



**KAWAHA POINT
SCHOOL**

Aim for the best

Kawaha Point School- Strategic Plan 2024-2025

Te Kura o Kawaha



About Our School

- KPS was built back in 1979
- KPS is the neighbourhood school for Kawaha Point here in Rotorua, although some children travel from other neighbourhoods to be part of our community
- Our roll grows throughout the year to around 270 learners.
- We currently have 11 classes and 1 satellite class from the Rotorua Specialist school
- We are single cell classes- yet we come together and collaborate in 3 hubs.
- The 3 hubs were recently named after the maunga surrounding our school- Taumata, Ngongotahā and Kaiweka.
- We have a middle and senior school Māori medium classes. Angitu hub.
- We are a very multicultural community
- The school receives Level 3 Māori Language funding for the 2 Te reo classes, reflecting our commitment to Te Reo me ōna Tikanga.
- The socio-economic equity index number for the school is 499
- The iwi of this area is Ngāti Whakaue. We work alongside Ngati Whakaue, and liase with them on our cultural projects.
- A very special feature of the school that we are developing is the integration of a cultural narrative. This resource is being prepared in partnership with Ngati Whakaue.
- KPS continues to consult on ways to incorporate Te reo Māori me ngā tikanga.



Cultural Diversity

- We acknowledge New Zealand's cultural diversity and the unique position of Māori as tangata whenua at KPS and we our commitment to the principles of the Treaty of Waitangi is reflected through the following:
- **Partnership and Consultation:** We recognise and value all cultures at our school and acknowledge the special position of Māori in New Zealand society. We work together to achieve the best environment for success for our students. We consult with our Māori community and access cultural advice as appropriate. we do this every year in October- gathering community voice to help shape the direction of our school.
- **Protection:** We respect each person's culture and their right to follow their cultural direction. We promote the value of Te Reo and tikanga Māori.
- **Participation:** We promote Māori achievement and equal opportunities for all members of the school community, including our staff, and our students who need extra support at school. These principles guide our practice and are incorporated into our policies and procedures.
- In recognising the unique position of the Māori culture, we provide instruction in tikanga (culture) and Te Reo Māori (language) for students. We foster Māori culture through:
 - **Teaching Te Reo Māori** to an elementary level in most our classes with two classes (year 3-4 and year 5-6 being level 3 funded).
 - Using resources in the curriculum which recognise New Zealand's dual cultural heritage
 - Integrating tikanga Māori through all curriculum areas where appropriate
 - Cultural group
 - Employment of specialist teachers and Kaiārahi i te reo Māori
 - Visits to Marae
- **We also celebrate and value a variety of cultures by recognising cultural differences as appropriate, for example:**
 - Integration of cultural perspectives throughout the curriculum across all levels
 - Accessing cultural advisors
 - Cultural celebrations and acknowledgements
 - Commitment to Ngonogotahā Kahui Ako
 - Kawaha Point School is a member of the Ngonogotahā Kāhui Ako (Community of Learning). We value the opportunity to collaborate with local schools to ensure consistently improving practice for the learners in our region.

*He tamaiti akona ki te kāinga, tū ki te marae, tau ana ~
A child educated in their own identity, stands with confidence in their community*



Ihenga



Hatupatu



Ngatoroirangi



Tamatekapua

Kawaha Point School- Strategic Plan 2024-2025

School Values

Kia Kaha- Be strong
 Kia Maia- Be Brave
 Kia Manawanui- Be Kind
 Kia Angitu- Be Successful

Learning Dispositions

KPS Explorer
 KPS Thinker
 KPS Citizen
 KPS Communicator

The NELPS

Our Vision

Kia te Taumata-Aim for the Best

For us this captures the mindset we want our learners and staff to model and demonstrate. Aim for the best with our learning, teaching, behaviour, sports and cultural participation.

Our Mission

Our mission is delivered through our signature features of the STARS, which underpin all our teaching at learning

Strategies

Teamwork

Authentic

Responsible citizens

Assessment 4 Learning

Strategic Goals

Strategic Goal #1 Building our Effectiveness

We want to excel in teaching that motivates and engages learners for educational success. We aim to meet the needs of all learners through the provision of high quality, responsive teaching and learning programme that excites, challenges and help our learners to realise their full potential. Encouraging curiosity. Love for learning. Our teaching is driven by visible learning pedagogy that puts learners in the driving seat to become assessment capable learners.

