



KAHUTARA SCHOOL ANNUAL IMPLEMENTATION PLAN 2024

Vision Statement: Opening the gates to our future - Huakina ngā kuaha, ma a tatou ao ake tonu

Summary of our Strategic Plan 2024-2025:

The 3 strategic areas and goals that we are focusing on are:

1. **Assessment and Reporting;** to establish consistent systems to track, monitor and report student achievement
2. **Positive Behaviour;** to establish school-wide systems to promote positive behaviour and well-being
3. **The Kahutara School Curriculum;** to create a school curriculum that reflects the aspirations of our people and celebrates our place

Annual Implementation Plan 2024:

The purpose of this annual implementation plan is to explain how we will be working towards each of these goals this year. The plan has been divided into three sections; one section for each strategic goal. It then outlines what we expect to see by the end of the year and the key actions that we will undertake.

How will our targets and actions give effect to Te Tiriti o Waitangi?

Under the Education and Training Act 2020, a primary objective of the board of Kahutara School is giving effect to te Tiriti o Waitangi.

We do this by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students
- providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Kahutara School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Key areas that we are focusing on in 2024 include:

- Leaders providing PLD opportunities for all staff, to upskill with the pronunciation of te reo Māori words and deepen understanding of tikanga Māori
- Leaders working with our local marae, Kohunui (also known as Tuhirangi), to connect and establish a formal relationship
- Teachers unpacking curriculum documents from our local iwi; Ngati Kahungunu ki Wairarapa and Rangitāne as part of our curriculum review

Strategic Goal 1: Assessment and Reporting

To establish consistent systems to collect, analyse, monitor and report against student achievement.

2024 Annual Goal: To use standardised assessment tools to collect achievement information, and use this to inform teaching and learning programmes.

What do we expect to see by the end of the year? Teachers collecting and sharing accurate assessment information and leaders and the Board making informed decisions based on this data. Parents and students will have a clear understanding of where their child is achieving in Maths, Reading, Writing and other learning areas.

Actions	Who is responsible?	Resources Required	Time Frame	How will we measure success?
Teachers will use a range of standardised assessments to collect achievement information and this is recorded in our school student management system (SMS).	Principal Teachers	Budget for testing and assessment Suitable devices for students can complete online assessments; chromebooks, touchscreen chromebooks and iPads.	Terms 1 - 4 (ongoing)	<ul style="list-style-type: none"> ● Teachers accurately use a range of assessments including; STAR, PAT Maths, easTTle writing, easTTle reading, running records, Gloss/Jam and the BSL assessment tool. ● Teachers use a range of information to make accurate overall teacher judgements (OTJs). ● Teachers are confident entering and using assessment information in our school SMS.
Establish school-wide systems to ensure assessment information moderated and accurate	Principal	n/a	Terms 1 - 4 (ongoing)	<ul style="list-style-type: none"> ● Moderation of easTTle writing assessments ● Teachers are confident supporting their learners to navigate online assessments ● Students can easily complete online assessments using suitable devices ● OTJs are moderated by leaders
Achievement information is closely monitored by teachers, leaders and the Board	Principal Teachers Board	Principal PLD	Terms 1 - 4 (ongoing)	<ul style="list-style-type: none"> ● Target students and groups are identified, tracked and monitored across the year ● Action plans are used to identify steps taken to accelerate the learning of target students ● Teachers are tracking the learning progress of their students and can articulate how they are supporting their learners' needs

Strategic Goal 2: Positive Behaviour

To establish school-wide systems to promote positive behaviour and well-being.

2024 Annual Goal: To identify the key school-wide systems needed in 2024, as part of our PB4L-SW journey and create these collaboratively.

What do we expect to see by the end of the year? A shared understanding of expected behaviours across all staff and consistent practice in the way that staff acknowledge positive behaviour and respond to inappropriate behaviour. Our PB4L-SW documentation will show how we have worked through the different aspects of the Tier 1 programme and how we are working with staff to create new systems that are culturally responsive and based on best practice.

Key Action	Who is responsible?	Resources Required	Time Frame	How will we measure success?
Establish systems to identify positive expectations, teach expected behaviour and acknowledge expected behaviours	Principal and PB4L Leader PB4L Team Staff	PB4L-SW Tier 1 PLD <i>*funded by MOE</i> Funding for relief teachers for Lead Teacher PLD and PB4L Team PLD	Terms 1 - 4 (ongoing)	<ul style="list-style-type: none"> • PB4L-SW systems are visible around the school • Staff and students can explain our systems • Data is collected, shared and used to inform decision making • Unit plans include specific lessons that teach students our expected behaviours (differentiated for the different levels across the school)
Establish systems to discourage inappropriate behaviour and provide PLD for staff on de-escalation techniques	Principal and PB4L Leader PB4L Team Staff	PB4L-SW Tier 1 PLD <i>*funded by MOE</i> Funding for relief teachers for Lead Teacher PLD and PB4L Team PLD	Terms 1 - 4 (ongoing)	<ul style="list-style-type: none"> • Staff are entering student incident information on our SMS • Data is collected, shared and used to inform decision making • PLD opportunities are provided so that staff can continue to build their understanding and use of de-escalation techniques and strategies
Implement the 'Pause, Breathe, Smile' mind health programme.	Principal Staff	Pause, Breathe, Smile PLD <i>*funded by Southern Cross</i>	Terms 2 - 4	<ul style="list-style-type: none"> • All staff have completed the 4 training modules • Pause, Breathe, Smile programme is being taught in all classrooms • Students can articulate what they have learned, and are learning as part of this programme

Strategic Goal 3: The Kahutara School Curriculum

To design a school curriculum that reflects the aspirations of our people and celebrates our place

2024 Annual Goal: To work with our school community to review and refresh our school curriculum

What do we expect to see by the end of the year? Our self-review documentation will show how we have explored the school curriculum to date, how we have worked with key stakeholders in our community to identify the areas of our school curriculum that we currently teach well and areas that we want to further develop. We also expect to have long term plans put in place, supported by cross-curricular unit plans that are theme focused and begin to integrate Te Mātaiaho, The Refreshed NZ Curriculum.

Key Actions	Who is responsible?	Resources Required	Time Frame	How will we measure success?
Complete a self review of our school curriculum (including our vision and values)	Principal Staff Board	Opportunities to consult with community stakeholders	Term 1 - 4 (ongoing)	<ul style="list-style-type: none"> Our school curriculum document is reviewed and refreshed Supporting school documents e.g. assessment schedules, planning templates, reporting information are updated throughout the year Review our school value and vision (feedback will determine whether these need to be changed) Ensure a range of views have been collected and used to inform the refresh of our school curriculum. A refreshed school curriculum has been created with a view to implement in 2025.
Create a long term plan and cross-curricular unit plans each term	Principal Staff	Te Mātaiaho	Term 1 - 4 (ongoing)	<ul style="list-style-type: none"> Unit plans are created collaboratively and shared with all staff Links to Te Mātaiaho (Refreshed NZ Curriculum) are included in unit plans Unit plans show coverage of all Learning Areas
Staff develop their understanding of Te Reo Māori and tikanga Māori	Principal/DP Staff	Tikanga, by Keri Opai	Term 1 - 4 (ongoing)	<ul style="list-style-type: none"> Staff have read '<i>Tikanga</i>' by Keri Opai and made reflections on their learning as part of their professional goals Leaders have read '<i>Niho Taniwha; Improving learning and teaching for Ākonga Māori</i>' by Melanie Riwai-Couch and made reflections on their learning as part of their professional goals. Staff have engaged in te reo Māori PLD (either through opportunities within school or externally)