

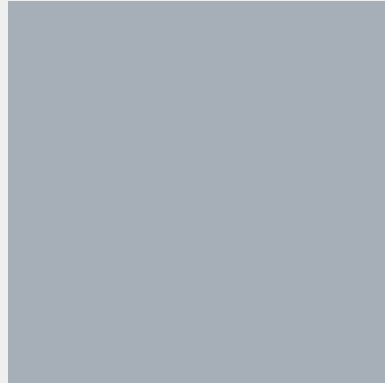
Kawaha Point School

Annual Report 2023

*Ki te Taumata
Aim for the Best*

***Me ako tahi, tātou, kia
puawai, ke te ao marama***

***Together we learn, care and
grow***



***Kia Kaha- Be Strong
Kia Maia- Be Brave
Kia Manawanui- Be Kind
Kia Angitu- Be Successful***



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OUTLINE OF THE VISION AT KPS

01

Vision

Ki te Taumata- Aim for the Best
Striving to reach our potential and be the best of you! Aiming for the best in academic- social-sports and cultural.

02

Vision Principles

Learn  Care  Grow 

03

Values

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

04

KPS Learning Powers

KPS Explorer
KPS Thinker
KPS Citizen
KPS Communicator

05

KPS Educative Purpose

Cause the learning * Serve the Learner* Grow Great Human Beings-
Following the Visible learning Pedagogy and Teaching to the Northeast By Russel Bishop, Learning Pit Strategies by James Nottingham, ZoR, Restorative Practices, Growth Mindset by Carol Dweck, and Learnership by James Andersen



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Our Mission

To Navigate our journey through the **STARS-** Our 5 signature practices-
S- Strategies. T- Teamwork. A-Authentic
R- Responsible Citizens S- Assessment 4 learning

07

Our KPS Strategic Goals

#1. Building Our Effectiveness in the Classroom
#2 Building Our Relationships
#3 Building Our Place

08

Our KPS Success Factors

Building Our Effectiveness in the Classroom

- 65% At or above in reading writing and Maths
- Each learner making 1 years progress for 1 years teaching
- Māori Achievement data showing the closing of the gaps from previous years data
- Target learners making 1.5 years progress in BURT and Writing progressions
- Coaching and boschers, hub PLG
- Support programmes in place
- QWEST planned for reflecting local history and school narrative
- QWEST Planning redesigned and 2 year programme
- The code introduced school wide
- Learning through Play introduced and designed for KPS junior school only
- Share the learning is focussed in showing learning, one night performance
- Surveys reflecting student voice
- Teaching of ZORS, values and learning powers teaching, circles and mindfulness embedded in the class



OUTLINE OF THE VISION AT KPS

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Our KPS Success Factors

Building Our Relationships

- ECE have regular contact- 2x a term- advertising our school
- Information package updated and easily read for New enrolments
- Pre school buddies programme has system and people in place
- WSL to support COL Initiatives
- Cultural Narrative unpacked and on displayed through logos- characters- signage- info videos- Branding of our school with new school characters
- Whānau are informed about the learning
- Newsletter includes spot lights
- Information evenings- 1 x a term
- Whānau Hui and Blg 5 to be introduced
- Parent survey shows further improvement in school reputation
- Hub PLG
- Leadership and unit holders tracking projects
- PLD provided for leaders and others to grow
- Hubs are showing consistency in following school pedagogy
- Staff culture is positive and affirming

Building Our Place

- 10 year PP begins with roofing and heat pumps throughout
- Space 3-7 redesigned and tidied up
- Decision around RSS in term 3
- Health and Safety checks are embedded in the school- termly walk through with Caretaker- policies and procedures updated- emergency practices carried out
- School buildings are well maintained
- Branding of our school with logos ect - replace old signage around the school
- ICT update infrastructure- 3 year replacement plan
- website regularly updated with information
- Roll returns are showing growth
- Maintaining budgets and bank staffing
- HERO becoming a platform regularly used by parents



10

KPS initiatives for each Strategic Goal

#1. Building Our Effectiveness in the Classroom

- Achievement and progress data analysed and assessed regularly (use of understanding VL and know thy impact)
- Coaching- boschers on Reading- writing and maths
- PLD in writing
- PLD in the Code
- PLD in learning through Play
- Qwest to be unpacked and streamlined
- Localised curriculum- Know- Understand Do
- Te reo | Cultural narrative displayed and taught
- School values are taught- ZORS- circles-mindfulness-and learning powers
- PB4L- continue to tweak and refine

#2 Building Our Relationships

- Connections to ECE
- Visits to ECE and advertise
- paperwork - prospectus enrolment books updated- staff have a system for new enrolments
- Cultural narrative is written and displayed
- logos and website updated with narrative
- Whānau engaged in the school
- Whānau more informed around school programmes
- HUBs engaged with PLG and reflecting on goals
- leadership growth throughout the school

#3 Building Our Place

- 10yr PP begins
- Space 3-7 redesigned
- Maximise use of space around the school
- update signage and website
- digital devices and planning
- build our roll
- maintain budget and bank staffing.



