



KPS CURRICULUM IMPLEMENTATION 2023 OVERVIEW

Ki te Taumata- Aim for the Best

Curriculum 2023



This year our goal is to ensure all our ākonga have strong foundations of reading, writing and maths. Our learners have inviting and engaging and orderly classroom environments to feel they belong and are excited to learn. Our hubs are aligned and beating to the same KPS curriculum drum. Where expectations are clear- assessment data is gathered- teachers understand the pedagogy of Know thy Impact and our learners are introduced to progressions and other assessment 4 learning strategies. All of which will help them to develop their capabilities in becoming great KPS Explorers- Thinkers and Citizens.

Our Focus Areas



S- strategies- getting into the learning pit- building a back pack of strategies to help them to grow into great learners- thinkers and citizens

T- teamwork- introducing year 6 leaders | house activities | big buddies | camps across the school | inviting in whanau

A- Authentic- not being put into boxes | individuality | finding our strengths through art, music, pe | authentic inquiry learning through their eyes and world

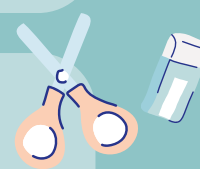
R- responsible citizens- PC4L| restorative practice| house activities | Whanau events | Teaching values | recon | reflection | circle time |

S-aSsessment 4 Learning- Progressions| Data gathering | Boschers | know what I am learning- why and where need to be | modelling books | Success criteria | goals

The tools we introduced last year and again this year

- PC4L
- Structured Literacy for year 0-3

Curriculum Focus 2023



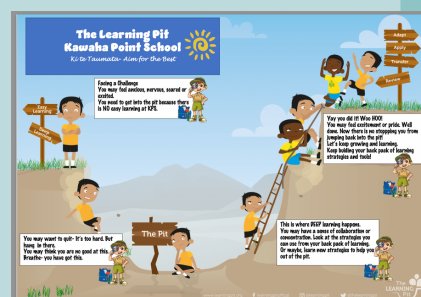
Values teaching | reflection end of day | Pause Breathe Smile | Circles

Literacy | The code Year 4-6| Year 0-3 Structured literacy

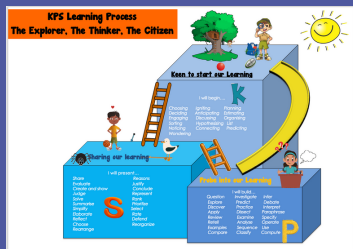
Numeracy- NZ maths

Writing- Progressions introduced

Core Business



To ensure every ākonga is thriving in our school environment and has rich learning in literacy, numeracy, culture and movement



KPS CURRICULUM IMPLEMENTATION 2023 OUR INQUIRY

Ki te Taumata- Aim for the Best

The School's Inquiry Focus- Nga Taonga

Know- Understand- Do

Contexts and ideas- the big idea - practice

Term 1- Myself and My Family

Term 2- My school and My Community

Term 3- My NZ and My Global world



Our Focus Areas Across the Curriculum

Social Sciences- Know yourself- to a group- responsibilities- understanding the past- significant places- cultures expressions. (aligning our school with our past and local history- renaming of the hubs)

The Arts- communicating- developing ideas- interpreting _ presenting a local myth and legend.

Technology- designing planning-



Science- the living world (through habits and life cycles) the physical world (volcanoes and geothermal electricity)

NZ Curriculum Links



Te ao Māori

Tau mai te reo: Kia tau te reo ki roto i te rangai matauranga Growing te reo Maori- through education and growing education through te reo Maori to protect and promote the Māori language for future generations. Supporting learners to value and acquire and use Maori language words, phrases and other forms for example. waiata and haka) and provide Maori language to support learners to develop the ability and confidence to talk about a range of things in the Maori language

Health and PE

Personal health and physical development: Movement concepts and motor skills: Relationships With other people: healthy communities and environments Underlying concepts of hauora attitudes and values, health promotion and the socio-ecological perspective

Technology (including digital technology)

Technological Practice: technology planning for practice, brief development outcome evaluation

Technological Knowledge: technological modelling, products & systems

Nature of Technology: characteristics of technology and characteristics of technology outcomes.

The Arts

Understand Music, Dance & Drama in context, Develop Practical Knowledge in music, dance and drama. Develop ideas, Communicating and interpreting

NZ Histories

Understand: the big ideas of Aotearoa New Zealand's histories

Know: National. rohe and local contexts

Do: inquiry processes/ thinking critically about the past and interpreting stories about it

English

Making meaning of ideas or information received (listening, reading and viewing

Creating meaning for themselves or others (speaking, writing and presenting)

Processes and Strategies, Purposes and audiences, Ideas, Language features

Structure

Maths

Thinking mathematically and statistically, Solve problems and model situations with: Number and algebra, Geometry and measurement, statistics





KPS CURRICULUM IMPLEMENTATION 2023 FOCUS AREAS

Ki te Taumata- Aim for the Best

Know thy Impact

- Assessment schedules
- excel sheets
- boschers- student voice
- assessment 4 learning- progressions
- target programme
- new report format
- analysis sheets
- cycle of impact
- pedagogy
- coaching conversations
- progressions - success criteria- modelling books



