



Charter

2025-2027



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Introduction

The building of Kauri Flats School was announced by the Minister of Education in January 2015. Our foundation year was 2017.

The school is built on the site of an ancient Kauri Forest which in turn became a swamp. The area was known as 'The Flats' and was a site for kauri gum digging in the 19th Century.

As the school is built in the middle of a fast-growing residential area we continue to grow links within and around our local and wider communities. The growing relationships help us ensure that effective foundations are in place to build a world-class local curriculum that values all learners and the community. The school land has six iwi with affiliation to the site:

- Te Aakitai Waiohua
- Ngāti Paoa
- Ngāti Tamaoho
- Ngāi Tai
- Ngāti Te Ata
- Waikato-Tainui

As a school, iwi affiliation is exclusively with Te Aakitai Waiohua and the relationship continues to grow. The school has adopted the double vowel and not Macron when using Te Reo.

The school charter provides the foundation for the school's development and sets out the relationship between the school's strategic plan, annual plan and operational plan. It is a series of aims and objectives that guide the work of the school specifically for 2025 and also in an ongoing way to 2027. This is the eighth year of our charter, it includes:

- Vision and Values
- Strategic Plan
- Strategic Goals
- Operational Plan
- Achievement Targets for the year
- Self-review programme

In addition, it is supported by the following documents:

- 2025 financial plan/budget

- Board Policies and Procedural Administrative Guidelines

The Charter is a document that provides direction and focuses our attention on the things that matter in order to achieve our goals and make a positive difference for our students. We welcome all learners in our community and endeavour to provide a fully inclusive experience for all, including those with special educational needs. It is our expectation that children attend school, engage in the opportunities and experiences and demonstrate success/achievement. We endeavour to provide high-quality education in a safe, inclusive and respectful learning environment that is tailored to meet the individual needs of our learners.

The charter sets out to provide direction and address our core business - to improve student achievement for all learners. Therefore it is vital that all staff are familiar with the contents of this document and work towards achieving the objectives for the ultimate benefit of our students:

- As a staff
- As an individual
- In the development and delivery of classroom programmes

The charter was developed throughout 2016 in collaboration with the leadership team and Establishment Board of Trustees. Throughout 2017 to 24 we have collaborated with staff as well as collected student and parent voice in the development of our:

- Strategic goals
- Maori Achievement plan
- Pasifika Achievement Plan
- Graduate Profile

This is an important document and all personnel are encouraged to access and use it as a working document to ensure the focus on learning and teaching and assist us to maintain a stimulating teaching and learning environment with effective professional leadership.

Matt Williams
Principal



School Charter 2025-2027

Introduction

The Kauri Flats School Charter is the foundation for the school's growth and development. It defines the relationship between the school's strategic plan, strategic goals operational plans. It is a series of aims and objectives that will guide the work of the school. It includes:

- Vision and values
- Staff Shared Vision
- Strategic plan overview
- Strategic goals
- Inclusion objectives
- Curriculum objectives
- Digital Technologies vision
- Maori Achievement plan
- Pasifika Achievement plan
- Attendance plan
- Self Review Programme
- 2020 Self Review

Consultation & Collaboration

The main parts of the charter were designed throughout the year after student, staff, board and community consultation. This was done via:

- Staff meetings
- Informal/formal meetings
- Action research
 - Curriculum
 - Assessment
- Board meetings
- Community surveys/hui/fono
- Board consultation on draft documentation
- Robust self review process

Why have a Charter?

Objective:

- Provide the vision, guidance and working documents for planning goals at KFS
- To ensure full compliance MOE NELPs
- Mission and vision statements that define KFS and make it unique
- Strategic goals
- Operational plans with objectives, actions and measurable outcomes

Document Outline (what is discussed)

- To drive the development & implementation of systems and processes for our strategic plan
- Direct reference for leadership and BOT towards achieving strategic and annual goals

Context (use of document)

- To drive the development & implementation of systems and processes for our strategic plan
- Direct reference for leadership and BOT towards achieving strategic and annual goals

What is a Charter?

A charter is a key planning document that sets out a school's objectives and targets. It guides teaching and learning programmes and the activities of the school. It focuses our efforts and time so that we can achieve our goals and make a positive difference for our students. We welcome all learners within our school zone and are a fully inclusive school ensuring that learners, including those with special educational needs come to school, enjoy schools, participate and achieve. We provide high quality education in a safe, respectful learning environment that is designed to suit the individual needs of our students.

Cultural diversity and Maori Dimension

Our school reflects the modern representation of New Zealand. Our students are encouraged to celebrate the diversity of KFS and values differences by:

- Celebrate cultural days and cultural performances
- Experiencing integration of Te Reo and Tikanga Maori whenever possible and appropriate in class programmes

Maori Culture

Maori culture is an important part and growing element of the school. We identify the importance of our Maori students identity, place, belonging and connection.

Step to incorporate Tikanga Maori

- Integrating Tikanga Maori into classroom programmes wherever relevant and appropriate
- Include Maori culture, waiata, powhiri and protocols in school routine and celebrations
- Provide opportunities for all students to be involved in kapa haka
- Involving parents and students in cultural activities
- Maori culture is reflected in our environment through appropriate planting, signage and murals

Provisions for instruction in Maori

Parents of full time students who ask for instruction in Te Reo will be referred to our Board of Trustees who will discuss the application and respond to the request taking into consideration current finances, personnel and property

Views and Concerns of the School's Maori Community

Throughout the year we consult with our Maori community to discover their views and concerns. This is done via hui and panui to ensure maximum participation. We also communicate regularly with whānau in regards to achievement and learning.

Ministry & School Priorities

KFS' ongoing commitment to ensure we reflect the direction of schooling in NZ and our beliefs and values is achieved through:

- Ongoing self review
- Literacy & Numeracy programmes
- Effective use of data
- Regular, live reporting to parents
- Working with our community to embed modern learning practises
- BOT committed to improving educational outcomes for all learning with an emphasis on priority learners

Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākongā to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities. Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p> <p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Ask learners/ākongā, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours</p> <p>Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying</p> <p>Create a safe and inclusive culture where diversity is valued and all learners/ākongā and staff, including those who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong</p>	<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p> <p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs</p> <p>Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākongā from accessing, participating or remaining engaged in schooling, and work to address them</p> <p>Ensure disabled learners/ākongā and staff, those with learning support needs, gifted learners/ākongā, and neurodiverse learners/ākongā are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective</p> <p>Where possible, reduce non-fee costs, including costs associated with BYOD² policies, and take advantage of policies to reduce financial dependence on families and whānau</p>	<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p> <p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture</p> <p>Use development opportunities for teachers/whānau and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori</p> <p>Talk with learners/ākongā and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement</p>	<p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p>7</p> <p>Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work</p> <p>Support learners/ākongā to see the connection between what they're learning and the world of work</p> <p>Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women</p> <p>Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākongā to succeed in education</p>	<p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p> <p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>
<p>2</p> <p>Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Partner with family and whānau to equip every learner/ākongā to build and realise their aspirations</p> <p>Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākongā, staff and whānau</p> <p>Identify and respond to learner/ākongā strengths, progress and whānau aspirations</p> <p>Build relationships with Māori, and partner with them to support rangāwhānau, and Māori educational success at Māori</p> <p>Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning</p>	<p>4</p> <p>Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy</p> <p>Ensure all learners/ākongā have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills</p> <p>Identify learners/ākongā who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p> <p>Value the heritage languages spoken by Pacific learners/ākongā, and provide opportunities to use and to build on them</p>	<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>Identify gaps in teaching capability and invest in opportunities for teachers/kalako and staff to strengthen teaching, leadership and learning support</p> <p>Develop teacher/kalako confidence and competence to teach diverse learners/ākongā with varying needs, and to appropriately modify teaching approaches</p> <p>Expect and support teachers/kalako to build their understanding of learners'/ākongā contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>

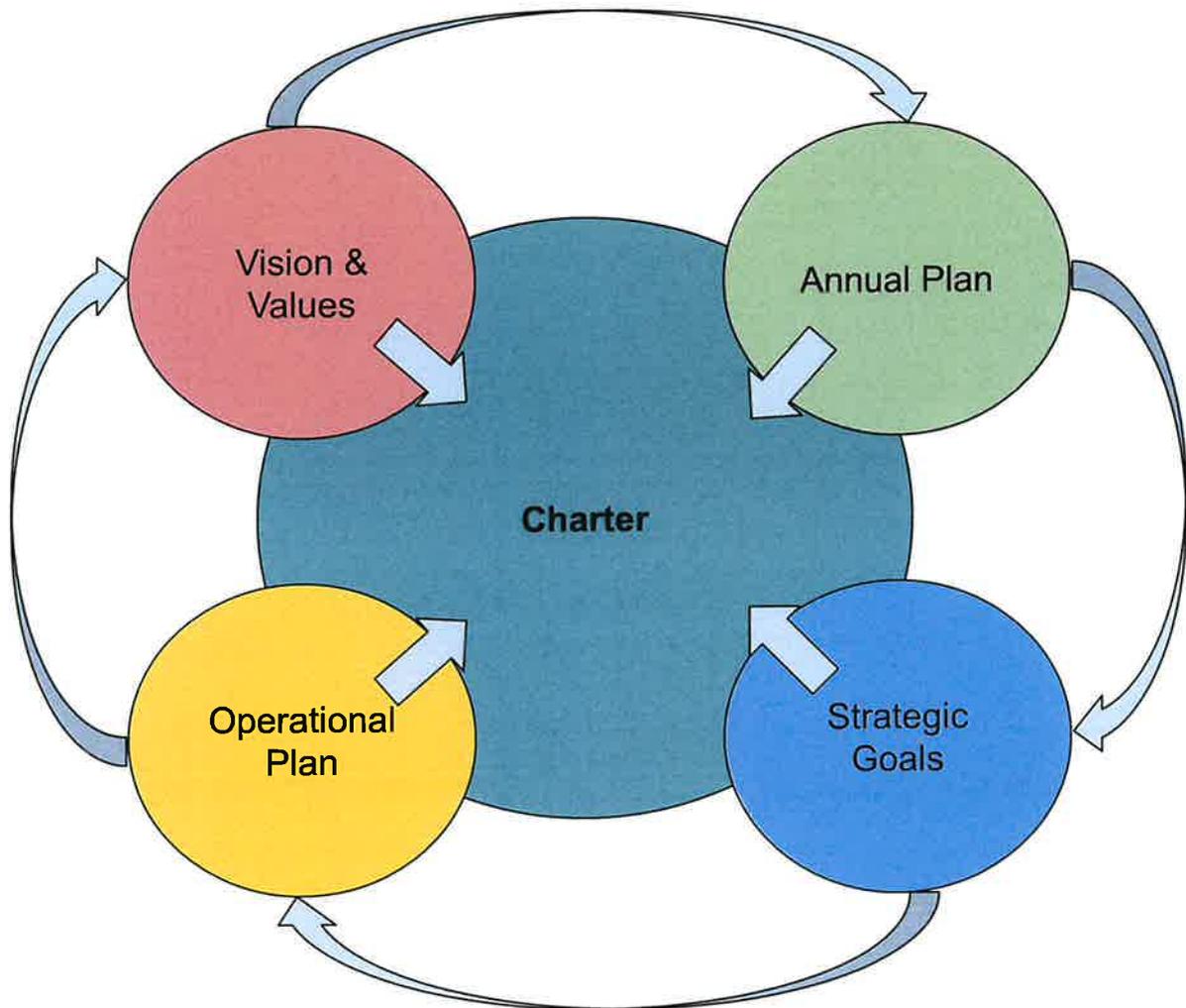
² Bring your own device.

Implementation of the Statement of National Education and Learning Priorities in schools and kura (continued)

