE TIRITI O WAITANGI - LIVING DOCUMENT

Te Reo Māori

At Kaitaia Primary, we recognise and acknowledge that Te Reo Māori is a taonga. We are committed to bi-cultural education and with it the use and acquisition of Te Reo Māori as a norm. We operate Reorua classes to develop bilingualism. These classes are at all year levels of the school from New Entrant to Year Six and delivered from Level Two to Level Four.

Te Hurihanganui in-class surveys found that the use of Te Reo Māori is high and is used functionally across the school.

ReoRua

All funding received from the MOE in the form of Māori Language Funding for Levels Two to Four is used to fund the delivery of Te Reo Māori. This funding is used to employ Kaiawhina and also to resource schoolwide events and classroom programmes that promote and support Te Reo Māori.

Funding allocation is the responsibility of the Te Reo Māori Curriculum Committee in consultation with staff.

Mana Whenua

Community consultation, whanau hui, research, key documents such as Ka Hikitia, the Education Strategies from Te Rarawa, NgaiTakoto, NgatiKahu and NgaiTohianga drive our curriculum development.

Our KPS Effective Teachers Profile attributes underpin staffing decisions from appointment to appraisal. Kaitaia Primary is currently undertaking PLD through the Te Hurihanganui project with other kura in Te Hiku o Te Ika.

CONSULTATION PROCESS 2023

Mana Whenua

At Kaitaia Primary, we recognise and acknowledge that the school is on whenua belonging to NgatiKahu- NgaiTohianga, Te Paatu, Te Rarawa and NgaiTakoto but also that we have children enrolled from all Muriwhenua Iwi.

The Principal has engaged with Iwi Representatives in their respective Education Portfolios and the committee of Te Mataara (Oturū) to seek feedback and feedforward about our proposed strategic goals and actions to compile our KPS Strategic Plan 2024-26..

Mana Tāngata

The students of Kaitaia Primary have been surveyed through Te Hurihanganui about their thoughts regarding the value accorded to their culture and self identity, racism, bullying, personal progress and achievement and communication about that with their teacher, their involvement in classroom decision making and their satisfaction with their school programmes this year. The findings show that the student body, whanau, and staff are largely in agreeance rating the school between 3 & 4.

They also voted on a new exterior paint palette for the school buildings.

Mana Whānau

Whanau also took place in the community survey consultation process by te Hurihanganui like the students. The results were remarkably similar overall. However the notable exception was that European whanau felt that there was more bullying and less understanding about what their children were learning than all the other demographic groups. Findings from Te Hurihanganui project and feedback from iwi representatives was coherent and put strong student identity and student achievement foremost for our KPS 2024 -25 Strategic Goals and planning.

WHAT DID WE WANT TO ACHIEVE IN READING, WRITING AND MATHS IN 2023?

Results expected by the	End of Year 1	End of Year 2	End of Year 3
NZ Curriculum Expected Levels of Progression	Level 1 Beginning - 1B	Level 1 Achieving - 1A	Level 2 Beginning - 2B
Targets for 2023	To move at least 50% of students up by 1 sub level or more.	To move at least 70% of students up by 1 sub level or more. To move at least 30% of students up by 2 sub levels or more.	
Results expected by the	End of Year 4	End of Year 5	End of Year 6
NZ Curriculum Expected Levels of Progression	Level 2 Achieving - 2A	Level 3 Beginning - 3B	Level 3 Achieving - 3A
Targets for 2023	To move at least 70% of students up by 1 sub level or more. To move at least 30% of students up by 2 sub levels or more.		
Budget Expended 2023	Maths: Total of \$10,828.00 spent on Prime Maths Programme and purchase of Maths resources. Literacy: Total of \$27,525.00 to purchase Structured Reading and decodable resources, licences for StepsWeb and Reading Eggs, dictionaries & thesaurus and wages to put Teacher Aides fulltime in every classroom as well as funding to run additional accelerated programmes; Quick60, StepUp, RevUp where they were needed in the school.		

