



KAITAIA PRIMARY SCHOOL ANNUAL CURRICULUM IMPLEMENTATION PLAN 2025

CULTURALLY INTELLIGENT, INCLUSIVE LEARNING ENVIRONMENT

GOAL	TASKS	OUTCOME
<p>MANA POTENTIAL underpins all student behaviour management.</p>	<p>RESET THE MANA POTENTIAL PROGRAMME Each classroom will establish their MP protocols, routines and expectations in T1 each year. All students know:</p> <ul style="list-style-type: none"> • Use their strengths and use taonga tuku iho, or 'go to' strategies to reset themselves. • Show that they belong and have confidence in themselves because their individuality is valued by staff. • Staff modify and adapt environments and programs around identified student needs. • IBP plans use the MP structure. 	<p>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.</p>
<p>Teachers promote cultural relationships and use responsive pedagogies</p> <p>Raise Cultural responsiveness KPS Student Graduate Profile Tū Tangata Tū Maia Tū Kaha Tū Hononga Tū Auaha</p>	<p>2024 Class Inquiry Units; are focused on learning our KPS histories and stories of this land for the sesquicentennial in April 2025.</p> <p>Maximise the KPS Effective Teacher Profile</p> <ul style="list-style-type: none"> • Continue to extend teacher's daily use of Te Reo in classrooms • Ensure that minority groups 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 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 ākonga Māori and Pacific students • Hold high expectations for all students 	<p>The school and Iwi of Muriwhenua celebrate the 150th jubilee of KPS together.</p> <p>Establish and maintain meaningful staff and student, and school and whānau, relationships</p>
<p>Teachers manage increased behaviours and children with special needs with confidence.</p>	<p>2025 Game Plan</p> <ul style="list-style-type: none"> • 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. • 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, Reinstating calm and restoring relationships at a low level ○ Maintaining and following up expectations set • Lunches in Schools program - students well fed. (Look after our cooks in the Whare kitchen) <p>CWSN identified for</p> <ul style="list-style-type: none"> ○ Accelerating low learners through the structured curriculum; reading, maths, spelling in PGC goals. ○ Mentoring with SWiS or Miriam Centre councillor 	<p>Student behaviours and emotions are managed positively. Staff maintain hauora. Staff 'stressors' are addressed promptly. Staff love their job. Staff have self-efficacy.</p>

- o Working 1:1 with teachers to develop behaviour management plans for identified students.

ENGAGEMENT WITH PARENTS, FAMILY AND WHANAU

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<p>Engage whanau with school learning through:</p> <ul style="list-style-type: none"> • 'PROMO' events • Strong online presence <p>Reporting to Parents</p> <ul style="list-style-type: none"> • Written Reports • Parent "Interviews" using regular and organic communications 	<p>Regularly engage our whanau and communicate with them directly making school as FOMO an experience 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 at set time. • Class Messenger groups using school/class account, Google Classroom, Facebook posts, Photos • KPS Newsletter by kids for kids - Newsletter modified format, more student work and pics, less administration. • 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 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, FB 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>																																																							
<p>Reduce Truancy Student Attendance</p> <p>Attendance / Truancy comparison by day of the week from 2022 - 2024</p> <p>Regular staff attendance</p>	<p>1. Increase overall school average attendance by term with School wide and community promoted 'FOMO' events.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> <th>Term 4</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>76.54%</td> <td>80.46%</td> <td>80.35%</td> <td>82.92%</td> </tr> <tr> <td>2023</td> <td>83.01%</td> <td>80.60%</td> <td>81.87%</td> <td>83.28%</td> </tr> <tr> <td>2024</td> <td>86.82%</td> <td>82.41%</td> <td>83.47%</td> <td>83.75%</td> </tr> <tr> <td>2025</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Comparison of KPS overall student attendance percentage by day of week from 2022 to 2024.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>77.76</td> <td>81.55</td> <td>81.12</td> <td>79.05</td> <td>75.18</td> </tr> <tr> <td>2023</td> <td>80.99</td> <td>84.82</td> <td>84.20</td> <td>82.46</td> <td>76.85</td> </tr> <tr> <td>2024</td> <td>83.05</td> <td>85.48</td> <td>85.88</td> <td>84.90</td> <td>78.70</td> </tr> <tr> <td>2025</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2. Use Edge SMS to record the interventions made. 3. Office make contact with whānau daily/weekly regarding absent students. 3. Make every student feel included, valued and visible throughout the day. 4. Provide a safe transition to school by Whare Manaaki greeting and breakfast to reduce anxiety. 5. Regular communication with Truancy officer through the Office.</p>	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					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						<p>School Attendance is valued by the student and their whānau.</p> <p>KPS Staff love their job, feel valued and are motivated by their environment.</p>
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INSTRUCTIONAL CAPABILITY