Other Indicators

KPS Assessment and Guidelines , Excel sheets, timetable and Data tool

KPS Curriculum- Implementation plans and overview of term

KPS Expectations

KPS Staff Expedias- Job descriptions- Units- coaching- Hub CRT- reflection notes- PLD- staff and hub meetings- socials

KPS Google site and Drive- with updates

KPS Houses- competition- tee shirts- flags- activity

KPS Behaviour Plans- dojos- behaviour steps- behaviour keys

KPS EOTC

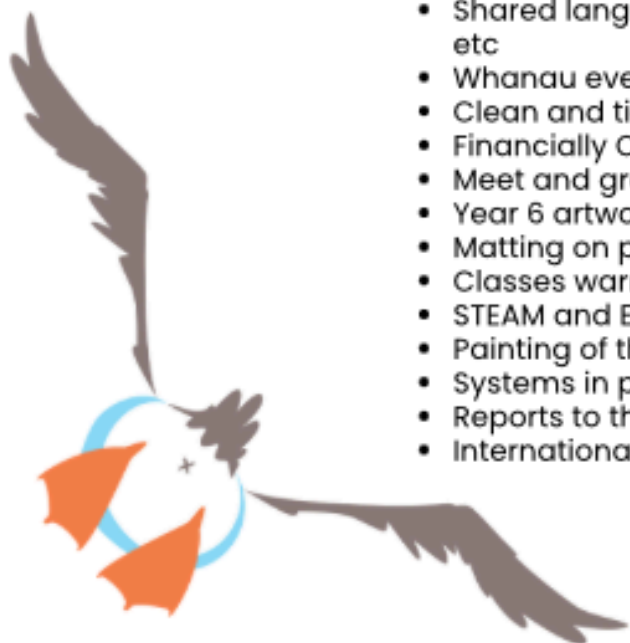
KPS Hubs- planning and meeting

KPS Year 6 Leaders Programme

KPS BOT- Governance folders- school docs- meetings

Our Aspirations

- To be a school that the local neighbourhood are proud to send their children too
- Reinstall Angitu hub with the Maori Medium classes coming back together- continuing to grow in our school- 4 hubs
- To grow our roll to 270 and more
- To have a teaching staff of 16 teachers
- Signage around the school reflecting who we are- and the website
- 80% at or above in reading writing and maths
- Visible learning pedagogy embedded
- Learner profile designed and embedded
- School wide posters etc on learning powers
- House tee shirts and flags
- Year 6 leaders programme growing- William Pike Tongariro crossing
- Strong school wide culture of positivity and learning
- Living our vision principles of Learn- care - grow
- Road trips to schools of pre-eminence
- KPS curriculum written- and living- with tweaks being made
- 10 mindframes of teachers being lived
- Behaviour expectations high and little interruptions to the class learning
- Shared language of learning- progressions- wants- success criteria- etc
- Whanau events
- Clean and tidy school
- Financially OK
- Meet and greet room at back of piazza
- Year 6 artwork
- Matting on playground- space 3-7 redesigned
- Classes warm and inviting
- STEAM and EPRO 8
- Painting of the school
- Systems in place
- Reports to the board eg learning support- Maori achievement
- International students



To me ako tahi, tatou, kia puawai, ke te ao marama

Together we learn, care and grow

Board Members 2023

Board Chair

Tasha Williams

**Parent
Representatives**

Nikkola Hemana

John Kilpatrick

Kelly Ross

Jodi Hohneck

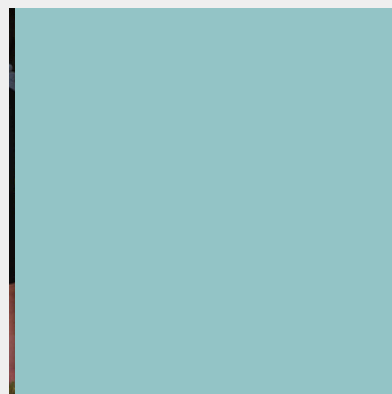
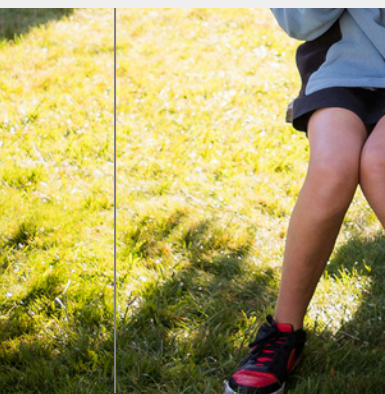
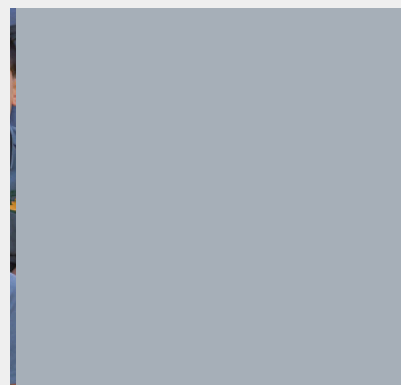
Staff Rep

Tracey Gray

Principal

Maria Gillard

Ki te Taumata
Aim for the best



Board Focus 2023

Our Board of Trustees, through effective governance, provides direction and coherence to the operational leadership and management of Kawaha Point School.

