



Ahuwhenua – Manaakitia – Mana Motuhake – Manawanui – Aroha

Learning for the future

Kamo Primary School

Strategic Direction 2025

Purpose: a plan to achieve operational quality outcomes for all stakeholders.

Ambition – Action – Achievement

At Kamo Primary School, we meet the requirements of:

- 10 hours per week of teaching and learning focused on supporting students' progress and achievement in Reading and Writing (Literacy), and recognising the important contribution oral language development makes, particularly in the early phases of learning.
- 5 hours per week of teaching and learning focused on supporting students' progress and achievement in Maths.

Please note, we have always met the above requirement and are several years down the learning pathway with Structured Literacy. It is a daily practice at Kamo Primary School.

In 2025, we will be establishing a strong and sustainable foundation to meet the following requirement:

- **Term 1, 2025:** Schools and kura must teach the updated English and Te Reo Rangatira curriculum for Years 0 to 6, and Maths and Pāngarau for Years 0 to 8.

We began this new learning with an awareness of Te Mātaiaho throughout 2024 and with some depth in Term 4, 2024.

We know we **MUST** provide knowledge-rich and explicit teaching and learning experiences to connect with and progress our students' learning and the depth and quality of their academic growth.

At KPS we readily accept the **National Curriculum changes:**

- The New Zealand Curriculum will be knowledge-rich and clear about what students need to understand, know and do in each year from Years 0 to 13.
- Teachers will know what to teach, when, and how, based on the science of learning, which provides them with effective teaching strategies and practices.

We are aware of the intended timeline of the implementation of all curriculum areas:

The New Zealand Curriculum

Available for
feedback and use

Required

Learning areas		2024	2025	2026	2027
English	(Years 0-6)	Available	Required	Required	Required
	(Years 7-13)	Available	Required	Required	Required
Mathematics and statistics	(Years 0-8)	Available	Required	Required	Required
	(Years 9-13)	Available	Required	Required	Required
Science			Available	Required	Required
Technology			Available	Required	Required
Health and physical education			Available	Required	Required
Learning languages			Available	Required	Required
The Arts			Available	Required	Required
Social sciences			Available	Required	Required

Critical Focus

There are five phases to the critical focus, however we, as a primary school, will focus on the two that impact our students the most:

- **Phase 1** (Years 0 – 3): Thriving in environments rich in literacy and maths
- **Phase 2** (Years 4 – 6): Expanding horizons of knowledge, and collaboration

Students who show significant learning growth in Phase 2 will be supported to extend their learning into Phase 3 after very deliberate consideration and a planned approach forward.

- **Phase 3** (Years 7 – 8): Seeing ourselves in the wider world and advocating with and for others

Te Mātaiaho

We know that the Whakapapa of Te Mātaiaho will weave through all curriculum learning areas, student progress and teacher practice. We as a teaching team believe in this whakapapa and will honour the word 'mātai', meaning to observe, examine, and deliberately consider. Like the whakapapa, we too encompass:

Mātaurangi – Mātainuku – Mātaipū – Mātairea – Mātaiahikā – Mātaioho – Mātaiaho

UKD – Understand, Know, Do

We know the framework of Understand, Know, Do from the revised Social Sciences curriculum and we see how it supports a learner as they progress and develop along their learning pathway. The definitions of UKD are very clear:

- **Understand** – the deep and enduring big ideas and themes that students develop understanding of over the phases
- **Know** – the meaningful and important content, concepts, and topics at each phase that enrich students' understanding of the big ideas and themes and that students study using the practices
- **Do** – the practices (skills, strategies, and processes) that bring rigour to learning and support the development of the key competencies.

We clearly see the connection that "A **progression model** provides the structure that sequences the knowledge. It supports all students to develop greater:

- breadth and depth of knowledge and understanding, through engaging with increasingly complex and ambiguous contexts
- refinement and sophistication in their use of competencies, practices, strategies, processes, and skills
- ability to connect, transfer, and apply new learning in meaningful contexts
- knowledge and awareness of themselves as learners
- effectiveness when working with others.”

Direct quote from the refreshed New Zealand Curriculum document, 2024.

To promote our growth with the New Zealand Curriculum Refresh in English and Mathematics, we will ensure:

Staff meetings will contain professional learning pertaining to the new English and Mathematics curriculums.	Team leader meetings will ensure that evidence is shared to track our school plan.	Our school plan will be shared with the Board of Trustees and our local community.
Team Leader meetings will contain professional reflection pertaining to the assessment of the new English and Mathematics curriculums.	We pace our assessments in 2025 to ensure teachers are connecting with the teaching and learning of the new curriculum.	We will provide regular notice on assessment to our Board of Trustees at meetings, and to our local community.
Team meetings will focus on a dedicated aspect of professional learning pertaining to the new English and Mathematics curriculums.	Team meetings will feedback their team’s needs so we understand what and where we need to be applying intensive efforts.	We will create a clear tracking and monitoring plan that shows the visibility of all factors relating to the curriculum refresh.

Our Learning Sequence for Student Growth

Explicit, planned teaching for integrated learning for life. All teams will focus on and foster each aspect for growth.

Learning Area	2024	2025	2026
Reading	Years 3 and 4 – ✓	Years 5 and 6	Years 1 and 2
Writing	Years 1 and 2 – ✓	Years 3 and 4	Years 5 and 6
Mathematics	Years 5 and 6 – ✓	Years 1 and 2	Years 3 and 4

Our Strategic Plan Supports

- The refreshed New Zealand Curriculum – English and Mathematics
- Te Mātaiaho – embedding the whakapapa
- The Education and Training Act 2020 – meeting all requirements

- Te Tiriti o Waitangi – learning to empower
- Niho Taniwha – relationships that are sincere
- PB4L and Restorative Practice and our School PRIDE Values – for quality wellbeing

We will prepare students for the future by providing a strong learning foundation and a sense of PRIDE in themselves, their culture and achievements.

