



**Kawaha
Point
School**

Te Kura o Kawaha
Ki te taumata - Aim for the best

Annual Report 2024

*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**

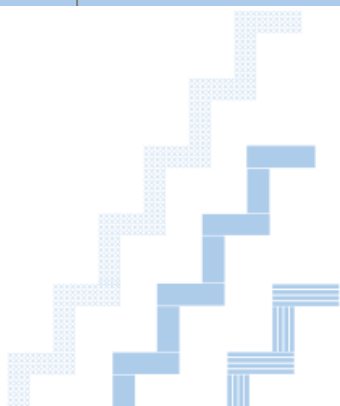


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OUTLINE OF THE VISION AT KPS

01

Vision

Ki te Taumata- Aim for the Best
Striving to reach our potential and be the best of you! Aiming to do better in academic- social-sports and cultural. Never stopping!

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

Great teaching and learning everyday- we navigate our journey through the **STARS**- Our 5 signature practices- **S- Strategies. T- Teamwork. A- Authentic R- Responsible Citizens S- Assessment 4 learning**

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Our KPS Strategic Goals

#1. Building Our Effectiveness in the Classroom- LEARN
#2 Building Our Relationships- CARE
#3 Building Our Place- GROW

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Our KPS Success Factors

Building Our Effectives in the Classroom (Learning)

- 65% At or above in reading writing and Maths (2025)
- 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 Writing progressions
- Coaching and boschers, team PLG
- Support programmes in place for learners.
- QWEST planned for reflecting local history and school narrative
- QWEST Planning redesigned and 2 year programme
- The Code introduced school wide and understood.
- Learning through Play introduced for year 0.
- 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
- KPS tā tātou- our way curriculum written expressing our focus on the basics and QWEST
- Prime Maths Implemented in the class.



OUTLINE OF THE VISION AT KPS

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Our KPS Success Factors

Building Our Relationships- Caring

- 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 eg progress interviews are held once a term.
- 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
- Team PLG
- Leadership and unit holders tracking projects, working together, steering groups.
- PLD provided for leaders and others to grow
- Teams are showing consistency in following school pedagogy
- Staff culture is positive and affirming
- Teacher Capability profile introduced and Learner Profile.

Building Our Place- growing

- 10 year PP begins with roofing and heat pumps throughout all classes.
- Space 3-7 redesigned and tidied up for year 0 area
- Gardens are redesigned.
- To be a school RSS can rely on for a classroom.
- 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
- Furniture nat and tidy.
- 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



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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 Maths- Prime.
- 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 unpacked. Posters aligned.
- PB4L- continue to tweak and refine
- Learner profile written- teacher capability profile written

#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 around classrooms, on websites , in pamphlets.
- logos and website updated with narrative- office has our school colours and pepeha.
- Whānau engaged in the school
- Whānau more informed around school programmes
- Teams 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
- International school status investigated.



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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 Teams- planning and meeting

KPS Year 6 Leaders Programme

KPS BOT- Governance folders- school docs- meetings- work plan

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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- waltz- 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 in school colours
- 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 2024