This year Board bi-elections took place in May after the resignations in December 2022 of two board members.

Our school is thankful to outgoing Board members Jessica Law and Jessica Coleman who contributed much during their time on our Board. We welcomed in May 2023, John Kilpatrick, Kelly Ross and Jodi Hohneck, as new Board members.

Board training was undertaken throughout the year with a particular focus on board meeting procedures with the support from Cheryl Bunker, NZSTA trainer. Thus enhancing governance at our school.

School policies are found on School Docs (<https://kawaha-point.schooldocs.co.nz>). We use the School Docs self review frameworks for review of policies and procedures and ensuring compliance with legislative requirements.

The board supported and lead management and development in areas of property, finance, health and safety and community consultation.

In 2023 we finalised our 10 year property plan ready to put into action in 2024. We also decided as a board to use our rainy day fund to invest in furniture for all classrooms and update digital devices across the school. This was a huge investment by the board. One we undertook and are very pleased with the results.

Kawaha Point School is an Equal Opportunities Employer and complies with legislative requirements accordingly. We have an Equal Employment Opportunities procedure and in 2023 had no issues regarding equal employment opportunities.



Kiwi Sport 2023

Kawaha Point used Kiwi-sport funding in conjunction with our own funding to support employment of Sports Co-ordinator Delaney Willets . The primary objective of her role is to grow participation and enjoyment of sport in school. Since the inception of this role we have seen a large increase in participation and achievement and sees greater participation by parents / whanau supporting teams as coaches or managers.

Our Sports Leaders (Year 6) were a valued part of our kura particularly with their support of school sports events and raising awareness of activity in the school.

Our house competition also forms part of our active participation.

A school coloured run was organised and the school had a lot of fun running in the events along with the parents.

Next year we look forward to introducing some new activities such as Jump Rope (Jumping June) and increasing the role of our sports co ordinator in the school.

We also wish to introduce lunchtime sports- an idea we picked up when visiting local Bay of Plenty schools.

We wish to continue to grow and achieve success in the sports and activities we're involved with.

End of year roll

252



04

Teaching
staff

16

Support
staff

14

Te Tiriti o Waitangi 2023

We are currently providing a space to gather Māori perspectives through various face-to-face engagement platforms, focus groups and online surveys. The purpose is to listen and act upon traditional values and beliefs that shape leadership behaviours, attitudes and actions, forming strong leadership skills and partnerships.

During regular leadership and team meetings, we weave ongoing reflections and evaluations to prioritise and adapt policies, resources and curriculum planning to meet the needs of Māori students. We are aware that flexibility and adaptability are essential when navigating challenges. So normalising our reflective practices is critical.

To capture the Māori voice at all levels for school, giving the power to act, lead and learn as Māori, we have now established a Te Reo | Tikanga School project group with teachers, and leaders. We have appointed a Mātauranga Māori leader (management unit and time) to help review practices, through professional learning, coaching and mentoring processes) and procedures to ensure systemic coherence and the rights and duties as tangata whenua are respected and endorsed.

In January to July 2024, we intend to adjust and realign leadership beliefs, thinking and practice within our cultural setting by appointing a Cultural narrative leader working alongside Ngati Whakaue to educate, integrate and renormalising te āo Māori into daily practice and across the curriculum, with the support from the TRmoT, Mātauranga Māori Leader, whānau and iwi, and Kāhui Ako, is our priority.

Through authentic experiences of mātauranga Māori (knowledge), our school is beginning to revitalise local histories, language and Tikanga Māori as part of New Zealand's culture and identity.



ERO School Profile Report 2023

Background

This Profile Report was written within 24 months of the Education Review Office and Kawaha Point School working in Te Ara Huarau, an improvement evaluation approach used in most English Medium State and State Integrated Schools. For more information about Te Ara Huarau see ERO's website. www.ero.govt.nz

Context

Kawaha Point School is located in Rotorua and caters for students in Years 1 to 6. A new principal was appointed in Term 2 2022 and there have been some changes to the senior leadership team.

Kawaha Point School's strategic priorities for improving outcomes for learners are:

- deploying a consistent set of New Zealand Curriculum alignment progressions across the school
- developing a common language of learning across the school
- putting in place a system that tracks student progress and achievement in reading, writing and mathematics.