Strategic Goal #2 Building Our Relationships

KPS is proud of bicultural identity and our school multicultural diversity. Diversity is embraced and valued so all staff and families feel supported, respected and have a sense of belonging. We look to build a positive and meaningful relationships with our community in order to foster engagement and connection between families and school. Grow connections with Māori whanau and support involvement in the school. Māori tamariki experiencing success at school.

Strategic Goal #3 Building our Place

KPS seeks to provide a warm, welcoming, safe and accessible environment for teaching, learning and friendships. We endeavour to provide a vibrant place of discovery that nurtures a sense of belonging. We want our community to be excited and proud of our school, the setting and share in caring for it. We want our teachers and learners to work, play and learn in a modern well resourced environment and feel physically and emotionally secure in its surrounds.

| 1 | 2 | 3 | 4 | 5 |
|---|--|---|--|---|
| LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education | BARRIER FREE ACCESS Equal education opportunities and outcomes are within reach for every learner | QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau | FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives | WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable |
| 1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying | 2. Reduce barriers to education for all, including for Māori and Pacific learners/āonga, disabled learners/āonga and those with learning support needs | 3. Meaningfully incorporate Māori and āonga into the everyday life of the place of learning | 4. Collaborate with industries and employers to ensure learners/āonga have the skills, knowledge and pathways to succeed in work | 5. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY) |
| 2. Have high aspirations for every learner/āonga, 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 | 4. Ensure every learner/āonga gains sound foundation skills, including language, literacy and numeracy | 6. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce | 7. Collaborate with industries and employers to ensure learners/āonga have the skills, knowledge and pathways to succeed in work | 8. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY) |

Strategic Goals

Building our Effectiveness

1

~ Ko te ahurei o te tamaiti arahia o tātou mahi ~ Let the uniqueness of the child guide our work.



Initiatives- TO BUILD

- Learner agency
Learner Dispositions**
- School Values |
Huakina Mai | PC4L**
- Learning through Play**
- Structured literacy
The Code**
- School Wide
Pedagogy in Visible
learning | Assessment
for learning**
- Te Reo Maori**
- Schoolwide Inquiry**
- Consistency in Teaching
programmes of Reading-
writing and maths**
- Share the learning and
Progress reports**
- Goggle Classroom**

2024 To Build NELP Objectives 1, 2, 3 & 4

- Build Learning dispositions and understanding that are visible and are accessible to all stakeholders. This will inform our learner profile as we create it Teaching expectations and plans are understood and used in the class (our ETC Characters)
- Implement KPS values, circle time and ZORS teaching programme to support all students - Use Huakina Mai to help support the PC4L in our school
- Build learning through Play pedagogy across the junior school- year 0-2 with a KPS flavour.
- Build a school wide approach to teaching of literacy using a balance programme that incorporates structured literacy and whole language. Using The code throughout
- Build schoolwide pedagogy and understanding of assessment capable | visible learning| High Impact teaching strategies. Include also learning pit| learnership pedagogy
- Build te reo Maori across the classrooms and reach out to MAC to support Kiri and the curriculum.
- Build our school inquiry approach using understand know do framework to highlight learning and to investigate evaluating the inquiry process and planning. To write implementation plan to support the inquiry and other learning areas- With support develop consistency in Reading - writing and maths programmes
- Continue to build celebration sessions where students share their learning and their learning progress
- Build on teachers knowledge using google classroom platform in the year 5-6 hub.

2025 TO GROW

- Learning Dispositions are a shared language. They are visible and accessible to create an effective KPS School Graduate Profile and school culture.
- Continue to grow understanding in Huakina Mai- PB4L- restorative practices.Values and The Zones of Regulation are a shared language across the school.
- continue to grow learning through Play pedagogy across the junior school- year 0-2 with a KPS flavour.
- High levels of Literacy and progression is evident across the curriculum and school.
- Continue to grow and embed the visible learning pedagogy with all staff and special induction for new staff members. Look for PLD to support this
- Teachers develop their Te Reo Māori language skills to be able to better support the teaching of Level 1 more confidently
- Continue to grow and tweak our implementation on understanding on plans and our local curriculum knowledge and understanding. Ensuring we continue the school wide focus - UNDERSTAND KNOW and DO model
- Continue to grow celebration sessions where students share their learning and their learning progress
- Continue to grow our digital knowledge and usage in the school

