



# Te Kauwhata Primary School Strategic and Annual Plan for 2023



Principal's endorsement:	 Brian Martin (Principal)
BoT's endorsement:	 Michelle Croucher (Chair)
Submission date to the Ministry of Education:	16.02.23

## Introductory Section

<b>Vision</b>	<p style="text-align: center;"><b>‘Successful learners in an engaging, inclusive environment’</b></p> <p>In 2021, stakeholders of Te Kauwhata Primary School took part in the Strategic Leadership for Principals Programme (SLPP) through Springboard Trust.</p> <p>The BoT recognised that strategic leadership is a pivotal element for improved school performance, thus giving the opportunity of the principal to attend this PLD. For the principal, the ability to plan, manage and report as the fulcrum of your community ensures strong relationships and the right conditions for everyone to thrive.</p> <p>A part of this professional learning was that we needed to update our vision statement from:</p> <p><i>‘Developing confident, connected, actively involved lifelong learners’</i></p> <p>to</p> <p><i>‘Successful learners in an engaging, inclusive environment’</i></p> <p>The BoT and leadership team spent hours coming up with a new statement that they believed was aspirational and one that fits our school in 2021 and one that we will continue to pursue in the years to come. They recognised that this new statement will also be a key driver as the school looks to relocate in 2025 to the Lakeside development on Scott Road, as we want the new school to be a physical environment that is inclusive and engaging and one that promotes success for all students</p> <p>Our new vision has the following three key words - successful, engaging and inclusive. These three words are the basis on which our strategic goals will be built over the next three years.</p> <p>Our why?</p>
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	<p>Success -</p> <p>In 2019 we asked our community to give us their ideas and thoughts on what success looks like for our children. Out of that wealth of information was birthed the following statements:</p> <ul style="list-style-type: none"> <li>• Success means 'Our students and community are engaged'</li> <li>• Success is when our 'Wellbeing is looked after'</li> <li>• Success is when 'We are Learning'</li> <li>• Success is when we 'Grow as people'</li> <li>• Success is when our school 'Promotes success for all'</li> </ul> <p>As you can see this definition of success is holistic and doesn't focus on the academic achievements of students. This definition of success still drives us and is one that we aspire to get to as a school community.</p> <p>To meet the aspirations of all our learners having success at TKP our strategic goal is to <b>'Deliver equitable outcomes for all students at Te Kauwhata Primary School'</b>.</p> <p>Engaging -</p> <p>As a school, we recognise that one of the most important indicators of school is the relationships that are formed between student-teacher and teacher to whaanau/families. Without these relationships, a child will struggle to learn and function in a school environment. Hence, we have 'engaging' in our vision - we want our students to engage in their learning in the classroom and the wider school community. We want our students to develop quality relationships with their teachers and for teachers to connect with parents and whaanau. We believe that we do this well but can always do better therefore our second strategic goal is to - <b>'Grow engagement in the classroom, the school and wider community'</b>.</p> <p>Inclusive -</p>
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	<p>The final part of our vision statement focuses on creating an inclusive environment. As a school, we pride ourselves on our culture of CARE and how our staff and children care for students who struggle in their learning, have specific learning needs, and students who need that little bit of extra awahi and aroha to engage in the everyday classroom programme. While we believe this is a strong part of who we are as a school, we know that we aren't perfect and we want to continue to create a learning environment that is culturally inclusive, engages all learners and delivers equitable outcomes for all students.</p> <p>Therefore the last strategic goal for the next three years is to - <b>'Strengthen our school culture where learning and success is celebrated'</b>.</p>
<b>Mission / Statement</b>	<p>'Learning Together' ~ Kia Ngaatahi te Ako</p> <p>TKP is committed to 'Kia Ngaatahi te Ako' (Learning Together), 'Manaakitia' (We C.A.R.E), and lifting the achievement of our community through developing student well being and engagement in an inclusive environment.</p> <p><u>Learning Together – 'Kia Ngaatahi te Ako'</u></p> <p>Learning together is a part of our vision statement for all our learners. Our vision for learning together includes:</p> <ul style="list-style-type: none"> <li>• Open classrooms for parents and students</li> <li>• Whaanau involvement in school life</li> <li>• Effective communication between home and school</li> <li>• Our graduate profile is embedded in our school culture</li> <li>• Tuakana teina within school</li> <li>• Tuakana teina beyond our school eg with college, local ECE's</li> <li>• Use of community experts in our learning</li> <li>• Family and community involved in learning eg reading in class, teaching skills, sewing, knitting, science etc</li> </ul>

	<ul style="list-style-type: none"> <li>· College students visiting to coach sport, perform for us etc</li> <li>· Engagement with hapu, iwi and local marae</li> <li>· A child's cultural toolkit is utilised in learning</li> <li>· Inclusion of ALL cultures, abilities, backgrounds etc</li> <li>· Culturally responsive pedagogy</li> <li>· Whaanaungatanga</li> <li>· Environment team is effective – our school, our community, our country, our planet</li> <li>· Honesty from students and teachers about - what you can do and what you want to learn</li> <li>· Children knowing their personal strengths and how they can work with others</li> <li>· Collaboration</li> <li>· Sharing our successes</li> <li>· Learning in groups in class</li> <li>· Maintain a broad view of learning ie not just numeracy and literacy but also key competencies, soft skills, all curriculum areas</li> <li>· Broaden aspirations by identifying career paths linked to learning</li> <li>· Staying curious – students experience of culture of life-long learning with the opportunities for students to see whaanau and staff learning as well</li> <li>· Students following their own inquiry and then exchanging information</li> <li>· Learners becoming the teachers – sharing knowledge with others (could be cultural knowledge, specific skills or interests, sharing of personal stories related to the curriculum)</li> </ul>
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## ‘Learning together’- ‘Kia ngaatahi te ako’

**“Kotahi te kohao o te ngira e kuhuna ai te miro maa, te miro pango, te miro whero.**

I muri, kia mau ki te aroha, ki te ture, ki te whakapono ko te mea nui ko te aroha hei aha te aha.”

“Through the eye of the needle pass the white threads, the black thread, and the red threads. Afterwards, looking to the past as you progress, hold firmly to the law, to faith but most all to love forsake all else.”

### **Kiingi Pootatau Te Wherowhero**

This tongikura was shared by the first Maaori King, Pootatau Te Wherowhero after he was anointed as the King for all Maaori, in 1858 at Ngaaruawaahia. This proverb is about establishing connections and collaborating to achieve the same vision and goals together.

A maaori view of ‘learning together’ or ‘Kia ngaatahi te ako’ is about establishing teaching and learning relationships where the kaiako and each tamaiti brings their own ‘matauranga’ or ‘knowledge’ to their akomanga (classroom). Creating these reciprocal learning relationships enables everyone to be empowered to learn from each other. In Te Ao Maaori the ‘tuakana-teina’ approach enables reciprocal learning partnerships, where the role can be reversed at any time as the value of this approach is ‘ako’.

Kia ngaatahi te ako is also about kaiako establishing strong, genuine and productive relationships with not only the tamaiti but also their whaanau, wider whaanau, hapu and iwi to ensure learning is collaborative for the benefit of our taonga, the tamaiti. As a result creating connections that will enable experts in our whaanau community to work with tamariki and kaiako at Te Kauwhata Primary. “Ako is grounded in the principle of reciprocity and also recognises that the learner and whaanau cannot be separated.” (Ka Hikitia, 2008, p.20).