STATEMENT OF VARIANCE IN READING, WRITING AND MATHS IN 2023 YEAR 1 - 2

Results achieved in	End of Year 1	End of Year 2	Variance
Reading	<p>33% of students moved up by one sub level or more.</p> <p>-17%</p>	<p>70% of students moved up by 1 sub level in reading. 0%</p> <p>54% of students moved up by 2 sub levels or more in reading. +24%</p>	<p>70% of the Year 1 students made no achievement shifts in reading but</p> <p>70% of all Year 2 students made expected or accelerated shifts in reading this year.</p>
Writing	<p>34% of students moved up by one sub level or more = -16%.</p>	<p>52% of students moved up by 1 sub level in writing. +2%</p> <p>14% of students moved up by 2 sub levels or more in writing. -16%</p>	<p>70% of the Year 1 students made no achievement shifts in writing but</p> <p>52% of all Year 2 students made expected or accelerated shifts in reading this year.</p>
Mathematics	<p>29% of students moved up by one sub level or more. -21%</p>	<p>80% of students up by 1 sub level or more. +10%</p> <p>37% of students up by 2 sub levels or more. +7%</p>	<p>70% of the Year 1 students made no achievement shifts in maths but</p> <p>80% of all Year 2 students made expected or accelerated shifts in maths this year.</p>

STATEMENT OF VARIANCE IN READING, WRITING AND MATHS IN 2023 YEARS 3 AND 4

Results achieved in	End of Year 3	End of Year 4	Variance
Reading	84% progressed up by 1 sub-level in reading. +14%	89% of students progressed up by 1 sub-level in reading. +19%	Between 70 - 80% of each cohort made expected or accelerated progress in reading this year. 20% have shifted <i>within</i> a reading curriculum sub-level.
	35% of students progressed up by 2 sub-levels or more in reading. +5%	50% of students progressed up by 2 sub-levels or more in reading. +20%	
Writing	79% of students progressed up by 1 sub-level in writing. +9%	85% of students progressed up by 1 sub-level or more. +15%	80% of each cohort made expected or accelerated progress in writing this year. 20% have shifted <i>within</i> a writing sub-level.
	14% of students progressed up by 2 sub-levels or more. -16%	26% of students progressed up by 2 sub-levels or more. -4%	
Mathematics	48% of students progressed up by 1 sub-level or more. -22%	49% of students progressed up by 1 sub-level or more. -21%	About 50% of each cohort made no significant progress in maths and 50% did make significant progress in maths this year.
	20% of students progressed up by 2 sub-levels or more. -10%	9% of students progressed up by 2 sub-levels or more. -21%	

STATEMENT OF VARIANCE IN READING, WRITING AND MATHS IN 2023 YEARS 5 - 6

Results achieved in	End of Year 5	End of Year 6	Variance
Reading	<p>77% of students progressed up by 1 sub-level in reading. +7%</p> <p>37% of students progressed up by 2 sub-levels or more in reading. +7%</p>	<p>83% of students progressed up by 1 sub-level in reading. +13%</p> <p>36% of students progressed up by 2 sub-levels or more in reading. +6%</p>	<p>Between 77 - 83% of each cohort made expected or accelerated progress in reading this year. 20% have shifted within a reading curriculum sub-level.</p>
Writing	<p>75% of students progressed up by 1 sub-level or more. +5%</p> <p>20% of students progressed up by 2 sub-levels or more. -10%</p>	<p>82% of students progressed up by 1 sub-level or more. +12%</p> <p>34% of students progressed up by 2 sub-levels or more. +4%</p>	<p>75% of all Year 5 and 82% of all Year 6 students made expected or accelerated progress in writing this year. 20 -25% have shifted within a writing curriculum sub-level.</p>
Mathematics	<p>96% of students progressed up by 1 sub-level or more. +26%</p> <p>21% of students progressed up by 2 sub-levels or more. -9%</p>	<p>82% of students progressed up by 1 sub-level or more. +12%</p> <p>38% of students progressed up by 2 sub-levels or more. +8%</p>	<p>Just 10 students from both cohorts failed to make significant shifts BUT 96% of the Year 5 and 82% of the Year 6 students made expected or accelerated shifts in maths this year.</p>