Strategic Goal

Building our Relationships

2

~ Kō koe ki tēnā, ko āhau ki tēnei kakau o te kete hei whakarekē ngā whānau me ngā whānau katoa ~
 /ou at that, and I at this handle of the kete, together families and their schools can bring about change in their communities.

| Initiatives to BUILD | 2024 To Build NELP Objectives 2 & 7 | 2025- to Grow |
|---|---|---|
| ECE and preschool Buddy programme | <ul style="list-style-type: none"> Build our relationships with ECE- unpacking a pre school buddy programme that incorporates visits to school and to the ECE, transition timing and information gathered to achieve the best possible start | <p>ECE relationships continue to grow and ECE programme enhances the transition to school. Cohort entry introduce to week 1 and week 5 with a whakatau for new whanau</p> |
| COL- PLG- RPA | <ul style="list-style-type: none"> Actively contribute to COL- RPA- PCG | <p>Continue to develop relationships with groups in the wider community</p> |
| Cultural Narrative development through Matua Arapeta | <ul style="list-style-type: none"> To build a cultural narrative for our school - Matua Arapeta to support the writing of the narrative and working alongside Ngati whakaue. To rename our school hubs and offices to reflect our narrative. Including signage. | <p>Cultural narrative is in our school curriculum plans- around the school and on our website</p> |
| Whanau relationships and communication | <ul style="list-style-type: none"> Continue to build whanau relationships through schoolwide events- share the learning - information evenings - hot spot curriculum focus -communication with home- And to introduce whanau hui earlier on in the year- community surveys in October | <p>whanau relationships continue to grow and understanding of the learning programmes as well.</p> |
| Communication - special attention to sports hero posts | <ul style="list-style-type: none"> Communication is vital- sports notices and updates to be built upon with a sports coordinator and Hauora coach- fortnight newsletters- text and facebook posts updated regularly- add more staff to the Facebook admin page | <p>Communication continues to be tweaked and refined.</p> |
| Teacher inquiry model, boschers and attestation | <ul style="list-style-type: none"> Build our teacher inquiry model- introducing hub inquiry and ted talks at the end of the year. Staff PLD includes a road trip in term 3 to either Hamilton or Taupo to look at PB4L- PLD to support hub inquiry eg learning through play- The code- Visible learning | <p>PRT and teacher inquiry using the coaching model and Marcus Buckingham feedback programme continues to grow and be embedded into the routines of the school</p> |
| Build lead team through PLD | <ul style="list-style-type: none"> Lead team to receive PLD through Andy (Canterbury University and coaching model - maria through Sean- Lead team to continue growing in their leadership practices | <p>Roll growth in our classes and hubs has happened and we have developed more leaders who are strongly supported by Andy and a coaching programme. Continue to grow leaders and their skills through PLD</p> |
| Staff Culture continue to build | <ul style="list-style-type: none"> Continue to be aware of, and responsive to, creating a culture of a healthy team environment by: <ul style="list-style-type: none"> - Being responsive to the demands and realities of working with evolving staff - Regular opportunities for staff voice - Clear communication/concern processes/expectations - Maintaining regular opportunities for personal development, team building, social activities and fun | <p>Continuing to grow the Staff Culture through social events and kudos- PLD and surveys.</p> |



Strategic Goal

Building our Place

3

~ Iti noa ana, he pito mata ~ With care, a small kumara will produce a harvest.

Initiatives to Build

5 YA Property

Space 3-7 update grounds

School signage

Monitor budget

School docs

Awhi room and reorganisation of spaces

Digital devices and support

2024 To Build NELP Objectives 2, 5, 6 & 7

- To implement the first round of 5 YA property improvements including the heat pumps and work out where to next on the reading recovery spaces
- Investigate and develop the space between 3-7 apply for funding
- investigate and fund the signage around the school to align with the new cultural narrative
- closely monitor the budget and pull back the deficit and build working capital. At same time look at a long term finance plan for H block and for roll growth
- Share with the community access to school docs and the board reviewing them at board meetings and those we need to use throughout the yer
- Reorganise the school hubs and attach the Maori Medium to the year hubs. Introduce an awhi room for the LSC and those children needing extra support
- Continue to build on our digital devices ensuring 1:1 in the year 5-6 and year 3-4 1:2 and year 0-2 at least 1:2 as well. Support for digital to continue in online access to HERO- and software to protect our devices.