	<p style="text-align: center;"><b>‘Kia ngaatahi te ako’</b></p> <p style="text-align: center;"><b>“Kotahi te kohao o te ngira e kuhuna ai te miro maa, te miro pango, te miro whero.</b> I muri, kia mau ki te aroha, ki te ture, ki te whakapono ko te mea nui ko te aroha hei aha te aha.”</p> <p style="text-align: right;"><b><i>Kiingi Pootatau Te Wherowhero</i></b></p> <p>I te tau 1858 i tuu teetehi kaupapa whakahirahira ki Ngaaruawaahia, aa, ko te koroneihana o te Kiingi Maaori, a Pootatau Te Wherowhero. Naana i tuu hei kiingi moo Ngaai Maaori, naana hoki i tohaina i te whakatauaakii nei. Ko te moemoea, kia here i ngaa maata waka o te ao Maaori, kia hoe tahi te katoa.</p> <p>Ahako te tamaiti, ka whaanau mai a ia me oona anoo pumanawa, kei a ia hoki oona ake wheako whaiora. Maa ngaa kaiako me oona ake puukenga e awhina a taatou tamariki, e hanga ai te tuuaapapa maatauranga ki te akomanga. Heoi anoo i eetahi waa maa ngaa tamariki e aarahi ana i te kaiako, ‘kia ngaatahi te ako’. Koira anoo teteahi aahua o te tiro a te Maaori ki toona ao. He whakawhanaunga whakautuutu, he mahi tuakana teina. Ko te hua o teenei, ko te whakamana tangata.</p> <p>Waihoki, ki te mahitahi ngaa kaiako, ngaa maatua, ngaa hapu, me ngaa tohunga o too taatou haapori, ki te waihanga, ki te whakatinana hoki i teenei huarahi “kia ngatahi te ako” e tipu ake ai o taatou nei taonga, ngaa tamariki, hei aakonga pakari, aakonga tuu maia, he kaha hoki te ahurea i te Kura tuatahi o Te Kauwhata. “Ko te ngako o te ako, kia kaua e wehe te whaanau mai te tauira, puumau tonu he tautuutu te hononga.” (Ka Hikitia, 2008, p.20).</p>
<b>Values</b>	<p>Students and staff at Te Kauwhata Primary School will be encouraged and supported to explore, adopt and model the following school values (We C.A.R.E - Manaakitia).</p> <ul style="list-style-type: none"> <li>• Communicate ~ Koorerotia: To have a voice and express myself, For friendships, To belong</li> <li>• Aspire ~ Hookaka: Discover, Dream BIG, Take risks, Strive to Succeed</li> <li>• Respect ~ Whakaute: Honesty, Rights and Responsibility, Kindness and Tolerance</li> <li>• Engage ~ Whai Waahi: With self, With others, With the world, With learning, With life.</li> </ul>
<b>Te Ao Maaori and Cultural Diversity</b>	<p><u><b>Te Ao Maaori</b></u> Our curriculum will acknowledge the principles of the Treaty of Waitangi and the bi-cultural heritage of New Zealand. All reasonable steps will be taken to provide instruction in Tikanga Maaori (Maaori culture) and Te Reo Maaori (Maaori language) for full time students should their parents request it. All learners will have the</p>

	<p>opportunity to acquire and develop knowledge of Te Reo Maaori me oona Tikanga.</p> <p>Indicators will be:</p> <ul style="list-style-type: none"> <li>• Te Reo Maaori and Tikanga is planned for.</li> <li>• Te Reo Maaori is used effectively in daily classroom interactions.</li> <li>• All learners have continued opportunities to improve their knowledge of Te Reo Maaori me oona Tikanga.</li> <li>• Local protocol / 'kawa' is respected and followed.</li> </ul> <p><b><u>Cultural diversity</u></b></p> <p>Our curriculum will acknowledge, reflect and celebrate New Zealand's cultural diversity, and value the histories and traditions of its people.</p> <p>Indicators will be:</p> <ul style="list-style-type: none"> <li>• Contexts for learning in English, The Arts, NZ Histories, and Social Sciences will reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community.</li> <li>• Our school will offer opportunities for kapa haka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extracurricular.</li> <li>• Learning in classrooms will draw upon the cultural toolkit / cultural capital of our students to ensure that contexts for learning are culturally responsive</li> </ul> <p><b><u>Whaanau Engagement and Local Interests</u></b></p> <p>Our curriculum will draw on and recognise the expertise of all stakeholders including, local businesses, school staff, our students, whaanau, Tainui, local hapu and our wider community. Through ongoing engagement and input from our community through our whaanau committee and whaanau hui we are creating an environment that reflects Tainuitanga.</p>
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Principles that guide us collectively:

### High Expectations

Our curriculum supports and empowers all staff and students to learn as they strive to achieve personal excellence, regardless of their individual circumstances.

#### Indicators:

- Learners can talk about their strengths and weaknesses, and with support from teachers and/or family/whanau, set challenging but achievable goals for future learning.
- Teachers use rich assessment data to set meaningful 'growth' targets for future learning by all groups of learners.
- Teachers 'inquire' into the impact of their teaching (Teaching as Inquiry) and act appropriately to improve practice.

### Treaty of Waitangi

Our curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural heritage of New Zealand. All learners will have the opportunity to acquire and develop knowledge of te reo Maori me ona tikanga.

#### Indicators:

- Te Reo and Tikanga are evident in teacher planning.
- Te Reo is used effectively in daily classroom interactions.
- All learners have continued opportunities to improve their knowledge of Te Reo and Tikanga.
- Local protocol / 'kawa' is respected and followed.

### Cultural Diversity

Our curriculum acknowledges, reflects and celebrates New Zealand's cultural diversity, and values the histories and traditions of its people.

#### Indicators:

- Contexts for learning in English, The Arts and Social Sciences reflect New Zealand's cultural diversity, with consideration being given to the cultural diversity within our school and community.
- Our school offers opportunities for Kapahaka and a wide range of activities to cater for different learners and how they learn, both within the curriculum and as extra-curricula.

### Inclusion

All learners have equal opportunities to learn and succeed regardless of gender and /or ethnicity. Learning and success will be recognised and celebrated.

#### Indicators:

- Individual learner's strengths are recognised and extended.
- Classroom and school programmes reflect the needs of all groups of learners.
- Learner progress is not hindered for reasons of gender, ethnicity or disability.
- Knowledge of, and opportunity to interact with diverse groups of learners is evident for all.

## Curriculum @ TKP

'Learning Together ~ We C.A.R.E'  
'Kia Ngatahi te Ako ~ Manaakitia'



### Learning to Learn

All staff and students are reflective learners and take responsibility for their own learning processes, learning how to learn.

#### Indicators:

- Teaching, learning and assessment reflects meta-cognitive and Key Competency development.
- Assessment for Learning practices are evident in all learning zones with all learners being able to drive and reflect on their learning.
- Planning incorporates e-learning approaches.
- Inquiry by all learners is built upon curiosity and the desire to discover!

### Community Engagement

Our curriculum reflects learning through current and topical events that connect with learner's wider lives, drawing on and recognizing the expertise and support of whanau and community.

#### Indicators:

- Our school community is regularly consulted about the school curriculum and learning, including whanau support
- Support and skills of whanau and community are utilised wherever appropriate and possible.
- Student-led conferences are understood and supported by all the school community.
- Parents / caregivers and the wider school community are actively involved in school activities.
- Our 'open door' policy is maintained.

### Coherence

Our curriculum reflects a shared understanding and enables coherent transitions between all learning zones and teams while opening up pathways to further learning.

#### Indicators:

- Our vision is shared and modeled by all.
- There is consistent understanding and knowledge of current pedagogy evident through quality teaching and learning programmes school-wide.
- Contexts for learning reflect the school's curriculum and annual plan.
- Further learning is evident through knowledge of and use of higher order thinking skills.
- Learning Zones are print rich environments and reflect current teaching and learning across the curriculum.

### Future Focus

Our curriculum encourages all learners to look to the future by exploring such issues as sustainability, citizenship, enterprise and globalization.

#### Indicators:

- Learners understand the concept of 'sustainability' through the principles that underpin being an Enviro-School.
- Citizenship is modeled through the 'Cool Schools' programme and TKP values; this incorporates digital citizenship.
- Learners seek to solve problems by exploring a wide range of possibilities with a view to future outcomes and impact.
- Learners grow to become global citizens and understand the significance of this for today and the future.

## TKP's Plan on a Page

This document was an outcome of the Springboard PLD in 2021.

As you can see this document contains our vision, our symbols for We CARE, our mission statement, and our school ruru mascot.

