

# Our Direction

## Our Values

Proactive – Ahuwhenua  
Respect – Manaakitia  
Independence – Mana Motuhake  
Determination – Manawanui  
Empathy - Aroha

## He Poutama 2024 – 2026

Assessment to drive  
Teaching and Learning

Māori students  
engaging,  
experiencing, and  
enjoying success – and  
all our students joining  
them

A living document  
A working document  
An inclusive document



**Kamo  
Primary  
School**  
*Learning for the future*

PB4L  
Restorative Practice  
Wellbeing

Opportunities for all learners

Giving effect to Te Tiriti o Waitangi

*'Learning for the Future'*

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## Kamo Primary School Manaaki (Values)

Our school values remain our guiding and binding way of being at Kamo Primary School for all stakeholders – students, support staff and teachers. Our PRIDE Values are:

Proactive – Ahuwhenua	• I always do what is right and what the school expects
Respect – Manaakitia	• I am kind, safe, thoughtful, and careful with everything I do
Independence – Mana Motuhake	• I try, I fix, I own, and I grow my learning
Determination – Manawanui	• I keep trying and never give up
Empathy – Aroha	• I care for others and look out for them

Please note: The new Curriculum Refresh (Te Mātaiaho) will constantly be at the fore of what we do so that our teachers and students honour Mātaurangi – the guiding kaupapa.

***Mātai ki te rangi, homai te kauhau wānanga ki uta, ka whiti he ora.***  
*Look beyond the horizon and draw near the bodies of knowledge that will take us into the future.*

# KEY DRIVERS

The following key drivers of our direction are dedicated to the development of all our students.

## **Our Vision Statement** – *Learning for the future*

This vision statement applies to all we do at Kamo Primary School. We constantly build on learning to grow and develop each other so that we all have the opportunity to thrive in our futures. This covers cultural, social, emotional, physical, and intellectual wellbeing. Success for the students will be supported by the individual, whānau and school practices.

## **The Intention of this Document**

At the end of three years of this strategic plan, we expect to see:

- That all students have made progress in Reading, Writing and Mathematics relevant to their personal success to increase their skills and knowledge.
- That all students feel inclusive, safe and free from racism.
- That all students will grow in their cultural capabilities while giving effect to Te Tiriti o Waitangi

## **Community Priorities for 2024**

An important part of our school direction is to include our school community and have them as active participants in all areas of their child's education at Kamo Primary School. Below are the three main points we see as priorities:

- 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.

# THE NATIONAL EDUCATION AND LEARNING PRIORITIES (NELPS)

The NELP share priorities which recognise that learners change and grow as they move through the education system and the education system needs to listen to them, adapt to their needs, and empower them to achieve their aspirations, whatever their age or stage of learning.

The following objectives must be evident in our plan. These objectives are our main focus to develop consistent performance – know, understand, do.

## **OBJECTIVE 1: LEARNERS AT THE CENTRE**

Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Priority 2: Have high aspirations for every learner/ākonga, 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.

## **OBJECTIVE 2: BARRIER-FREE ACCESS**

Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

## **OBJECTIVE 3: QUALITY TEACHING AND LEADERSHIP**

Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

## **OBJECTIVE 4: FUTURE OF LEARNING AND WORK**

Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

## **OBJECTIVE 5: WORLD-CLASS INCLUSIVE PUBLIC EDUCATION**

Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES only)

The NELPS are what we should see, hear, and feel at Kamo Primary School. They are a part of the Education and Training Act 2020.

# TE TIRITI O WAITANGI

The Board of Trustees are intent that Te Tiriti o Waitangi is an integral part of all aspects of school life. We need to ensure that we see, hear, and feel it at Kamo Primary School with the obvious intent of growing and giving effect to this continuously.

At Kamo Primary School this means we will:

- Initiate, grow and develop authentic relationships with iwi, hapū and whānau Māori.
- Ensure our local curriculum educates our students and staff to gain knowledge and understanding around Te Tiriti o Waitangi.
- Respect that iwi, hapū and whānau Māori will exercise agency over learning for our students, in particular our Māori students.
- Use the knowledge that we gain, and continue to gain, to form practical action at all levels of our systems.
- Ultimately achieve success and desired outcomes for Māori learners.

## How we will grow effects to Te Tiriti o Waitangi in 2024:

Please note we will develop our plan year by year, so that we strive for quality education, as well as respecting input from our Māori community.

