



# KAITAIA PRIMARY SCHOOL

## STRATEGIC PLAN 2025 - 2026

Goals	Outcomes	Evidence
<b>Goal 1. Raise Student Achievement (Objective 2, NELPS 3a, 3b, 3c, 4a, 4b, 4c)</b>		
<p>School programmes are structured, and student progress tracked across the year: Prime Maths, Best Start Literacy and Decodable Texts, Spelling Steps Web and “Writing with KPS Icons.</p>	<p>Our school curriculum addresses our students needs and raises achievement across the New Zealand Curriculum.</p> <p>Staff PLD in the new edition of Pr1me maths conducted and NE teachers in using Best Start Literacy</p> <p>Teachers use templated planning documents</p> <p>Class assessments are monitored through MathsPro, BSLA, StepsWeb and schoolwide tracking sheets</p> <p>Staff confident with new assessment tools in Prime Maths, BSLA, or structured reading series.</p>	<p>Steady improvement within each year from SOY to EOY achievement data is standard. But this gain is not maintained in the ensuing year’s SOY achievement data.</p> <p>Realignment of school curriculum with the changes in the NZ Curriculum Refresh, in conjunction with the push for structured programmes is addressed regularly through 2025 staff meeting PLD.</p> <p>We have been working with Pr1me Maths for three years and seen the gains but now need time to embed the NZ Prime version and the realignment of objectives to NZC. Structured programmes are crucial to eventual success in English and Mathematics for our staff and students.</p>
<p>Develop and implement a localised school curriculum, “Te Mataioho” ensuring the place of English, Mathematics, Learning Languages, Health &amp; PE, The Arts, NZ Histories and the Sciences.</p>	<p>Multi modal student presentations of local history for KPS 150<sup>th</sup> celebrations; dance, drama, storytelling, artworks, research, video...</p>	<p>Lack of general community knowledge of the significance of this place and the contributions of its people to our current time.</p> <p>FNDC map of Kaitaia’s places of significant cultural and historical interest show nothing for the school.</p>
<p>Design and plan learning programmes that provide knowledge, understanding and practices that are relevant to the student’s world.</p>		<p>New enrolments generally have little to no knowledge of or take no pride in their cultural and historical heritage.</p>
<p>Evaluated by: Student Achievement data, Schoolwide tracking sheets, quality and content of collaborative Inquiry planning. Quality of presentation of Local content by students for the KPS 150<sup>th</sup> Jubilee to whanau and community.</p>		
<b>GOAL 2. Positive Self Identity and Hauora are at the centre. (Objective 1, NELPS 1a, 1b, 1c, 2a, 2b, 2c, 2d, 2e)</b>		
<p>Maintain and build KPS MANAWA values and Mana Potential responsive teaching practices.</p>	<p>Our school is a safe place for all, culturally, physically, emotionally and socially.</p>	<p>The local runanga have sighted and affirmed the strategic goals of this school; NgatiKahu, Te Rarawa,</p>

		NgaiTakoto and NgaiTohianga – Oturu Marae committee.
Inquiry learning sustains student identities, language and culture.	Students are confident and secure on their Tūrangawaewae.	Feedback from Te Hurihanganui project, from parents, from whanau have reinforced our goals in this direction.
Students know who they are, where they are from and use “taonga tuku iho” when faced with challenge.	Students have tools to manage challenge positively.	Implementation of the Mana Potential Model across the school has reduced incidents of negative behaviour.

Evaluated by SMS Edge Pastoral records: locations, times and types of behaviour recorded.

**Goal 3. Give effect to Te Tiriti (Objective 3, NELPS 5a, 5b, 5c, 6a, 6b, 6c)**

Learning partnerships are active throughout the school; between teachers, with whanau, support staff and agencies.	Positive and focused partnerships impact positively on all students, staff and whanau.	Giving effect to Te Tiriti in our school life means constant reflection on schoolwide structures and practices.
Staff receive ongoing training in Te Reo Maori and local histories from Mana Whenua.		Ongoing professional development in learning and teaching i te reo Maori is helping more reo to be spoken in all classrooms.
Develop staff capability to build sound cultural relationships with students and whanau and use responsive teaching pedagogies.		

Evaluated by: Attendance records, IBP and IEP records and whanau involved in Inquiry Learning. SMT conducting regular In-class observations using the KPS Continuum (Self Identity) Instances of students exhibiting confidence in their learning, their interactions with others, in their relationships with their teacher and teacher aide.