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
<p>LEARNERS AT THE CENTRE</p> <p>Learners with their whānau are at the centre of education</p>	<p>BARRIER FREE ACCESS</p> <p>Great education opportunities and outcomes are within reach for every learner</p>	<p>QUALITY TEACHING AND LEADERSHIP</p> <p>Quality teaching and leadership make the difference for learners and their whānau</p>	<p>FUTURE OF LEARNING AND WORK</p> <p>Learning that is relevant to the lives of New Zealanders today and throughout their lives</p>	<p>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</p> <p>New Zealand education is trusted and sustainable</p>
<p>1</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>Delivering Te Hurihangaui to address racism, strengthen equity and accelerate Māori educational achievement and wellbeing</p> <p>Implement the actions committed to in the Action Plan for Pacific Education</p> <p>Investing in and supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to make it clear that providing an emotionally and physically safe environment is a key objective of boards of schools and kura</p> <p>Introduce a mandatory code of conduct for boards of schools and kura to support good governance</p> <p>Providing tools and guidance, such as Not Part of My World toolkit, to confront and eliminate racism</p> <p>Refreshing the Relationship and Sexuality Education Guidelines in the New Zealand Curriculum</p> <p>Investing \$78.5 million over four years to fund greater access to mental health and wellbeing support services for primary and secondary learners/ākongā</p> <p>Allocating \$50 million to provide immediate support for wellbeing issues for learners/ākongā in early learning services, schools and kura, as a result of the COVID-19 lockdown, or lockdown-related hardships</p> <p>Working with Nebaefe to provide the Nebaefe Schools Programme</p> <p>Supporting the Keep It Real! Online multimedia campaign</p> <p>Providing resources for teachers/kaiake through the Respectful Relationships' toolkit</p> <p>Establishing Curriculum Leads to support early learning services, schools and kura in teaching relationships and health and wellbeing, and promote learner/ākongā wellbeing</p>	<p>2</p> <p>Have high aspirations for every learner/ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p> <p>Investing in professional learning and development to raise critical consciousness and support cultural capabilities, including Te Hurihangaui</p> <p>Implementing Tokuruaui to develop local education initiatives with Iwi, and Pae Aronui to support great partnerships between whānau and education services</p> <p>Deliver locally focused PLD priorities, with a focus on cultural capability, inclusion and critical consciousness</p> <p>Developing professional learning resources based on the Tapasa Cultural competencies framework for teachers of Pacific learners</p> <p>Deliver 'Iainoa Ako programme to support Pacific families</p> <p>Supporting the development of programmes and pathways for learning in Pacific languages</p> <p>Amend the Education Act to require boards to give effect to Te Tiriti o Waitangi as one of their key objectives</p> <p>Developing tools for rich records of learning, to capture aspirations, strengths and learning progress</p> <p>Developing a national learning support network plan to support learners/ākongā with additional needs to transition in education</p> <p>Strengthening the Māori-medium pathway in partnership with Māori to ensure the education system is responsive to meeting the needs and aspirations of ākongā Māori and their whānau</p> <p>Updating the National Curricula to Aotearoa New Zealand histories will be taught in all schools and kura</p> <p>Strengthening how The New Zealand Curriculum supports schools to bring Te Tiriti o Waitangi to life in local curriculum</p>	<p>3</p> <p>Reduce barriers to education for all, including for Māori and Pacific learners/ākongā, disabled learners/ākongā and those with learning support needs</p> <p>Funding innovative Pacific education initiatives that respond to curriculum and wellbeing needs exacerbated by COVID-19</p> <p>Funding Pacific community organisations and groups to respond to the education and wellbeing needs of Pacific families and support strong relationships with education providers</p> <p>Establishing a joint initiative between Education, Health and Social Development to support Pacific families to access the services they need to thrive</p> <p>Amend the Education Act to provide for the establishment of disputes resolution panels</p> <p>Amend the Education Act to shift responsibility for the development and consultation of enrolment schemes to the Ministry of Education</p> <p>School Donations Scheme</p> <p>Fee-free NCEA</p> <p>School Lunch programme</p> <p>Free access to sanitary products</p> <p>School Property Strategy 2030</p> <p>Review of alternative education, and of the stand-downs, suspensions, exclusions and expulsion (SSEE) guidelines</p> <p>Reviewing existing supports for children and young people with high levels of need, and by July participating in the Learning Support Delivery Model</p> <p>Support schools and kura to ensure appropriate qualifications and awards are in reach for all learners/ākongā (NCEA changes: Special Assessment Conditions)</p> <p>Support pathways, secondary/tertiary learning outcomes, achievement, and transition to employment</p>	<p>4</p> <p>Ensure every learner/ākongā gains sound foundation skills, including language, literacy and numeracy</p> <p>Providing high quality Māori-medium education, including developing a long-term Education Workforce Strategy and Rāngai Māori, a Network Plan, and reviewing funding rates</p> <p>Establish a nationally-based Curriculum Centre to enable effective delivery of the New Zealand Curriculum and Te Marautanga o Aotearoa</p> <p>Developing tools to support kaiake and teachers' understanding of children's learning progress, including for early learning, school and kura entry assessment, and social-emotional learning along the pathways</p> <p>Supporting implementation of the digital technologies/hangaau māhiki curriculum</p> <p>Renew the New Zealand Curriculum and Te Marautanga o Aotearoa to make clear the learning that is too important to leave to chance</p> <p>Implement the NCEA Change Package to strengthen literacy and numeracy requirements, and strengthen supports along the pathways</p>	<p>5</p> <p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>Allocating \$200 million to support ākongā Māori and whānau to reconnect and succeed in education post-COVID-19 and strengthen the integration of te reo Māori into all students' learning</p> <p>Strengthening the delivery of Māori Language in Education, including support for the education workforce, resource development, and information for learners/ākongā and their whānau</p> <p>Delivering Kauwhata Reo, the online hub for te reo Māori resources, and the development of localised te reo Māori curriculum resources through Te Aho Ngārahū</p> <p>Amend the Education Act to require school boards to take all reasonable steps to provide Te Reo Māori</p> <p>Implement Ka Hikitia and develop skills and capacity in the education workforce</p> <p>Work closely with Māori-medium leaders to invest in Māori-Medium pathways</p> <p>Strengthen how Te Marautanga o Aotearoa reflects te ao Māori approaches to education while continuing to reflect what Māori deem to be important for their children and young people</p> <p>Implement the NCEA Change Package to support parity for matakauranga Māori and increasing opportunities to follow Māori-medium pathways</p>
<p>6</p> <p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p> <p>Expanding the delivery of 'Tautai o Te Moana, an educational leadership collaboration which seeks to strengthen the capabilities of those in leadership, to improve outcomes and support the wellbeing of Pacific learners/ākongā</p> <p>Introducing mechanisms to improve school board of trustee skills and accountability, including mandatory training and a code of conduct</p> <p>Advice on strengthening collaborative networks across the system, including any changes to Kāhui Ako</p> <p>Enabling principal eligibility criteria</p> <p>Establish a Leadership Centre within the Teaching Council of Aotearoa New Zealand</p> <p>Resetting national priorities for PLD to focus on core curriculum capabilities and assessment approaches that enable a more inclusive and equitable education system</p> <p>Providing funding for teacher aides, to access professional learning</p>	<p>7</p> <p>Collaborate with industries and employers to ensure learners/ākongā have the skills, knowledge and pathways to succeed in work</p> <p>Develop tools and information to support learners/ākongā to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers</p> <p>Implement NCEA Change Package to enhance education pathways for learners/ākongā, and support their transition into further education and employment</p> <p>Supporting learners/ākongā post-school through the School Leavers Toolkit</p> <p>Valuing vocational education pathways by awarding the Prime Minister's Vocational Education Awards</p>	<p>8</p> <p>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES, DNLM)</p>		

Nepi	Strategic Goal		
	Marautanga (Curriculum) <i>Learning is creation, not consumption</i>	Mahi Tahī (Collaboration) <i>Individually we are one drop. Together we are an ocean</i>	Hapori (Community) <i>Alone we do so little; together we can do so much</i>
Learners at the centre	✓	✓	✓
Barrier free access	✓	✓	✓
Quality Teaching and Leadership	✓	✓	x
Future of Learning and Work	✓	x	✓
World Class Inclusive Public Education	✓	✓	x

Model of Action



- a) The Charter is the overarching document emphasising the vision, values, strategic goals, annual and operational plan and National Guidelines
- b) The strategic Goals reflect the direction indicated in the Charter over a five year period encompassing the big picture
- c) The Annual Plan overviews the plan and objective for the year under the strategic goal headings
- d) The Operational Plan is the detail for the annual plan with specific actions for the year and also recorded under the strategic goal headings. It sets out specific focus areas stating who is responsible for the goals, the budget and the monitoring and review of the objectives.

The Achievement Targets for the specific year are derived from reliable data in an attempt to improve student outcomes and achievement levels. Specific focus within the targets may be the whole school, year level, gender or ethnic group.

During the year ongoing self review is conducted based on the Annual Plan and Achievement Targets. At the end of the year an annual review is completed from actual outcomes. This is completed by asking such questions as:

- Did we reach our goals?
- Do we need to adjust our strategic plan in light of this?
- What does the analysis of our targets tell us about student achievement this year?
- Considering this, what area of student improvement shall we aim for next year?
- Do we have baseline data to work from? If not, how will we gather it?
- Have we all the information we need to prepare our annual plan and set targets next year?



Supporting Documents

The following documentation supports us to foster excellence in the curriculum:

- Annual curriculum reviews
- Assessment schedule
- Numeracy achievement targets
- Literacy achievement targets
- Diagnostic testing
- Ongoing documentation (formative assessment)

The following documentation supports us to foster excellence in teaching:

- Performance management system - *Professional Growth Cycle*
- Performance objectives
- Ongoing observations
- Documenting of excellent practise
- Documenting effective use of the environment and resources

The following documentation supports us to foster excellence in school organisation:

- School review programme
- Annual Budget
- Financial management plan
- Property plan
- Policy, Procedure and Administrative guidelines

The following procedures support us to foster positive community relationships:

- Parent/whānau communication (notices/newsletters via HERO)
- Regular communication with parents/whānau through calls, letters, student conferences and other informal meetings
- Whanau hui/fono and parent groups
- Developing partnerships with pre-schools and local schools
- School website
- Informal meetings with the principal
- fortnightly school hui



Shared Vision

At Kauri Flats School, we have an Unrelenting Curiosity for Learning. Our shared vision supports a full curriculum with the flexibility to adapt and modify, meeting the needs of all learners. It is relevant, dynamic, rich and meaningful and easily accessible and understood by all members of the community. Learners are actively engaged in the curriculum and take ownership of their learning. Our learner qualities are co-developed and reflected upon with students, staff and the community. Resources, including technology, are easily accessible at all times and regularly maintained and upgraded.

We are effective communicators who are accepting and appreciative of other cultures, values and beliefs. Our learners have the skills and knowledge to be connected to the environment. They are exposed to whanaungatanga through shared experiences and are connected to their culture in order to be active and positive members of NZ society, today and in the future. Learners recognise their value in the community and understand how much impact they can make. We are compassionate, problem solvers who work collaboratively. We clearly communicate our learning and show measurable progress across all learning areas. Individuals achieve across the curriculum. We are creators not users!

Kauri Flats School learners use authentic and personalised assessments. We have a shared understanding across all year levels of expectations of what is assessed, how it is assessed, what it is used for and where and how it is recorded. Our assessments are designed to be accessible to all, time efficient, show progressions and next learning steps. Assessment utilises technology to reduce the workload on teachers and follow students on their learning. They are clear, easy to use and easy to understand for all within the learners' community.

At Kauri Flats a regular, scheduled time for personal reflection of teaching and learning ensures that staff have a collective understanding of best practice, steps and tools to achieve this with a clear, transparent support system that is aligned to our shared vision. We provide a safe and collegial environment where conversations with colleagues are honest and conversations with students about their learning, interests and progress are ongoing. This creates a positive culture of growth, development and reflective practice throughout the school.

As a successful school, we provide a well-resourced, safe, inclusive and challenging environment that fosters quality relationships. We know how to challenge each other in a respectful way. By knowing and understanding our learners, we nurture an environment where we have the freedom to develop our passions and celebrate our uniqueness. We have pride in ourselves and in each other, can communicate what we have achieved and how we plan our next steps. Through living our values, we ensure our learners are armed with the knowledge and skills that will support their ongoing self-care and wellbeing. This is imperative to ensure growth happens.

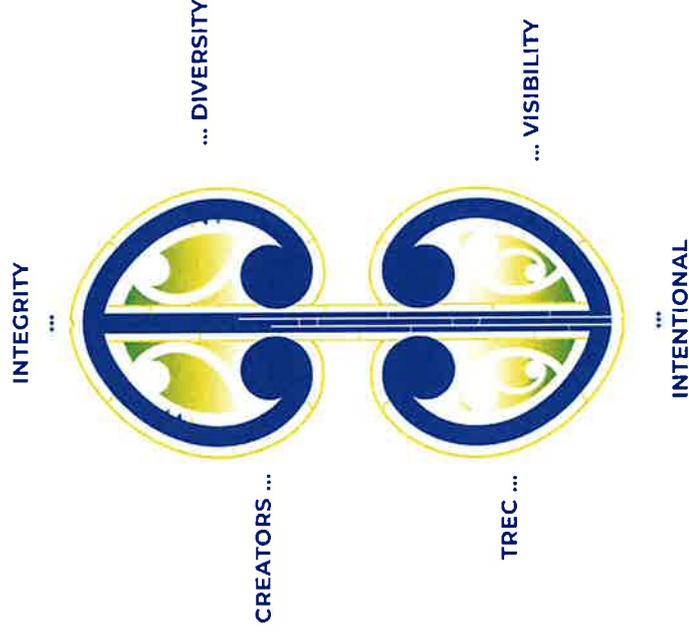
What Achievement looks like at KFS

Our students will leave KFS...

- Confident, happy and engaged in learning (*socially, emotionally and academically*)
- With a growing understanding of their own Hauora
- Making progress in their learning relevant to their personal needs
- With resilience and personal beliefs to deal with success/or disappointment in a realistic way
- A positive, confident attitude
- Intentional and purposeful in all they achieve
- With Integrity
- With a disposition to celebrate and embrace difference

Definition:

Achievement is the success gained by every student that adds to their wholistic wellbeing, at every opportunity.



Unrelenting Curiosity for Learning is...

- Personalised learning
- Intentional and purposeful
- Learning without limits
- Responsive to student needs
- Self driven (*as students progress through the school*)
- Challenging
- Reflective
- Courageous
- Innovative (different to the norm to engage and inspire)

Maori Dimension at KFS

- Highlights and embraces Te Tiriti o Waitangi
- Grows and develops the draft KFS Maori curriculum
- Embraces Te Reo, Tikanga and appropriate cultural practice

Cultural Diversity

Cultural diversity at KFS is a modern reflection of the values, traditions, and languages of the cultures within our community

Students should:

- Show respect for all cultures
- Respect diversity
- Celebrate cultural uniqueness
- Taking responsibility for their role in the Community and how they can play a positive part in it's growth



What we believe....

At Kauri Flats we believe that every student deserves the best opportunities to succeed both academically and socially. By developing a curriculum inspired by the fundamentals of the Reggio Emilia philosophy we ensure our learners needs are met. This approach to learning not only inspires and engages but also offers our students the best possible learning/life experiences through nurturing growth, encouraging development, supporting effort, recognising achievements, challenging viewpoints, guiding progress, growing ideas and instilling values. This philosophy also allows student voice to be heard and student led learning to be grown throughout the school through project/curriculum interest

These areas are still growing and developing as we enter our third year and as they grow so does our students learning and the impact our teachers have on both social and academic growth.

Although technology and global changes have driven a number of developments in education, we believe that technology is another 'limb' to learning and not learning itself. Technology plays a large part in what we do at Kauri Flats School and consolidates the learning that is occurring in each Base (*classroom*). We pride ourselves on strong Literacy, Numeracy and Science programmes across the school and value the contribution technology makes to ensure accelerated progress can be made across all areas of the curriculum.

Skills will be taught using both modern (coding, controlled scientific experiments, digital technologies) and traditional technology. This approach ensures our students leave Kauri Flats with a sense of curiosity, wonder, drive and passion for learning, equipping them for

whatever profession they choose and providing them with the drive and determination to 'be the best' they can be.

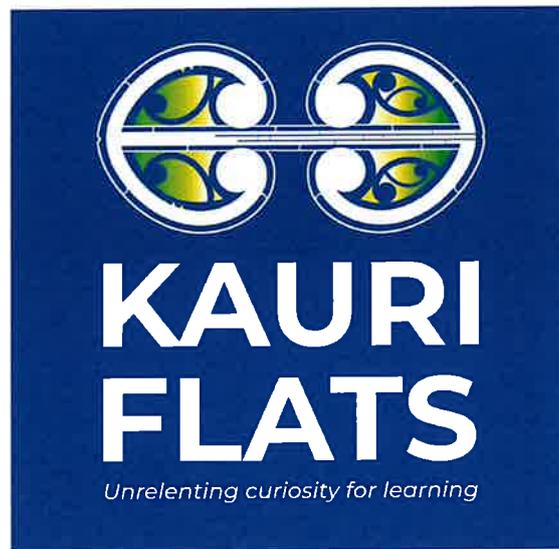
Years 0-8 are the most pivotal in a child's life. These are the years where the foundation of learning begins, personalities are grown and learning pathways can be decided. We value the need and importance to nurture the holistic growth of all of our students not just academically but also socially. We want to ensure our students are socially ready to deal with the challenges of growing up and the pressures around this. Our Hauora, Health/PE and extracurricular programmes ensure that our students are fully competent and capable to deal with the challenges that both high school and life can present. The education for sustainability programmes allow our students to cultivate the land and care for the animals on site, developing an understanding of the world around us and the need to care for and nurture all things valuable in life.