GOAL	TASKS	OUTCOME
<p>CONSISTENCY ACROSS THE SCHOOL</p> <p>WRITING WITH ICONS</p> <p>PRIME MATHS Y0-6</p> <p>Steps Web Y3-6</p> <p>KPS READING RESOURCES</p> <p>BSLS Y0-1</p> <p>Sunshine Decodables Y2-4</p> <p>Phonics+ Y5/6</p>	<p>Writing- Scheduled Maintenance Programme in staff meetings</p> <ul style="list-style-type: none"> • 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, progressions and exemplars. • Year 1/2 students have a personal spelling word book that is added to as they progress through the school • StepsWeb programme implemented in middle and senior syndicates and Year 1/2 rooms where required. 	<p>Deliberate acts of teaching are the norm</p> <p>All staff regularly share their programme structures and expectations so there is coherence between cohorts</p>
	<p>Back to basics Curriculum focus</p> <p>Checkpoint at January 2025 Teacher Only Day - what is the daily routine, what has to be done daily, establish a spreadsheet of class timetables to show time required in key learning areas; reading, writing, maths.</p> <ul style="list-style-type: none"> • Core Curriculum taught consistently across year levels e.g. Yr0-2, Yr 3-6 • KPS Progressions to be overhauled - to align with PR1ME and NZC English <p>Literacy</p> <ul style="list-style-type: none"> • Sunshine Decodables series implemented for each Year 1/2 and 3/4 classroom. • Year 1/2 classes implement Letter Getter programme. • New Entrant teachers work with BSLA daily. <p>Maths</p> <ul style="list-style-type: none"> • Schoolwide Refresh of PR1ME maths implementation • Use MathsPro as the Assessment tool • PLD to use the Online PR1ME teaching resources <p>Writing</p> <ul style="list-style-type: none"> • Trial Writer's Toolbox with Year 5/6 classes. <p>CWSN</p> <ul style="list-style-type: none"> • Teachers actively setup classroom aides to cater for CWSN e.g. visual timetables, break out activities, 	<p>Staff select the right intervention for the identified need and students shift</p> <p>Staff have the resources they need at hand</p> <p>Maths language across the school is standardised</p> <p>Transition between syndicates is quicker.</p> <p>The importance of maintenance programmes is constantly reinforced by experienced teachers.</p>
EVALUATIVE CAPABILITY		
GOAL	TASKS	OUTCOME
<p>Accelerate 'At Risk' Learners</p> <p>Teachers know what the 'added value' of their programme is.</p>	<p>Tracking/Edge Achievement - School analysis will be in February, June and November.</p> <ul style="list-style-type: none"> • Tracking of special needs students across the school data, interventions, programmes. • Tracking curriculum progress of all students on a shared spreadsheet - every 3 weeks. <p>Identify and highlight those who have flatlined despite a 90 - 10% attendance in each class</p> <p>Schoolwide shifts in student achievement are collated at SOY, Mid and EOY.</p> <p>Schoolwide moderation of Writing.</p> <p>Use of assessment tools within structured programmes, along with Teacher OTJ e.g. Pr1ME Maths, BSLA, Sunshine decodables.</p>	<p>Student progress (or not) is immediately visible to SMT for intervention talks</p>
ORGANISATIONAL CAPABILITY		
GOAL	TASKS	OUTCOME
<p>Use Digital Technologies to manage and maintain in-school communications and meetings</p>	<p>School Policy: Policies are regularly updated.</p> <p>Posted to the website. Staff, CMT and SMT are involved in Policy Review.</p>	<p>A calm school culture, tasks are spaced and scheduled</p>

TEACHER WELLBEING

School Budget 2025
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.

KPS Website: Has been updated, keep it current.

Staff, Syndicate Meeting, Event calendars and PLD Scheduling for 2025 set up towards NZC Refresh requirements.

All staff have access to the school calendars, Drive and minutes.
SMT minutes, used as the basis for CMT and general staff meetings as well as Admin meetings and regular 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.
- Develop our LATS through positive Appraisal experiences.

across the year – no surprises.

All staff are pre warned of upcoming events, they can be proactive with confidence.

Staff and student focus is consistently maintained.

Staff have self-efficacy within the schedules to develop their class programmes.

Adults in each classroom build meaningful and strong relationships with their students and their whanau over two years.

School is not reliant on external factors, staff PLD is targeted.

External contractors booked in advance for MOE directed teacher only days.