



KAITAIA PRIMARY SCHOOL

ANNUAL REPORT 2024 AND
STRATEGIC PLAN 2025 - 2026



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 Kaitaia and then offered them suitable land for the missionaries new mission station. The purchase price was 80 blankets, 70 axes, 30 iron pots, 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 Kaitaia 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.

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



OUR KPS TEAM



OUR BOARD 2022-2025

CHANTAL DREWET
MARTHA POPATA
MELANIE BURGER
TUI MATTHEWS
IAN KAIHE-WETTING
RIANA WIHONGI
TE WARU POPATA
BRENDON MORRISSEY



OUR STAFF



OUR STUDENTS



OUR WHĀNAU



OUR COMMUNITY

OUR KPS VISION

“Inspired and resourceful learners for life.” “Kia whakaara, kia manawanui mō tōna ao”

OUR KPS 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 nā rangatahi inaianei, ko nā rangatira ā apopo”

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 the 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.

Te Hurihanga Survey in 2023 found that the use of Te Reo Māori is high and is used functionally across the school. Many teachers have finished or enrolled in Te Reo Okoro wananga or NgatiKahu Histories papers through Auckland University.

Students are currently working with NgatiKahu and the Otago Science team to develop their knowledge in science each term.

ReoRu

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. Our Reorua classes provide a pathway to bilingualism from New Entrant to Year Six and delivered from Level 2 to Level 4.

This funding is used to employ Kaiawhina and 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 Whenu

Te Rarawa "Walking Histories" PLD for all teachers including Support staff in February 2024 was well received.

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 and Personal Growth Cycles.

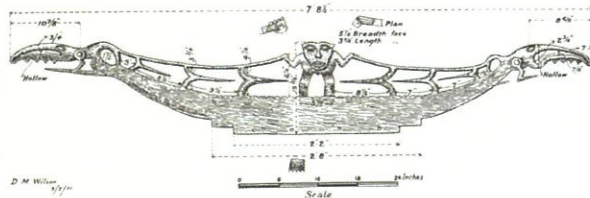
Kaitaia Primary is currently working with nga iwi o Te Hiku o Te Ika to plan the school's 150th celebrations next year.

CONSULTATION PROCESS 2024

Mana Whenu

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 KPS150 committee has been working with local kaumatua and kuia to collect anecdotal histories of this land and the peopling of this area Te Ahuahu.



Mana Tāngat

The students of Kaitaia Primary have scripted a school waiata and haka using our KPS Graduate Profile and MANAWA for the KPS 150 celebrations, demonstrating that they understand the philosophy behind our values and expectations.

Visitors to the school have also commented on the engagement, confidence and wairua of our KPS classrooms. "Your students are amazing! Your teachers are phenomenal!"

Mana Whāna

Whanau engagement has been organic throughout the year. We have hosted major Whanau Days each term with great turnouts - especially of parents we have never met.

The school has engaged an Attendance Officer to work with whanau whose children fall into 70-80% attendance to increase their participation and/or work out how we can support whanau to reach regular attendance.

ACHIEVEMENT TARGETS FOR READING, WRITING AND MATHS IN 2024

Expected NZC Curriculum Sub Level	END of Year 1	End of Year 2	End of Year 3
	Level 1 Beginning - 1B	Level 1 Achieving - 1A	Level 2 Beginning - 2B
Targets for 2024	To shift at least 50% of students up by 1 sub level or more.	To shift at least 70% of students up by 1 sub level or more. To shift at least 30% of students up by 2 sub levels or more.	
Expected NZC Curriculum Sub Level	END of Year 4	End of Year 5	End of Year 6
	Level 2 Achieving - 2A	Level 3 Beginning - 3B	Level 3 Achieving - 3A
Targets for 2024	To shift at least 70% of students up by 1 sub level or more. To shift at least 30% of students up by 2 sub levels or more.		