We also value and promote the sporting and artistic (visual, musical, performance) talents our students have. Instilling a determination to succeed and be proud of their talents and celebrate success. Specialist academies, bands, school choir and breakout groups continue to develop and grow these talents (*developing as the school grows*).

We value the support and involvement of whanau and wider community within and around our school and with this support, all of our desired outcomes are more than achievable.

When communities work together, it can result in positive, sustainable progress and achievement for all of our students

Learning doesn't just happen. The rich learning experiences and curriculum designed specifically for Kauri Flats students where learning is co-led by students and teachers enables achievement across the school for all learners (learning support, gifted and talented and the 'invisibles' - learners who coast along unnoticed), thus creating motivated, happy students with an '*unrelenting curiosity for learning*'.



Annual Plan & Strategic Goals



Strategic Goals & Annual Plan 2025 - 2027

<p>Te Tiriti....</p>	<p>Marautanga</p> <p>Learning is creation, not consumption</p> <p>We will achieve this by ensuring each child and staff member is:</p> <ul style="list-style-type: none"> • Equipped with the skills needed for lifelong learning • Is a critical thinker • Is an effective problem solver • Is prepared to take risks • Is competent in IT • Is able to articulate what they learn • Has a future focus • Has the opportunity to participate , grow, learn and achieve in a variety of programmes 	<p>Mahi Tahī</p> <p>Individually, we are one drop, together, we are an ocean</p> <p>We will achieve this by ensuring:</p> <ul style="list-style-type: none"> • All learners are able to articulate and demonstrate the KFS shared collaborative vision • Students grow and leave with the KFS Graduate Profile instilled into them • Quality Learning environments supporting growth (social, emotional, academic) 	<p>Hapori</p> <p>Alone we do so little; together we can do so much</p> <p>We will achieve this by ensuring:</p> <ul style="list-style-type: none"> • Whānau is communicated with regularly • Mahi Tahī meetings are effective • Whānau is engaged actively and positively • Experiences in the wider community will be celebrated • Respect and celebrate cultural diversity
<p>National Education and Learning Priorities (NELPs)</p> <p>The statement of NELP came into effect in November 2020. The NELP priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. The NELP objectives are: Learners at the centre. Barrier-Free Access, Quality Teaching and Leadership, Future of Learning and Work, World Class Public Education System. These objectives help us ensure we are always learner-focused and will contribute to more learners being successful. The five priority areas are incorporated into a number of our strategic/operational plans and/ or achievement targets.</p>			

Strategic Plan Overview 2025-2027

<p>2025</p> <ul style="list-style-type: none"> Curriculum Refresh implemented across the school for reading, writing and math Government summative assessment implemented across all year levels (e-asTTle Yr 3-8) Authentic personalised formative assessment is visible in Writing UC4L curriculum is fully implemented across the school Students are empowered as leaders of their learning Digital Technology is integrated within curriculum areas as a tool to support learning Curriculum & Planning templates for UC4L startup and expectations Introduction of School-wide structured literacy year 0-8 Embedding Te tiriti o waitangi and bi cultural partnerships 	<p>2025</p> <ul style="list-style-type: none"> KFS collaboration is authentic and visible amongst all learners (staff:students:Bot: Community) Collaborative Network focussed on PCT development and growth in ILE's is effective and reaches a wide range of schools supporting PCT professional growth Effective use of space is continually grown and reviewed to adequately cater for the growth of bases (larger sizes) Continued development of the authentic induction and mentoring programme and ensure adequate follow through with alignment to school expectations. A culture of collaboration across the school (whole school, base, staff, students, BOT, community) is enhanced and built upon through 2025 PD and staff feel supported 	<p>2025</p> <ul style="list-style-type: none"> Review culture and identity with whānau Whānau hui re: Mahi Tahī - how can our language be developed to further support learners at home Review whānau perception on dreams, aspirations and values of their child Implement feasible ideas outlined by the community to ensure KFS is responsive to the community needs Continue to streamline the process of transition from Year ECE to Base T and continue to adequately prepare year 8 students for High School Continue to Review home:school partnership opportunities - what do whānau want/need based on where they have come from Continue developing relationships with local iwi/marae/mana whenua <p>*survey week4 Term 1 2025</p>
<p>2026</p> <ul style="list-style-type: none"> Embedding of the new curriculum is seamless Teachers are experts in analysing data (both summative/formative) to inform students next learning steps UC4L and digital technology are embedded across all learning areas to support literacy and numeracy Students continue to articulate their 	<p>2026</p> <ul style="list-style-type: none"> Collaboration across large learning spaces is seamless and staff are aware of, and implement Best and most Effective practise in an ILE to support student learning All space is used effectively and with purpose Mentoring and induction continue to provide a sound foundation of growth for all staff 	<p>2026</p> <ul style="list-style-type: none"> Career pathways are visible for learners in preparation for high school due to the varied learning opportunities available Community aspirations continue to be developed and students' high performance (socially, emotionally and academically) is grown further All cultures feel respected and valued and this is led by a collective understanding of the bi-cultural partnership

2027

- New Curriculum implementation and assessment are refined and reviewed to best suit the learners at KFS
- UC4L curriculum is the main catalyst of learning across the school to ensure 'learning is limitless'

2027

- Authentic collaborative practice is fluid and consistent across the school
- A mentoring and induction programme recognised as an ITE is established

2027

- Review culture, identity and aspirations of the community
- Draw upon the wider community for support to further enhance learning opportunities for students and their pathways to high school



Marautanga:

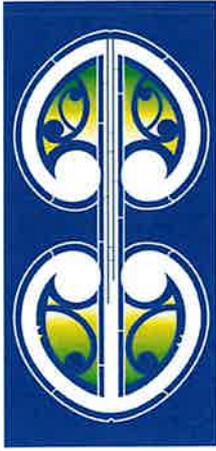
Learning is creation, not consumption

Strategic Goal	How will this be achieved - what will we do?	How do we know it is successful - what will we see?	Review
<p>Students are empowered as leaders of their learning</p>	<ul style="list-style-type: none"> • Hero progressions (Mid - Senior) • Student Voice will be visible in bases • Explicit teaching of UC4L and inquiry model • The breakdown of skills that need to be covered by the end of each year level is accessible to staff • UC4L as a whole - students lead what they are passionate about • Student leadership opportunities across the school (mid - snr) • UC4L Provisions that reflect student interest (jnrs) • Junior students able to reflect and evaluate in a simple way (e.g. smiley 	<ul style="list-style-type: none"> • Ongoing opportunities for students to present finished projects • Students reflecting on their learning and next steps visible in HERO • Students can talk about their learning and interests • Teachers are aware of the skills needed to be covered by the end of each year 	

	<p>face, video into HERO etc)</p> <ul style="list-style-type: none"> Breakdown with staff 'what is wonderment' to ensure UC4L is innovative 		
<p>Digital Technology is integrated within curriculum areas as a tool to support learning</p>	<ul style="list-style-type: none"> Coaches working alongside bases to implement how digit-tech can be used to optimise learning and support teachers Continue to develop and 'roll out' the digi-tech vision 	<ul style="list-style-type: none"> Technology is being utilised regularly within their learning programmes and supporting learning Teachers and students are aware of the digital technology that can be used to support learning and what it can be used for 	
<p>Authentic personalised assessment is visible in Reading and Math</p>	<ul style="list-style-type: none"> Structured approach towards literacy PD to develop teacher capability in delivering Reading and Writing Continued emphasis on OTJ ensuring staff confidence and knowledge of student learning Introduce e-asTTle testing and upskill staff to understand and inform the data and plan for next learning steps 	<ul style="list-style-type: none"> Progressions are even more personalised and visible in HERO Responsive teaching for student learning Teachers understand are competent in understanding assessment data and how to use this to inform teaching and learning 	
<p>Curriculum & Planning templates</p>	<ul style="list-style-type: none"> Develop a template for teachers to use and how 	<ul style="list-style-type: none"> The template is available for all staff from Term 1 to 	

<p>for UC4L startup and expectations</p>	<p>UC4L can be rolled out in a specific timeframe and how the innovation model can be used - very much a 'how to' to ensure the development of teacher knowledge</p>	<p>hit the ground running and aligns to the UC4L Scope and Sequence</p> <ul style="list-style-type: none"> Teachers are confident using the template and have urgency behind UC4L base development By the end of the year staff are equipped with the tools to further grow UC4L 	
<p>Kaiakopono framework success connections to L&T Handbook.</p>	<ul style="list-style-type: none"> Kaiakopono supporting and leading the development of structured literacy in Years 0-3 Supporting/coaching best practice to support junior/middle school learners 	<ul style="list-style-type: none"> Structured literacy and bases are set up for success by the beginning of term 1 2024 Kaiakopono support for the respective bases is ongoing and base development and growth is visible in both teacher, learning and achievement of bases 	
<p>School structured literacy year 0-8</p>	<ul style="list-style-type: none"> Create the KFS Phonics Handbook to support consistency and sustainability of explicit L&T of literacy for all students. Use RTLB support to develop and roll out 'The Code' programme to support the growth of structured literacy across the middle/senior years 	<ul style="list-style-type: none"> Teachers and students using a common language within the literacy program. Teacher capability to identify and respond to learner needs within literacy using evidence-based strategies. Teachers skilled in identifying when and how to seek Learning Support. Raised achievement levels in Literacy. 	

Te tiriti o waitangi...			
<ul style="list-style-type: none"> • Work alongside MAC (Maori achievement collaborative) to guide and support KFS development of all things Maori. • Continue to embed our Mihi Whakatau • Capturing the voices of our Maori whanau who are currently enrolled at KFS • Ensure staff use a 'Maaori Lens' when planning across all learning areas 	<ul style="list-style-type: none"> • All learners (every one of KFS) have an understanding of the bi-cultural partnership of NZ • Authentic non-tokenistic events across the school • Te Reo is used often and part of learning • Cultural celebrations are part of the school with empowering waiata 		



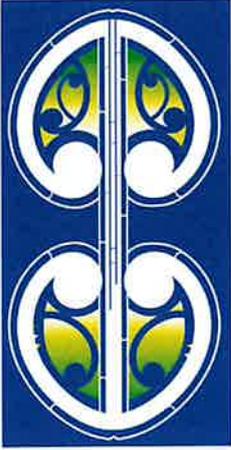
Mahi Tahī

Individually, we are one drop, together, we are an ocean

Strategic Goal	How will this be achieved - what will we do?	How do we know it is successful - what will we see?	Review & Next Steps
<p>Development of quality learning environment functionality</p>	<ul style="list-style-type: none"> Senior leadership working alongside staff to develop effective operations and structure of large learning spaces Ensuring staff are coached on how to have professional learning conversations (vulnerabilities) with each other to move learning forward collectively Mentoring/coaching PD on use of effective use of learning environments 	<ul style="list-style-type: none"> Staff sharing and celebrating their spaces during Korero Staff and students understand the functionality of space and the purpose of the areas Staff strengths and knowledge is shared within teams 	

<p>Continued development of the authentic induction and mentoring programme and ensure adequate follow through with alignment to school expectations.</p>	<ul style="list-style-type: none"> • Induction day before staff only week at the beginning of the year. • Regular meetings/check-ins throughout the year to support kaiako. • Staff observations within and across bases. • Kaiako utilising coaches and release to reflect and refine pedagogical practice. • Sharing of resources and templates for Kaiako Taitamariki and mentors to utilise. • Use staff Hero page analytics to inform PD and in house workshops. • Coaches create and empower middle leadership across the school in their respective roles 	<ul style="list-style-type: none"> • Kaiako Taitamariki and New Kaiako staff pages are utilised. • Kaiako will feel more prepared and confident at the start of the year whilst feeling valued and supported. • Regular feedback given on kaiakos teaching practice. • Ongoing reflection of teacher practice. • Kaiako will be more likely to ask for help when they need it. • Kaiako will be able to see what areas of their practice need improvement. • PD and workshops will be tailored to the specific learning needs of kaiako. 	
<p>Culture of collaboration across the school (whole school, base, staff, students, BOT, community) is</p>	<ul style="list-style-type: none"> • Tuakana teina developed schoolwide to support bases and growth of school culture • Reciprocal relations developed for those who 	<ul style="list-style-type: none"> • Wider range of staff leading Pd sessions around their passion and expertise • Staff observing and 	

<p>enhanced and built upon through 2025 PD and staff feel supported</p>	<p>support the school - KFS paying it forward</p> <ul style="list-style-type: none"> • Provide wider opportunities for middle leaders to take PD and support across the school • Grow and acknowledge student leaders across the school 	<p>sharing across bases</p> <ul style="list-style-type: none"> • Student leaders are more visible across the school and their confidence as leaders is visible in their conduct across the school 	
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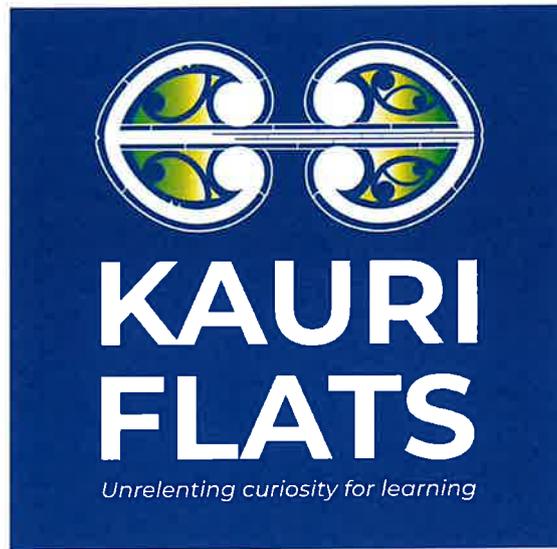
Hapori

Alone we do so little; together we can do so much

Strategic Goal	How will this be achieved - what will we do?	How do we know it is successful - what will we see?	Review & Next Steps
<p>Continue to streamline the process of transition from Year ECE to Base T and continue to adequately prepare year 8 students for High School</p>	<ul style="list-style-type: none"> • Continue fine-tuning the KFS transition form that is sent to the ECE to complete • Continue to promote diverse opportunities for our Year 8 students leading into high school and aligning the Year 8 programme to that similar to a Year 9 programme • Further create learning pathways to support Year 8 students in making the correct decision on High School 	<p>Valuable information is coming through that will help make the transition more streamline;</p> <ul style="list-style-type: none"> • Write/read own name • Hold a pencil • Say the alphabet • Counting • Friendships • Concerns • Students confidently discussing future pathways alongside whānau at mahi tahi meetings. 	
<p>Continue to Review home:school</p>	<ul style="list-style-type: none"> • The leadership team will collect whānau voice/ 	<ul style="list-style-type: none"> • Through active responses to reviews and a deeper 	

<p>partnership opportunities - what do whānau want/need based on where they have come from</p>	<p>aspirations and gather evidence through HERO.</p> <ul style="list-style-type: none"> Review and report back to the school community with what works best at Kauri Flats. 	<p>understanding of our partnerships displayed across the school.</p>	
<p>Continue to develop relationships with local iwi/marae/mana whenua</p>	<ul style="list-style-type: none"> Work alongside MAC to grow and develop iwi relationships Continue to develop relationships (and formalise this further) with Mana Whenua Develop relationships with the local Marae 	<ul style="list-style-type: none"> Stronger relationships and understanding of how support can be reciprocated amongst all 	
<p>Co-construct our why with the 2025 staff. Unpack what is unique to Kauri Flats School and what is not and how Te Mātaiaho (curriculum changes) aligns with this</p>	<ul style="list-style-type: none"> The leadership team will drive this through core leadership initiatives with review points and deadlines. Lead innovative professional learning opportunities and stop any other professional learning that does not align with our values. 	<ul style="list-style-type: none"> Our unique learning will be visible to all. Our school community will understand UC4L with links to relevant and innovative examples. 	