Students	Teachers	Community	Board of Trustees
<ul style="list-style-type: none"> <li>• Continue to teach relevant te reo Māori language to student needs.</li> <li>• Teach classes how to host a whakatau within their classes for new students.</li> <li>• Provide cultural hubs for our Māori students of all ages to connect as Māori.</li> <li>• Start a new class for our whānau class in Years 5 and 6 which will mean we are building two classes in this area of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a Māori teacher into the team who is fluent in te reo Māori.</li> <li>• Have ‘Korero Chat’ for teachers three times a week so that we learn to converse in te reo Māori.</li> <li>• Unit holders for te reo Māori will continue to support teachers grow their language content.</li> <li>• Teachers will grow and improve their teaching and learning for their students through Niho Taniwha.</li> <li>• Develop a curriculum for our whanau classes that is responsive to expectations and academic success.</li> <li>• Develop a connection and plan with our local marae.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with our Māori community each term.</li> <li>• Share our successes with our Māori community.</li> <li>• Keep all parents, caregivers and whānau informed through pānui of what we are learning.</li> <li>• Ask our community for local stories and hītori.</li> <li>• Connect with our local marae as to what learning we should be respecting and what we need to know and grow. Appropriate koha will be given for such support.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep the Board of Trustees informed at each meeting.</li> <li>• Meet the reporting requirements for Te Tiriti o Waitangi.</li> <li>• Seek financial support from the Board of Trustees (if necessary) for PLD or resources that will support how we will give effect to Te Tiriti o Waitangi.</li> </ul>

# CULTURAL DIVERSITY

Kamo Primary School will reflect New Zealand's cultural diversity and the unique position of Māori culture. The Kamo Primary School curriculum is striving to make visible the principles of Te Tiriti o Waitangi and the bicultural foundations of Aotearoa New Zealand. This will be seen in our curriculum and practice.

Teacher knowledge is continuing to grow around the teaching of New Zealand histories so that we help our students understand and learn about Aotearoa New Zealand's histories from multiple perspectives around historical and contemporary events. We will develop their critical thinking and inquiry skills.

# WELLBEING

At Kamo Primary School, wellbeing is paramount as we want everyone (students, staff and our community) to have the tools, know the supports and understand the environment, so they know who they are and how to feel safe and happy. When things get tough, we can work through this to bring us back to a place of being safe and happy. Our school PRIDE Manaaki (Values) will help support all to be confident and connected to achieve personal wellbeing. We will educate about the importance of wellbeing, and we will seek available supports to grow our students for a stronger tomorrow.

Restorative Practice is highly effective with PB4L and our school PRIDE Manaaki (Values). It has the capability to move students into positive places of wellbeing while empowering them with choice and change.

# GRADUATE PROFILE

Our Graduate Profile has a greater emphasis placed on it for our Year 6 students. It is used to grow, show, and acknowledge the individual student. Whether their time at Kamo Primary School has been 6 months or 6 years, equity as a graduate will be the emphasis.

This Graduate Profile is based on our school's PRIDE Manaaki (Values) and encompasses aspects of, and acknowledgement of their wellbeing, their whakapapa, their learning and their appreciation of learning and creativity in their world. Combining these with our school PRIDE Manaaki (Values) recognises each student as an individual and celebrates who they are and what they have achieved in their time at Kamo Primary School.

# OUR STAFF FOCI FOR 2024

## Leadership

- Our Senior Leadership Team will drive, support, promote and honour all aspects of school life while promoting equality and inclusiveness for all. Leadership will be active in all the following and will enhance, promote, and monitor the following:

<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Collaborative planning for all teams and all teachers is committed to collaborative practice.</li> <li>• Responsive practice to the Code of Professional Responsibility for the Teaching Profession.</li> <li>• Differentiate classroom programmes to meet needs of students.</li> <li>• Use knowledge, evidence and inquiry to improve teaching.</li> <li>• Develop caring, collaborative learning communities that are inclusive of diverse (all) learners.</li> <li>• Set goals for, and contribute to, Personalised Learning Plans (PLPs) for students who require them.</li> <li>• The care and concern for the whole child and their wellbeing is paramount to teacher practice.</li> <li>• Personalised assessment practices will be used in all classes.</li> <li>• Analysis of assessment data will be used to inform planning and teaching.</li> <li>• Give greater effect to Te Tiriti o Waitangi.</li> </ul>	<p><b>Learning Support Assistants – Student focused</b></p> <ul style="list-style-type: none"> <li>• Will be guided by students and teachers.</li> <li>• Will implement programmes set by teachers and other outside agencies if appropriate.</li> <li>• Will ensure students are included in all aspects of classroom life.</li> <li>• Will have regular meetings with teachers to determine next steps for the students.</li> <li>• Will increase their use of te reo Māori and grow their understanding of tikanga.</li> <li>• Will contribute to and attend PLPs.</li> <li>• Will participate in PLD opportunities.</li> </ul>
<p><b>Support Staff – Administration and Property</b></p> <ul style="list-style-type: none"> <li>• Will support all aspects of school life.</li> <li>• Participate in any relevant PLD.</li> </ul>	<p><b>All Staff</b></p> <ul style="list-style-type: none"> <li>• All staff will be part of a Professional Growth Cycle annually for best performance which is inclusive of the relevant standards.</li> <li>• All staff will follow the school’s policies and procedures.</li> </ul>

Our Board of Trustees will govern, guide, and focus on what matters to make Kamo Primary School a thriving school. They will meet the requirements of the Education and Training Act 2020.

# STRATEGIC STEPS FOR SCHOOL DEVELOPMENT FOR 2024, 2025 AND 2026

Our priority at Kamo Primary School is to ensure it is a safe and happy place of learning, where quality is a MUST for all we do. We must *Understand* the big ideas, *Know* the contexts and contents of what we are teaching, and *Do* inquiry practices so we are all connected.

Over the next three years we will:

Continuously learn and embed the New Zealand Curriculum Refresh Te Mātaiaho and in particular:

- New Zealand Curriculum Refresh: Progressions approach
- Determining how learning is progressing – Options for calibrating teacher judgements
- Aotearoa New Zealand Histories
- Literacy and Mathematics
- Technology, The Arts, Learning Languages, and Health and P.E.
- Give effect to Te Tiriti o Waitangi as we grow understanding and practice

Continuously learn and connect to Te Marautanga o Aotearoa and in particular:

- Rationale
- Our learners
- The overarching principles
- Values and attitudes
- Te reo Māori
- Wāhanga Ako

Continuously learn, connect with, and develop our local curriculum. This is the way that we will bring The New Zealand Curriculum to life at Kamo Primary School. We have a local curriculum and will continually develop it, as it should always be ongoing. It contains the expectations for successful progress and quality teaching. It will:

- Be responsive to the needs, identity, language, culture, interests, strengths, and aspirations of our learners and their whānau
- Have a clear focus on what supports the progress of all learners
- Integrate Te Tiriti o Waitangi into classroom learning
- Help learners engage with the knowledge, values, and competencies so they can go on and be confident and connected lifelong learners
- Tell us if we are providing success for our Māori students

We will continually respond to our practice while reflecting the NELPs. This will be monitored and reviewed with all stakeholders.

Please note: The pace of learning can never be determined in a school, and we are open to modifying our Strategic Steps for School Development, but the essence of this plan will remain as the foundation for all we do.

## **Our Pledge**

We will:

- Provide a safe and happy school
- Provide quality teaching and learning experiences
- Provide professional growth and development for teachers
- Increase our commitment to Te Tiriti o Waitangi
- Understand the progress of every learner
- Display our PRIDE Values in all we do
- Ensure our students are at school to thrive and succeed
- Stay connected with our whānau and external supports
- Ensure that our Board of Trustees govern with respect to all and meet all levels of compliance
- Equip our students with skills to navigate learning and life, as they are the future
- Ensure equitable outcomes for all

## **Our Key Drivers**

- Te Tiriti o Waitangi
- Te Mātaiaho
- Increase our use and understanding of te reo and tikanga Māori
- Professional Growth Cycle – New Zealand Teachers Council
- To further develop our local curriculum; in particular, our local histories
- To ensure our PRIDE Values are our way of being
- To further grow and develop Tier 2 as a PB4L school
- To delve deeper into teaching Science – this will be supported by a teacher with the Science Leadership Programme 2023
- To continue to grow the Garden to Table programme
- To continue to ensure we meet all learners' needs
- To gain a greater understanding around transitioning into school, within school and onto the next school
- To gain more from our Kahui Ako about what is important to our practice – Science kits, transitions, teaching to the Northeast
- To connect with our community more on what they value and need to know
- To keep our Board of Trustees connected with school life
- To deepen our teaching practice around the Health and PE Curriculum
- To give our students simple pleasures to support our appreciation of their behaviour, attitude, risk taking, initiative, learning and responsiveness