This document also contains our initiatives that will enable us to meet our strategic goals and our statements of success - that we will measure ourselves against over the next three years.





### Our Vision

Successful learners in an engaging, inclusive environment

**Vision Statement: Successful learners in an engaging, inclusive environment**

Our Strategic Goals	Our Initiatives	Our Success Statements
Deliver equitable learning outcomes for all students at Te Kauwhata Primary School	Develop leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years  Engage with and activate effective PLD in Te Reo Maaori, Maths and Literacy from critical experts  Explore the PLD around Unteach Racism and implement change in classrooms and across the school by 2023	Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school
Grow engagement in the classroom, the school and wider community	Strengthen relationships with iwi, hapu and other community groups  Support student and community engagement so that our school supports the aspirations of whaanau, and respects all cultures  Encourage the ongoing implementation of PB4L-SW Tier 2 across the school and implement PB4L-SW Tier 3 by the end of 2024	Our community, hapu, and mana whenua see themselves as an essential part of seeing all our tamariki thrive at TKP  Our staff explore creative and innovative ways through the PB4L-SW programme to support their tamariki in their learning.
Strengthen our school culture where learning and success is celebrated	Create a school culture where our students cultural aspirations are a part of their everyday learning experience  Embed TKP's Graduate Profile and definition of success through dialogue, discussion and linking it to the learning of our students  Be intentional in working collaboratively with ECE's and TKC to help students transition into, through and beyond our TKP School culture	Maaori and other cultural groups achieve success in their learning through their own worldview  We work as a community that focuses on our tamariki and their success in the 21st Century

**Learning Together  
Kia Ngaatahi te Ako**

*Note: In 2023 a few of our initiatives have been modified or removed to ensure we have a clearer focus on what we want to achieve as a school.*

## TKP Strategic Goals and Initiatives and the National Education Learning Priorities

While we have developed our strategic goals, the initiatives on how we will meet, and defined our success statements, our biggest driver will be to meet the National Education Learning Priorities through our strategic plan. The NELPS are the drivers for the following objectives:

Objective 1: Learners at the centre - Learners with their whaanau are at the centre of education

Objective 2 - Barrier free access - Greater educational opportunities and outcomes are within reach for every learner

Objective 3: Quality teaching and leadership - Quality teaching and leadership make the difference for learners and their whaanau

Objective 4 - Future and learning and work - Learning that is relevant to the lives of New Zealanders today throughout their lives

The document below shows how the Objectives for Education / NELPS are linked to our strategic goals, our initiatives and success statements for the next three years.

NELPS	Our Strategic Goals	Our Initiatives	Our Success Statements
Objective 2 - NELP Priority 4: Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy	Deliver equitable learning outcomes for all students at Te Kauwhata Primary School	Engage with and activate effective PLD in Te Reo Maaori, Modern Learning Pedagogy, Maths and Literacy from critical experts	Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school
Objective 3 - NELP Priority 5: Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning		Broaden and sustain the PLD around the Unteach Racism to include all staff (new staff, returning staff and support staff).	
Objective 3 - NELP Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		Embed leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years	

Objective 1- Priority 2: Have high aspirations for every learner/ākonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	Grow engagement in the classroom, the school and wider community	Strengthen student and community engagement so that our school supports the aspirations of whaanau, our community, and shows respect to all cultures	Our community, hapu, and mana whenua see themselves as an essential part of seeing all our tamariki thrive at TKP
Objective 2 - NELP Priority 3: Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs		Encourage the ongoing implementation of PB4L-SW Tier 2 across the school and implement PB4L-SW Tier 3 by the end of 2024	Our staff explore creative and innovative ways through the PB4L-SW programme to support their tamariki in their learning.

Objective 1 - NELP Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	Strengthen our school culture where learning and success is celebrated	Continue to foster a school culture where our students' cultural aspirations are a part of their everyday learning experience.	Maaori and other cultural groups achieve success in their learning through their own worldview
Objective 4 - NELP Priority 7: Collaborate with industries and employers to ensure learners/ aakonga have the skills, knowledge and pathways to succeed in work		<p>Be intentional in working collaboratively with ECE's and TKC to help students transition into, through and beyond our TKP School culture</p> <p>Embed TKP's Graduate Profile and definition of success through dialogue, discussion and linking it to the learning of our students (#Note - we will have a renewed focus on this in 2024)</p>	We work as a community that focuses on our tamariki and their success in the 21st Century

Complete at the end of the calendar year:

- [2022 - 2024 Reflection against Success Statements](#)

## Our Roadmap to Success

Here is our roadmap for the next three years to ensure that we will fulfill our vision of 'Successful learners in an engaging, inclusive environment'. This roadmap indicates the time frame on which each initiative will run. There will be a reflection on each initiative throughout the year to ensure that we are on track. [Here is a link to our measurement document and how we will measure each initiative.](#)

Strategic Goal	Year 1 - 2022				Year 2 - 2023				Year 3 - 2024				Success
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Deliver equitable learning outcomes for all students at Te Kau-whata Primary School	Develop leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years				Embed leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years				Embed leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years				Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school
	Identify leadership capabilities				Engage with PLD to support leaders				Ongoing Growth of Leadership				
	Engage with and activate effective PLD in Te Reo Maaori, Modern Learning Pedagogy, Maths and Literacy from critical experts												
	Explore the PLD around Unteach Racism and implement change in classrooms and across the school by 2023				Broaden and sustain the PLD around the Unteach Racism to include all staff (new staff, returning staff and support staff).								
	In 2022 this PLD focused on Teaching staff only - in 2023 all staff will engage with this PLD.												

Strategic Goal	Year 1 - 2022				Year 2 - 2023				Year 3 - 2024				Success
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Grow engagement in the classroom, the school and wider community	Strengthen student and community engagement so that our school supports the aspirations of whaanau, our community, and shows respect to all cultures												Our community, hapu, and mana whenua see themselves as an essential part of seeing all our tamariki thrive at TKP
	Identify communication strengths and weaknesses  Reviewed every Term				Engage with stakeholders to support the development of a school communication plan Reviewed every Term				Ongoing monitoring of school communication against plan  Reviewed every Term				
	Encourage the ongoing implementation of PB4L-SW Tier 2 across the school and implement PB4L-SW Tier 3 by the end of 2024  Reviewed every 6 months of 3 year cycle												Our staff explore creative and innovative ways through the PB4L-SW programme to support their tamariki in their learning.

Strategic Goal	Year 1 - 2022				Year 2 - 2023				Year 3 - 2024				Success
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	
Strengthen our school culture where learning and success is celebrated	Continue to foster a school culture where our students' cultural aspirations are a part of their everyday learning experience												Māori and other cultural groups achieve success in their learning through their own worldview
	Reviewed every 6 months of 3 year cycle												
	Embed TKP's Graduate Profile and definition of success through dialogue, discussion and linking it to the learning of our students								Embed TKP's Graduate Profile and definition of success through dialogue, discussion and linking it to the learning of our students				
Be intentional in working collaboratively with ECE's and TKC to help students transition into, through and beyond our TKP School culture													We work as a community that focuses on our tamariki and their success in the 21st Century
Reviewed every 6 months of 3 year cycle													

# Annual Plan

<p><b>Strategic and Annual Plan:</b> <b>GOAL 1</b> Deliver equitable learning outcomes for all students at Te Kauwhata Primary School</p> <p><b>Initiative 1:</b> Engage with and activate effective PLD in Te Reo Maaori, Modern Learning Pedagogy, Maths and Literacy from critical experts</p>	<p><b>NELPS included in this initiative:</b> NELP Priority 4 - Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy NELP Priority 5 - Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning NELP Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>			
<p><b>Outcome:</b> Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school</p>	<p><b>Measures:</b> Increase in student achievement in maths, literacy and te reo Maaori (Schoolwide data collection)</p> <ul style="list-style-type: none"> <li>• Growth in teachers ability to teach te reo Maaori</li> <li>• Growth in teachers ability to teach maths</li> <li>• Growth in teachers ability to teach literacy</li> <li>• Growth in teachers knowledge and application of Modern Learning Pedagogy</li> </ul>			
Key Actions	Accountable	Responsible	Resources	Completed by:
<p>Engage with Facilitators for PLD - Maths, Te Reo Maaori and literacy</p> <ul style="list-style-type: none"> <li>• Bruce - Moody Maths,</li> <li>• Ruth Foulkes - Literacy,</li> <li>• MLE Pedagogy - Mark Osborne</li> <li>• Te Reo Maaori - Jean Yern</li> <li>• Maaori Achievement - Wayne Lunjevich</li> </ul>	Brian	Michael	Time/ Facilitator/ Money	End of 2022 SLT liaised with facilitators and organised dates for the year 2023
2023 Annual Plan set through data analysis	Brian	SLT	Time / BoT	End of 2022 Completed by January 2023