<p>Provide more informal community opportunities and build even stronger relationships across the local community</p>	<ul style="list-style-type: none"> Align and balance formal and informal school events with Mahi Tahi and continue to provide fortnightly updates on the school and respective bases 	<ul style="list-style-type: none"> wānanga actively engaging in opportunities to discuss their child's pathways and supportive of the school and events held – both formal and informal; 	
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Achievement Targets



Maaori Achievement Plan 2025 - 2027

Strategic aim/goal:

- **Poutama Reo:** Stakeholders of Kauri Flats School will undertake a self review process to support the building of capability and continuous improvement of the delivery of Te Reo Maaori.
- **Maaori Experiencing Success as Maaori:** To ensure that Maaori students experience educational success as Maaori, by increasing the amount of students achieving at or above their expected levels in literacy and numeracy through accelerated learning, while maintaining and affirming their cultural identity.

Strategic Aim/Goal	Action to Achieve Targets	Led by	Time-frame	Review T2
<p>Poutama Reo: Stakeholders of Kauri Flats School will undertake a self review process to support the building of capability and continuous improvement of the delivery of Te Reo Maaori</p>	<p><i>To strengthen partnerships between the school, Maaori whaanau, and the wider community to support learning.</i></p> <p>Self Review: Use the Poutama Reo self review for improvement tool to establish baseline data</p> <ul style="list-style-type: none"> - Senior Leadership - BoT - Teaching & Learning - Whaanau, hapuu, iwi - Students <p>Success Indicators:</p>	George Snr L'ship	Term 1	●

	<ul style="list-style-type: none"> • Poutama Reo self-review is completed within the agreed timeframe. • Key areas for growth in te reo Maaori used within school policies and practices have been identified. 			
<ul style="list-style-type: none"> • 	<p><i>To enhance the teaching and learning of Te Reo and to build capability</i></p> <p>Action Plan: Use findings from self review to develop action plan to improve the delivery of Te Reo Maaori at Kauri Flats School</p> <p>Success Indicator:</p> <ul style="list-style-type: none"> • The action plan is developed and shared with all stakeholders (staff, whaanau, students, BoT) within two weeks of completing the Poutama Reo self-review, with clear goals for improving te reo Maaori delivery. 	George Snr L'ship	Term 1	
<ul style="list-style-type: none"> • 	<p><i>Establish a robust monitoring and evaluation framework that regularly assesses the effectiveness of te reo Maaori initiatives, enabling data-driven decision-making to continuously improve language delivery and student outcomes at Kauri Flats School.</i></p> <p>Use the Poutama Reo self review for improvement tool to reflect on progress and to adjust the action plan for 2026</p> <ul style="list-style-type: none"> - Senior Leadership 	George Snr L'ship	Term 4	

	<ul style="list-style-type: none"> - BoT - Teaching & Learning - Whaanau, hapuu, iwi - Students <p>Success Indicator:</p> <ul style="list-style-type: none"> • Adjustments to the action plan are made based on review findings and are formally communicated to all stakeholders, with specific leadership-driven initiatives to improve te reo Maaori integration. 		
<p>Maaori Experiencing Success as Maaori: To ensure that Maaori students experience educational success as Maaori, achieving at or above their expected levels in literacy and numeracy through accelerated learning, while maintaining and affirming their cultural identity.</p>	<p><i>To strengthen partnerships between the school, Maaori whaanau, and the wider community to support learning.</i></p> <p>Regular Hui: Hold hui with whaanau to discuss student progress, learning goals, and cultural aspirations.</p> <p>Cultural Competency Workshops: Provide professional development for staff on culturally responsive pedagogy (Niho Taniwha) incorporating local iwi history, language, and values.</p> <p>Whaanau-led Learning Support: Create spaces for whaanau to engage in literacy and numeracy initiatives, such as helping with homework or school projects.</p>	Snr L'ship	<ul style="list-style-type: none"> •

	<p>Success Indicators:</p> <ul style="list-style-type: none"> • Increased whaanau participation in school activities. • Positive feedback from whaanau regarding their children's cultural and educational experiences. 			
	<p><i>To integrate Maaori culture and language into the curriculum, making learning relevant and engaging for Maaori students.</i></p> <p>Bicultural Curriculum Integration: Incorporate te reo Maaori (the Maaori language), tikanga (Maaori customs), and mātauranga Maaori (Maaori knowledge) into literacy and numeracy lessons.</p> <p>Professional Development: Train teachers to effectively use Te Marautanga o Aotearoa/Kauri Flats Te Reo Maaori Curriculum and culturally sustaining pedagogies that honor students' cultural identities.</p> <p>Use of Maaori Contexts in Literacy and Numeracy: Provide resources and texts that reflect Maaori experiences, and develop problem-solving activities relevant to Maaori worldviews and practices</p> <p>Success Indicators:</p> <ul style="list-style-type: none"> • Evidence of bicultural content in lesson 	<p>Snr L'ship Lit Team Num Team</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> •

	<p>plans.</p> <ul style="list-style-type: none"> Maaori students express pride in seeing their culture reflected in their learning. 	
<ul style="list-style-type: none"> 	<p>Ongoing</p>	
<p>Snr L'ship Lit Team Num Team</p>	<p><i>To improve literacy and numeracy attainment for Maaori students, ensuring they meet or exceed expected levels through targeted and accelerated learning strategies.</i></p> <p>Early Identification of Learning Gaps: Implement regular assessments to identify literacy and numeracy gaps early on.</p> <p>Targeted Learning Plans: Develop individualised learning plans for students requiring extra support, focused on closing learning gaps.</p> <p>Use of Ka Hikitia: Align strategies with the Ka Hikitia framework, which focuses on Maaori learners achieving success as Maaori. Ensure that literacy and numeracy programs are designed to build both academic and cultural competencies.</p> <p>Peer Tutoring and Mentors: Pair students for peer tutoring, especially using tuakana-teina (older-younger sibling) relationships, where more advanced students can mentor those needing support.</p> <p>Small-Group Instruction: Provide small-group or one-on-one instruction for students performing below expectations, focusing on explicit</p>	

	<p>instruction in literacy and numeracy.</p> <p>Success Indicators:</p> <ul style="list-style-type: none"> • Literacy and numeracy data showing accelerated progress. • Decreased number of students performing below expected levels. 			
	<p><i>To use data to inform teaching and ensure timely interventions for accelerating student achievement.</i></p> <p>Frequent Monitoring: Use regular assessments (e.g., e-asTTle) to monitor progress in literacy and numeracy.</p> <p>Responsive Teaching: Adapt teaching strategies based on student data. Use formative assessment to identify areas for immediate focus and respond to student needs.</p> <p>Data Discussions: Hold regular meetings with teachers to review student progress, share best practices, and identify students needing extra support.</p> <p>Success Indicators:</p> <ul style="list-style-type: none"> • Data shows a consistent upward trend in student achievement. • Teachers effectively use data to inform 	<p>Snr L'ship Lit Team Num Team</p>	<p>Ongoing</p>	

	their daily teaching.			
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<p>Review 2025:</p> <ul style="list-style-type: none">• What has worked and how has this been visible across the school?• What has not worked and why? <p>Next Steps 2026:</p> <ul style="list-style-type: none">•	
<p>2026: New Objectives</p> <ul style="list-style-type: none">•	

Pacific Culture Achievement Target 2024 - 25

Strategic aim/goal:

- Tagata Pasifika (Pacific Learners) can experience success as Tagata Pasifika.
- Tagata Pasifika feel valued and have a sense of belonging in our school community.

Action to Achieve Targets - Linked to Pacific Wellbeing Strategy (Action Plan for Pacific Education, 2023)	Led by	Timeframe
Lalaga Potu Pacific Culture Values and Principles: Review and raise the value of Pacific Languages at Kauri Flats School.	Leadership	Termly
Fale Fono Partnership and Governance: Partner with Tagata Pasifika in our local school community to capture languages and values.	Leadership	Termly
Te Kupega Capability: Review and create a shared understanding of Tapasā: Cultural competencies for teachers and leaders of the Pacific	All Staff	Termly
Lalaga Potu Pacific Culture Values and Principles: Know the importance of Pacific cultural values and approaches in teaching and learning	All Staff	Ongoing
Fale Fono Partnership and Governance: Grow capacity for Tagata Pasifika to experience success as Tagata Pasifika.	All Staff	Ongoing
Vaka Moana Performance and Improvement: Fono (Parent meetings) are held to capture the village voice and co-create aspirations for our Tagata Pasifika.	AP First then All Staff	Ongoing
Vaka Moana Performance and Improvement: Formalize, review and critique learning through a Pasifika lens.	All Staff	Ongoing

Reading Achievement Target 2025 - 27

 <p style="text-align: center;">READING</p>
<p>Strategic aim/goal:</p> <ul style="list-style-type: none"> • All students can access the NZ Curriculum • Continue to develop an effective reading programme that raises student achievement • All teachers strive for excellence • Continue to develop successful students • Embed UC4L within the school reading programme (schoolwide)
<p>Strategic Objectives:</p> <ul style="list-style-type: none"> • Continue to grow teacher effectiveness, pedagogy and practise • Continue to develop teacher confidence and capacity in the teaching of reading • Address the needs of priority learners through an effective learning support programme • Monitor and address student achievement in reading • Continue to grow student engagement by listening to and responding to their interests and learning needs through the implementation of UC4L/student agency
<p>Annual Aims:</p> <ul style="list-style-type: none"> • Increase the number of students working above/at their expected curriculum level • Increase the rate of progress for students <i>working towards/needing support to meet/</i> below their expected curriculum level
<p>Baseline Data</p> <ul style="list-style-type: none"> • Data will be recorded and presented to the board of trustees at the middle and end of the year • Data will be monitored and scrutinised throughout each term to ensure support is in place for all learners

Targets
<ul style="list-style-type: none"> ● 80% of students achieve at or above the expected curriculum level ● Raise the learning of students achieving at the expected curriculum level ● Accelerate learning for all students identified as <i>working towards/needing support to meet expected curriculum level</i> ● Accelerate learning for Maori and Pasifika learners who are <i>working towards/needing support to meet expected curriculum levels</i>

Action to Achieve Targets	Led by	Timeframe	
Implement new formative assessment (e-asTTle - Years 4-8) and draft curriculum implementation for Reading, Writing and Math	All Leadership	ongoing	●
Continue to develop teacher capability in reading and target students to closely monitor/adapt practise	Coaches	ongoing	●
Continue to meet/observe base teachers to review target students and achievement data	All Leadership	Termly	●
Continue to develop effective home/school partnership so that whānau are fully informed about the learning and achievement of their children	All Staff	ongoing	●
Develop knowledge of assessment tools (formative/summative) and the expectations/implementation of the new draft curriculum and changes	SLT	ongoing	●
Continue to develop teacher capability in	Coaches	ongoing	●

analysing assessment/achievement data			
Continue to develop effective professional learning around teacher knowledge of the Reading progressions to inform/identify next learning steps	Coaches	ongoing	•
Review and report reading interventions for student achievement to refine and adapt the reading programme to ensure transdisciplinary links to UC4L	Coaches	Termly	•

<p>Review 2025: What has worked and how has this been visible across the school? What has not worked and why?</p>
•
<p>2026: New Objectives/amendments/implementation</p>
•

Writing Achievement Target 2025 - 27

 <p>KAURI FLATS <small>Unleashing Curiosity for Learning</small></p>	<h3>Writing</h3>
<p>Strategic aim/goal:</p> <ul style="list-style-type: none"> ● All students are able to access the NZ Curriculum ● Continue to develop an effective writing programme that raises student achievement ● All teachers strive for excellence ● Continue to develop successful students ● Embed UC4L within the school writing programme (schoolwide) 	
<p>Strategic Objectives:</p> <ul style="list-style-type: none"> ● Continue to grow teacher effectiveness, pedagogy and practise ● Continue to develop teacher confidence and capacity in the teaching of writing ● Address the needs of priority learners through an effective learning support programme ● Monitor and address student achievement in writing ● Continue to grow student engagement by listening to and responding to their interests and learning needs through the implementation of UC4L/student agency 	
<p>Annual Aims:</p> <ul style="list-style-type: none"> ● Increase the number of students working above/at their expected curriculum level ● Increase the rate of progress for students <i>working towards/needing support</i> to meet their expected curriculum level 	
<p>Baseline Data</p> <ul style="list-style-type: none"> ● Data will be recorded and presented the board of trustees at the middle and end of the year ● Data will be monitored and scrutinised throughout each term to ensure support is in place for all learners 	

Targets
<ul style="list-style-type: none"> ● 80% of students achieving at or above expected curriculum level ● Raise the learning of students achieving at expected curriculum level ● Accelerate learning for all students identified as <i>working towards/needing support to meet expected curriculum level</i> ● Accelerate learning for Maori and Pasifika learners who are <i>working towards/needing support to meet expected curriculum levels</i>

Action to Achieve Targets	Led by	Timeframe	Review
Continue to develop teacher capability in writing and target students to closely monitor/adapt practise	Coaches	ongoing	●
Continue to meet/observe base teachers to review target students and achievement data	All Leadership	Termly	●
Continue to develop an effective home/school partnership so that whānau are fully informed about the learning and achievement of their children	All Staff	ongoing	
Continue to develop knowledge of assessment tools (formative/e-asTTie summative) in writing so that evidence can be fully utilised to accelerate learning	Coaches	ongoing	●
Continue to develop teacher capability in analysing assessment/achievement data	Coaches	ongoing	●