STATEMENT OF VARIANCE IN READING, WRITING AND MATHS IN 2024 YEAR 1 - 2

RESULTS ACHIEVED	End of Year 1	End of Year 2	Variance
READING	50% of students moved up by one sub level or more. = 50%	58% of students moved up by 1 sub level or more in reading. -12% 19% of students moved up by 2 sub levels or more in reading. -11%	50% of the Year 1 and 41% of all Year 2 students made no achievement shifts but 50% and 59% respectively made expected or accelerated shifts in reading this year.
WRITING	58% of students moved up by one sub level or more. +8%	64% of students moved up by 1 sub level or more in writing. -6% 22% of students moved up by 2 sub levels or more in writing. -8%	@42% of the Year 1 and 36% of the Year 2 students made no achievement shifts in writing. 22% of all Year 2 students made accelerated shifts in writing this year.
MATHS	38% of students moved up by one sub level or more. +8%	75% of students up by 1 sub level or more. +5% 55% of students up by 2 sub levels or more. +25%	@62% of the Year 1 students made no achievement shifts in Maths but 55% of all Year 2 students made accelerated shifts in Maths this year.

STATEMENT OF VARIANCE IN READING, WRITING AND MATHS IN 2024 YEAR 3-4

RESULTS ACHIEVED	End of Year 3	End of Year 4	Variance
READING	83% progressed up by 1 sub level or more in reading. +13% 37% of students progressed up by 2 sub levels or more in reading. +7%	75% of students progressed up by 1 sub level in reading. +5% 34% of students progressed up by 2 sub levels or more in reading. +4%	Between 70 - 80% of each cohort made expected or accelerated progress in reading this year. 25% have shifted <i>within</i> a reading curriculum sub level.
WRITING	79% progressed up by 1 sub level or more in writing. +9% 14% of students progressed up by 2 sub levels or more in writing. -16%	85% of students progressed up by 1 sub level or more. +15% 26% of students progressed up by 2 sub levels or more. -4%	80% of each cohort made expected or accelerated progress in writing this year. 20% have shifted <i>within</i> a writing sublevel.
MATHS	51% of students progressed up by 1 sub level or more in maths -19% 32% of students progressed up by 2 sub levels or more in maths +2%	63% of students progressed up by 1 sub level or more. -7% 16% of students progressed up by 2 sub levels or more. -14%	About 50% and 40% of each cohort respectively made no significant progress in maths and 50% did make significant progress in maths this year.

STATEMENT OF VARIANCE IN READING, WRITING AND MATHS IN 2024 YEAR 5-6

RESULTS ACHIEVED	End of Year 5	End of Year 6	Variance
READING	86% of students progressed up by 1 sub level in reading. +16% 46% of students progressed up by 2 sub levels or more in reading. +16%	88% of students progressed up by 1 sub level in reading. +18% 40% of students progressed up by 2 sub levels or more in reading. +10%	80% of each cohort made expected or accelerated progress in reading this year. @20% have shifted within a reading curriculum .sub level.
WRITING	91% of students progressed up by 1 sub level or more. +21% 58% of students progressed up by 2 sub levels or more. +28%	98% of students progressed up by 1 sub level or more. +28% 56% of students progressed up by 2 sub levels or more. +26%	90% of all Year 5 and Year 6 students made expected or accelerated progress in writing this year. <10% have stayed within a writing curriculum sub level.
MATHS	63% of students progressed up by 1 sub level or more. -7% 21% of students progressed up by 2 sub levels or more. -9%	65% of students progressed up by 1 sub level or more. -5% 10% of students progressed up by 2 sub levels or more. -20%	60% of all Year 5 and Year 6 students made expected or accelerated progress in maths this year. 40% have maintained their maths curriculum sub level.