You can find a copy of the school's strategic and annual plan on Kawaha Point School's website. ERO and the school are working together to effectively evaluate learners' progress and achievement in reading, writing and mathematics.

The rationale for selecting this evaluation is the need to implement and review learning programmes focused on student progress and achievement in reading, writing and mathematics.

The school expects to see:

- consistent and coherent teaching and learning practices across the school, resulting in improved student outcomes
- targeting the most urgent needs for improving learners' engagement and progress.

Strengths

The school can draw from the following strengths to support its goal of improving student achievement outcomes:

- A supportive leadership team committed to implementing systems to evaluate the effectiveness of teaching and learning practices.
- A school focused on improving students' learning and achievement outcomes.

Where to next.

Moving forward the school will prioritise:

- refining the school's priorities and targeting the most urgent needs for improving learners' engagement and progress
- establishing consistent and coherent teaching and learning practices across the school to support greater equity and excellence.

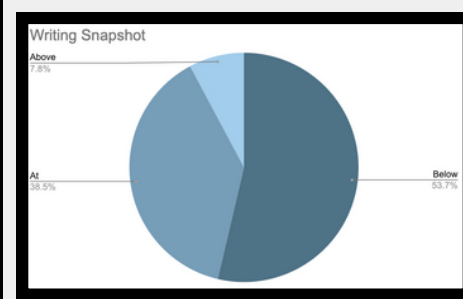
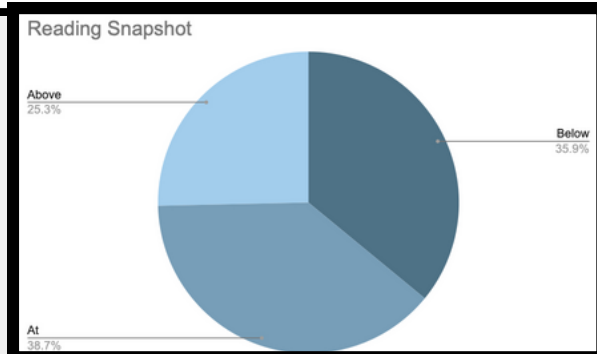
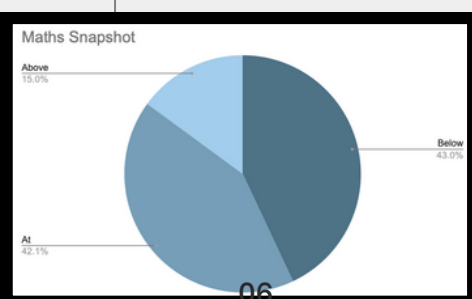
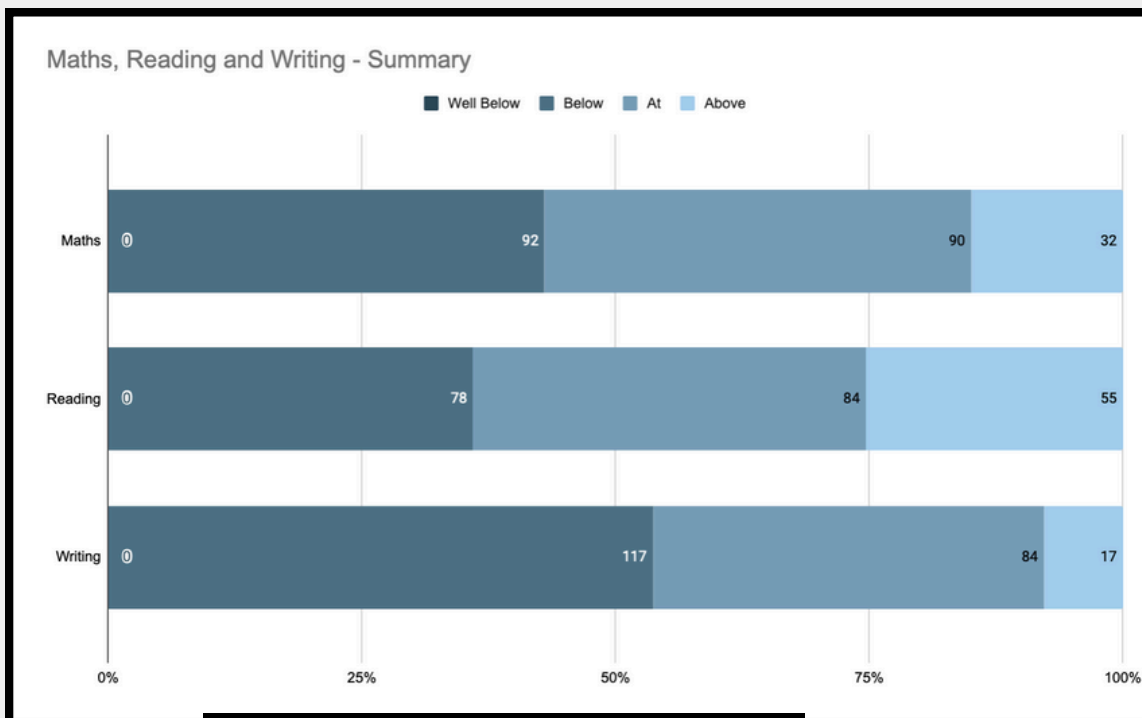
ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. ERO will support the school in reporting their progress to the community. The next public report on ERO's website will be a Te Ara Huarau | School Evaluation Report and is due within three years.