<p>Continue to develop effective professional learning around teacher knowledge of the writing progressions to inform/identify next learning steps ensuring students are writing for purpose and develop a love of writing and where possible linking to UC4L</p>	<p>Coaches</p>	<p>ongoing</p>	<ul style="list-style-type: none"> •
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<p>Review 2025: What has worked and how has this been visible across the school? What has not worked and why?</p>
<p>2026: New Objectives/amendments/implementation</p> <ul style="list-style-type: none"> •

Math Achievement Target 2025 - 27

 <p style="text-align: center;">Math</p>
<p>Strategic aim/goal:</p> <ul style="list-style-type: none"> ● All students are able to access the NZ Curriculum ● Continue to develop an effective math programme that raises student achievement ● All teachers strive for excellence ● Continue to develop successful students ● Embed UC4L within the school maths programme (schoolwide)
<p>Strategic Objectives:</p> <ul style="list-style-type: none"> ● Continue to grow teacher effectiveness, pedagogy and practise ● Continue to develop teacher confidence and capacity in the teaching of math ● Address the needs of priority learners through an effective learning support programme ● Monitor and address student achievement in math ● Continue to grow student engagement by listening to and responding to their interests and learning needs through continued student agency
<p>Annual Aims:</p> <ul style="list-style-type: none"> ● Increase the number of students working above/at their expected curriculum level ● Increase the rate of progress for students <i>working towards/needing support</i> to meet their expected curriculum level
<p>Baseline Data</p> <ul style="list-style-type: none"> ● Data will be recorded and presented to the board of trustees at the middle and end of the year ● Data will be monitored and scrutinised throughout each term to ensure support is in place for all learners

Targets
<ul style="list-style-type: none"> ● 80% of students achieving at or above expected curriculum level ● Raise the learning of students achieving at expected curriculum level ● Accelerate learning for all students identified as <i>working towards/needing support to meet expected curriculum level</i> ● Accelerate learning for Maori and Pasifika learners who are <i>working towards/needing support to meet expected curriculum levels</i>

Action to Achieve Targets	Led by	Timeframe	Review
Continue to develop teacher capability in math aligned to the new draft curriculum changes and target students to closely monitor/adapt practise	Coaches	ongoing	●
Continue to meet/observe base teachers to review target students and achievement data	All Leadership	Termly	●
Continue to develop an effective home/school partnership so that whānau are fully informed about the learning and achievement of their children	All Staff	ongoing	●
Continue to develop knowledge of assessment tools, analysis and data (formative/e-assessment) in math so that evidence can be fully utilised to accelerate learning	Coaches	ongoing	●
Continue to develop effective professional learning around teacher knowledge of the new math progressions to inform/identify next	Math Leaders	ongoing	●

learning steps				
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<p>Review 2025: What has worked and how has this been visible across the school?</p> <p>What has not worked and why?</p> <p>Next Steps 2026:</p> <ul style="list-style-type: none">• <p>2026: New Objectives</p> <ul style="list-style-type: none">•



Inclusion Achievement Plan 2024-2026

Our Guiding Principles

Inclusive education is about the full participation and achievement of all learners. In fully inclusive schools, children and young people with special educational needs are engaged and achieving through being present, participating and learning.

Rationale:

It is important that a plan exists to ensure that inclusion for all learners is enhanced by school systems and that barriers to accessing the NZ curriculum are identified and minimised.

Objectives:

- To ensure all learners with special education needs are welcome and present in our school.
- Ensure all learners are participating and engaged with the school curriculum.
- To learn and achieve, experience success, be challenged, learning within the curriculum and enjoying things they are interested in.
- Ensure all students feel like they belong, enjoy school, want to go to school and have friends.

Strategies	2024 Review	2025 Review
<p>Develop and implement a smooth process of transition.</p>	<p>Identifying students with high needs at enrolment. SENCO Facilitates SENCO pre-enrollment hui with whanau. Gathering information that will help with transitioning the ākonga. SENCO organises hui with agencies that are involved to support whanau as they transition to school. The same process is engaged for students with higher needs enrolling with KFS from another school.</p>	
<p>Kauri Flats fosters the identity, language and culture of all learners.</p>	<p>New ELL procedure is implemented English Language Learners are identified at enrollment and an email is sent to ELL lead to arrange a ELL hui to assess the needs of the whanau using the newly designed Supplementary KFS Form.</p>	
<p>The staff create and sustain a collaborative environment that supports teachers and encourages collective responsibility for learners.</p>	<p>SENCO works closely with kaiako to support the learning and behavioural needs of ākonga in bases who have high needs. This support includes outside agencies, SLT, MoE Physc, SWiS, OT, PT and RTLb.</p>	
<p>The process for identifying learners with special needs and their strengths (RADAR) and rigorous.</p>	<p>KFS Behaviour and Learning Support Procedure has been designed to help Teachers with concerns for ākonga in their bases. These concerns could be learning or behaviour. Teachers are encouraged to discuss and record concerns and strategies tried in their base hui and to also record concerns on Hero in behaviour or pastoral. They discuss concerns with SENCO. A KFS Radar form is completed and</p>	

		SENCO will start an investigation which will also include discussing concerns with whanau.	
Adapt our physical environment, as well as systems and processes to meet the needs of all learners with needs		Ramps into every area must also have handrails. Wheelchair-accessible paths to gardens.	
Identify, use, coordinate and manage the services and support available to learners with needs.		<p>Our LA's are our biggest asset for our tamariki with high needs. Training has been provided in;</p> <ul style="list-style-type: none"> ● Autism ● Dyslexia identification and support ● Literacy fit for tamariki who are neuro-diverse ● Quick 60 <p>A list of funding different available. Forms and contacts have been developed.</p> <p>MoE Physical Restraint Rules 2023 and forms for documenting and permissions have been created. All Staff have completed module 1</p>	
Partner with parents, families and whānau regarding their child's learning and achievements.		<p>Conversations with whanau are ongoing;</p> <ul style="list-style-type: none"> ● Mahi Tahī each term ● IEP with SENCo, agencies and teachers each term ● SENCo hui with MoE Liason Officer 	
Develop and promote an achievement (social, emotional and academic) oriented culture and have high expectations of all		Implementation of the expanded curriculum for our high-needs tamariki.	

<p>learners, providing challenges that stretch learning.</p>		
<p>Teachers are skilled at using the NZ Curriculum to meet the learning needs of all learners, inside and outside of the classroom.</p>	<p>The expanded curriculum is accessible for our high-needs tamariki.</p>	
<p>Base learning programmes are planned to provide each child with learning experiences and challenges that relate to their interests, needs and goals - UC4L Curriculum.</p>	<p>Base Taute supports high-needs learners and is supported by a Special Ed. Trained teacher</p>	
<p>Support and empower our teachers to be confident in their teaching and classroom programme to cater for all learners.</p>	<p>Listening to and providing needs-based PD for our teachers;</p> <ul style="list-style-type: none"> ● Understanding neurodiversity ● Dyslexia ● Support through outside agencies. 	



Attendance Target 2025-27

STUDENT ATTENDANCE

Strategic Aim:

- All students are able to access the NZ curriculum as evidenced by achievement in relation to curriculum level
- Engage students in all learning areas
- All teachers strive for excellence
- Develop academically successful students
- Develop socially aware and socially healthy students
- Refine and review systems to grow success

Strategic Objective

- Develop and grow teacher pedagogy and practise
- Monitor student attendance and provide effective feedback and action
- Deliver a localised curriculum that engages and motivates students

Annual aims

- Increase the level of connection and commitment students have to school and learning
- Provide learning experiences that challenge and empower students
- Raise student achievement
- Raise expectations and awareness of the importance of regular (full) attendance at school

Baseline Data

- Data will be gathered throughout each term at regular intervals to monitor, track and follow up student attendance data
 - 2019 - 90% attendance
 - 2020 - 91.23% (to 19/10/20)
 - 2021 - n/a full-year COVID lockdown (08/2021/12/2021)
 - 2022 - n/a full year(Term 1 and 2 major sickness due to COVID and Cold Flu)
 - 2023 - 87%
 - 2024 - 92%

Targets

- All students to have full 'Regular' attendance - 80% or higher
- Monitor and review the systems within the school that will monitor regular student absence and recidivist unexplained absences
- Monitor and review the systems within the school to follow up absenteeism effectively

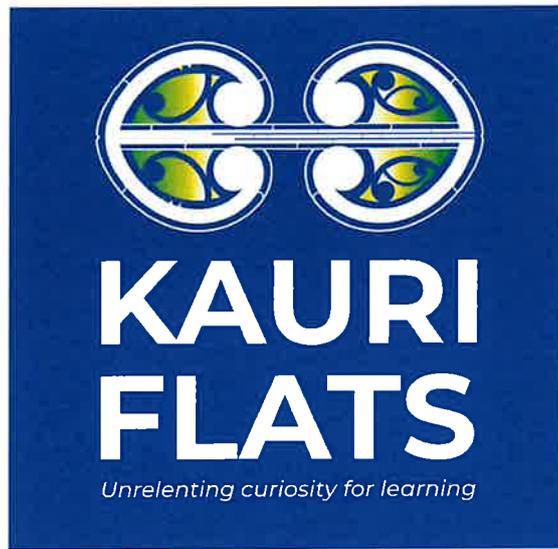
Action to achieve these targets	Led by	Timeframe
Review and monitor student attendance	Principal	Ongoing - Termly reviews
Follow up on unjustified absenteeism	Principal	Daily
Monitor recidivist absenteeism and report to attendance services to support the family	Principal	Daily
Share expectations with whānau	Principal	Ongoing
Share and reinforce expectations with students	All Staff	Ongoing
Reward attendance with whānau points and other rewards	All Staff	Ongoing

Operation Plan 2025 - 2027 EEO and 'Being a Good Employer

Focus	Objective	Actions	Led by	Analysis
1. Women	1.1 recognise and ensure the equal opportunities and rights of females within the education workforce	<ul style="list-style-type: none"> • encourage career development through suitable PD • Continue to educate staff with regard to acceptable language including our community • Role modelling appropriate actions and communication through staff meetings, comms home 	MW	
2. Those with disabilities	2.1 recognise the employment requirements of persons of disabilities	<ul style="list-style-type: none"> • Engage with all applicants regardless of any disability • The physical environment is conducive to all needs 	DM	
3. Māori	3.1 recognise the aspirations, aims and tikanga of Māori 3.2 recognise the employment rights of Māori 3.3 ensure a wider involvement of Māori across the school	<ul style="list-style-type: none"> • All staff aware of the aspirations of Māori students and the wairua that supports this • Use all possible avenues to advertise available positions for employment at KFS • Leading te wiki ō Māori • Cultural focus groups support 	GG	

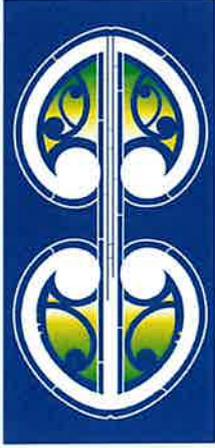
			the hauora of of students		Leadership	
4. Other ethnic Groups	<p>4.1 seek expressions of interest from effective NZ trained teachers</p> <p>4.2 seek potential applications from teachers outside of NZ with excellent English language skills</p>	<ul style="list-style-type: none"> Actively seek NZ trained teachers Engage via video call suitable applicants from overseas who will enhance global exposure to the KFS community 				
5. Individual Employees	<p>5.1 upskill the abilities of individual employees</p> <p>5.2 ensure impartial selection of qualified people for appointment</p>	<ul style="list-style-type: none"> Advertise effectively in alignment with the school vision Celebrate individual success All applications are thoroughly studied in detail and chosen in alignment with the school vision Clearly outlining the skills and qualifications needed for the position Clear job description and specification outlining the essential competencies needed A standardised interview process is in place and is relevant to the job requirements. The same questions are asked to reduce favouritism 		MW		
6. Men	6.1 to have more effective, competent male role models across the school	<ul style="list-style-type: none"> The appointment of male staff within the school are purely based on their effectiveness and suitability to the role 			EF	
7. EEO	7.1 report on the schools EEO programme	<ul style="list-style-type: none"> Programme/policy includes training raising awareness of 			EF/MW	

		<p>any issues that many impact</p> <ul style="list-style-type: none"> ● The EEO coordinator coordinates compliance and meets all requirements ● Reporting is completed 		
<p>8. Good Employer</p>	<p>8.1 report on the school being a good employer</p>	<ul style="list-style-type: none"> ● Ensure the school meet their obligations to provide a good/safe work environment ● The schools EEO programme has been fulfilled and reported here and any issues addressed 	<p>Leadership</p>	



Self Review

2024



Marautanga:

Learning is creation, not consumption

Strategic Goal	How will this be achieved - what will we do?	How do we know it is successful - what will we see?	
<p>Students are empowered as leaders of their learning</p>	<ul style="list-style-type: none"> • Hero progressions (Mid - Senior) • Student Voice will be visible in bases • Explicit teaching of UC4L and inquiry model • UC4L as a whole - students lead what they are passionate about • Student leadership opportunities across the school (mid - snr) • UC4L Provisions that reflect student interest (jnrs) • Junior students able to reflect and evaluate in a simple way (e.g. smiley face, video into HERO etc) 	<ul style="list-style-type: none"> • Ongoing opportunities for students to present finished projects • Students reflecting on their learning and next steps visible in HERO • Students can talk about their learning and interests 	<p>Term 1:</p> <ul style="list-style-type: none"> • Jnrs - students are coming home and talking about their UC4L learning (affirmed by parent feedback). • Jnrs - B1 specific allocation of time; B2 more holistic view, splitting students into three 'interest' groups to focus UC4L learning • Middle - B3 and 4 follow a similar method to B2 but expand choices to more specifics such as habitats. • Bases 5 and 6 - student's voice is becoming more evident and this is visible in the planning and the direction they are taking; students are taking ownership

- Base 7 & 8 - focus on the mechanisms of UC4L and made the groups smaller and more focussed - more emphasis on the delivery of UC4L in Term 1 to ensure Term 2 is set up for success
- Focus on the Process of Learning rather than the final outcome
- Senior Students are visible across the school and hui taking leading roles and supporting staff. Leaders are showing empathy towards other learners and supporting them whether that is with behaviour or play. Students are also supporting those with higher needs, especially with the fundamentals programme for Taute

Next Steps:

- Junior & Middle School - focus more on reflection and evaluation to further UC4L learning
- Bases 5 & 6 - continue to develop a deeper understanding of the processes involved in UC4L - continue to unpack the scope and sequence