ANALYSIS OF VARIANCE IN READING, WRITING AND MATHS IN 2023

	Year 1 - 2	Year 3-4	Year 5-6
Reading	Targets in reading not met. Interventions this year included using decodable texts but impact insufficient. Move to Best Start Literacy program which integrates talking, writing and reading to 'best start' new entrants in Literacy and English.	Accelerated targets were well met and expected progress was under by 10-20%. The accelerated learning program and StepUp have been successful to get students progressing reading levels. The introduction of Sunshine decodables in late Term 3 has also impacted positively and very quickly on student progress.	Accelerated target was met and expected progress was under by 20%. The accelerated learning program, Quick60 and the Key to Comprehension program have been successful to get students progressing reading levels.
Writing	Targets in writing not met. Interventions this year included phonics and Lettergetter but impact insufficient. Move to Best Start Literacy program which integrates talking, writing and reading to 'best start' new entrants.	Both targets in writing almost met. Teachers are still working to build student knowledge around the KPS writing icons and we are in just the second year of full implementation of StepsWeb to grow spelling knowledge. Progress is positive. Perservere with inhouse writing PLD 2024.	Accelerated targets were met and expected progress were under by 20%. Senior teachers concentrated on building student knowledge in sentence structure, technical vocabulary and planning. There was high emphasis on integrating writing and inquiry topics.
Maths	Year 1 Target in maths not met. This group have had less than a year on the Prime Maths (Kindy) program. In contrast 80% of Year 2 made expected or accelerated progress shift in the year. Embed Prime Maths in New Entrant classes.	Neither target met. This cohort have had less than a year using the Prime Maths program. Embed and consolidate teachers confidence to use Prime Maths program through staff and syndicate meetings.	This cohort have had the Prime Maths since start 2022 and are more familiar with the new maths language, managing planning and using the digital platform too.

KPS READING ACHIEVEMENT 2023

Reading Level	1B	1P	1A	2B	2A	3B	3A	4B	4A	5B	Total
Year 0	18	2					At risk	On Track	Great		20
Year 1	34	12	2	1							49
Year 2	13	6	10	7	6	1					43
Year 3	3	13	10	17	6						49
Year 4	1	5	4	17	16	3	3				49
Year 5	2		1	8	25	8	4	5	2		55
Year 6			2	13	17	6	2	4	4	3	51
Total	71	38	29	63	70	18	9	9	6	3	316

Reading Achievement at November 2023 by Gender and Ethnicity

NZC Level	1B	1P	1A	2B	2A	3B	3A	4B	4A	5B	Total
Female	33	22	13	23	30	9	7	4	2	3	146
Māori	29	18	11	22	23	9	6	1	2	3	124
Other	4	4	2	1	7		1	3			22
Male	38	16	16	40	40	9	2	5	4		170
Māori	34	16	14	37	36	6	2	5	2		152
Other	4		2	3	4	3			2		18
Total	71	38	29	63	70	18	9	9	6	3	316

KPS WRITING ACHIEVEMENT 2023

Writing Curriculum Level	1B	2B	2A	3B	3A	4B	4A On	5B	Total
Year 0	20					At Risk	TrackGreat		20
Year 1	38	10	1						49
Year 2	15	14	10	4					43
Year 3	6	18	15	7	3				49
Year 4	1	5	22	11	9	1			49
Year 5	1	1	3	14	23	10	3		55
Year 6			6	13	15	7	7	3	51
Totals	81	48	57	49	50	18	10	3	316

Writing Achievement at November 2023 by Gender and Ethnicity

NZC Level	1B	1P	1A	2B	2A	3B	3A	4B	4A	5B	Grand Total
Female 36		27	22	19	25	9	5	2	1		146
Maori 31		22	21	17	18	8	4	2	1		124
Other 5		5	1	2	7	1	1				22
Male 45		21	35	30	25	9	5				170
Maori 40		20	31	29	23	5	4				152
Other 5		1	4	1	2	4	1				18
Grand Total	81	48	57	49	50	18	10	2	1		316

KPS MATHEMATICS ACHIEVEMENT 2023

1P 1A 2B 2A 3B 5B Maths Curriculum Level	1B						3A	4B4A			Total
Year 0	20						At Risk	On Track	Great		20
Year 1	41	5	3								49
Year 2	5	10	21	7							43
Year 3	4	5	30	10	3						49
Year 4	1	2	14	20	11	1					49
Year 5		1		15	15	17	6	1			55
Year 6			3	8	13	12	11	3	1		51
Totals	71	23	71	60	39	30	17	4	1		316