ANALYSIS OF VARIANCE IN READING, WRITING AND MATHS IN 2024 YEARS 1-6

	Year 1-2	Year 3-4	Year 5-6
READING	<p>Year 1 targets in reading were met. Interventions this year included a move to the Best Start Literacy program which integrates talking, writing and reading to 'best start' new entrants in Literacy and English.</p> <p>Year 2 targets not met. These teachers are using the Sunshine Decodable Series.</p>	<p>Expected and accelerated targets were well met. The introduction of Sunshine decodables with sets in every room has impacted positively and very quickly on student progress. Expectation that the Key into Comprehension series is implemented plus 75% of Year 4 students were assessed using eAsTTle.</p>	<p>Accelerated and expected targets were well met. The Key to Comprehension program has continued to be successful to raise student comprehension and progressing reading levels using eAsTTle as the reading assessment tool.</p>
WRITING	<p>Targets in writing met or almost met. Interventions this year included phonics, Lettergetter, Schoolwide writing icons, structured sentences and personal dictionaries to follow students through the school.</p>	<p>Expected shift targets in writing were well met. Teachers now have students in their second & third years with knowledge of the KPS writing icons. Teachers are more consistently using StepsWeb to grow spelling knowledge. Progress is positive. Perservere with inhouse handwriting PLD 2025.</p>	<p>Accelerated and expected targets were met and exceeded. Senior teachers concentrated on building student knowledge in sentence structure, technical vocabulary and planning. There was high emphasis on integrating writing and inquiry topics. Impact of StepWeb- spelling age increased an average from 7 to 9yrs means less working memory occupied by the task of spelling.</p>
MATHS	<p>Year 1 & 2 targets in maths met. This group have had the full year on the Prime Maths program. Teachers in NE /Y1 found that they spent too long on Pr1me K and moved students to Pr1me 1 coursebooks.</p>	<p>50-60% of each cohort made expected shifts using the Prime Maths programme. Embed and consolidate teacher's confidence to use Prime Maths resources and assessments through staff and syndicate meetings.</p>	<p>Both targets in Maths were missed by @10% this year. The new series of NZ Pr1me Maths was recalibrated, we kept students on books to finish them rather than move them on and we needed to use the digital tools - MathsPro - to assess attainment more regularly.</p>

KPS READING ACHIEVEMENT 2024

Reading Achievement at November 2024 by Year, Gender and Ethnicity

YEAR	1B	1P	1A	2B	2A	3B	3A	4B	4A	Total
Year 0	15	1			At risk	On track	Above			16
Year 1	24	22	1							47
Year 2	14	11	9	8						42
Year 3	4	4	9	13	13	2	1			46
Year 4	6	2	5	18	14	5	2			52
Year 5	1		2	13	17	6	5	1	3	48
Year 6		2		5	18	3	11	7	7	53
Female	30	21	13	27	29	7	9	5	4	304
Maori	24	15	11	19	25	5	8	4	2	113
Other	6	6	2	8	4	2	1	1	2	32
Male	34	21	13	30	33	9	10	3	6	159
Maori	26	18	10	26	30	8	10	2	4	134
Other	8	3	3	4	3	1		1	2	25
Total	64	44	26	57	62	16	19	8	10	304

KPS WRITING ACHIEVEMENT 2024

Writing Achievement at November 2024 by Year, Gender and Ethnicity

YEAR	1B	1P	1A	2B	2A	3B	3A	4B	4A	Total
Year 0	15	1			At risk	On track	Above			16
Year 1	21	25	1							47
Year 2	12	17	9	4						42
Year 3	3	8	20	8	6	1				46
Year 4	1	8	9	14	15	5				52
Year 5		1	2	11	20	8	6			48
Year 6		2	1	2	9	17	15	7		53
Female	25	24	20	20	27	13	13	2	1	145
Maori	20	16	19	15	20	11	10	2		113
Other	5	8	1	5	7	2	3			32
Male	27	38	22	19	23	18	8	4		159
Maori	20	31	19	15	22	18	6	3		134
Other	7	7	3	4	1		2	1		25
Total	52	62	42	39	50	31	21	6	1	304