Organise Relievers for staff release days	Brian	Brian	Time/Money/ Relievers	Ongoing
Ongoing engagement with Facilitators for PLD in Maths, Te Reo Maaori and Literacy	Brian	Brian/ Michael	Time/Money/Experts/Staff	Terms 1 - 3 2023
Collation of data to present to Board	Brian	DP's	Time/Money/ Students / BoT	Terms 2 and 4 2023
Organise Staff Meetings	Brian	Michael	Staff/Facilitator/ Time/	Term 1 2023
Observations of staff	Brian	Michael	Money / Staff / Time	Every term

[End of Term Evaluation \(Link to measurement document\)](#)

Term 1	Term 2	Term 3	Term 4

<b>ANNUAL PLAN: GOAL 1</b> Deliver equitable learning outcomes for all students at Te Kauwhata Primary School  <b>Initiative 2:</b> Embed leadership capability to influence the growth of effective pedagogy amongst teaching staff for the next three years		<b>NELPS included in this initiative:</b> NELP Priority 4 - Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy NELP Priority 5 - Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning NELP Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
<b>Outcome:</b> Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school		<b>Measures:</b> Increase in time spent in PLD in leadership development Increase in the cohesion / collaboration of a growing leadership group and staff Ongoing Observations of effective pedagogy across the school (Internally and externally)		
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Complete by</b>
Engage with Facilitators for PLD to embed existing PLD in Maths and Literacy	Brian	Michael	Time/ Facilitators/ Money	End of 2023
Engage with facilitator or Modern Learning Pedagogy	Brian	Michael	Time/ Facilitator/ Money	End of 2023
Organise Staff Meetings	Michael	Michael	Staff/Facilitator/ Time/	Term 1 2023
Organise Relievers for staff release days	Brian	Brian	Time/Money/ Relievers	Ongoing
Organise Team Meetings	Team Leaders	Team Leaders	Staff/Time	Ongoing

Ongoing communication with stakeholders	DPs	DPs	Staff/Time	Every term
Survey of staff	DPs	DPs	Staff/Time	Annual SLT Appraisal
Observations of staff	Brian	Leadership Team	Money / Staff / Time	Terms 1 - 3

[End of Term Evaluation \(Link to measurement document\)](#)

Term 1	Term 2	Term 3	Term 4

## Strategic Goal - Deliver equitable learning outcomes for all students at Te Kauwhata Primary School

This section reviews our achievement data from 2022 and also shows the targets we have set ourselves for 2023

NELP Priority 4 - Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy

### Curriculum and Achievement Plan

Our Curriculum and Achievement Plan explains the expectations we have of students at each year level at TKP. This document is used by teachers to formulate OTJ's twice a year.

**Te Kauwhata Primary School ~ Curriculum Achievement Plan**

	First Year of School			Second Year of School			Third Year of School		Year 4	Year 5	Year 6	Year 7		Year 8	
Reading															
	After 1 month at school	After 6 months at school	After 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1			Within Level 1		At Level 1	Early Level 2	Within Level 2	At Level 2	Early Level 3	Within Level 3	At Level 3	Early Level 4	Within Level 4	At Level 4
Expectation/s against time at school	Red (Level 3)	Yellow (Level 6-8)	Blue (Level 9 - 11)	Green (Level 12-14)	Orange (Level 15-16)	Turquoise (L 17-18)	Purple (Level 19-20)	Gold (Level 21-22)	(Level 23-25)Age 8.5 - 9.5	Age 9.5-10.5 (Level 26-27)	Age 10 - 11 (Level 27 - 28)	Age 10.5-11.5 (Level 28-30)	Age 11.5-12.5	Age 11 - 12	Age 12.5 - 13.5
National Signposts	NZ Curriculum <a href="#">L.Ps - Reading (TKP Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (TKP Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (TKP Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (TKP Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (TKP Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (TKP Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (TKP Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (TKP Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (Teacher notes)</a>	NZ Curriculum <a href="#">L.Ps - Reading (Teacher notes)</a>
TKP Signposts	5.1 Survey <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records 5.6 Survey <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records / <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records / <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records / <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records / <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records / <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records / <a href="#">TKP Reading Progs (Portfolios)</a>	Running Records / <a href="#">TKP Reading Progs (Portfolios)</a>
				6 Year Survey- C.A.P. >18 Word Rdg: >14 BURT: >20				STAR - Scale score - 53.8	e-asTTle - 1301 - 1346 - 2P 1347 - 1372 - 2A  STAR - Scale Score - 81.4	e-asTTle 1390 - 3B	e-asTTle - 1401 - 1416 - 3P  STAR - Scale Score - 97.6	e-asTTle - 14017- 1424- 3P 1425 - 1430 - 3A  STAR - Scale Score 109.0	1446 - 1469 - 4B	1470 - 1501 - 4P  STAR - Scale Score - 117.9	1502 - 1555 - 4A  STAR - Scale Score - 125.2

<b>Writing</b>														
	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5		By the end of Year 6	By the end of Year 7		By the end of Year 8
NZC / Reports	Early Level 1		Within Level 1		At Level 1	Within Level 2		At Level 2	Within Level 3		At Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Beginning School	Beginning School	Within Level 1	Within Level 1	Working at Level 1	Within Level 2	Within Level 2	Working at Level 2	Within Level 3	Within Level 3	Working at Level 3	Within Level 4	Within Level 4	At Level 4
National Signposts	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)	NZ Curriculum L.Ps - Writing (Teacher notes)
TKP Signposts	5.1 Survey TKP Writing Progs, Punctuation Ladder, Word Power	5.6 Survey TKP Writing Progs, Punctuation Ladder, Word Power	TKP Writing Progs, Punctuation Ladder - Step 1, Word Power	TKP Writing Progs, Punctuation Ladder - Step 2, Word Power / Schonell	TKP Writing Progs, Punctuation Ladder - Step 2, Word Power / Schonell	TKP Writing Progs, Punctuation Ladder - Step 3, Schonell	TKP Writing Progs, Punctuation Ladder - Step 3, Schonell	TKP Writing Progs, Punctuation Ladder - Step 4, Schonell	TKP Writing Progs, Punctuation Ladder - Step 4, Schonell	TKP Writing Progs, Punctuation Ladder - Step 5, Schonell	TKP Writing Progs, Punctuation Ladder - Step 5, Schonell	TKP Writing Progs, Punctuation Ladder - Step 5, Schonell	TKP Writing Progs, Punctuation Ladder - Step 5, Schonell	TKP Writing Progs, Punctuation Ladder - Step 5, Schonell
	Volanda Soryt: Stage 1	Volanda Soryt: Stage 2/3	Volanda Soryt: Stage 4	Volanda Soryt: Stage 5	Volanda Soryt: Stage 6	Volanda Soryt: Stage 7	Volanda Soryt: Stage 7	Volanda Soryt: Stage 7	Volanda Soryt: Stage 7	Volanda Soryt: Stage 7	Volanda Soryt: Stage 7	Volanda Soryt: Stage 7	Volanda Soryt: Stage 7	Volanda Soryt: Stage 7