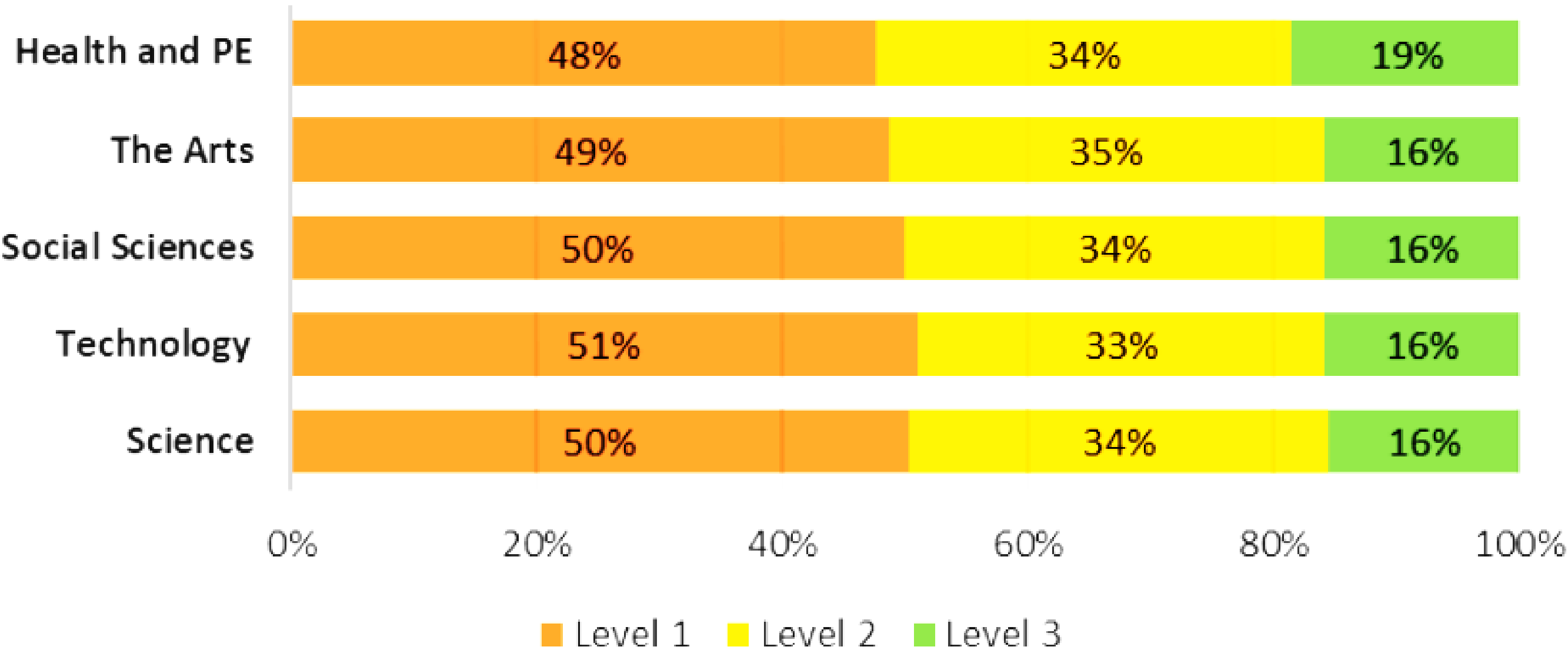
Maths Achievement at November 2023 by Gender and Ethnicity

NZC Level	1B	1P	1A	2B	2A	3B	3A	4B	4A	5B	Grand Total
Female 38		12	31	26	18	17	4				146
Maori 32		10	30	23	12	13	4				124
Other 6		2	1	3	6	4					22
Male 33		11	40	34	21	13	13	4	1		170
Maori 30		10	37	30	19	12	11	2	1		152
Other 3		1	3	4	2	1	2	2			18
Grand Total	71	23	71	60	39	30	17	4	1		316