			<p>overview</p> <ul style="list-style-type: none"> • Bases 7 & 8 finalising their badges, shark tank presentations and evaluations to ensure ...
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> • Breaking down the process further for both students and teachers to further strengthen their knowledge • Other experts in the school are coming into spaces to scaffold and model UC4L ensuring more projects reach the end point and completion across the school • The juniors are working more around integration of the learning across the learning areas • Middle school staff are more willing to take risks with new learning and improve their own knowledge to enhance UC4L projects • More of a focus on reflecting and refining to enhance UC4L learning • More alignment of literacy and numeracy within their UC4L to understand the transdisciplinary concepts that sit within UC4L • Key Checkpoints/milestones made teachers accountable for the learning and progress and ensured more urgency to get to the 'making' and completion of projects • Year 5/6 are constructing outcomes and success criteria so there is cohesion around expectation and quality • Learning is reflected and shared through HERO - students in the senior years can reflect on and articulate next steps for learning not just in UC4L but core learning areas too <p>What has not worked and why?</p> <ul style="list-style-type: none"> • The 'unknown': ensuring the tracking within HERO is accurate so coverage is clearly seen so there is no repetitive teaching <p>Next Steps 2025:</p> <ul style="list-style-type: none"> • Breakdown skills needed by the end of each year and have clearly identified in HERO to support student UC4L projects and the support/skills teachers will need to ensure student success each year • Bring in 'wonderment' - energy into Projects! 			
<p>2025: New Objectives</p> <ul style="list-style-type: none"> • Breakdown skills needed by the end of each year and have clearly identified in HERO to support student UC4L projects and 			

<p>the support/skills teachers will need to ensure student success each year</p> <ul style="list-style-type: none"> Bring in 'wonderment' - energy into Projects! 		
<p>Authentic personalised assessment is visible in Literacy and Math</p>	<ul style="list-style-type: none"> Structured approach towards literacy PD to develop capability in delivering Reading and Writing More emphasis on OTJ ensuring staff confidence and knowledge of student learning Trial in select bases HERO self-assessment tool 	<p>Term 1:</p> <ul style="list-style-type: none"> Staff have had PD on effective OTJ as a reminder and recap Phonics assessment moved into HERO, including pre-level one assessment <p>Next Steps:</p> <ul style="list-style-type: none"> Term 2 and 3 to develop this aspect of the strat plan now all data is up-to-date and accurate from the summer slide! PD in OTJ reading and math Support for writing/reading across bases with Kaiako pono (MA)/PGC
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> Moderation meetings and staff pd on effective and accurate OTJ Whole school assessment has stepped up and students have shown their true abilities Modelling books have moved to a deeper level across the school so students can access them regularly and identify/capture learning EP as an assessment tool has ensured Years 5-8 have accurate pre and post-assessment This has now come through into other learning areas - noticeably UC4L PGC focussed on effective reading programmes has given more authenticity to reading groups and the learning context within them 		

<ul style="list-style-type: none"> Teachers making more accurate informed decisions based on the date The assessment schedule has given true authenticity and accuracy to student achievement HERO edits around the assessment - making HERO more user-friendly and easier for staff to use and evaluate data Assessment tools are readily available and accessible to staff <p>What has not worked and why?</p> <ul style="list-style-type: none"> Self-assessment tools rolled out in 2025 due to curriculum changes Gloss has seemed more of a test for testing sake - it severed a purpose but may well be removed for 2025 with the new changes to the math curriculum <p>Next Steps 2025:</p> <ul style="list-style-type: none"> Continue with the positives and continue to ensure assessment continues to be authentic Implementation of e-asTTle testing for years 3-8 Education Perfect used with even more purpose for years 5-8 to inform next teaching steps and identifying gaps 	<p>2025: New Objectives</p> <ul style="list-style-type: none"> 	<p>UC4L goal tags in HERO for Years 2 - 4</p> <ul style="list-style-type: none"> Simplified goals developed in HERO for the junior years working alongside teachers to have these developed <p>Term 1:</p> <ul style="list-style-type: none"> By the end of the year, junior students are having UC4L tags marked off in HERO for whānau to see Idea is parked for most of 2024 as this may be an unrealistic target whilst staff are developing their knowledge of UC4L <p>Next Steps:</p> <ul style="list-style-type: none"> n/a 	<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> <p>What has not worked and why?</p> <ul style="list-style-type: none"> Upskilled teachers in UC4L knowledge, looking more at effort and achievement rather than the complexities and use of HERO to confuse <p>Next Steps 2025:</p>
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<p>2025: New Objectives</p> <ul style="list-style-type: none"> Remove objective for 2025 			
<p>Kaiakopono framework success connections to L&T Handbook. To be developed and trialled for term 1 2024</p>	<ul style="list-style-type: none"> Kaiakopono portfolio developed by the end of term 4 2023 to ensure the roll is specific to the needs of the respective bases and staff kaiakopono are working alongside 	<ul style="list-style-type: none"> Bases are set up for success by the beginning of term 1 2024 Kaiakopono support for their respective bases is ongoing and base development and growth is visible in both teacher, learning and achievement of bases 	<p>Term 1:</p> <ul style="list-style-type: none"> Focus for T1 has been to understand the need across the bases and where best to support. Upon reflection, Literacy is a key area of development to support both student growth and staff development <p>Next Steps:</p> <ul style="list-style-type: none"> Sitting alongside base teachers to model and support effective literacy delivery and follow-up - explicit teaching and deeper questioning (coaches/Kaiakopono)
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> Visibility across the school has been great Visibility and support have been key across all learning spaces PGC focus has enabled Kaiakopono focus to be very specific TALL PD has enabled transferrable skills, especially with older ELL students <p>What has not worked and why?</p> <ul style="list-style-type: none"> Spread too thin - across all year levels 0-8 has hindered accelerated progress Still some reluctance for teachers to ask for support - barriers and vulnerabilities have been broken down as the teachers have gained confidence in knowing that they are not being judged asking for support <p>Next Steps 2025:</p>			

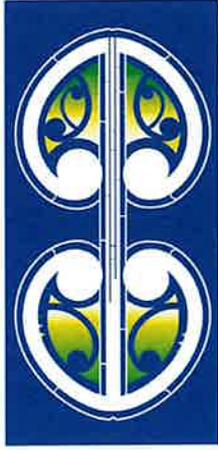
<ul style="list-style-type: none"> • Kaiakopono focus on Years 0-3 implementing structured literacy 			
2025: New Objectives <ul style="list-style-type: none"> • Kaiakopono focus on Years 0-3 implementing structured literacy 			
School structured literacy year 0-8	<ul style="list-style-type: none"> • Create the KFS Phonics Handbook to support consistency and sustainability of explicit L&T of literacy for all students. • Investigate external facilitators of Structured Literacy for the whole school year 0-8 	<ul style="list-style-type: none"> • Teachers and students using a common language within the literacy program. • Teacher capability to identify and respond to learner needs within literacy using evidence-based strategies. • Teachers skilled in identifying when and how to seek Learning Support. • Raised achievement levels in Literacy. 	Term 1: <ul style="list-style-type: none"> • KFS phonics handbook being introduced in preparation for Term 2. LA's will do the phonics testing initially • Staff have been upskilled to understand and identify (document, monitor, meet - 5 week obs/assessments) students of concern Next Steps: <ul style="list-style-type: none"> • Continue to develop and monitor and expand to the Middle School throughout Term 2.
Review 2024: <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> • LA assessment has been very positive and students have made positive progress and the skills have been visibly transferrable <p>What has not worked and why?</p> <ul style="list-style-type: none"> • LA sickness (non-controllable) <p>Next Steps 2025:</p> <ul style="list-style-type: none"> • 			
2025: New Objectives <ul style="list-style-type: none"> • Aligned with Literacy Curriculum refresh 			

<p>Te tiriti o waitangi...</p>	<ul style="list-style-type: none"> • Work alongside MAC (Maori achievement collaborative) to guide and support KFS development of all things Maori. • Continue to embed our Mihi Whakatau • Capturing the voices of our Maori whanau who are currently enrolled at KFS 	<ul style="list-style-type: none"> • All learners (every one of KFS) have an understanding of the bi-cultural partnership of NZ • Authentic non-tokenistic events across the school • Te Reo is used often and part of learning • Cultural celebrations are part of the school with empowering waiata 	<p>Term 1:</p> <ul style="list-style-type: none"> • GG met with MAC and attended the Principal's meeting. Have been using the progressions shared to develop the school's own Te Reo progressions • The KFS Te Reo curriculum is currently being developed • KFS whānau Hui is in place and ready for Term 2 - discussing achievement for Maori and gaining voice from our whānau and their ideas for how we can engage and involve them at KFS • Mihi Whakatau is embedded in the school culture <p>Next Steps:</p> <ul style="list-style-type: none"> • Students to lead T2 mihi whakatau • Whānau hui capturing next steps and whānau voice
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> • Student confident to lead mihi whakatau • Reminding staff to see through the 'lens' has now started to embed in practise • Staff working with CraftLab has upskilled staff in their understanding of Hauora and the pillars • Te Reo is used across the school and weaved into learning • Development of P/P in the intermediate space has embedded authenticity • GG working within all spaces to develop and explain 'the why?' and the importance of mihi whakatau 			

- Having a champion/expert on the leadership team to drive the change and developments
 - Introduction of the names and linking into the school's iwi
 - Base name changes to relevance within the local areas and mana whenua
 - Staff external PD for own personal development has been great to see!
 - Staff haka and waiata dropped off in term 3 but back into
 - Te Tiriti is visible across all school docs and is being walked the talk
 - Staff are actively asking for support and building confidence
- What has not worked and why?**
- Staff confidence and taking 'the Maaori lens' when they are planning to weave into learning consistently

2025: New Objectives

- Consistency with developing a Maaori lens with all planning



Mahi Tahī

Individually, we are one drop, together, we are an ocean

Strategic Goal	How will this be achieved - what will we do?	How do we know it is successful - what will we see?	Review & Next Steps
<p>Development of quality learning environment functionality</p>	<ul style="list-style-type: none"> • Create and use a booklet of effective use of ILE spaces - collecting photos of effective areas and their purpose - complete and rolled out by the end of 2023 to support new staff • Coaches to work alongside bases to develop this before day 1 term 1 • Mentoring/coaching PD on use of effective use of learning environments 	<ul style="list-style-type: none"> • Staff sharing and celebrating their spaces during Korero • Staff and students understand the functionality of space and the purpose of the areas • Staff strengths and knowledge is shared within teams 	<p>Term 1:</p> <ul style="list-style-type: none"> • DP/AP/Kaikopono visibility and role modelling expectations /supporting base developments have ensured a smooth and successful start to the year: <ul style="list-style-type: none"> ◦ Clear expectations of behaviour, learning, and student conduct around the school and on trips • PGC focus in teams has ensured clear collaboration and made staff aware of what working together to support student growth is - they have become more

			<p>reflective to support base growth</p> <ul style="list-style-type: none"> Staff waiata sessions each Wednesday have made staff move around bases to look at different environments <p>Next Steps:</p> <ul style="list-style-type: none"> Make sure staff are using professional release to observe and visit other bases more - continuing to create the culture that it is good to observe and learn from it (introducing this to Term 2's PGC)
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> PCG term 1 focuses on what is effective collaboration. This has continued to grow and Coaches have supported base growth in these areas throughout the year to streamline ops in bases Staff are using their release to observe other spaces Environments are continually changed to suit learning needs - sensory rooms have been introduced for those spaces needing them Resources are being effectively used, photos are being taken and modelling books are being utilised effectively Planning is more collaborative and in pockets pure collaborative <p>What has not worked and why?</p> <ul style="list-style-type: none"> People - being able to 'remove' the dominant voice and grow the quiet voice There is still a reluctance to address small things that can ultimately become larger over time 			
<p>2025: New Objectives</p> <ul style="list-style-type: none"> Making this happen with larger base sizes - effective collaboration Vulnerability and difficult conversations early 			

<p>Continued development of the authentic induction and mentoring programme and ensure adequate follow through with alignment to school expectations.</p>	<ul style="list-style-type: none"> • Induction day before staff only week at the beginning of the year. • Regular meetings/check-ins throughout the year to support kaiako. • Staff observations within and across bases. • Kaiako utilising coaches and release to reflect and refine pedagogical practice. • Sharing of resources and templates for Kaiako Taitamariki and mentors to utilise. • Use staff Hero page analytics to inform PD and in house workshops. 	<ul style="list-style-type: none"> • Kaiako Taitamariki and New Kaiako staff pages are utilised. • Kaiako will feel more prepared and confident at the start of the year whilst feeling valued and supported. • Regular feedback given on kaiakos teaching practice. • Ongoing reflection of teacher practice. • Kaiako will be more likely to ask for help when they need it. • Kaiako will be able to see what areas of their practice need improvement. • PD and workshops will be tailored to the specific learning needs of kaiako. 	<p>Term 1:</p> <ul style="list-style-type: none"> • Mentoring and induction have been positive with staff and this has been highlighted by staff feedback and how quickly the new teachers have settled into the school. • Kaiako are more confident to ask for support and this highlights the 'non-threatening' environment developed by the respective AP/DP's to support teams. <p>Next Steps:</p> <ul style="list-style-type: none"> • Continuing to add identified areas that come up to the mentoring and induction programme. • Gaining more feedback from new staff to continue to develop this
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> • Induction prior to staff starting has highlighted staff need • New staff asking for help and direction and being confident to ask • Ongoing scheduled meetings have supported staff growth and support - not just new staff • Barriers to asking for support we overcome from visibility and trust building has enabled staff to feel comfortable asking for support • Staff actively following through with suggestions and input from coaches 			