Analysis of Variance 2023- Whole School

In 2023 we began work with our PLD provider Te Kete Hone to produce an assessment tool we would be able to use in years to come in tracking our progress over the years. This is the start of the tool to help provide data on our overall teacher judgements. Overall we have a lot of work to do- beginning with building our effectiveness of teaching and implementing a curriculum that provides direction and engagement.

	Maths	Reading	Writing
Well Below	0	0	0
Below	92	78	117
At	90	84	84
Above	32	55	17
No Data	9	11	15
No. At or Above	122	139	101
% At or Above	57%	64%	46%



Analysis of Variance 2023

Māori and Pasifika

Māori Cohort



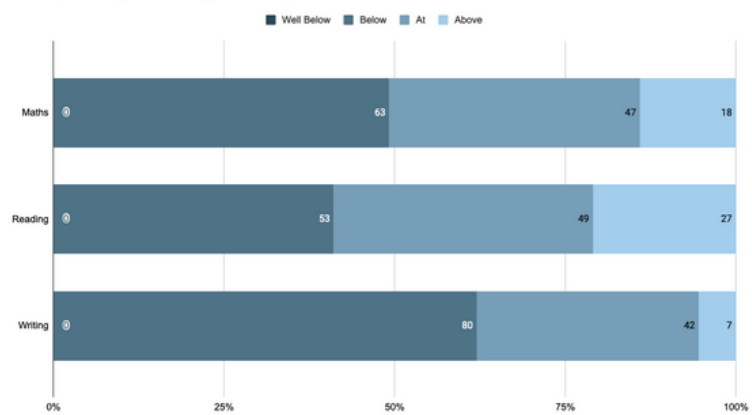
	Maths	Reading	Writing
Well Below	0	0	0
Below	35	32	50
At	19	24	15
Above	11	12	1
No Data	3	0	5
No. At or Above	30	36	16
% At or Above	46%	53%	24%

	Maths	Reading	Writing
Well Below	0	0	0
Below	63	53	80
At	47	49	42
Above	18	27	7
No Data	5	3	9
No. At or Above	65	76	49
% At or Above	51%	59%	38%



	Maths	Reading	Writing
Well Below	0	0	0
Below	28	21	30
At	28	25	27
Above	7	15	6
No Data	2	3	4
No. At or Above	35	40	33
% At or Above	56%	66%	52%

Maths, Reading and Writing - Summary



Pasifika Cohort



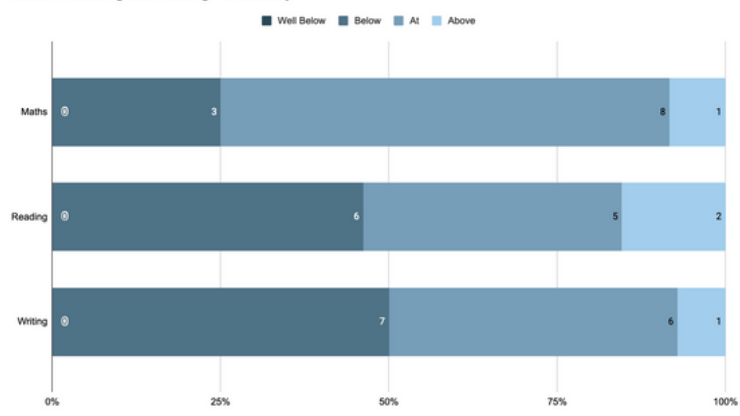
	Maths	Reading	Writing
Well Below	0	0	0
Below	1	2	3
At	3	3	3
Above	1	1	0
No Data	0	0	0
No. At or Above	4	4	3
% At or Above	80%	67%	50%

	Maths	Reading	Writing
Well Below	0	0	0
Below	3	6	7
At	8	5	6
Above	1	2	1
No Data	0	0	0
No. At or Above	9	7	7
% At or Above	75%	54%	50%



	Maths	Reading	Writing
Well Below	0	0	0
Below	2	4	4
At	5	2	3
Above	0	1	1
No Data	0	0	0
No. At or Above	5	3	4
% At or Above	71%	43%	50%