	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5	By the end of Year 6	By the end of Year 7	By the end of Year 8		
NZC / Reports	Early Level 1		Within Level 1		Working at Level 1	Within Level 2		Working at Level 2	Within Level 3		Working at Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Pre / Early Level 1	Early Level 1	Within Level 1		At Level 1	Within Level 2		At Level 2	Within Level 3	Within Level 3	At Level 3	Within Level 4	Within Level 4	At Level 4
National Signposts	NZ Curriculum Numeracy Framework Stage 0-1	NZ Curriculum Numeracy Framework Stage 1-2	NZ Curriculum Numeracy Framework Working at Stage 2-3	NZ Curriculum Numeracy Framework Working at Stage 2-3	NZ Curriculum Numeracy Framework Working at Stage 4	NZ Curriculum Numeracy Framework Beg. Stage 5	NZ Curriculum Numeracy Framework Beg. Stage 5	NZ Curriculum Numeracy Framework Working at Stage 5	NZ Curriculum Numeracy Framework Beg. Stage 6	NZ Curriculum Numeracy Framework Working Within Stage 6	NZ Curriculum Numeracy Framework At Stage 6	NZ Curriculum Numeracy Framework Beg. Stage 7	NZ Curriculum Numeracy Framework At Stage 7 early Stage 8	NZ Curriculum Numeracy Framework At Stage 8
TKP Signposts	5.1 Survey Diagnostic Interview <a href="#">TKP Maths Progressions</a>	5.6 Survey Diagnostic Interview <a href="#">TKP Maths Progressions</a>	Diagnostic Interview <a href="#">TKP Maths Progressions</a>	Diagnostic Interview <a href="#">TKP Maths Progressions</a>	Diagnostic Interview <a href="#">TKP Maths Progressions</a>	Diagnostic Interview <a href="#">TKP Maths Progs</a>	Diagnostic Interview <a href="#">TKP Maths Progs</a>	Diagnostic Interview PAT Maths <a href="#">TKP Maths Progs</a>	Diagnostic Interview PAT Maths <a href="#">TKP Maths Progs</a>	Diagnostic Interview PAT Maths <a href="#">TKP Maths Progs</a>	Diagnostic Interview PAT Maths <a href="#">TKP Maths Progs</a>	Diagnostic Interview PAT Maths <a href="#">TKP Maths Progs</a>	Diagnostic Interview PAT Maths <a href="#">TKP Maths Progs</a>	Diagnostic Interview PAT Maths <a href="#">TKP Maths Progs</a>
Diagnostic interview Please remember to use the progressions. This is a guide only. Children MUST be working within the area to be deemed to be AT that level	Diagnostic interview If a child is working between Question 1 and Question 8, they are working in Early Level 1		Diagnostic interview If a child is working between Question 9 and Question 15, they are working Within Level 1		Diagnostic interview If a child is working between Question 16 and Question 18, they are working At Level 1	Diagnostic interview If a child is working between Question 19 and Question 26, they are Within Level 2 **Please note, there is no Early Level 2		Diagnostic interview If a child is working between Question 27 and Question 29, they are At Level 2	Diagnostic interview If a child is working between Question 30 and Question 37, they are Within Level 3 **Please note, there is no Early Level 3		Diagnostic interview If a child is working between Question 38 and Question 40, they are At Level 3	Diagnostic interview If a child is working between Question 41 and Question 56, they are Within Level 4 **Please note, there is no Early Level 4		Diagnostic interview If a child is working between Question 57 and Question 60, they are At Level 4
Te Reo Māori														
	After 1 month at school	After 6 - 9 months at school	After 1 Year at school	After 18 months at school	After 2 years at school	After 30 months at school	After 3 years at school	By the end of Year 4	By the end of Year 5	By the end of Year 6	By the end of Year 7	By the end of Year 8		
NZC / Reports	Early Level 1		Within Level 1		Working at Level 1	Within Level 2		Working at Level 2	Within Level 3		Working at Level 3	Within Level 4		At Level 4
Expectation/s against time at school	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 1	Taumata 2	Taumata 2	Taumata 2	Taumata 3	Taumata 3	Taumata 3
TKP Signposts	<a href="#">Te Reo Māori Progressions - Taumata 1</a>	<a href="#">Te Reo Māori Progressions - Taumata 1</a>	<a href="#">Te Reo Māori Progressions - Taumata 1</a>	<a href="#">Te Reo Māori Progressions - Taumata 1</a>	<a href="#">Te Reo Māori Progressions - Taumata 1</a>	<a href="#">Te Reo Māori Progressions - Taumata 1</a>	<a href="#">Te Reo Māori Progressions - Taumata 1</a>	<a href="#">Te Reo Māori Progressions - Taumata 1</a>	<a href="#">Te Reo Māori Progressions - Taumata 2</a>	<a href="#">Te Reo Māori Progressions - Taumata 2</a>	<a href="#">Te Reo Māori Progressions - Taumata 2</a>	<a href="#">Te Reo Māori Progressions - Taumata 3</a>	<a href="#">Te Reo Māori Progressions - Taumata 3</a>	<a href="#">Te Reo Māori Progressions - Taumata 3</a>
Tier 1	Quality Teaching and Learning Programmes - based on creating clear learning pathways that are co-constructed by the learner and the teacher. These programmes will target the learning needs of the individual children to accelerate their progress (OTJ's - <a href="#">Learning</a> , <a href="#">Coding</a> )													
Tier 2	Short Term Supplementary Learning Support Intervention Programmes - these operate in and outside the classroom environment. These are designed based on the data from the students and created to support the targeted learning needs ( <a href="#">Refer to Support Matrix @TKP</a> )													
	School wide interventions - HPP (Hei Awhiwhi Tamariki ki te Panui Pukapuka), Talk to Learn, STEPS, Targeted Literacy (one to one support from a LA or Tamariki Mafuhake intervention) and Maths support (Tamariki Mafuhake intervention), Early Words, Dyslexia intervention?													
Tier 3	Long Term Supplementary Learning support - Support sought by the school where a referral is written to access specialist support agencies ( <a href="#">Refer to Support Matrix @TKP</a> )													
	ORS (Ongoing Resource Scheme) RTLB (Resource Teacher for Learning and Behaviour), RTLit (Resource Teacher of Literacy), SLT (Speech Language Therapist), OT (Occupational Therapist), I.R.F (Interim Response Fund), RTV (Resource Teacher Visual), RTD (Resource Teachers of the Deaf), SEA (Special Education Advisor), BLENZ (Blind and low vision education New Zealand)													

## Summary of Students Learning - 2021 - 2023

Student Learning	Reading				Writing				Maths				Te Reo Maaori			
<p>2020 - results based on our 'TKP Curriculum and Achievement Plan' - this is the third year of our staff using this document to create their OTJ's</p> <p>2021 - results based on our 'TKP Curriculum and Achievement Plan</p> <p><i>Note - due to COVID-19 impacting our end of year testing, the OTJs for 2021 are based on a judgement only and are not based on any end of year assessments.</i></p> <p>2022 - results based on our 'TKP Curriculum and Achievement Plan' in conjunction with standardised assessments (in Reading, Writing and Maths only)</p>	At or above - %age (number) Shaded yellow below 60% Shaded blue above 75%				At or above - %age (number) Shaded yellow below 60% Shaded blue above 75%				At or above - %age (number) Shaded yellow below 60% Shaded blue above 75%				At or above - %age (number) Shaded yellow below 60% Shaded blue above 75%			
		2021	2022	2023		2021	2022	2023		2021	2022	2023		2022	2023	2024
	All	174 / 298 58%	210 / 294 71.5%	??	All	116/ 298 39%	176 / 294 59.8%	??	All	146 / 298 49%	187 / 294 63.6%	??	All	140 / 294 47.6%	??	??
	Boys	78 / 144 55%	94 / 143 65.8%	??	Boys	50 / 144 35%	70 / 143 48.9%	??	Boys	74 / 144 52%	97/ 143 67.9%	??	Boys	63/ 143 44%	??	??
	Girls	96 / 154 62%	116 / 151 76.9%	??	Girls	66 / 154 43%	106 / 151 70.2%	??	Girls	72 / 154 47%	90/ 151 59.6%	??	Girls	77 / 151 51%	??	??
	NZE	104 / 157 66%	93 / 113 82.3%	??	NZE	75 / 157 48%	80 / 113 70.8%	??	NZE	91 / 157 57%	84/ 113 73.6%	??	NZE	49 / 113 43.4 %	??	??
	NZM	49 / 109 45%	84 / 136 61.7%	??	NZM	31 / 109 29%	71 / 136 52.2%	??	NZM	41 / 109 37%	75/ 136 55.1%	??	NZ M	72/ 136 52.9%	??	??
	Pas.	8 / 11 73%	18 / 23 78.2%	??	Pas.	4 / 11 36%	15/23 65.2%	??	Pas.	5 / 11 45%	15/23 65.2%	??	Pas.	10/23 43.5 %	??	??
	#Note: this is the first year we are formally collating data for Te Reo Maaori															

