

KAITAIA PRIMARY SCHOOL: Annual Curriculum Implementation Plan for 2026

Goal 1: Raise Student Achievement	<ul style="list-style-type: none"> ● Achieve equitable outcomes for Māori students ● Use, analyse and apply good quality assessment information
Goal 2: Raise Student Attendance Levels	<ul style="list-style-type: none"> ● Take all reasonable steps to ensure students attend school
Goal 3. Give effect to Te Tiriti.	<ul style="list-style-type: none"> ● take all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers, and ● Take all reasonable steps to ensure that the policies and practices for the school reflect New Zealand’s cultural diversity.

CHANGE LEVERS	The KEY IMPROVEMENTS to be made by teachers and management in 2026.	Evidence
INSTRUCTIONAL CAPABILITY Raise Student Achievement School programmes are structured, and student progress tracked across the year ACCELERATE TIER 2 LEARNERS WRITING PRIME MATHS Y0-6 KPS HANDWRITING Spelling / StepsWeb Y3-6 Sunshine Decodable Series Y1-4 BSLs Phonics+ Y0-1 & Y5/6	<p>KPS Curriculum addresses our students' needs and raises achievement across the New Zealand Curriculum.</p> <p>Realign the KPS school curriculum with the NZ Curriculum Mataiaho: English, Maths & Stats, Social Sciences, Science and Technology.</p> <p>Science of Learning: Teachers implement Teaching Sequences, use the progress descriptors, apply whole class learning methodologies, i.e. “I do, We do, You do.”</p> <p>Staff PLD actioned in: MOE Maths PLD (four TO Days, the new edition of Pr1me Maths, NE teachers are using Best Start Literacy and all staff, LATS, and interested Teacher Aides complete Structured Literacy PLD (four TO days)</p> <p>Classroom Planning Teachers use templated planning documents consistently across the school</p>	<p>Steady improvement within each year from SOY to EOY achievement and progress maintained across years.</p> <p>Structured programmes are crucial to eventual success in English and Mathematics for our staff and students.</p>

Key into Comprehension Series

CWSN & CWSA Teachers actively set classroom aides to cater for CWSN, e.g. visual timetables, break-out activities.

PGC Target Setting

Teachers set targets for achievement with specific groups of students in mind for PGC tracking this year, using a structured intervention programme, i.e., StepsWeb, BSLA, Prime, or Sunshine

Track Achievement Data progress over the year

KPS Achievement DATA 2026 against the expected EOY standard by the overall Percentage of students

Progress	Emerging	Developing	Consolidating	Proficient	Exceeding	Roll
Writing Feb '26	19%	33%	41%	7%	1%	291
Writing Jun '26						
Writing Nov '26						
Reading Feb '26	18%	29%	37%	10%	6%	291
Reading Jun '26						
Reading Nov '26						
Maths Feb '26	8%	15%	42%	25%	10%	291
Maths Jun '26						
Maths Nov '26						
StepsWeb Spelling Age for Years 3 - 4 against Chronological Age 2026						
February '26	11%	16%	32%	20%	21%	205
June '26						
November '26						

EVALUATIVE CAPABILITY

Teachers use, analyse and apply good quality assessment information to their teaching plans

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

- Tracking of special needs students across the school, data, interventions, and programmes.
- Tracking curriculum 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

Class assessments are monitored through MathsPro, BSLA, StepsWeb and schoolwide tracking sheets

Staff are confident with the new assessment tools in Prime Maths, BSLA, and DIBELS assessments

Staff and students are confident in using the SMART assessment tool

KPS Report is modified/refined to the new MOE directives.

Standard	Emerging By 1+ level	Developing	Consolidating Within 1 Sub Level	Proficient On Track	Exceeding By 1+ level	Roll Total
Writing Nov '23	38%		34%	23%	5%	316
Writing Nov '24	23%		36%	31%	10%	304
Writing Nov '25	23%		37%	29%	11%	322
Writing Nov '26						
Reading Nov'23	26%		31%	26%	17%	316
Reading Nov'24	55%		31%	11%	9%	277
Reading Nov'25	25%		23%	34%	18%	324
Reading Nov '26						
Maths Nov '23	22%		41%	30%	7%	316
Maths Nov'24	52%		37%	6%	4%	277
Maths Nov '25	12%		36%	36%	16%	322
Maths Nov '26						
Spelling Nov '23	24%		26%	27%	23%	191

Spelling Nov'24	14%		15%	31%	40%	177
Spelling Nov'25	14%		18%	29%	39%	207
Spelling Nov'26						

Increase Student Attendance

Attendance / Truancy comparison by day of the week from 2022 - 2024

Regular staff attendance too

Engage whanau with the school by providing

- 'PROMO' events
- Strong online presence
- Regular weekly events

Reporting to Parents

- Written Reports
- Informal events
- Parent "Interviews" using regular and organic communications

1. Increase overall school average attendance by term with School-wide and community-promoted 'FOMO' events.

Year	Term 1	Term 2	Term 3	Term 4
2022	76.54%	80.46%	80.35%	82.92%
2023	83.01%	80.60%	81.87%	83.28%
2024	86.82%	82.41%	83.47%	83.75%
2025	83.85%	83.05%	79.80%	81.02%
2026				

Comparison of KPS overall student attendance percentage by day of the week from 2022 to 2026

Year	Monday	Tuesday	Wednesday	Thursday	Friday
2022	77.76	81.55	81.12	79.05	75.18
2023	80.99	84.82	84.20	82.46	76.85
2024	83.05	85.48	85.88	84.90	78.70
2025	79.99	83.84	84.27	83.13	76.95
2026					

2. Revise the KPS Attendance Policy and Management Plan.
3. KPS implements an Attendance Management Plan
4. Use Edge SMS to record the interventions made.
5. The Attendance Officer applies MOE STAR interventions.
6. Ensure that every student feels included, valued, and visible throughout the day.
7. Whare Manaaki greeting and breakfast base to reduce high anxiety and give a routine structure for those students who need this transition from home to school time.
8. Te Ara Whakamaua Attendance Service work closely with the school Attendance Officer and DP.