Maths, Reading and Writing - Summary



Analysis of Variance 2023

2-6 Year Groups

2

	Maths	Reading	Writing
Well Below	0	0	0
Below	11	15	19
At	12	2	27
Above	7	12	0
No Data	2	4	3
No. At or Above	19	14	27
% At or Above	63%	48%	59%



	Maths	Reading	Writing
Well Below	0	0	0
Below	8	6	14
At	2	2	9
Above	4	8	0
No Data	2	4	3
No. At or Above	6	10	9
% At or Above	43%	63%	39%



	Maths	Reading	Writing
Well Below	0	0	0
Below	3	9	5
At	10	0	18
Above	3	4	0
No Data	0	0	0
No. At or Above	13	4	18
% At or Above	81%	31%	78%

3

	Maths	Reading	Writing
Well Below	0	0	0
Below	14	15	12
At	10	9	8
Above	4	6	1
No Data	0	2	10
No. At or Above	14	15	9
% At or Above	50%	50%	43%



	Maths	Reading	Writing
Well Below	0	0	0
Below	7	10	10
At	4	5	2
Above	3	2	0
No Data	0	0	5
No. At or Above	7	7	2
% At or Above	50%	41%	17%



	Maths	Reading	Writing
Well Below	0	0	0
Below	7	5	2
At	6	4	6
Above	1	4	1
No Data	0	2	5
No. At or Above	7	8	7
% At or Above	50%	62%	78%

4

	Maths	Reading	Writing
Well Below	0	0	0
Below	14	4	17
At	10	16	10
Above	3	8	4
No Data	2	3	0
No. At or Above	13	24	14
% At or Above	48%	86%	45%



	Maths	Reading	Writing
Well Below	0	0	0
Below	6	8	13
At	10	10	5
Above	6	5	3
No Data	1	0	0
No. At or Above	16	15	8
% At or Above	73%	65%	38%



	Maths	Reading	Writing
Well Below	0	0	0
Below	7	5	7
At	6	7	2
Above	1	2	3
No Data	0	0	0
No. At or Above	7	9	5
% At or Above	50%	64%	42%

5

	Maths	Reading	Writing
Well Below	0	0	0
Below	13	13	20
At	16	17	7
Above	7	7	6
No Data	1	0	0
No. At or Above	23	24	13
% At or Above	64%	65%	39%



	Maths	Reading	Writing
Well Below	0	0	0
Below	4	2	7
At	2	5	3
Above	3	3	0
No Data	0	0	0
No. At or Above	5	8	3
% At or Above	56%	80%	30%



	Maths	Reading	Writing
Well Below	0	0	0
Below	10	2	10
At	8	11	7
Above	0	5	4
No Data	2	3	0
No. At or Above	8	16	11
% At or Above	44%	89%	52%

6

	Maths	Reading	Writing
Well Below	0	0	0
Below	21	8	20
At	16	24	12
Above	6	14	5
No Data	1	0	0
No. At or Above	22	38	17
% At or Above	51%	83%	46%



	Maths	Reading	Writing
Well Below	0	0	0
Below	13	5	14
At	7	14	6
Above	3	7	1
No Data	1	0	0
No. At or Above	10	21	7
% At or Above	43%	81%	33%



	Maths	Reading	Writing
Well Below	0	0	0
Below	8	3	6
At	9	10	6
Above	3	7	4
No Data	0	0	0
No. At or Above	12	17	10
% At or Above	60%	85%	63%

Synopsis on Data 2023

This year, we set an ambitious goal of achieving 65% proficiency across all cohorts in reading, writing, and mathematics. While we made significant strides in some areas, there is still room for improvement, especially in writing.

Whole School Data Overview

- **Reading:** We came very close to our goal, with 64% of students at or above the expected levels.
- **Writing:** This area showed the most significant need for improvement, with only 46% of students achieving at or above their curriculum levels.
- **Mathematics:** Performance was generally strong, particularly among Pacific learners.

Breakdown by Demographic

Māori Students

- **Reading:** Māori girls exceeded our goal, with 66% at or above expected levels.
- **Writing:** Māori boys showed the lowest achievement, with only 24% meeting the curriculum level. This indicates a critical area for targeted intervention.

Pasifika Students

- **Mathematics:** Pacific learners surpassed our goal, with 75% at or above expected levels, and Pacific boys reaching an impressive 80%.
- **Reading:** Pacific girls had the lowest performance in this area, with only 43% at or above the expected levels.

Year Group Analysis

Year 2

- **Girls:** Excelled in both maths (81%) and writing (78%).
- **Boys:** Showed a strong performance in reading (63%), but need improvement in writing.

Year 3

- **Boys:** Significant concern in writing, with only 17% achieving expected levels.
- **Girls:** Strong performance in writing at 78%.

Year 4

- **Overall:** Steady performance, with a clear need to focus on writing.