PB4L | Restorative Focus

- Values teaching
- Reflection end of day
- House activities
- Circle time
- Pause breathe smile
- Recon
- Dojo points
- Restorative chats
- Behaviour plans
- ETC Competencies
- Whanau events



Maths

- Basic Facts tests
- NZ Maths website activities
- Maths whizz introduced
- Pre tests and post test in strands



Structured Literacy

- The Code PLD and then implementation
- Structured literacy to be practiced in class
- Evaluate as we go
- Use Assessment schedule from Christine Braid
- Heggerty- oral language
- Casey Caterpillar- handwriting



Other- Introduced

- Te Reo in the classes expectations
- Digital devices updated- more devices in the class
- Learning through Play- PLD term 3
- Building a goggle site for our plans and expectations
- Te Reo Curriculum group- write implementation plan
- Pe/Health curriculum group- write implementation plan.





KPS CURRICULUM IMPLEMENTATION 2023

FUTURE FOCUSED

Ki te Taumata- Aim for the Best

PLD 2023

- Leadership growth for 2023- PLD/ coaches
- Coaching focus for Amira and Maria
- Restorative Practice- 3 year contract
- PRT workshops
- Pause Breathe Smile
- IYT
- Hero SMS
- The Code- Spelling Programme
- Local curriculum teacher only day- COL
- Local curriculum design- Stonefields- included the learner profile | pedagogy-assessment 4 learning



PLD 2024 Thoughts

- writing
- growing leaders continue- coaching
- maths needs to be unpacked
- Structured literacy to have a balance |spelling programme
- learning through play
- resilience project
- learnership
- A 4 L continues
- HERO use- progressions/ reporting/ teacher journals
- continue writing and tweaking our KPS curriculum
- PB4L/ Restorative practice
- MAC
- Engagement sliders



Make it Better Rally Cry 2023

- Children engaged in the class- environments to be welcoming and tidy
- all children making progress- 1 year progress at least- tracking system
- Whanau back in school- through fun events
- Learning Pit introduced- idea of wobbling- building a back pack of strategies
- learning process introduced for inquiry
- ETC characters introduced and referred to
- values teaching | reflection | circles|
- Growing year 6 leaders
- Camp reorganised - year 3 and 4| year 5 | year 6
- Target children focus- and tracked
- Inquiry whole school- Ng taonga
- Art and music offered
- School to operate as one not 4 separate hubs
- Duffy books
- pedagogy of know thy impact
- assessment data gathered consistently and unpack using the cycle of impact
- furniture to be tidied up- new furniture- plan to update
- devices enough to be used.- new Chromebooks
- SMS system to rebuild and be effective- HERO and app
- H and S procedures- EOTC
- back to basics teaching- reorganised timetable emphasis on R-W-M
- Learning through play- no wandering- being more specific
- grow our reputation - networks | whanau | grow roll
- logos | redesign | organised and aligned | hubs renamed
- staff culture of care- unpacked
- Appraisal-teacher inquiry | job descriptions | coaching
- boschers- student voice
- Pause Breathe Smile- Mindfulness to become part of the class programme
- The Code spelling programme to support structured Lit





KPS CURRICULUM IMPLEMENTATION 2023 ASSESSMENT

Ki te Taumata- Aim for the Best

Junior Year 0-3

Maths

Basic facts -week 2
Jam term 1-2-4 around week 5
OTJs each term- end of term

Anniversary checks

6 months
12 months
18 months
2 years



Literacy

Booklet introduced- need to unpack

writing-

genre add to excel

oral language- see assessment booklets

6 month entry

*Need to unpack this and portfolios-
How are we capturing the inquiry learning?
how have we captured any PE skills?*

what about live reporting?? seesaw posts- are there expectations on seesaw and posting?



Year 4-6

MATHS

- Basic facts- termly
- IKAN-
- Pre tests in strand and post test
- PAT Maths- Term 1-4
- OTJ in maths- termly



LITERACY

- Spelling- spelling age term 1- then look at the code in term 2 and design around there
- writing- genre focus each term- moderated using the progressions
- easttle sample term 1 and 3
- PAT grammar term 1 only
- OTJS termly

READING

- Probe tests-
- Star reading term 1 and term 4
- OTJs termly

*Need to unpack this and portfolios-
How are we capturing the inquiry learning?
how have we captured any PE skills?
what about live reporting?? seesaw posts- are there expectations on seesaw and posting?
what about easttle reading?
ICAs?
Are we missing other areas?*



Reporting

Reports and Parent interviews

Term 1 -
meet and greet before school
Progress and check in week 5-6
seesaw posts

Term 2

Written report
Parent Interview
seesaw posts

Term 3

see saw posts only

Term 4

Reports
parent interviews

Share the learning

Term 1 - Pop in and see what your child has been up to- share the end product of our inquiry

Term 2

school presentation

Term 3

based on NZ and the world-
presentation

Term 4

Grandparents day- concert
Market day - financial literacy
Pet day