<ul style="list-style-type: none"> • In most cases staff appreciation for the guidance and feedback received • Ease of accessibility to documentation/using HERO to document has made things streamlined and easier for staff • Staff feeding back to others on their successes and research/findings - again making them vulnerable but in a supportive environment • All support is relative to what is happening in spaces - research and evidence-based practise too • Definitely value being added to staff learning and also their learning programme • Both collective and individual approaches to staff induction and development and this has been on a needs-based focus <p>What has not worked and why?</p> <ul style="list-style-type: none"> • Induction - juggling the variety across the school with going to Bros. as opposed to within the team - time for teachers to adjust • One-to-one induction for new staff is great, however, the feasibility of this at the start of this with the volume of new staff makes it close to impossible early in the year • Staff PD has been a little 'Chasing' rather than set and clear - some things have popped up from notices and leadership being responsive 	<p>2025: New Objectives</p> <ul style="list-style-type: none"> • Continue with the objective of adding a dimension of creating and empowering 'middle leaders' and their growth, especially with three action research groups. 	<table border="1"> <tr> <td data-bbox="1037 257 1093 1937"> Culture of collaboration across the school (whole school, base, staff, students, BOT, community) is enhanced and built upon through 2024 PD and new staff </td> <td data-bbox="1093 257 1157 1937"> <ul style="list-style-type: none"> • Tuakana teina developed schoolwide to support bases and growth of school culture • Reciprocal relations developed for those who support the school - KFS paying it forward </td> <td data-bbox="1157 257 1220 1937"> <ul style="list-style-type: none"> • Wider range of staff leading Pd sessions around their passion and expertise • Staff observing and sharing across bases </td> <td data-bbox="1220 257 1404 1937"> <p>Term 1:</p> <ul style="list-style-type: none"> • PGC collaborative focus has grown teams • Retreat to Waitangi (al staff) began the development of a positive culture and also the development and importance and Māori within NZ and the school </td> </tr> </table>	Culture of collaboration across the school (whole school, base, staff, students, BOT, community) is enhanced and built upon through 2024 PD and new staff	<ul style="list-style-type: none"> • Tuakana teina developed schoolwide to support bases and growth of school culture • Reciprocal relations developed for those who support the school - KFS paying it forward 	<ul style="list-style-type: none"> • Wider range of staff leading Pd sessions around their passion and expertise • Staff observing and sharing across bases 	<p>Term 1:</p> <ul style="list-style-type: none"> • PGC collaborative focus has grown teams • Retreat to Waitangi (al staff) began the development of a positive culture and also the development and importance and Māori within NZ and the school
Culture of collaboration across the school (whole school, base, staff, students, BOT, community) is enhanced and built upon through 2024 PD and new staff	<ul style="list-style-type: none"> • Tuakana teina developed schoolwide to support bases and growth of school culture • Reciprocal relations developed for those who support the school - KFS paying it forward 	<ul style="list-style-type: none"> • Wider range of staff leading Pd sessions around their passion and expertise • Staff observing and sharing across bases 	<p>Term 1:</p> <ul style="list-style-type: none"> • PGC collaborative focus has grown teams • Retreat to Waitangi (al staff) began the development of a positive culture and also the development and importance and Māori within NZ and the school 			

<p>supported in new buildings</p>			<p>culture</p> <ul style="list-style-type: none"> Having all leaders develop their respective areas of the school to support knowledge and understanding (e.g. math leaders, Kaiaopono etc) <p>Next Steps:</p> <ul style="list-style-type: none"> How do we involve the BoT? Now to look at how this can be developed into the school culture Ensure we continue to build on the positive start to the year with the Tuakana Teina relationships across the school
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> Staff supporting each other across learning spaces Leadership presenting to the board on achievement and the 'why' things have happened; gave great clarity to The Board and a knowledge of what trends and patterns are occurring Learning spaces aligning and supporting each other - senior/junior relationship Staff able to present PD to school and bases More whaanau engaging with hui and school wide events Parents supporting the blessing of each building Positive whaanau representation during mihi whakatautu <p>What has not worked and why?</p> <ul style="list-style-type: none"> <p>Next Steps 2025:</p> <ul style="list-style-type: none"> 			

2025: New Objectives

- Provide greater opportunities to engage with the school
- Provide staff (middle leaders) more opportunities to present during staff meetings
- Grow and acknowledge student leaders across the school



Hapori

Alone we do so little; together we can do so much

Strategic Goal	How will this be achieved - what will we do?	How do we know it is successful - what will we see?	Review & Next Steps
<p>Development of KFS a Community Hub (once space is available due to building works)</p>	<ul style="list-style-type: none"> We will create resources within the hall that will incorporate diverse Hauora activities and utilize a makerspace environment. This initiative aims to foster innovation and facilitate the sharing of ideas. Additionally, we have established The Lab, a dedicated space, to emphasize the fundamental pillars of education in our school. 	<p>We anticipate observing families adopting the same terminology and educational language that we employ within the school environment. This will facilitate meaningful discussions about learning and allow us to collectively celebrate our diverse community. While parents and caregivers are encouraged to be actively involved in school events, we kindly request their understanding and respect for the opportunities we employ to foster innovation at Kauri Flats School.</p>	<p>Term 1:</p> <ul style="list-style-type: none"> N/A - tech space is being developed alongside the school library now we have the space to use <p>Next Steps:</p> <ul style="list-style-type: none"> Hosting KFS HERO evening now all gremlins have been removed from our system

Review 2024:

What has worked and how has this been visible across the school?

What has not worked and why?

- No space, various schools having issues with sickness, staffing shortages

Next Steps 2025:

2025: New Objectives

- REMOVE goal...

Streamline the process of transition from Year 8-9 and ECE to Base T

- Continue fine tuning the KFS transition form that is sent to the ECE to complete for us.
- Continue to promote diverse opportunities for our Year 8 students leading into high school
- Allocate time slots for a high school visit, discuss options with out of zone high schools as well.

Valuable information is coming through that will help make the transition more streamline;
Write/read own name
Hold a pencil
Say the alphabet
Counting
Friendships
Concerns

- Students confidently discussing future pathways alongside whānau at mahi tahi meetings.

Term 1:

- Introduction of Education Perfect as this is a high school programme to familiarise students with HS platforms.
- Bases 7/8 discussing different aspects of 'Mahi Tahī' to dissect different areas of learning
- Transition from ECE - register developed of our feeder ECE's and contacts. Transition forms are also developed for ECE's for them to complete before students transition to the school

Next Steps:

- Monitor and continue to

			<p>look at how to further prepare our Y8 students for HS - this is difficult as we have no bulk of students going to one HS</p> <ul style="list-style-type: none"> • Focus more on the expectations and workload in a high school (more testing, time management - the rigour involved)
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> • ECE to Transition space is developing positively and relationships are being built with local ECE's and expectations • Working in intermediate space to align it to High School and their expectations • Introduction of EP (high school programme crossover) • Intermediate staff supporting with preparing enrollment for out-of-zone schools <p>What has not worked and why?</p> <ul style="list-style-type: none"> • Difficult to support High School transition when minimal students go to their local, in-zone, High School • With the high number of ELL whaanau, the transition barrier is an obstacle <p>Next Steps 2025:</p> <ul style="list-style-type: none"> • 			
<p>2025: New Objectives</p> <ul style="list-style-type: none"> • Change objective to - Adequate preparation for Year 8 transition to High School (in house programmes and expectations) 			
<p>Review home:school partnership opportunities - what do whānau want/need based on</p>	<ul style="list-style-type: none"> • The leadership team will collect whānau voice and gather evidence through HERO. • Review and report back 	<ul style="list-style-type: none"> • Through active responses to reviews and a deeper understanding of our partnerships displayed across the school. 	<p>Term 1:</p> <ul style="list-style-type: none"> • ESOL whānau meet with ELL co-ordinator to understand KFS and also find information out about the parents

<p>where they have come from</p>	<p>to the school community with what works best at Kauri Flats.</p>		<ul style="list-style-type: none"> HERO/Newsletter comms has been positive Staff are meeting with whānau one-to-one to discuss learning/behaviour needs to ensure the school expectations are consistent <p>Next Steps:</p> <ul style="list-style-type: none"> Voices will be collected during our community hui to progress/develop the community further
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> Whaanau voice is collected informally through phone calls, mahi tahi meetings and documenting information via HERO. Communication home has been frequent and consistent from all learning spaces home Whaanau are visible and present at all schoolwide functions/events and positive Mahi tahi - 90% attendance <p>What has not worked and why?</p> <ul style="list-style-type: none"> Teachers following up earlier with Arotahi students whaanau and meeting earlier rather than waiting for the formal meeting <p>Next Steps 2025:</p> <ul style="list-style-type: none"> 			
<p>2025: New Objectives</p> <ul style="list-style-type: none"> Continue objective for 2025 to further engage and gain community feedback 			
<p>Continue to develop relationships with local iwi/marae/mana whenua</p>	<ul style="list-style-type: none"> Work alongside MAC to grow and develop iwi relationships 	<ul style="list-style-type: none"> Stronger relationships and understanding of how support can be reciprocated amongst all 	<p>Term 1:</p> <ul style="list-style-type: none"> The Mana whenua relationship has grown significantly in Term 1.

			<p>GG has met with Te Aki Tai and the relationship has grown positively with next steps for development of the relationship now focusing on pepeha and stories passed down by elders</p> <p>Next Steps:</p> <ul style="list-style-type: none"> • Firm up the relationship with the Library with Mana Whenua and will help the school develop our visual pepeha • Continue to grow the relationship with Mana Whenua with purposeful meetings developing the stories around the local area
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<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> • MAC hui's have been great for networking and building relationships and bringing positive ideas back to school • Mana whenua are accessible and very responsive to the school's requests for support • Visibility of base names and pepeha a current work in progress <p>What has not worked and why?</p> <ul style="list-style-type: none"> • <p>Next Steps 2025:</p> <ul style="list-style-type: none"> • Developing relationships with local Marae • Formalise relationship with Mana whenua and how this works with both school and iwi
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<p>2025: New Objectives</p> <ul style="list-style-type: none"> Creating a relationship that is built on mutual respect and common goals with Mana Whanua and developing how this looks 			
<p>Co-construct our why with the 2024 staff. Unpack what is unique to Kauri Flats School and what is not.</p>	<ul style="list-style-type: none"> The leadership team will drive this through core leadership initiatives with review points and deadlines. Lead innovative professional learning opportunities and stop any other professional learning that does not align with our values. 	<ul style="list-style-type: none"> Our unique learning will be visible to all. Our school community will understand UC4L with links to relevant and innovative examples. 	<p>Term 1:</p> <ul style="list-style-type: none"> PGC focus on collaboration has been positive and highlighted KFS as different from the norm DP/AP/Kaiako pono being the gatekeepers to ensure the 'same old' isn't acceptable Having leadership on the ground and visible has also significantly developed the why <p>Next Steps:</p> <ul style="list-style-type: none"> Making UC4L more visible to the community and ensuring staff are prepared/upskilled with the tools to further develop this
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> The focus has been on the growth and building the foundations of stability in not just learning but conduct around the school Students and staff can articulate the vision statement and the 'why' that sits behind both this and UC4L Identified affirmation from ERO review 			

<p>What has not worked and why?</p> <ul style="list-style-type: none"> • Change in staffing at the higher end of the schools has slowed the development of the 'why' as throughout each term there have either been additions to staff or staff on leave which was identified in the staff mid-year stocktake • The foundation of the 'why' was laid but wonderment is the next area to progress 			
<p>2025: New Objectives</p> <ul style="list-style-type: none"> • Continue to drive this objective in 2025, especially with the changes to the draft curriculum and the why can be developed into wonderment - what does innovation look like and how do we move this forward without falling back to default 			
<p>Reintroduce celebration of learning evenings - parents wondering through bases to see the variety of learning happening across the school</p>	<ul style="list-style-type: none"> • To be discussed further with the strategic leadership team to align with Mahi Tahī and termly information nights. 	<p>Term 1:</p> <ul style="list-style-type: none"> • Whānau evening early Term 1 was successful and opened the school up for parents to informally walk through the school and meet the staff <p>Next Steps:</p> <ul style="list-style-type: none"> • Term 2 sees the reintroduction and development of whānau evenings and the celebration of learning evening 	
<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> • • Hindered any development due to staff illnesses throughout terms 2 and 3 and the unpredictability of staffing <p>Next Steps 2025:</p> <ul style="list-style-type: none"> • 			
<p>2025: New Objectives</p>			



Visibility - showing the innovation and learning around the school that highlights the schools culture and diversity, connecting learning outside of the school

Community-based learning - limitless opportunities

Reading Achievement Target 2024 - 25

 <p style="text-align: center; font-weight: bold; margin-top: 20px;">READING</p>
<p>Strategic aim/goal:</p> <ul style="list-style-type: none"> ● All students can access the NZ Curriculum ● Continue to develop an effective reading programme that raises student achievement ● All teachers strive for excellence ● Continue to develop successful students ● Embed UC4L within the school reading programme (schoolwide)
<p>Strategic Objectives:</p> <ul style="list-style-type: none"> ● Continue to grow teacher effectiveness, pedagogy and practise ● Continue to develop teacher confidence and capacity in the teaching of reading ● Address the needs of priority learners through an effective learning support programme ● Monitor and address student achievement in reading ● Continue to grow student engagement by listening to and responding to their interests and learning needs through the implementation of UC4L/student agency
<p>Annual Aims:</p> <ul style="list-style-type: none"> ● Increase the number of students working above/at their expected curriculum level ● Increase the rate of progress for students <i>working towards/heading support to meet/</i> below their expected curriculum level
<p>Baseline Data</p> <ul style="list-style-type: none"> ● Data will be recorded and presented to the board of trustees at the middle and end of the year ● Data will be monitored and scrutinised throughout each term to ensure support is in place for all learners

Targets
<ul style="list-style-type: none"> • 80% of students achieve at or above the expected curriculum level • Raise the learning of students achieving at the expected curriculum level • Accelerate learning for all students identified as <i>working towards/needing support to meet expected curriculum level</i> • Accelerate learning for Maori and Pasifika learners who are <i>working towards/needing support to meet expected curriculum levels</i>

Action to Achieve Targets	Led by	Timeframe	Review T2
Review reading assessment (formative/summative) data and identify students for the school RADAR and Arotahi (learning support) 2025: <i>New assessment (e-asTTle) and curriculum implementation</i>	All Leadership	ongoing	<ul style="list-style-type: none"> • This is an ongoing process and new students to the school are tested within the first two weeks and identified on the radar. Math leaders are consulted with the type of support needed for the learner. Base meetings also identify students of concern and support in place during weekly.
Continue to develop teacher capability in reading and target students to closely monitor/adapt practise	Coaches	ongoing	<ul style="list-style-type: none"> • In the intermediate bases math is specialised so the teacher with the depth of knowledge and passion is taking all math learning and the literacy teachers is on the peripheral of this learning (Awhina group) • Teachers adapt and move students according to their needs and this is identified early during weekly base meetings • Coaches working specifically across bases to support and develop

				effective literacy programmes
Continue to meet/observe base teachers to review target students and achievement data	All Leadership	Termly		<ul style="list-style-type: none"> Pre observations as part of the PGC, feedback given and staff will be observed in Term 3 after they have implemented new learning
Continue to develop an effective home/school partnership so that whānau are fully informed about learning and achievement of their children	All Staff	ongoing		<ul style="list-style-type: none"> Shown through the attendance of Mahi Tahī Ako 1 nights. HERO provides live data and learning progressions of their children Mahi Tahī meetings consolidate the data and learning achievements/next steps of students
Continue to develop knowledge of assessment tools (formative/summative) in reading so that evidence can be fully utilised to accelerate learning New curriculum changes	Coaches	ongoing		<ul style="list-style-type: none"> Developing with the use of the Assessment Schedule and Protocols. “Nuts and Bolts” requested PLD closer to key assessment checkpoints.
Continue to develop an effective schoolwide moderation process to assist staff focus on improving reading outcomes *remove	Coaches	ongoing		<ul style="list-style-type: none"> PD and action research group refining processes. Report to teams and back in shared meetings.
Continue to develop teacher capability in analysing assessment/achievement data	Coaches	ongoing		<ul style="list-style-type: none"> Staff PD around triangulating data and what this means when moving Hero sliders.