Year 5

- **Boys:** High achievement in reading (80%), but lower in writing.
- **Girls:** Exceptional performance in reading, with 89% meeting or exceeding expectations.

Year 6

- **Reading:** Both boys and girls performed well, in the 80 percentile.
- **Writing:** Boys showed a significant need for improvement, with only 33% meeting expected levels.

Conclusion and Next Steps

Despite progress, our data indicates that we must improve our teaching strategies and provide more support, particularly in writing. We plan to apply for Professional Learning and Development (PLD) in writing and assessment for learning to engage our learners more effectively.

Goals for Next Year

- **Reading, Writing, and Mathematics:** Aim to achieve at least 65% proficiency across all areas.
- **Targeted Improvement in Writing:** Focus on accelerating progress for target children, aiming for 1.5 years of progress in one year to close the achievement gap.

At KPS, we are committed to ensuring all learners make a year's progress for a year's teaching. For our target children, particularly in writing, we strive for even greater gains to ensure all students meet their full potential. We look forward to moving the goalposts next year and achieving our golden mile of 65% proficiency across the board.

Achievement Goal 2023-2024

Our Objective

Achieve 65% proficiency in reading, writing, and mathematics across all cohorts.

Focus Areas

1. Effective Teaching Practices: Emphasizing quality teaching methodologies.
2. Data Gathering and Utilization: Collecting, analyzing, and integrating data into classroom practices.

Achievements and Challenges

Achievements

Partial Success- The aim of achieving 65% proficiency was half met.

Increased Engagement- Students were more engaged in the classroom.

Improved Teaching Activity-More teaching activities were observed.

Challenges

1. Understanding the Vision:
 - Leaders did not fully comprehend the school's new vision and direction, affecting the outcome.
2. Effective Teaching and Data Usage
 - Need for deeper understanding of the importance of effective teaching.
 - Necessity to improve the quality of data gathering and its feedback into classroom practices.
3. Teamwork- Collective Efficacy:
 - A need for enhanced collaboration among staff.

Strategy Moving Forward

New Goal: Maintain the target of 65% proficiency in reading, writing, and mathematics.

Support and Resources

- MOE Funding: Received funding from the Ministry of Education.
- The Education Group -Partnering with The Education Group to facilitate effective writing programs.



Achievement Goal 2023

New Initiatives

1. Change in Staff: : New staff members bring renewed enthusiasm.
2. Teaching Pedagogies:
 - Russel Bishop's Teaching to the North-East Pedagogy-Focus on culturally responsive teaching strategies.
 - High Impact Strategies- Implementing John Hattie's Visible Learning principles with emphasis on Know thy Impact

Goals for the Coming Year

Perseverance and Growth: Continue to persevere in achieving the set goals and foster growth in both learners and teachers.

- Effective Facilitation: Leverage external facilitation to enhance writing programs.
- Team Collaboration: Foster a collaborative environment among staff to align with the school's vision and goals.
- Growth of the leadership Team - continue upskilling the senior leadership team through coaching and PLD

Conclusion

While the previous year presented several challenges, there was notable progress in student engagement and teaching activities.

Moving forward, the emphasis will be on understanding the "why" behind effective teaching and data usage, coupled with strong teamwork and the integration of high-impact teaching strategies. With the new resources and enthusiastic staff, we aim to achieve our goal of 65% proficiency in reading, writing, and mathematics, and continue to grow as a learning community at KPS.



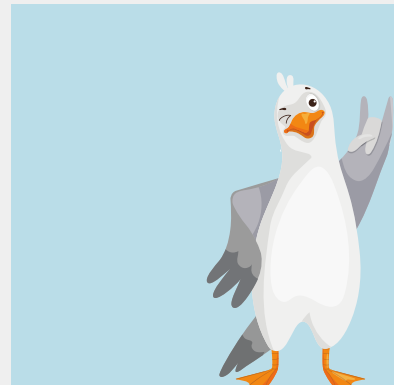
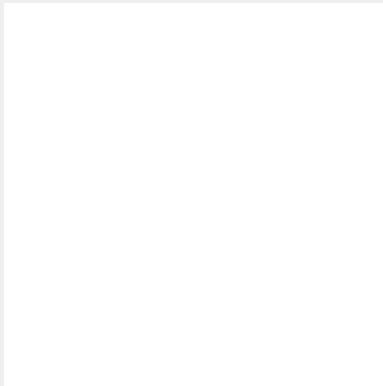
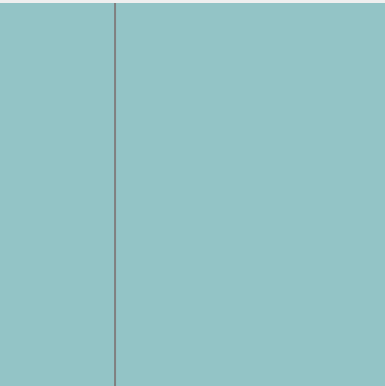
Staff Structure 2024