Board Chair

Kelly Ross

**Parent
Representatives**

John Kilpatrick

Jodi Hohneck

Sonja Little

Sophie Doyle

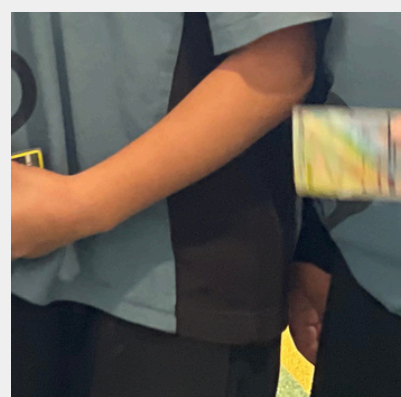
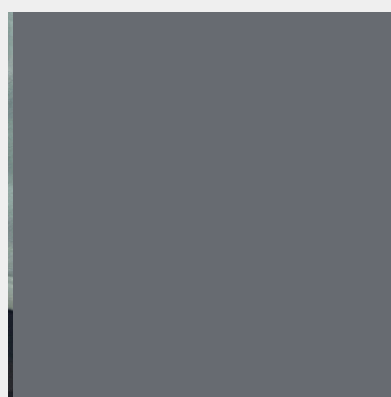
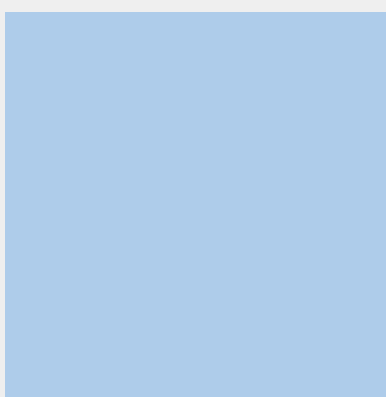
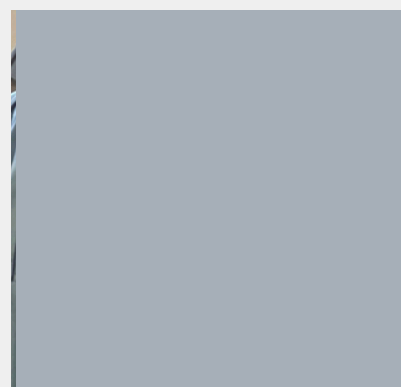
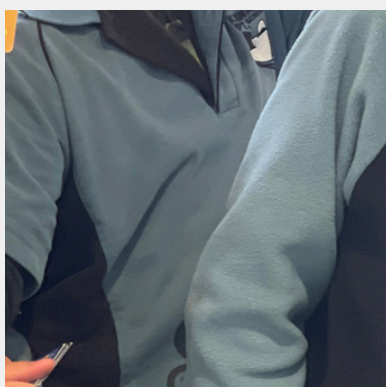
Staff Rep

Mike Dunlop

Principal

Maria Gillard

Ki te Taumata
Aim for the best



Board Focus 2024

In 2024, the Board and leadership team at KPS focused on strengthening our school's foundation and reputation, with a clear priority on roll growth and school improvement. With increased competition from larger schools in our area, we acknowledged the need to shift perceptions and reinvigorate community confidence in what KPS offers. The principal and senior leadership team led several strategic discussions to explore ways to attract and retain enrolments, including marketing strategies, community engagement, and lifting the visibility of the excellent teaching and learning happening in our classrooms.

Another significant focus was progressing our property improvements. We successfully completed the installation of heat pumps in all learning spaces as part of our 5-Year Property Plan—a major project finalised in February 2025. This investment has created more comfortable, climate-controlled environments for both teaching and learning. Alongside this, the final phase of our classroom furniture upgrade was completed, with every learning space now fully equipped and looking its best.

A critical area of concern in 2024 was our compliance with the Building Warrant of Fitness (BWOF), which had failed for several consecutive years under previous leadership. To address this, the Board engaged a property manager to oversee necessary improvements and help us move toward full compliance—a new and important focus area for both the Board and principal.

Financially, we continued to examine how our school's funding is allocated, including the use of our deposits to support staffing, resourcing, and the ongoing upgrade of our facilities. These efforts reflect our commitment to restoring the school to a strong, future-focused position.

Most importantly, 2024 saw a renewed energy in teaching and learning. With all classrooms now operating as single-cell spaces, there has been a clear shift in focus—learning is once again at the heart of our school. The children have shown increased engagement and focus, and our team is proud to see a strong teaching and learning culture taking hold across all year levels.



Kiwi Sport 2024

Kawaha Point used Kiwi-sport funding in conjunction with our own funding to support employment of Sports Co-ordinator Kiri Wilson . 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 / whānau 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.

We also introduced lunchtime sports- an idea we picked up when visiting local Bay of Plenty schools. This was very popular from lunchtime board games- Jump Jam - mindfulness and outdoor sports.

We also did swimming lessons in term 1 2024. Whereby all students attended swimming lessons this was funded by the Kiwi-sport component of our operation grant.

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

End of year roll

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Teaching
staff

15

Support
staff

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Te Tiriti o Waitangi 2024

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 2024- Whole School

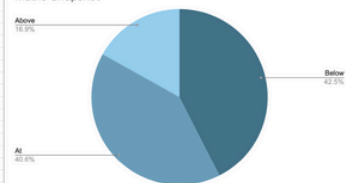
In 2023, we began working with our PLD provider, Te Kete Hono, to co-develop an assessment tool designed to support long-term tracking of our progress. This tool represents an initial step towards gathering consistent, meaningful data to inform overall teacher judgments. While this work is in its early stages, it has highlighted the need for continued development in two key areas: strengthening the effectiveness of our teaching practice and implementing a curriculum that provides clear direction and fosters deeper engagement for all learners.