## 2022 - End of Year data

Te Reo Māori at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	4/38 55.3%	26/48 54.2%	22/44 50%	34/52 65.4%	15/41 36.6%	14/47 29.7%
All boys	3/21 14.3%	11/21 52.4%	9/24 37.5%	15/24 62.5%	7/23 30.4%	7/19 36.8%
All girls	1/17 5.9%	15/27 55.6%	13/20 65%	19/28 67.8%	8/18 44.4%	7/28 25%
NZM boys	2/13 15.4%	5/11 45.4%	4/12 33.3%	6/12 50%	7/12 58.3%	6/10 60%
NZM girls	0 /3 0%	8/14 57.1%	8/9 88.8%	7/11 63.6%	4/6 66.7%	7/16 43.75%
NZE boys	1 /5 20%	4 / 7 57.1%	4/9 44.4%	8/11 72.7%	0/8 0%	0/6 0%
NZE girls	1/8 12.5%	6/11 54.4%	4/8 50%	7/12 58.3%	3/8 37.5%	0/9 0%

*#Note - this table does not include our Year 0 students as they haven't completed one full year at school.*

Reading at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	17/38 44.7%	36/48 75%	34/44 77.2%	36/52 69.2%	29/41 70.7%	34/47 78.7%
All boys	7/21 33%	16/21 76%	17/24 70.8%	15/24 62.5%	16/23 69.5%	12/19 63.1%
All girls	10/17 58.8%	20/27 74%	17/20 85%	21/28 75%	13/18 72.2%	22/28 78.5%
NZM boys	3/13 23%	6/11 54.5%	6/12 50%	6/12 50%	7/12 58.3%	5/10 50%
NZM girls	1 /3 33%	10/14 71.5%	7/9 77.7%	8/11 72.7%	5/6 83.3%	13/16 81.2%
NZE boys	3 /5 60%	7/7 100%	8/9 88%	8/11 72.7%	7 /8 87.5%	4/6 66.7%
NZE girls	7/8 87.5%	8/11 72.7%	8/8 100%	9/12 75%	6/8 75%	7/9 77.7%

#Note - this table does not include our Year 0 students as they haven't completed one full year at school.

Writing at or above expectation - %age (number of students) - Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	12/38 31.5%	33/48 68.7%	27/44 61.3%	31/52 59.6%	23/41 56.1%	26/47 55.5%
All boys	4/21 19%	13/21 61.9%	12/24 50%	12/24 50%	9/23 39.1%	9/19 47.4%
All girls	8/17 47%	20/27 74%	15/20 75%	19/28 67.8%	14/18 77.7%	17/28 60.7%
NZM boys	3/13 23%	5/11 45.5%	4/12 33.3%	4/12 33%	2/12 16.7%	5/10 50%
NZM girls	0 /3 0%	10/14 71.4%	7/9 77.7%	8/11 72.7%	5/6 83.3%	11/16 68.75%
NZE boys	1 /5 20%	6 / 7 85.7%	7/9 77.7%	7/11 63.6%	6 /8 75%	2/6 33.3%
NZE girls	6/8 75%	8/11 72.7%	6/8 75%	8/12 66.7%	6/8 75%	6/9 66.7%

*#Note - this table does not include our Year 0 students as they haven't completed one full year at school.*

**Maths** at or above expectation - %age (number of students) Shaded yellow below 60% / Shaded blue above 75%

	After 1 year	After 2 years	Year 3	Year 4	Year 5	Year 6
All	21/38 55.3%	26/48 54.2%	33/44 75%	24/52 46.2%	27/41 65.8%	32/47 68.1%
All boys	9/21 42.9%	15/21 71.4%	19/24 79.2%	12/24 50%	15/23 65.2%	16/19 84.2%
All girls	12/17 70.6%	11/27 40.7%	14/20 70%	12/28 42.8%	12/18 66.7%	16/28 57.1%
NZM boys	4/13 30.7%	6/11 54.5%	7/12 58.3%	4/12 33%	7/12 58.3%	8/10 80%
NZM girls	1 /3 33%	5/14 35.7%	7/9 77.7%	6/11 54.5%	5/6 83.3%	8/16 50%
NZE boys	4 /5 80%	6 / 7 85.7%	9/9 100%	8/11 72.7%	6 /8 75%	5/6 83.3%
NZE girls	7/8 87.5%	5/11 45.4%	6/8 75%	5/12 41.7%	6/8 75%	6/9 66.7%

*#Note - this table does not include our Year 0 students as they haven't completed one full year at school.*

### Summary against delivering equitable learning outcomes for all learners at TKP:

Our overall results in 2022 are a great improvement on 2021 -

- 12.5% increase in children achieving at the expected curriculum level in Reading
- 20.8% increase in children achieving at the expected curriculum level in Writing
- 14.6% increase in children achieving at the expected curriculum level in Maths

While we have made some headway in delivering equitable learning outcomes for students we still have a long way to go to delivering equitable outcomes for all the different groups within our school!

From the analysis of variance we have seen that our Maaori students are continuing to underachieve against non-Maaori in Reading, Writing and Maths. The disparity between Maaori and NZE has decreased in Reading from 21% in 2021 to 20.6% in 2022, decreased in Writing by 0.4% (19% in 2021 to 18.6% in 2022) and decreased in Maths (19% in 2021 to 18.5% in 2022). In Te Reo Maaori our Maaori students are outperforming our

	<p>NZ European students by 9.5%. (52.9% to 43.4%). While we have seen a small shift in the disparity between Maaori and NZE there is a lot of work to be done. A part of this mahi will be to continue to use the Rongohia te Hau culturally responsive observational tool to observe staff in 2023 as a part of their appraisal. We will also continue with our school-wide focus on writing as this area that we have discussed with ERO as our biggest challenge in the next couple of years.</p> <p>In 2022, we opened our third bilingual class to cater for our Year 1 - 2 students. By doing this we have created an environment where our Maaori taura will have opportunities to strengthen their cultural identity and gain confidence in their own abilities. The kaiako and the children of Ngaa Maramara o Ngaa Muka are supporting our kura in developing its cultural identity which is important as we try to lift the achievement of all our learners by being a culturally responsive environment.</p> <p>Also from the analysis of variance, it has been identified that the disparity between boys and girls has increased by 4.1% in Reading with more girls working 'At and Above' the curriculum expectation than boys. In Writing the gender gap has increased from 8% in 2021 to 21.3% in 2022, with more girls working 'At and Above' the expected curriculum level. In Maths the boys are ahead of the girls by 8.3%, with more boys working at the expected curriculum level than girls. In Te Reo Maaori the disparity is 7% as our girls are outperforming our boys.</p> <p><b>Next Steps:</b></p> <p>While we have seen a positive increase in different Year groups working above the 60% threshold of students being 'At and Above' we understand that there is still a lot to be done to see all our children have accelerated progress in Reading, Writing, Maths and Te Reo Maaori. Therefore we will continue with our 'Assessment for Learning' PLD journey in 2023 that will support our teachers to develop their curriculum knowledge and pedagogical content knowledge in reading, writing and maths. As part of our ongoing journey of improvement, we are also working with ERO on an evaluation for school improvement which is focused on lifting the achievement of our students in writing. We will also implement the Better Start Literacy Programme in 2023 and also start our work with Mark Osborne as we look to develop Modern Learning Pedagogy across the school before we move to our new school site in 2025!</p>
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## 2023 - Tamariki Motuhake Learning Improvement Plan to deliver equitable learning outcomes for students at TKP in Writing