Principal Maria Gillard	
Deputy Principal	Assistant Principal
Jenny Hermansson Director – Pastoral Care, Relievers, Senco	Kiri Nikora Director- Curriculum, Assessment, and Te Reo o me Tikanga
Taumata Hub- Year 0-2	
Amira Bland Hub Leader Space 3 Transition Class 0.8 class 0.2 release Ginny Grant- 0.2	Lauren Martin- 0.6 Tracey Gillespie- 0.4 Space 6 Year 2s
Emily Garner Space 4 Year 1-2	Sheree Jansen Space 9 Year 1-2
Ngonogotahā hub- Year 2-4	
Kiri Nikora Hub Leader Space 8- Te Reo- Māori Medium 0.7 class and 0.3 release Leonie Tina- 0.3	Ritchell Manaba Space 7 Year 2-3
Jack Tamblyn Space 11 Year 3-4	Mike Dunlop Space 14 Year 3-4
Kaiweka Hub- Year 5-6	
Sam Gillard Space 15 Year 5-6	Murray Bowden Space 16 Year 5-6
Leilah Zainey Space 17 Year 5-6 Māori Medium	Kiri Nikora Hub Leader
Angitu Hub- Maori Medium	
Kiri Nikora Hub Leader Year 3-4 Space 8	Leilah Zainey Year 5-6 Space 17
Release Teachers and Specialist Support Teachers	
Ginny Grant Katie Mcindoe	Mandy Tuhakaraina – 0.8 Val Honeyfield -0.4 Jessie Barnett- 0.6
Support Staff- Learning Assistants	
Ashleigh Martin Rewa Mahu-Tahana Leoni Tina Sommer Savill Annetta Macdonald Rebekah Myler	Heather Currie Delaney Willetts Ella Jeffcote Olivia Robinson Arapeta Williams- Cultural Narrative Heidy Lee- art teacher
Admin	Caretakers
Kiri Wilson Deb Anderson Toherangi Holloway	Gavin Cook Taylor Kingi Carlo Tuhakaraina

<div>Staff Projects</div> <div>and units</div>	<div>Kawaha Point</div> <div>Staff Focus</div>	
	<div>Responsibilities</div> <div>Pastoral- Jenny Hermansson</div> <div>Cultural- Kiri Nikora</div> <div>Hub Leaders- Amira Bland- Kiri Nikora</div> <div>Sports- Leilah Zainey and Lauren Martin</div> <div>Junior Literacy- Amira Bland</div> <div>Digital- Sam Gillard (hero). Mike Dunlop- IT</div> <div>Within School Leader- Jenny Hermansson</div>	<div>PLD</div> <div>The Education Group- Writing</div> <div>The Code- Teacher Only Day- Liz Kane</div> <div>The Education Group- Leadership -Leading with Impact</div> <div>Restorative Practice PB4L</div> <div>Andy Macfarlane- Leadership</div> <div>PRT workshops</div> <div>MAC- Māori Achievement</div> <div>Sean Bailey- Coach- Principal appraiser</div>

School Projects 2024			
Te Reo o me Tikanga	Qwest	PC4L	Social
<div>Kiri</div> <div>Ritchell</div> <div>Jack</div> <div>Leonie</div> <div>Maria</div> <div>Rewa</div> <div>Arapeta</div>	<div>Amira</div> <div>Mike</div> <div>Emily</div> <div>Sam</div> <div>Maria</div>	<div>Jenny</div> <div>Kiri</div> <div>Tracey</div> <div>Leilah</div> <div>Maria</div>	<div>Delaney</div> <div>Leonie</div> <div>Maria</div> <div>Rewa</div>
Digital	Junior Literacy	Mentor teachers	lhenga
<div>Mike</div> <div>Sam</div> <div>Murray</div> <div>Maria</div> <div>Toherangi</div>	<div>Amira</div> <div>Emily</div> <div>Lauren</div> <div>Tracey</div> <div>Sheree</div>	<div>Sam</div> <div>Kiri</div> <div>Sheree</div> <div>House Teachers</div> <div>Ngatoroirangi</div> <div>Leoni, Heather, Rewa, Sheree, Jack</div>	<div>Ritchell Sam Emily</div> <div>Sommer Ashleigh</div> <div>Hatupatu</div> <div>Mike, Leilah, Liv, Amira, Jenny</div> <div>Tamatekapua</div> <div>Kiri, Murray, Ella, Tracey, Lauren</div>

***Me ako tahi, tātou, kia puawai ke te ao marama.
Together we learn, care and grow***



Thank You

Board Chair

Endorsed _____.

Date _____

Principal

Endorsed _____.

Date _____



027- 233-0476



70-100 Aquarius Drive, Rotorua



www.kawaha-point.school.nz