All Learners Data

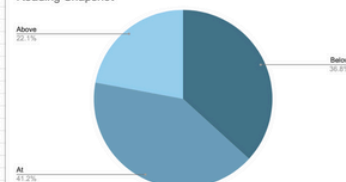
	Maths	Reading	Writing
Well Below	0	0	0
Below	88	75	116
At	84	84	79
Above	35	45	12
No Data	26	26	26
No. At or Above	119	129	91
% At or Above	57%	63%	44%



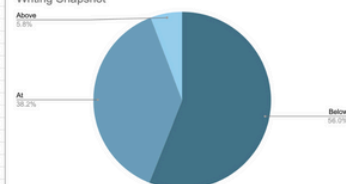
Maths Snapshot



Reading Snapshot



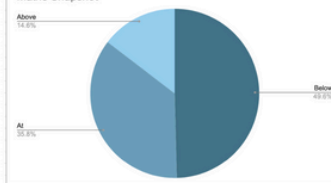
Writing Snapshot



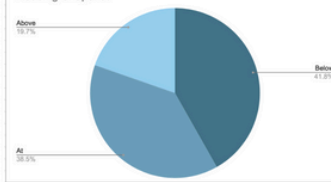
Ethnicity Data- Māori Learners

	Maths	Reading	Writing
Well Below	0	0	0
Below	61	51	77
At	44	47	40
Above	18	24	7
No Data	19	19	19
No. At or Above	62	71	47
% At or Above	50%	58%	38%

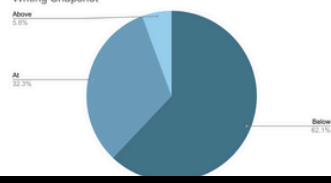
Maths Snapshot



Reading Snapshot



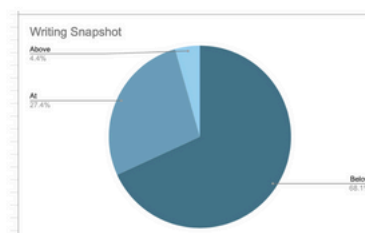
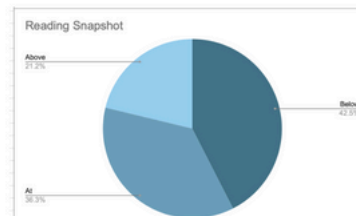
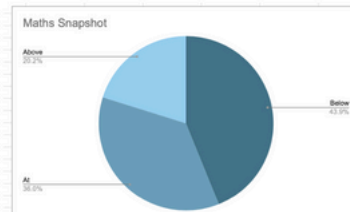
Writing Snapshot



Analysis of Variance 2024

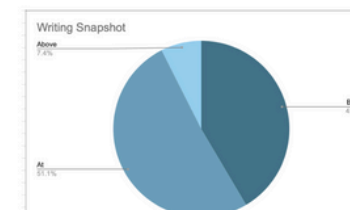
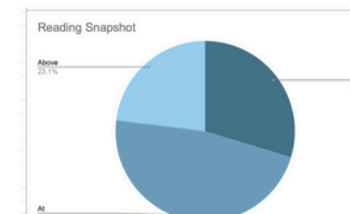
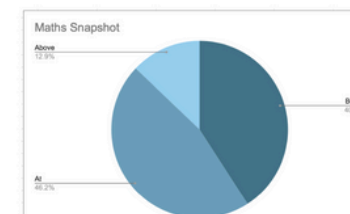
Cohort- Boys

	Maths	Reading	Writing
Well Below	0	0	0
Below	50	48	77
At	41	41	31
Above	23	24	5
No Data	12	12	12
No. At or Above	64	65	36
% At or Above	56%	58%	32%



Cohort - Girls

	Maths	Reading	Writing
Well Below	0	0	0
Below	38	27	39
At	43	43	48
Above	12	21	7
No Data	14	14	14
No. At or Above	55	64	55
% At or Above	59%	70%	59%