2025 To Grow

- Work constructively with all stakeholders to progress our Stage 2 of our 5YA
- Work constructively with various property stakeholders to ensure our facility is well maintained and meets the needs of our staff and students.
- Flexible seating and furniture for learning environments.
- Integrate our cultural narrative and connection with mana whenua, local curriculum
- Budgets are designed to allow for future growth needs
- Roll returns and growth rates are recorded accurately.
- Various property stakeholders have worked constructively to ensure our facility is well maintained and meets the needs of our staff and students.
- The ICT infrastructure adequately supports the needs of staff and students.

ACHIEVEMENT TARGET 2024



ACHIEVEMENT TARGET: Identify all students who are more than one to two sub levels (1.5 years or more below expected level in writing at the end of the 2023 school year and accelerate their achievement (1.5 years (6 terms) above normal growth) by year's end.

CURRENT POSITION



Current Position:

At the end of 2023, our overall writing results showed that only 46% of all students were at/above the NZ Curriculum expectation.

Girls 58%, Boys 36%, Māori 38%, Māori Boys 24% and Maori Girls 52%



TARGET GROUP

Target Groups: All Learners – cohort size 117 at beginning of 2023 school year, requiring extra support in Writing. Māori Boys -50 cohort size at beginning of 2023 school year, all requiring extra support in Writing. Māori cohort there are 80 learners requiring close attention.



ACTION

Continue to monitor 'Target Learner' groups. Support teams to visit these groups often in team meetings to analyse what shifts are happening.

Hub diary and 5 by 5 snapshot to be completed at the beginning of each month- using KPS writing progressions- a goal will be set for the month to achieve.

Curriculum Development Team;

- Organise Teacher only day and PLD in the Science of Reading/Writing and the Structured Literacy approach- Look at THE Code through Liz Kane
- Re-look at formal assessment in reading and writing- PLD to include unpacking E-Asttle
- Continued focus this year in moderation practices/processes within teams

Assessment;

- Look at assessment practices across the school, involve PLD with The Education Group
- Team to tighten timeframes and upskill new teachers- we want to see consistency in teaching practices and expectations across the school
- Engage in external PLD in Assessment for Learning (The Education group)
- OTJ processes; formalise this to ensure more consistency across teams- Use Bob through Te Hono Kete
- Use of full time Learning Support Coordinator role to support programmes and student support especially our target writers
- Engage with support from RT:Lit and RTLB as necessary to address specific learning needs.
- Work with parents, families and whānau around ways to support children's reading and writing
- Juniors to hold information workshop

Annual Implementation Plan 2024

GOAL 1- Building our Effectiveness

| Action | Resourcing | who | Timeframe | Measure of success |
|--|--|--|--------------|---|
| Achievement and progress are measured and monitored | staff- team | lead team | term 1,2,3,4 | At least 65% akonga are achieving in reading - writing and maths. Each child is making 1 years progress for one year teaching Maori achievement data is showing the gap narrowing from previous year data. target children are showing 1.5years progress in learning with special focus on writing. |
| Impact Coaching meetings are being held with each teacher to analyse students needs in class | Reliever days- approximately \$2500 | lead team | term 1,2,3, | Impact reports show teachers have a cleared understanding of the needs of akonga. Improved progress and achievement data. Target students are identified and support programmes are put in place. |
| PLD for teachers in assessment for learning with special focus on writing, and in The code . The juniors will unpack learning through play and design what this looks like at KPS | The code teacher only day- \$2500 MOE PLD provided for - The Education group Learning through play - \$200 a meeting with no more than 5 meetings. | lead team All staff included Las at The Code | term 1,2,3, | Impact reports show teachers have a cleared understanding of the needs of akonga. Improved progress and achievement data. Target students are identified and support programmes are put in place. |
| Inquiry learning to be unpacked and simplified. writing of implementation plan with understand Know do framework and links to NZC. incorporates matauranga Māori | staff- team | Lead team Inquiry Project team Te reo inquiry team | term 1,2,3, | Units clearly show how matauranga Māori is planned for and taught. Māori whanau and/or experts used to inform planning and content. Inquiry team have begun draft of the inquiry plans. Shared the learning is fun and informative for whanau Schoolwide planning overview incorporate cultural acknowledgement and celebrations |
| values are given stand-alone teaching time in classrooms on a regular basis Incorporating ZORS teaching, circle time, restorative chats, and new KPS Dispositions- mindfulness too, is being given a slot in the timetable | staff- team | Lead team PC4L Project team PE and Hauopra team | term 1,2,3, | Student voice survey shows that students have an understanding of what the new values mean. Wellbeing@School survey results begin to show improvement in the pro-social skills area Observations by leaders show new kaiako are using these programmes with increased confidence |