Strategic Steps for School Development

2025 Focus

	Priorities	Priorities	Priorities
Students	Gain learning from 'Our Learning Sequence for Student Growth.' ATTENDANCE – see plan	Build independence and the power of active listening and thinking.	PB4L – Grow positive behaviour for learning and wellbeing incorporating restorative practice.
Teachers	Use and implement: <ul style="list-style-type: none"> - the refreshed New Zealand Curriculum - English and Mathematics - Te Mātaiaho - grow te reo and tikanga Māori - continue implementing Niho Taniwha for cultural impact and to improve teaching and learning while giving effect to Te Tiriti o Waitangi. 	Implement pedagogy to strengthen 'Our Learning Sequence for Student Growth' through informed teaching and assessment with an effective integrated approach. The teaching must present as skill and knowledge rich.	Develop and implement skills and knowledge for effective self-improvement in teacher professional practice, data analysis, and individual student development and achievement. Constantly promote ATTENDANCE – see plan
Whole School	Be a safe and inclusive place for learning with active and inclusive actions to ensure wellbeing for all. This is to be monitored regularly and reported on in case change is needed. Weekly reporting of attendance to whānau.	Grow our use and understanding of te reo and tikanga Māori while giving effect to Te Tiriti o Waitangi. This will be aligned with Niho Taniwha. We will ensure our Māori students feel comfortable returning to school after being away.	Commit our PRIDE Values in all aspects of school life, to remove any barriers to/for success, Value ATTENDANCE !
Board of Trustees	Continue to meet the requirements of the Education and Training Act 2020.	Informative meetings which support the governance of the school.	Governance that meets and promotes schoolwide needs and development. Support ATTENDANCE!
Community	Feel valued and maintain a reciprocal partnership and relationship with the school for their child.	Be connected to the school for student learning, wellbeing and cultural values.	Support their child to make the gains they value as a whānau. Give them a place for this as a school. Believe in the Value of ATTENDANCE!

KPS Values and Values for Attendance

<p>Proactive – Ahuwhenua</p> <p>I will do what is right and what the school expects. <i>I will get ready for school and encourage my whānau to help me get there.</i></p>
<p>Respect – Manaakitia</p> <p>I will be kind, thoughtful and careful with everything I do. <i>If my friend is away, I will support them to be at school the next day.</i></p>
<p>Independence – Mana Motuhake</p> <p>I will try, I will fix, and I will grow my learning. <i>If I feel sad, I missed some learning while I was away, I can ask for help.</i></p>
<p>Determination – Manawanui</p> <p>I will never give up. <i>I will support myself by being at school and being a learner.</i></p>
<p>Empathy – Aroha</p> <p>I will care for others, and I will look out for them. <i>I will be a good friend to others, and good to myself about how cool it is to be at school.</i></p>

At KPS, we are aware of the Ministry of Education’s Action Plan response to attendance:

- Daily attendance data published daily
- Refreshed attendance codes for absences in place
- STA revised and guidance available
- National behaviour change campaign
- Updated prosecutions process
- Responses to attendance reviews
- Strengthening multi-agency responses to chronic absence and non-enrolment
- Addressing barriers to access and regular attendance
- Student voices project

We also know that nothing is more powerful than a relationship with students and whānau to engage success.

Refer: Student attendance guide for schools and kura – [education.govt.nz](https://www.education.govt.nz)

Our Attendance Plan

2025 Focus

	Response 1	Response 2	Response 3
Students	Ensure all students feel connected to their class and school. This should support them in wanting to come to school.	Introduce ‘Four Friends’ so they can check in with each other every day for a few minutes. This supports them	Encourage students to talk more about the importance of attending school and the many gains from being at school regularly.

		being there for each other and creates a sense of security.	
Teachers	Term 1 must have a focus on teaching about attendance and then connecting this to whānau – a humble but considered approach which will be maintained each term.	Make regular postings on Seesaw with words of encouragement	Make contact after two days of consecutive, unjustified absences. Office will do daily contact.
Whole School	Teach about friendships and connection through the PRDE Values.	Have something similar to Tu Meke Tokens based on their attendance and attitude towards school.	Have a form of Attendance recording in the classroom either visible or heard, within the class/school with comments about attendance and the benefits of being at school. Ask different people associated with us to encourage students' attendance.
Board of Trustees	Put a letter of encouragement about attendance in the pānui twice per term	Attend a mid-year Matariki celebration and give out certificates for attendance.	Fund an activity at the end of the year celebrating attendance. For example: a team swim, fun activities and a sausage sizzle.
Community	Keep the community informed through our pānui of attendance rates. These will be framed in a positive way.	Have open mornings across the entire school where we encourage whānau to check on their children's Attendance Passports, classroom work, and praise students for attendance.	Encourage the communities of our different ethnicities and cultures to support a performance or telling of a cultural narrative that is pertinent to them. This may support attendance in ethnicities where attendance is low.

Our Usual monitoring and tracking of Attendance

1. Office will contact whānau daily after the first roll of the day at 9am has been completed
2. Teachers to make phone contact after day two consecutive days of unjustified absence with 'Four Friends.'
3. Principal to make contact what whānau after three consecutive days of unjustified absence.
4. Team leaders to make contact, on their release if there are students who have still not returned.
5. Principal visit to home after more than one week of unjustified absences
6. Report to Board of Trustees on attendance rates and progress.

Be at school! Be supported! Be your success!