Domains	Goals / Challenges	Target	Short Report			
<div>Students' Learning - Literacy - Writing</div> <div>Link to Kaahui Ako ~ Too Taatou Haerenga Achievement Challenge: - Improve progress and achievement in literacy for all students in our Kaahui Ako (Year 1 - 6)</div>	Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.	Aim - To raise the achievement of the 27 students in Years 1 - 3 who currently need acceleration in their writing.	Year 1 - 3 Writing Challenge			
	Year 1 - 3 Team Challenge  To raise the achievement in writing for all Year 1 - 3 learners with a focus on accelerating the students who need it.	To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.  With a clear focus on <ul style="list-style-type: none"><li>10 Maaori Learners</li><li>10 NZE Learners</li><li>15 Boys</li><li>12 Girls</li></ul>		End of 2022	T2 2023	EOY - 2023
			All	27 / 27 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			Boys	15 / 15 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			Girls	12 / 12 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			NZE	10 / 10 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			NZM	10 / 10 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			Other (Pac. Learners, Asian, MELAA)	7 / 7 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			Mid-Year Progress towards Year 1 - 3 Writing goal:			
			End of Year Summary - Year 1 - 3 Writing goal:			
Key - Red - Not Achieved Blue Achieved						

	<p>Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.</p>	<p>Aim - To raise the achievement of the 40 students in Years 4 - 6 who currently need acceleration in their writing.</p>	Year 4 - 6 Writing Challenge			
	<p>Year 4 - 6 Team Challenge</p> <p>To raise the achievement in writing for all Year 4 - 6 learners with a focus on accelerating the students who need it.</p> <p>Key - Red - Not Achieved Blue Achieved</p>	<p>To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"> <li>• 21 Maaori Learners</li> <li>• 28 Boys</li> <li>• 14 Girls</li> </ul>		End of 2022	T2 2023	EOY - 2023
			All	42 / 42 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			Boys	28 / 28 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			Girls	14 / 14 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			NZE	14 / 14 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			NZM	21 / 21 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			Other (Pac. Learners, Asian, MELAA)	7 / 7 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
			<u>Mid - Year Progress towards Year 4 - 6 Writing goal:</u>			
			<u>End of Year Summary - Year 4 - 6 Writing goal:</u>			

<p>Goal: To raise achievement by ensuring our students make at least a year's progress with a focus on accelerating the learning of those that need it.</p> <p>Ngaa Maramara o Ngaa Muka Team Challenge</p> <p>To raise the achievement in writing for all Year 4 - 6 learners with a focus on accelerating the students who need it.</p> <p>Key - Red - Not Achieved Blue Achieved</p>	<p>Aim - To raise the achievement of the 26 students in NMoNM who currently need acceleration in their writing.</p> <p>To accelerate the achievement of this group of learners so they will achieve the expected curriculum expectation in writing.</p> <p>With a clear focus on</p> <ul style="list-style-type: none"><li>• 24 Maaori Learners</li><li>• 18 Boys</li></ul>	NMoNM Writing Challenge			
			End of 2022	T2 2023	EOY - 2023
		All	26 / 26 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
		Boys	18 / 18 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
		Girls	8 / 8 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
		NZE	1 / 1 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
		NZM	24 / 24 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
		Other (Asian)	1 / 1 100% Below	?? / ?? 100% Below	?? / ?? 100% Below
		<u>Mid - Year Progress towards NMoNM Writing goal:</u>			
		<u>End of Year Summary - NMoNM Writing goal:</u>			

#Note:

In addition to using our [Localised Curriculum](#) here are a few resources that we will utilise to support our Maaori and Pacific Learners at TKP to ensure we are delivering equitable outcomes for all students:

- Tātaiako, Ka Hikitia, Hautu, Te Takanga o Te Wā - Maaori History, Our Code, Our Standards, TKP Te Reo Maaori / kapa haka overviews
  - [Link to refreshed Ka Hikitia – Ka Hāpaitia | The Māori Education Strategy \(English\)](#)

- [Tātaiako](#) - Teachers Council
- [Hautu](#)
- [Te Takanga o Te Wā](#)
- [Our Code, Our Standards](#)
- [TKP Te Reo Māori / kapa haka overviews](#)
- Tapasā - Cultural Competencies Framework for Teachers of Pacific Learners
- [Action Plan for Pacific Education Plan 2020 - 2030](#)

*Kaahui Ako ~ Tō Tātou Haerenga - initiatives and strategies that support our Kaahui Ako achievement challenge are highlighted in magenta*

<p><b>ANNUAL PLAN:</b> <b>GOAL 1</b> Deliver equitable learning outcomes for all students at Te Kauwhata Primary School</p> <p><b>Initiative 3:</b> Broaden and sustain the PLD around the Unteach Racism to include all staff.</p>	<p><b>NELPS included in this initiative:</b> NELP Priority 4 - Ensure every learner/ oakonga gains sound foundation skills, including language, literacy and numeracy NELP Priority 5 - Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning NELP Priority 6 - Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>			
<p><b>Outcome:</b> Our staff have the confidence, capability and the disposition to respond to the needs of every learner within the school</p>	<p><b>Measures:</b> All staff will develop an understanding of what equitable learning outcomes looks like at our school and implement change where appropriate Students will develop an understanding of racism and will use their agency to add to our inclusive culture</p>			
Key Actions	Accountable	Responsible	Resources	Complete by
Organise staff meetings around this PLD for new staff	Brian	Leadership Team	Time/Staff	Term 1 2023
Include Unteach Racism as a part of Induction program	Brian	Michael	Time/Staff	Term 1 2023
Organise time for Support Staff to review this PLD	Brian	Carolyn	Time/Staff	Term 4 2023
Organise surveys - student and support staff	Brian	Carolyn	Time/Staff	Term 1 and 3 2023
Observation of Teaching Staff - RTH	Leadership Team	Michael	Time/Staff/ Leadership team	Terms 1, 2 and 3 2023
Student Leader Meetings	Brian	Brian	Students / Time	All year (2023)

Partner people who have completed this PLD with someone who hasn't to build capability	Brian	Leadership Team	Time/Staff/ Leadership team	Terms 1, 2 and 3 2023
Possible Teacher only day - PLD to include LA's and support staff	Brian	Leadership Team	Time	Term 1 or 2

[End of Term Evaluation \(Link to measurement document\)](#)

Term 1	Term 2	Term 3	Term 4

<b>ANNUAL PLAN: GOAL 2</b> Grow engagement in the classroom, the school and wider community  <b>Initiative 1:</b> Strengthen student and community engagement so that our school supports the aspirations of whaanau, our community, and shows respect to all cultures.	<b>NELPS included in this initiative:</b>  NELP Priority 2 - Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures  NELP Priority 3 - Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs				
<b>Outcome:</b> Our community, hapu, and mana whenua see themselves as an essential part of seeing all our tamariki thrive at TKP		<b>Measures:</b> Students will be highly engaged, taking risks and will have developed agency in their learning  Our school will support the cultural aspirations of parents and whaanau			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Complete by</b>	
Observations of classroom practice in relation to student engagement, student agency etc	Senior Leadership Team	SLT and Team Leaders	Staff/Time	Ongoing	
Ongoing implementation of Spotlight and parent portal	Brian	Georgia	Time / Staff /Georgia	Ongoing	
Collect student voice on engagement and their aspirations (Compare to 2022)	Senior Leadership Team	DP's	Time / Staff	Redo in Term 3 2023	
Survey staff - reflect upon their practice that engages learners	Senior Leadership Team	Team Leaders	Staff/ Time	Term 3 2023	

Develop and Implement action Plan of community engagement and community aspirations etc	SLT	Carolyn	Staff/ Time	Term 1 2023
Through hui - gather aspirations of hapuu for NMoNM and children in our kura	Carolyn and Sarah Jayne	Sarah Jayne and Carolyn	Hapuu / Staff / Time / BoT	Ongoing