GOAL 2- Building our Relationships

| Action | Resourcing | who | Timeframe | Measure of success |
|--|--|---|---------------|---|
| Connections to the ECE are regular and ongoing. Using the COI to support the transition of children to school. | staff- team | Amira and Jenny | term 1,2,3,4 | The ECE have regular contact with the school. Information being source for new enrolments from the centres. Pre school programme has a system behind it for tracking new enrolments and visits. Playbooks are up to date and informative. WSL uses COL PLD to help support the connections. |
| Our school cultural narrative is written and unpacked with staff and whanau. Links are found around the school and on websites | Paid consultant \$6000- and continues into 2025. | lead team Te reo School Project team | term 1, and 2 | The cultural narrative is seen around the school I branding includes new school values as part of who we are., hub logos, house flags Visual reminders around the school of the new narrative |
| Whanau are engaged in the school and are beginning to become more informed about the programmes and direction | staff- team- board | BOT Lead Staff | term 1,2,3,4 | whanau are feeling informed of the direction the school is going in- including learning programmes. newsletter- hot spots and evenings offered . parent survey in October shows the understanding. |
| Hubs are engaged in professional growth cycle - posing inquiry question through the lens of focus areas. | lead | lead team | term 1,2,3,4 | each team to set an inquiry goal- tracking the progress through Marcus Buckingham's appraisal outline. End of year TED talks to show the growth. Hub blogs to be kept. Leadership team to track projects using R-A-G. |
| Leadership team to continue their leadership growth | \$10,000 well being fund principal \$12000 | lead | term 1,2,3,4 | Leadership team to grow in their leadership by PLD specific to their growth. Hubs should become more independent in working through challenges and opportunities- yet following the pedagogy of the school. |

GOAL 3- Building our Place

| Action | Resourcing | who | Timeframe | Measure of success |
|---|---|---|--------------|---|
| New 10 year PP to take affect in 2024. With roofing project and heat pumps. | 10 yr PP | BOT | term 1,2,3,4 | to replace roofing in A bolck. decision around H bolck to be made and maintained. Heat pumps to be placed in all usable classrooms. Decision on RSS to be made by term 3. Roll growth to determine the decision. |
| Space 3-7 is Design additional outdoor playspaces and landscaped areas to: • Maximise the use of space to engage tamariki in meaningful play • Integrate & celebrate our wider cultural diversity | apply for funding through RPA sponsor | Maria BOT | term 1,2,3, | Health and safety checks show this area is unsafe- the area to be transformed Variouos property stakeholders have worked constructively to ensure our facility is well maintained and meets the needs of our staff and students. |
| Update school signs, website, certificates etc with values, logos and dispositions | \$6000 | BOT Lead | term 1,2,3,4 | All branding includes new school values as part of who we are. Visual reminders around the school of the new logos and values and dispositions |
| digital devices are updated and used aas a tool in the classroom., HERO SMS programme is being utliused by students, staff and whanau | PLD workshops Visit to HERO school \$3000 for updates on IT | Lead T Holloway digital school project team | term 1,2,3, | The ICT infrastructure adequately supports the needs of staff and students. • Roll returns and growth rates are recorded accurately. HERO becoming a familar platform for parents- whanau to use. |

THE FOLLOWING WERE USED TO DEVELOP THIS STRATEGIC PLAN:

- COMMUNITY CONSULTATION SURVEY
- TEACHING STAFF SURVEY
- CLASS SURVEY - STUDENTS AND STAFF
- NELP - NATIONAL EDUCATION LEARNING PRIORITIES
- NGATI WHAKAUE HUI WITH ROTORUA PRINCIPALS
- EDUCATION AND TRAINING ACT 2020 - OBJECTIVES OF BOARDS IN GOVERNING SCHOOLS