Continue to develop effective professional learning around teacher knowledge of the Reading progressions to inform/identify next learning steps	Coaches	ongoing	<ul style="list-style-type: none"> PGC focussing on Reading and understanding data focus for Terms 3 and 4
Review and report reading interventions for student achievement to refine and adapt the reading programme Include transdisciplinary focus around Uc4L to engage students	Coaches	Termly	<ul style="list-style-type: none"> ESOL and learning assistants utilised to maximise student achievement

Review 2024:

What has worked and how has this been visible across the school?

- PGC focus on reading has had a great impact on group teaching - informed, evidence-based
- Modelling books are readily being used to support student learning
- Assessment has shown big improvement in reading achievement and progress
- Flexible groupings have been more visible and the fluidity of movement of student groupings
- Integration of TALL PD
- Daily, explicit of reading has had a greater impact especially when integrated with UC4L
- Follow-up/consolidation activities are specific and relevant
- Teachers using data to make informed decisions on their reading programme
- Informal observation and coaching re: practise and next steps to upskill staff

What has not worked and why?

- Arotahi has been stop/start due to staffing needs across the school - a focus on consistency across the school for 2025

Writing Achievement Target 2024 - 25

 <p style="text-align: center;">Writing</p>
<p>Strategic aim/goal:</p> <ul style="list-style-type: none"> • All students are able to access the NZ Curriculum • Continue to develop an effective writing programme that raises student achievement • All teachers strive for excellence • Continue to develop successful students • Embed UC4L within the school writing programme (schoolwide)
<p>Strategic Objectives:</p> <ul style="list-style-type: none"> • Continue to grow teacher effectiveness, pedagogy and practise • Continue to develop teacher confidence and capacity in the teaching of writing • Address the needs of priority learners through an effective learning support programme • Monitor and address student achievement in writing • Continue to grow student engagement by listening to and responding to their interests and learning needs through the implementation of UC4L/student agency
<p>Annual Aims:</p> <ul style="list-style-type: none"> • Increase the number of students working above/at their expected curriculum level • Increase the rate of progress for students <i>working towards/needing support to meet</i> their expected curriculum level
<p>Baseline Data</p> <ul style="list-style-type: none"> • Data will be recorded and presented the board of trustees at the middle and end of the year • Data will be monitored and scrutinised throughout each term to ensure support is in place for all learners

Targets
<ul style="list-style-type: none"> ● 80% of students achieving at or above expected curriculum level ● Raise the learning of students achieving at expected curriculum level ● Accelerate learning for all students identified as <i>working towards/needing support to meet expected curriculum level</i> ● Accelerate learning for Maori and Pasifika learners who are <i>working towards/needing support to meet expected curriculum levels</i>

Action to Achieve Targets	Led by	Timeframe	Review T2
Review writing assessment (formative/summative) data and identify students for the school RADAR and Arotahi (learning support) * remove	All Leadership	ongoing	<ul style="list-style-type: none"> ● This is an ongoing process and new students to the school are tested within the first two weeks and identified on the radar. Math leaders are consulted with the type of support needed for the learner. Base meetings also identify students of concern and support in place during weekly.
Continue to develop teacher capability in writing and target students to closely monitor/adapt practise	Coaches	ongoing	<ul style="list-style-type: none"> ● In the intermediate bases writing is specialised so the teacher with the depth of knowledge and passion is taking all writing learning and the other teachers are on the periphery of this learning (Awhina group) ● Teachers adapt and move students according to their needs and this is identified early during weekly base meetings ● Coaches working specifically across bases to support and develop

				effective literacy programmes
Continue to meet/observe base teachers to review target students and achievement data	All Leadership	Termly		<ul style="list-style-type: none"> Focus for terms 3 and 4 for coaches
Continue to develop an effective home/school partnership so that whānau are fully informed about the learning and achievement of their children	All Staff	ongoing		<ul style="list-style-type: none"> HERO provides live data and learning progressions of their children Mahi Tahī meetings consolidate the data and learning achievements/next steps of students
Continue to develop knowledge of assessment tools (formative/summative) in writing so that evidence can be fully utilised to accelerate learning <i>*include new summative</i>	Coaches	ongoing		<ul style="list-style-type: none"> Education Perfect is being used for formative and summative assessment from Years 5-8 Easttle moderation from 0-4
Continue to develop an effective schoolwide moderation process to assist staff focus on improving writing outcomes <i>*remove</i>	Coaches	ongoing		<ul style="list-style-type: none"> Staff PD around Writing Moderation in Term 1
Continue to develop teacher capability in analysing assessment/achievement data	Coaches	ongoing		<ul style="list-style-type: none"> Staff PD around triangulating data and what this means when moving Hero sliders.
Continue to develop effective professional learning around teacher knowledge of the writing progressions to inform/identify next	Coaches	ongoing		<ul style="list-style-type: none"> Continued focus for Term 3 and 4 however this will be on the new progressions for 2025.

learning steps			
*include 'writing for writing and linking, where possible to UC4L			
Review and report writing interventions with student achievement to refine and adapt the writing programme	Coaches	Termly	ESOL and learning assistants utilised to maximise student achievement
*remove			

Review 2024:

What has worked and how has this been visible across the school?

- Modelling books are readily being used to support student learning
- Assessment has shown big improvement in writing achievement and progress
- Flexible groupings have been more visible and the fluidity of movement of student groupings
- Integration of TALL PD
- Writing overview has supported teachers with a go-to document and given teaching clarity for writing
- Daily, explicit teaching of writing has had a greater impact especially when integrated with UC4L
- Follow-up/consolidation activities are specific and relevant
- Teachers using data to make informed decisions on their writing programme
- Moderation is accurate and robust
- Junior school focus on handwriting and presentation has been visible across all learning spaces

What has not worked and why?

- Autonomy has identified teaching reverting to default and therefore potentially sacrificing
- Teaching to the progressions has limited the 'free writing time' as the skill has been focused on more - 'Get them writing' to gain a love of writing
- A little too much whole-class teaching in pockets of the school
- Too much device time to 'support learning' doesn't work

**Math Achievement Target
2024 - 25**

 <p style="text-align: center;">Math</p>
<p>Strategic aim/goal:</p> <ul style="list-style-type: none"> • All students are able to access the NZ Curriculum • Continue to develop an effective math programme that raises student achievement • All teachers strive for excellence • Continue to develop successful students • Embed UC4L within the school maths programme (schoolwide)
<p>Strategic Objectives:</p> <ul style="list-style-type: none"> • Continue to grow teacher effectiveness, pedagogy and practise • Continue to develop teacher confidence and capacity in the teaching of math • Address the needs of priority learners through an effective learning support programme • Monitor and address student achievement in math • Continue to grow student engagement by listening to and responding to their interests and learning needs through continued student agency
<p>Annual Aims:</p> <ul style="list-style-type: none"> • Increase the number of students working above/at their expected curriculum level • Increase the rate of progress for students <i>working towards/needing support to meet their expected curriculum level</i>
<p>Baseline Data</p> <ul style="list-style-type: none"> • Data will be recorded and presented to the board of trustees at the middle and end of the year • Data will be monitored and scrutinised throughout each term to ensure support is in place for all learners

Targets
<ul style="list-style-type: none"> ● 80% of students achieving at or above expected curriculum level ● Raise the learning of students achieving at expected curriculum level ● Accelerate learning for all students identified as <i>working towards/needing support to meet expected curriculum level</i> ● Accelerate learning for Maori and Pasifika learners who are <i>working towards/needing support to meet expected curriculum levels</i>

Action to Achieve Targets	Led by	Timeframe	Review T2
Review math assessment (formative/summative) data and identify students for the school RADAR (learning support) *REMOVE	All Leadership	ongoing	<ul style="list-style-type: none"> ● This is an ongoing process and new students to the school are tested within the first two weeks and identified on the radar. Math leaders are consulted with the type of support needed for the learner. Base meetings also identify students of concern and support in place during weekly.
Continue to develop teacher capability in math and target students to closely monitor/adapt practise	Coaches	ongoing	<ul style="list-style-type: none"> ● In the intermediate bases math is specialised so the teacher with the depth of knowledge and passion is taking all math learning and the literacy teachers is on the peripheral of this learning (Awhina group) ● Teachers adapt and move students according to their needs and this is identified early during weekly base meetings
Continue to meet/observe base teachers to	All Leadership	Termly	<ul style="list-style-type: none"> ● Need to complete for maths

review target students and achievement data	All Staff	ongoing	<ul style="list-style-type: none"> • Home learning sheets developed and ready to be sent out T3 onwards. • HERO provides live data and learning progressions of their children • Mahi Tahī meetings consolidate the data and learning achievements/next steps of students
Continue to develop an effective home/school partnership so that whānau are fully informed about the learning and achievement of their children			
Continue to develop knowledge of assessment tools (formative/summative) in math so that evidence can be fully utilised to accelerate learning New changes;assessment	Coaches	ongoing	<ul style="list-style-type: none"> • Education Perfect is being used for formative and summative assessment from Years 5-8
Continue to develop an effective schoolwide moderation process to assist staff focus on improving math outcomes removed	Coaches	ongoing	<ul style="list-style-type: none"> • Discussions being facilitated during Base Hui
Continue to develop teacher capability in analysing assessment/achievement data	Coaches	ongoing	<ul style="list-style-type: none"> • To be developed further in Base meetings once achievement data is shared
Continue to develop effective professional learning around teacher knowledge of the math progressions to inform/identify next learning steps	Math Leaders	ongoing	<ul style="list-style-type: none"> • PLD and overviews created by maths leaders rolled out as needed. • Resources are readily available.

<p>Review and report math interventions and student achievement to refine and adapt the math programme</p> <p>*remove</p>	<p>Math Leaders</p>	<p>Termly</p>	<ul style="list-style-type: none"> To be discussed with Math Leaders for action or review.
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<p>Review 2024:</p> <p>What has worked and how has this been visible across the school?</p> <ul style="list-style-type: none"> hand s on activities and use of materials Use EP has informed practise from Years 5-8 The use of the math overview has given more direction to staff Math is well-resourced to support learning Specialised teaching in what has given the students the 'expert in the room' and consistency Assessment workshops from Math leads have supported teacher capability Assessment/achievement data is positive Math 'homework' focussing on the basics has supported learning Teachers supporting others on how to extend and support student learning - having conversations NZCM book usage has supported learning Math taught in context has been positive so students are unpacking problems/problem solving Good coverage of strand math in the middle and senior end of the school <p>What has not worked and why?</p> <ul style="list-style-type: none"> Freeing up time to support lead teachers to be in spaces guiding has been a drawback
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Māori Achievement Plan 2024 - 25

Strategic aim/goal:

- Te Rangatiratanga: Engage with whānau celebrating success and working together to ensure Māori students are engaged, happy and achieving
- Te Tangata: Māori are proud of their identity and who they are in the school and community
- Te Tuakiri Tanga: Develop and support the growth of Te Reo and Tikanga

Action to Achieve Targets	Led by	Timeframe	Review
Māori students and whānau feel safe, happy and proud of their identity	All staff	Ongoing	<ul style="list-style-type: none"> ● Maori representation in Kapa Haka is low - why is this? Are they not proud of their identity? Is this a whānau value factor? Does our Māori community value Kapa Haka and if not why? For Terms 3 and 4 we need to look deeper into the why and bring whaanau engagement into Kapa Haka and whanau evenings: <ul style="list-style-type: none"> ○ Consult further with the community ○ Survey community ○ Informal conversations at sports, after school - pick-ups/drop-offs. ○ Speak with the kids ○ Bring in schools to actively demonstrate Kapa Haka - JC
Understanding the story of the area	Leadership	Ongoing	<ul style="list-style-type: none"> ● Developed a relationship with Te Akitai and are now about to learn the kaupapa of the local area

Developing school pepeha	Leadership	Ongoing	<ul style="list-style-type: none"> Kathleen has completed this, she is waiting for sign off from Te Akitai Waiohau
Understand protocols and roles for Māori traditions	All learners	Ongoing	<ul style="list-style-type: none"> Mihi Whakatau led by our student leaders Termly mihi whakatau to welcome new whaanau to KFS Surface features are now broken and development to continue
Te Reo Māori experiences available for learners i.e visit to the marae	Leadership	Ongoing	<ul style="list-style-type: none"> Term 4 - once the pepeha has been developed and knowledge has been grown, take students to Red Hill and Papakura Museum (1/2 , 1/2 and switch) to being the school's journey
Actively teach our Māori curriculum across the year	All Learners	Termly Checkpoints	<ul style="list-style-type: none"> Have rolled this out via the Action Learning Group and have asked teachers to share with their teams and provide feedback. Once curriculum refresh has been made available, will align our curriculum
Develop awareness of Te Tiriti o Waitangi and the bi-cultural partnership of A/NZ	Leadership	Ongoing	<ul style="list-style-type: none"> SOW began at Waitangi with a guided tour to upskill staff knowledge Staff ask lots of questions, are very responsible and have a growing knowledge of the bi-cultural partnership

- New objectives written and implemented for 2025. Will be reflected and visible in school Charter 2025-27



Pacific Culture Achievement Target 2024 - 25

Strategic aim/goal:

- Pacific learners' cultures, faiths and beliefs are valued
- Pacific learners and their families feel accepted and included

Action to Achieve Targets	Led by	Timeframe	Review T2
Identify and understand what Pasifika at KFS is	Leadership	Termly	<ul style="list-style-type: none"> • To be redeveloped for 2025 to celebrate the identity of our Pacific students and not have them sit under one umbrella...
Pasifika leaders within the Kauri Flats Community are to be identified for support	Leadership	Termly	
Recognises that all learners including Pacific are motivated to engage, learn and achieve	All Staff	Ongoing	
Know the importance of Pacific cultural values and approaches in teaching and learning	All Staff	Ongoing	
Grow and celebrate Pasifika language weeks to develop the culture within and across the school for 2024	All Staff	2024-25	
Understand that Pacific learners learn differently from each other, and from their non-Pacific peers	All Staff	Ongoing	

Understand the aspirations of Pacific learners, their parents, families and communities for their future and set high expectations	Leadership	Ongoing	
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- New objectives written and implemented for 2025. Will be reflected and visible in the school Charter 2025-27