[End of Term Evaluation \(Link to measurement document\)](#)

Term 1	Term 2	Term 3	Term 4

<div>Annual Plan - GOAL 2 ctd...</div> <div>Grow engagement in the classroom, the school and wider community</div>	<div>NELPS included in this initiative:</div> <div>NELP Priority 2 - Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</div> <div>NELP Priority 3 - Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs</div>					
<div>Student Engagement</div> <div><ul style="list-style-type: none"><li>Grow engagement in the classroom, the school and wider community</li></ul></div>	<div>2023 Attendance and Engagement goals</div> <div><ul style="list-style-type: none"><li>Percentage of learners attending school regularly will increase to 60% across the school in 2023</li><li>Percentage of learners moderately attending school will decrease to 20% in 2023</li><li>Percentage of learners who are chronically absent will drop to 5% in 2023</li><li>The number of students arriving late to school will reduce to less than 3% in 2023</li><li>Students will be engaged with school and learning, feeling emotionally and physically safe.</li></ul></div>	<div>Ministry of Education Attendance Targets</div>				
		Measure	2022 TKP	2023 Target	2024 Target	2026 Target
		Percentage of akōnga attending school <b>regularly</b> (attending more than 90%, an average of 9 days a fortnight)	49.35%	Aim 60% EOY	70%	75%
		Percentage of akōnga who are <b>moderately absent</b> (attending more than 70% up to 90%, missing two to three days a fortnight)	45.15%	Aim 35% EOY	25%	22%

	<ul style="list-style-type: none"><li>TKP will remove the financial strain on parents by being a part of the school donations scheme</li><li>Kaahui Ako Kaiawhina to support the families of TKP by helping them get their children to school</li><li>Parents / caregivers believe their children are engaged in school and their learning, and want to come to school each day.</li></ul> <p>Key - Red - Not Achieved Blue Achieved Ongoing</p>	<table><tr><td>Percentage of akōnga who are <b>chronically absent</b> (attending 70% or less, missing three or more days a fortnight)</td><td>5.5%</td><td>Aim 5% EOY</td><td>5%</td><td>3%</td></tr></table>					Percentage of akōnga who are <b>chronically absent</b> (attending 70% or less, missing three or more days a fortnight)	5.5%	Aim 5% EOY	5%	3%
		Percentage of akōnga who are <b>chronically absent</b> (attending 70% or less, missing three or more days a fortnight)	5.5%	Aim 5% EOY	5%	3%					
Comment:											

<b>ANNUAL PLAN: GOAL 2</b> Grow engagement in the classroom, the school and wider community  <b>Initiative 2:</b> Encourage the ongoing implementation of PB4L-SW Tier 2 across the school and implement PB4L-SW Tier 3 by the end of 2024	<b>NELPS included in this initiative:</b>  NELP Priority 2 - Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures  NELP Priority 3 - Reduce barriers to education for all, including for Maaori and Pacific learners/aakonga, disabled learners/aakonga and those with learning support needs				
<b>Outcome:</b> Our staff explore creative and innovative ways through the PB4L-SW programme to support their tamariki in their learning.		<b>Measures:</b> Tier 2 PB4L-SW will be implemented across TKP. Observations of Staff to support ongoing implementation of PB4L-SW  TKP will get to Tier 3 by the end of 2024			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Complete by</b>	
Monitor PB4L-SW - Tier 1 and Tier 2 intervention at TKP	Carolyn (DP)	TKP Staff	Time/ MOE / Staff	Term 4 2023	
Continue to implement Tier 2 at TKP	Carolyn (DP)	PB4L-SW Tier 2 Team	Time/ MOE/ Staff	Term 2 2023	
Complete Tier 2 Implementation assessment (TFI)	Carolyn (DP)	PB4L-SW Tier 2 Team	MOE	Term 2 2023	
Identify PLD needed for staff (Positive Behaviour for Learning) and upskill their behaviour management strategies	Carolyn (DP)	PB4L-SW Tier 2 Team	Staff/ Time	Ongoing	

Explore and implement the 'Pause Breathe and Smile' programme as a part of our schoolwide PB4L-SW Programme	Carolyn (DP)	Georgia and Kate	Staff/ Time	End of 2023
Develop an action plan based on the 10 minute culture check to support the ongoing implementation of PB4L-SW	Carolyn (DP)	PB4L-SW Tier 2 Team	Time/ Staff	Term 2 2023
Ask staff to review the behaviour in their classrooms at Tamariki Motuhake meetings	Carolyn (DP)	Carolyn (DP)	Staff/ Time	All year

[End of Term Evaluation \(Link to measurement document\)](#)

Term 1	Term 2	Term 3	Term 4

<b>ANNUAL PLAN:</b> <b>GOAL 3</b> Strengthen our school culture where learning and success is celebrated  <b>Initiative 1:</b> Continue to foster a school culture where our students' cultural aspirations are a part of their everyday learning experience	<b>NELPS included in this initiative:</b>  NELP Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying  NELP Priority 7 - Collaborate with industries and employers to ensure learners/ aakonga have the skills, knowledge and pathways to succeed in work				
<b>Outcome:</b> Maaori and other cultural groups achieve success in their learning through their own worldview		<b>Measures:</b> Our student's own cultural aspirations will be documented, valued and nurtured by all staff at TKP.			
<b>Key Actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Complete by</b>	
Implement action plan to include student voice on their cultural aspirations	Brian	SLT WST	Time/Staff/Students	Term 1 2023	
Implement changes based on Action Plan	SLT	WST	Time / Staff	Term 2 2023	
Evaluate changes and develop next steps	SLT	WST	Time / Staff	Term 1 2024	
Redo survey on the cultural aspirations of parents and students in 2024	Brian	SLT WST	Time / Staff / Money / BoT	Term 1 2024	

[End of Term Evaluation \(Link to measurement document\)](#)

Term 1	Term 2	Term 3	Term 4

<p><b>ANNUAL PLAN: GOAL 3</b> Strengthen our school culture where learning and success is celebrated</p> <p><b>Initiative 2:</b> Be intentional in working collaboratively with ECE's and TKC to help students transition into, through and beyond our TKP School culture</p>	<p><b>NELPS included in this initiative:</b></p> <p>NELP Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>NELP Priority 7 - Collaborate with industries and employers to ensure learners/ oākonga have the skills, knowledge and pathways to succeed in work</p>				
<p><b>Outcome:</b> We work as a community that focuses on our tamariki and their success in the 21st Century</p>	<p><b>Measures:</b></p> <p>Increase in the sharing of information regarding students and their learning between learning centres.</p> <p>Collaborate with different centres to develop a TKP action plan for children who transition into and through our kahui ako</p>				
<p><b>Key Actions</b></p>	<p><b>Accountable</b></p>	<p><b>Responsible</b></p>	<p><b>Resources</b></p>	<p><b>Complete by</b></p>	
<p>Work within Kahui Ako relationships to implement and monitor transition to TKP plan with ECE's</p>	<p>Year 1 - 3 Leader</p>	<p>ECE Liaison / LSC</p>	<p>Time / Staff</p>	<p>Term 4 2023</p>	
<p>Develop Transition to TKC action plan with TKC</p>	<p>Michael / Carolyn</p>	<p>WST and Year 4 - 6 Leader</p>	<p>Time / Staff /</p>	<p>Term 2 2023</p>	
<p>Create a seamless approach to sharing</p>	<p>Carolyn</p>	<p>LSC</p>	<p>Time / Staff</p>	<p>Ongoing</p>	

information between schools				
Develop Transition to TKC Bilingual Unit - action plan	Michael / Whitney	WST and Year 4 - 6 Leader	Time / Staff /	Term 4 2023

[End of Term Evaluation \(Link to measurement document\)](#)

Term 1	Term 2	Term 3	Term 4

*# Note This strategic plan will be supported by our*

*☰ 2023 - NELP Schoolwide strategies to support Annual Plan (BAU), which is a document that focuses on how our everyday actions will support this annual plan.*