NZ CURRICULUM PROGRESS AND ACHIEVEMENT

KAITAIA PRIMARY SCHOOL 2023

STUDENT ACHIEVEMENT IN NZ CURRICULUM LEARNING AREAS BY LEVELS



KEY IMPROVEMENTS AND INTERVENTIONS FOR 2024

Strategic Initiatives:	So That	2024	2025	2026
Goal 1. Raise Student Achievement (Objective 2, NELPS 1-8)				
Structured school programmes: Prime Maths, Best Start Literacy and Decodable Texts, Spelling and "Writing with Icons."	1. Our school curriculum addresses our students needs and raises achievement across the New Zealand Curriculum. Evaluated by: Student Achievement data, Schoolwide tracking sheets, quality and content of collaborative Inquiry planning.			
Develop and implement a localised school curriculum, "Te Mataioho" ensuring the place of English, Mathematics, Learning Languages, Health & PE, the Arts, NZ Histories and the Sciences.				
Design and plan learning programmes that provide knowledge, understanding and practices that are relevant to their world.				
Goal 2. Positive Self Identity and Hauora are at the centre. (Objective 1, NELPS 1-9)				
Maintain and build KPS MANAWA values and Mana Potential responsive teaching practices.	2. Our school is a safe place for all; culturally, physically, emotionally, and socially. Evaluated by: Pastoral records, types of behaviour recorded, In class observations using the KPS continuum (Self Identity)			
Inquiry learning sustains student identities, language and culture.				
Students know who they are, where they are from and use 'taonga tuku iho' when faced with challenge.				
Goal 3. Give effect to Te Tiriti. (Objective 3, NELPS 1-8)				
Learning partnerships are active throughout the school; between teachers, with whanau, support staff and agencies.	3. Positive and focused partnerships impact positively on all students, staff, and whanau. Evaluated by: Attendance records, In class observations, IBP and IEP records, and whanau involved in Inquiry learning.			
Staff receive ongoing training in Te Reo Maori and local histories from Mana Whenua.				
Develop staff capability to build sound cultural relationships with students and whanau and use responsive teaching pedagogies.				

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Yes
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Yes
How do you practise impartial selection of suitably qualified persons for appointment?	Appointments committee shortlists candidates individually. Appointments committee then meets to compare selections and finalise a list of candidates to interview.
How are you recognising, <ul style="list-style-type: none">– The aims and aspirations of Māori,– The employment requirements of Māori, and– Greater involvement of Māori in the Education service?	Almost 90% of our students identify as Maori. It is important to consider strengths and experience in te reo me ona tikanga when employing new staff.
How have you enhanced the abilities of individual employees?	By offering professional development opportunities every year.
How are you recognising the employment requirements of women?	Over 90% of our employees are women. All employment requirements are discussed regularly by senior management and at Board meetings when issues arise.
How are you recognising the employment requirements of persons with disabilities?	Our school has been fitted out to make our environment user-friendly for students and staff with disabilities eg accessibility ramps, extra railing and sensory dots for vision impaired.

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	√	
Has this policy or programme been made available to staff?	√	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	√	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	√	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	√	
Does your EEO programme/policy set priorities and objectives?	√	

MOE FUNDING

KiwiSport

Expenditure for 2023:

Sports teams \$344.00

Community Pool Hire \$2,165.00

Buses to sporting events \$1,460.00

Gymnastics coaching and gym hire \$1,548.00

Life Education Trust \$2,320.00

Resources and R&M \$972.00

Total = \$8,809.00 incl. GST

KiwiSport Funding allocated: \$4,468.00 incl. GST

All items listed above have enabled the school to teach sports, specifically swimming, water safety and gymnastics. The costs for gymnastics include hire of the gym hall, equipment and the certificated coach for our whole school.

Transport costs are significant in our geographically isolated area and the Life Education Trust adds value to our Health programme biennially.

Digital Fluencies and Trauma

All funding received from the MOE has gone towards improving **digital fluencies** across the whole school community, for both students teachers, teacher aides and ancillary staff.

Teachers have been released from their classrooms at regular intervals to work with the facilitator either 1:1 or small groups dependent on their specific needs and their students. All school employees now use the school's shared drive for multiple purposes, including planning and reporting.

Funding allowed for a full staff PLD day for teachers and teacher aides to workshop through **trauma informed practices in the classroom**. Additional time was allowed for the facilitator to work 1:1 with the two SENCO and our three beginning teachers for in class support to manage the behaviours proactively, adapt environments and reduce triggers and stresses for their individual students. Release time was allowed for this to happen.

NGĀ MIHI NUI KI A KOUTOU KĀTOA!