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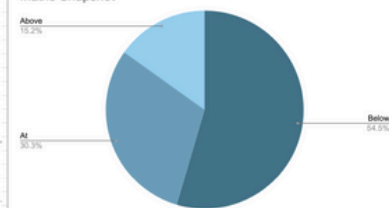
Te Kura o Kawaha
Ki te taumata - Aim for the best

Analysis of Variance 2024

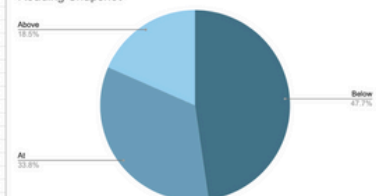
Cohort-Māori Boys

	Maths	Reading	Writing
Well Below	0	0	0
Below	36	31	52
At	20	22	13
Above	10	12	1
No Data	9	9	9
No. At or Above	30	34	14
% At or Above	45%	52%	21%

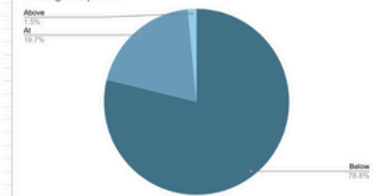
Maths Snapshot



Reading Snapshot



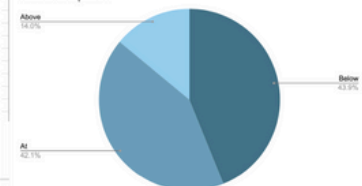
Writing Snapshot



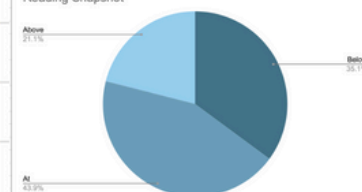
Cohort- Māori Girls

	Maths	Reading	Writing
Well Below	0	0	0
Below	25	20	25
At	24	25	27
Above	8	12	6
No Data	10	10	10
No. At or Above	32	37	33
% At or Above	56%	65%	57%

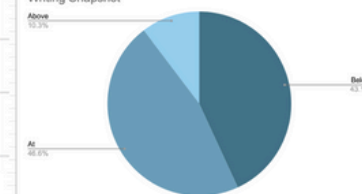
Maths Snapshot



Reading Snapshot



Writing Snapshot



**Kawaha
Point
School**

Te Kura o Kawaha
Ki te taumata - Aim for the best

Analysis of Variance 2024

2-6 Year Groups

Cohort-Year 1- Space 4, 9, 6

	Maths	Reading	Writing
Well Below	0	0	0
Below	6	15	16
At	23	16	16
Above	5	3	2
No Data	7	7	7
No. At or Above	28	19	18
% At or Above	82%	56%	53%



	Maths	Reading	Writing
Well Below	0	0	0
Below	0	7	7
At	13	9	9
Above	4	1	1
No Data	0	0	0

Space 4 Year 1s

No. At or Above	17	10	10
% At or Above	100%	59%	59%

	Maths	Reading	Writing
Well Below	0	0	0
Below	2	2	3
At	2	1	1
Above	1	2	1
No Data	0	0	0

Space 6 Year 1s

No. At or Above	3	3	2
% At or Above	60%	60%	40%

	Maths	Reading	Writing
Well Below	0	0	0
Below	4	6	6
At	8	6	6
Above	0	0	0
No Data	0	0	0

Space 9 Year 1s

No. At or Above	8	6	6
% At or Above	67%	50%	50%

Cohort Year 2- Spaces 4,6, 7

	Maths	Reading	Writing
Well Below	0	0	0
Below	8	15	17
At	21	11	14
Above	7	10	6
No Data	1	1	1
No. At or Above	28	21	20
% At or Above	78%	58%	54%



	Maths	Reading	Writing
Well Below	0	0	0
Below	0	4	5
At	5	2	1
Above	0	0	0
No Data	0	0	0

Space 4 Year 2s

No. At or Above	5	2	1
% At or Above	100%	33%	17%

	Maths	Reading	Writing
Well Below	0	0	0
Below	3	4	5
At	10	7	10
Above	6	8	4
No Data	1	1	1

Space 6-Year 2s

No. At or Above	16	15	14
% At or Above	84%	79%	74%

	Maths	Reading	Writing
Well Below	0	0	0
Below	4	6	6
At	6	2	3
Above	1	2	2
No Data	0	0	0