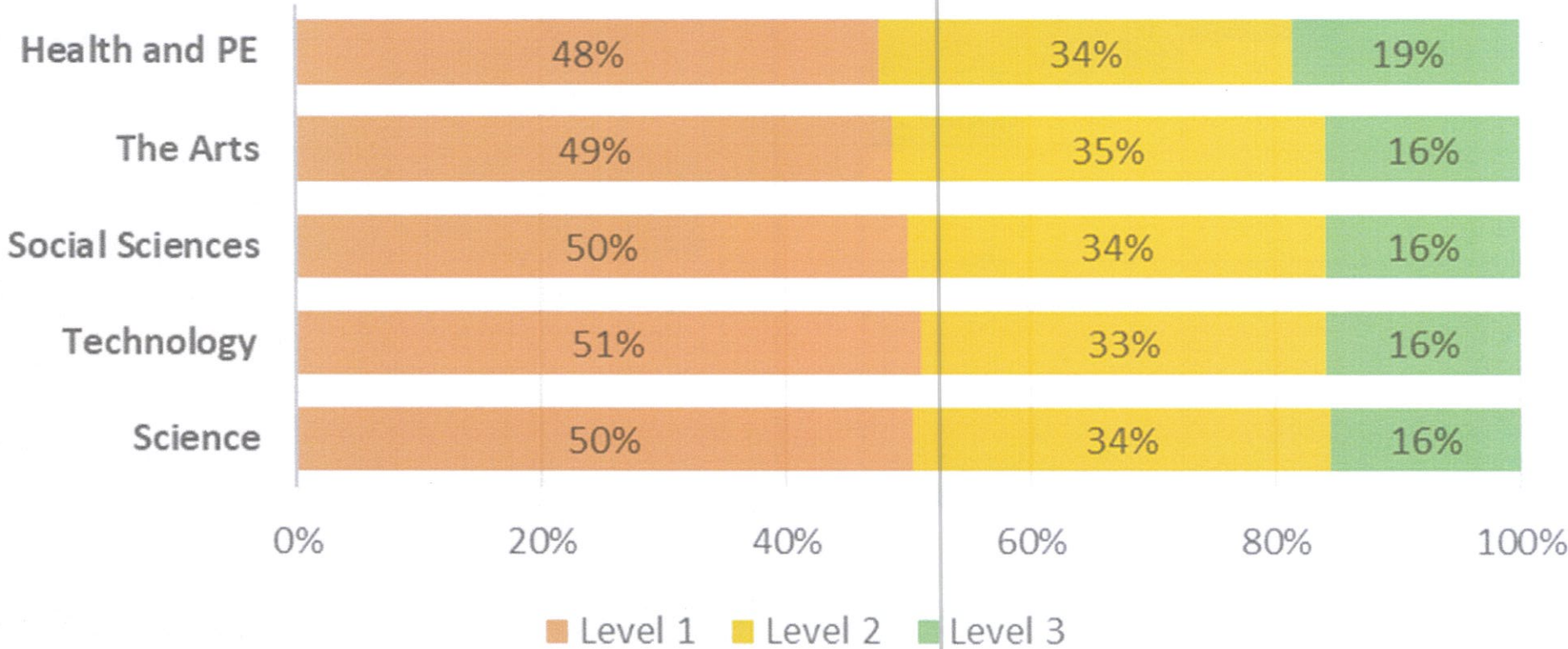
KPS MATHS ACHIEVEMENT 2024

Maths Achievement at November 2024 by Year, Gender and Ethnicity

YEAR	1B	1P	1A	2B	2A	3B	3A	4B	4A	Total
Year 0	16				At risk	On track	Above			16
Year 1	34	6	7							47
Year 2	8	4	28	2						42
Year 3		4	28	8	5		1			46
Year 4		2	22	10	15	2	1			52
Year 5	1	1	11	4	21	5	2	3		48
Year 6	2	1		2	16	7	18	2	5	53
Female	33	5	50	8	30	7	11	1		145
Maori	25	3	41	7	23	6	7	1		113
Other	8	2	9	1	7	1	4			32
Male	28	13	46	18	27	7	11	4	5	159
Maori	21	12	36	16	25	7	8	4	5	134
Other	7	1	10	2	2		3			25
Total	61	18	96	26	57	14	22	5	5	304

NZ CURRICULUM PROGRESS AND ACHIEVEMENT

KAITAIA PRIMARY SCHOOL 2023 STUDENT ACHIEVEMENT IN NZ CURRICULUM LEARNING AREAS BY LEVELS



KEY IMPROVEMENTS AND INTERVENTIONS FOR 2025

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 StepsWeb and "Writing with KPS 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.				

MOE FUNDING

KiwiSport

Expenditure for 2024:

Sports teams \$344.00

Community Pool Hire \$2,165.00

Buses to sporting events \$1,460.00

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.

Transport costs are significant in our geographically isolated area.

Digital Fluency

All funding received from the MOE has gone towards improving digital fluencies and the use of AI tools for both students teachers, teacher aides and ancillary staff.





Kaitaia Primary School &
Kaitaia District High School
1875 - 2025



1907

NGĀ MIHI NUI KI A KOUTOU KĀTOA!