<p>CULTURALLY INTELLIGENT, INCLUSIVE LEARNING ENVIRONMENT</p> <p>Students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers</p> <p>The school's policies and practices reflect New Zealand's cultural diversity.</p> <p>The school is a physically and emotionally safe place, human rights are upheld and it takes all reasonable steps to eliminate racism, stigma, bullying and other forms of discrimination</p> <p>Pastoral incidents recorded continue to reduce over time</p> <p>Teachers promote cultural relationships and use responsive pedagogies</p> <p>KPS Student Graduate Profile Tū Tangata Tu Maia Tu Kaha Tu Hononga Tu Auaha</p>	<p>Extend the ReoRua pathway with classrooms in NE, Y1-2, Y3-4 & Y5-6.</p> <p>Maximise the KPS Effective Teacher Profile</p> <ul style="list-style-type: none"> ● Continue to extend teachers' daily use of Te Reo in classrooms ● Ensure that minority groups have a voice in class, and be mindful of passive bias ● Ensure that all whanau know that 'parent interviews' can be conducted at any time by appointment and the kaiako stay in regular communication, as well as engagement in whanau day learning and sharing. ● Understand the importance of culture and the need to ensure that the school environment affirms the languages, identities, and cultures of ākongā Māori and Pacific students ● Hold high expectations for all students <p>Whanau Days are held regularly throughout the year, promoted as Whanau events</p> <ul style="list-style-type: none"> ● Maintain Whare Manaaki places and staff as the first welcome point to settle students into a regulated and safe routine, with a breakfast club. ● CRT days are well distributed throughout the term, and staff have an equal opportunity to have a Monday or Friday as CRT. Utilise LATS within their classrooms for relief cover AND allow for extra TA support in class on these LAT days. 	<p>Students have a strong self-identity and are invested in the school community</p> <p>Students are confident to participate and contribute to their classroom learning and the school community.</p> <p>Students self-manage challenges</p>
	<ul style="list-style-type: none"> ● Teacher Aides are almost full-time 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, reinstating calm and restoring relationships at a low level ○ Maintaining and following up on expectations set ● Ka Ako, Ka Ora program - students are well fed. (Look after our cooks in the Whare kitchen) <p>Students continue to map their personal progress through their six years here using goals from the KPS SGP</p>	<p>Establish and maintain meaningful staff and student, and school and whānau, relationships</p> <p>Student behaviours and emotions are managed positively.</p>

Staff love their job.		
Teachers manage increased behaviours and children with special needs with confidence.	<p>Mentoring with SWiS, Tuia Matauranga councillor, Te Rarawa Kaimahi, Ara Whakamaua, Te Whare Ruruhou o Meri, Miriam Centre councillor, RTLB</p> <p>RTLB working 1:1 with teachers and LSC / SENCO to develop behaviour management plans for identified students.</p> <p>CARS Register kept up to date</p>	
ENGAGEMENT WITH PARENTS, FAMILY AND WHANAU	<p>Regularly engage our whanau and communicate with them directly, make school experiences as FOMO as we can, so children do not want to miss out on anything.</p> <p>Set KPS WHANAU PROMO events each term.</p> <ul style="list-style-type: none"> ● Weekly Assemblies are at a set time, routine and predictable and reminders on the Newsletter. ● Class Messenger groups using school/class account, Google Classroom, Facebook posts, and Photos ● KPS Newsletter by Kids for Kids - Newsletter modified format, more kids pics, less admin. ● 100% Attendance Award- Ice Cream treat on Fridays. ● School Lunch provider onsite, fruit in schools, School banquet for whanau days ● Best Uniform reward each week to three classes - ice cream or free swim, depending on the season. ● Maximise parent and whanau specialist knowledge to bring KPS150 histories alive. <p>Whanau Days showcase the students at work, releasing the teachers to speak with the parents about the achievements made.</p> <p>Teacher Whanau Communications are regular and 'organic' using Messenger, Facebook or face-to-face.</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>

ORGANISATIONAL CAPABILITY

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 are planned well in advance with teacher input

School is structured to reduce stress on students and staff

Professional Growth Cycle and appraisal processes are embedded and enhanced.

School Policy: Policies are regularly updated.

Posted to the website. Staff, CMT and SMT are involved in Policy Review.

KPS Website: Needs to be updated and more interactive.

Staff, Syndicate Meeting, Event calendars and PLD Scheduling for 2025 set up proactively to maintain the momentum of PLD and review cycles

All staff have access to the School's Calendars, Shared Drive, Timetables, agenda 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.

Monday Admin meetings at 8.30 am for all staff.

Class sizes: 1:23

- Expectations that students achieve and are successful
- Teachers notice student issues earlier and manage these in class
- Class routines are tight, and the environment is safe for all
- Class is run in partnership with the Teacher Aides
- That students are secure in their identity and their relationships with the adults in their classes

Embed the PGC and Appraisal Cycles across all staff.

- Teachers support their Tchr Aide to achieve their goals and/or proactively seek an 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.

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Monday Admin meetings at 8.30 am for all staff.

Class sizes: 1:22

- Expectations that students achieve and are successful
- Teachers notice student issues earlier and manage these in class
- Class routines are tight, and the environment is safe for all
- Class is run in partnership with the full-time Teacher Aide
- That students are secure in their identity and their relationships with the adults in their classes

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