Space 7-Year 2s

No. At or Above	7	4	5
% At or Above	64%	40%	45%



Analysis of Variance 2024

2-6 Year Groups

Cohort-Year 3- 7,8,11,14

	Maths	Reading	Writing
Well Below	0	0	0
Below	25	19	33
At	12	14	12
Above	9	12	1
No Data	2	2	2
No. At or Above	21	26	13
% At or Above	46%	58%	28%

	Maths	Reading	Writing
Well Below	0	0	0
Below	8	7	8
At	3	3	5
Above	2	3	0
No Data	0	0	0

Space 7-Year 3s

No. At or Above	5	6	5
% At or Above	38%	46%	38%

	Maths	Reading	Writing
Well Below	0	0	0
Below	5	2	6
At	2	4	3
Above	2	3	0
No Data	1	1	1

Space 8-Year 3s

No. At or Above	4	7	3
% At or Above	44%	78%	33%

	Maths	Reading	Writing
Well Below	0	0	0
Below	8	5	9
At	2	3	1
Above	1	3	1
No Data	1	1	1

Space 14-Year 3s

No. At or Above	3	6	2
% At or Above	27%	55%	18%

	Maths	Reading	Writing
Well Below	0	0	0
Below	4	5	10
At	5	4	3
Above	4	3	0
No Data	0	0	0

Space 11-Year 3s

No. At or Above	9	7	3
% At or Above	69%	58%	23%

Cohort-Year 4- Spaces 8,14,11

	Maths	Reading	Writing
Well Below	0	0	0
Below	15	10	18
At	11	12	10
Above	2	6	0
No Data	2	2	2
No. At or Above	13	18	10
% At or Above	46%	64%	36%



	Maths	Reading	Writing
Well Below	0	0	0
Below	4	5	6
At	2	0	0
Above	0	1	0
No Data	1	1	1

Space 11-Year 4s

No. At or Above	2	1	0
% At or Above	33%	17%	0%

	Maths	Reading	Writing
Well Below	0	0	0
Below	6	4	6
At	3	3	4
Above	1	3	0
No Data	0	0	0

Space 14-Year 4s

No. At or Above	4	6	4
% At or Above	40%	60%	40%

	Maths	Reading	Writing
Well Below	0	0	0
Below	4	1	6
At	6	8	5
Above	1	2	0
No Data	1	1	1

Space 8-Year 4s

No. At or Above	7	10	5
% At or Above	64%	91%	45%



Analysis of Variance 2024

2-6 Year Groups

Cohort-Year 5- Spaces 15,16,17

	Maths	Reading	Writing
Well Below	0	0	0
Below	19	12	19
At	10	15	13
Above	4	5	1
No Data	1	1	1
No. At or Above	14	20	14
% At or Above	42%	63%	42%

	Maths	Reading	Writing
Well Below	0	0	0
Below	4	2	4
At	0	4	2
Above	2	0	0
No Data	0	0	0

No. At or Above	2	4	2
% At or Above	33%	67%	33%

	Maths	Reading	Writing
Well Below	0	0	0
Below	7	4	9
At	3	4	3
Above	2	4	0
No Data	0	0	0

No. At or Above	5	8	3
% At or Above	42%	67%	25%

	Maths	Reading	Writing
Well Below	0	0	0
Below	8	6	6
At	7	7	8
Above	0	1	1
No Data	1	1	1

No. At or Above	7	8	9
% At or Above	47%	57%	60%

Cohort-Year 6- Spaces 15, 16, 17

	Maths	Reading	Writing
Well Below	0	0	0
Below	15	4	13
At	7	16	14
Above	8	9	2
No Data	1	1	1
No. At or Above	15	25	16
% At or Above	50%	86%	55%

	Maths	Reading	Writing
Well Below	0	0	0
Below	5	1	6
At	2	5	5
Above	4	5	0
No Data	1	1	1

No. At or Above	6	10	5
% At or Above	55%	91%	45%

	Maths	Reading	Writing
Well Below	0	0	0
Below	6	2	4
At	1	4	4
Above	2	3	1
No Data	0	0	0

No. At or Above	3	7	5
% At or Above	33%	78%	56%

	Maths	Reading	Writing
Well Below	0	0	0
Below	4	1	3
At	4	7	5
Above	2	1	1
No Data	0	0	0

No. At or Above	6	8	6
% At or Above	60%	89%	67%

Synopsis on Data 2024

What Next: 2025 – Analysis and Next Steps

What we noticed	Why this matters	What we'll do next
There were glimpses of progress toward curriculum targets, but significant gaps remain.	Progress is inconsistent and not yet at the level we need to see across all groups of learners.	Focus efforts on priority learners and develop clearer plans for accelerating progress in targeted areas.
Teachers and team leaders lacked confidence and experience in analysing data and identifying next steps.	Without strong data literacy, we miss opportunities to adapt teaching and improve outcomes.	Provide PLD on data analysis, interpretation, and how to use it to inform teaching decisions.
Data collection was sometimes inconsistent or unreliable (e.g., test conditions not followed).	Inconsistent data undermines our ability to track progress and identify real areas of need.	Review and standardise assessment processes, with support for teachers to ensure reliable data collection.
We gathered data but did not always analyse or use it effectively. Often it was left until the last minute.	Data without analysis has limited value. Timely analysis is needed to drive planning and improve impact.	Embed regular data review cycles and build time into team meetings for collaborative analysis.
Writing moderation improved due to PLD support. Writing progressions are clearer and more usable.	Moderation supports consistency and improves teacher understanding of achievement and next steps.	Continue refining moderation processes and ensure writing progressions are used regularly in planning.
Systems for data input, analysis, and planning based on data are not yet embedded.	Without strong systems, the data process feels disconnected and burdensome.	Develop and trial streamlined systems for collecting, analysing, and using data in team planning.
Teachers often uncertain about next steps for learners; reliance on familiar practices persists.	Stagnation occurs when practice does not evolve to meet student needs.	Build teacher capability in using progressions and formative data to determine next steps.
The target writing programme lacked consistency and understanding. LAs were often redirected or unsupported.	Targeted programmes are only effective when delivered with fidelity and clarity of purpose.	Re-establish the purpose and expectations of the target writing programme; ensure LAs have clear guidance.
Monitoring of LA support for target students decreased in Term 3–4.	Inconsistent support reduces the potential impact of interventions.	Implement regular check-ins and accountability systems to track support and learner progress.



Achievement Goal 2024-2025

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 2024

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.



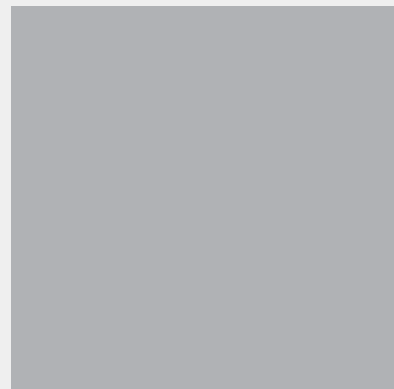
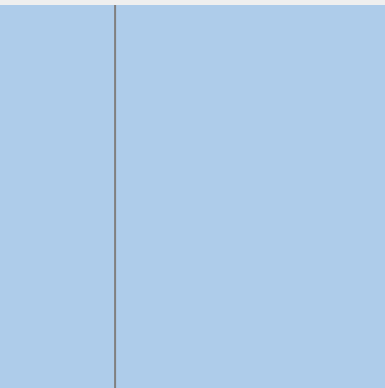
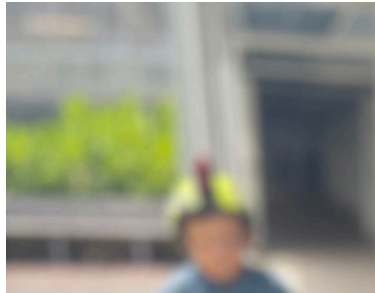
Staff Structure 2024

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 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
Kiri Ritchell Jack Leonie Maria Rewa Arapeta	Amira Mike Emily Sam Maria	Jenny Kiri Tracey Leilah Maria	Delaney Leonie Maria Rewa
Digital	Junior Literacy	Mentor teachers	Ihenga
Mike Sam Murray Maria Toherangi	Amira Emily Lauren Tracey Sheree	Sam Kiri Sheree	Ritchell Sam Emily Sommer Ashleigh
		House Teachers Ngatoroirangi	Hatupatu
		Leoni, Heather, Rewa, Sheree, Jack	Mike, Leilah, Liv, Amira, Jenny
			Tamatekapua
			Kiri, Murray, Ella, Tracey, Lauren

***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 _____



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www.kawaha-point.school.nz