# OUR LEARNING SEQUENCE FOR STUDENT GROWTH

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

Learning Area	2024	2025	2026
Reading	Year 3 and 4	Year 5 and 6	Year 1 and 2
Writing	Year 1 and 2	Year 3 and 4	Year 5 and 6
Mathematics	Year 5 and 6	Year 1 and 2	Year 3 and 4

To achieve this we will:

- Use internal and external supports
- Have teachers supported by a Reading, Writing and Mathematics teams led by teachers within the school setting
- Monitor to the following schedule:

Weeks	Monitor
3, 6, 9	Reading
2, 5, 8	Writing
4, 7, 10	Mathematics

- Update at staff meetings
- Keep school annotation for the following years so that we cycle through the focus and learn to grow
- Curriculum integration will be integral to success

We believe that if our environment is safe then learning will take place, which is why we have PB4L and Restorative Practice as our leading directions.

Everything we have mentioned in this Strategic Plan becomes active to support student growth. Learning does not take place in isolation.

## Our Strategic Plan Supports

- Te Mātaiaho
- The Education and Training Act 2020
- Te Tiriti o Waitangi
- Niho Taniwha
- Literacy and Mathematical rich environment
- PB4L, Restorative Practice and our School PRIDE Values
- The National Education and Learning Priorities (NELP)

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

# ANNUAL IMPLEMENTATION PLAN 2024

## Direction Tahi

<b>The Objective:</b> LEARNERS AT THE CENTRE – Learners, along with their whānau, are at the centre of education
<b>Priority:</b> Ensure places of learning are safe, inclusive, and free of racism
<b>Our Expectations:</b> We see, hear, and feel our priority as active in all areas of school life
<b>Our Guide:</b> Understand, Know, Do
<b>Who is Responsible:</b> Lead of PB4L – Ben Soole <span style="float: right;"><b>Overseeing Lead and Monitoring:</b> Sally Wilson</span>
<b>All Staff Must:</b> Implement and practice PB4L and Restorative Practice
<b>Timeframe:</b> Every 5 weeks the school will check we are all meeting PB4L practices

PB4L	We Will...	Expected Outcomes
Safe Inclusive Free from racism	<ul style="list-style-type: none"> <li>• Use the PB4L data to teach to our students’ needs and concerns.</li> <li>• Use and maintain the PB4L Flowchart and its importance.</li> <li>• Teach to our school PRIDE Values.</li> <li>• Ensure the implementation of PB4L and Restorative Practice is consistent across the school.</li> <li>• Ensure teachers use eTap to record behaviours that matter so we understand what is happening for students and the school.</li> <li>• Set the expectation of a positive school climate which promotes wellbeing by teaching with positivity.</li> <li>• Ensure we are teaching to a positive mental health culture throughout the entire school.</li> <li>• Ensure we teach about the importance of inclusion and what it truly means.</li> <li>• Ensure we are culturally responsive with our students in relation to behaviour and wellbeing.</li> <li>• Teach cultural appreciation each term.</li> <li>• Continue to develop Restorative Practice so that students gain a greater understanding of its process and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in positive behaviour across the school and our confidence in PB4L.</li> <li>• Students will understand their negative feelings and identify how they can help and improve their behaviour.</li> <li>• Effectively demonstrate the school’s PRIDE Values in all areas of school life.</li> <li>• Expect that behaviour will be handled consistently by all staff.</li> <li>• Expect that Restorative Practice will be used by all staff alongside PB4L.</li> <li>• Expect students will understand Restorative Practice so they gain greater understanding of the process and are able to share this with whānau.</li> <li>• Students will develop skills to self-regulate their behaviour for their own wellbeing.</li> <li>• Through our Health and P.E. Curriculum we will see students understanding the many aspects of safety.</li> <li>• Our Year 6 students will leave with their Graduate Profile and the confidence pertinent to their wellbeing.</li> </ul>

PB4L	We Will...	Expected Outcomes
	<ul style="list-style-type: none"> <li>• Teach about being safe so students understand the importance of safety.</li> <li>• Have a PB4L team to continue building our direction and maintain a schoolwide approach.</li> <li>• Honour and teach to our Graduate Profile.</li> <li>• Use our PRIDE Values to remove any barriers to/for success.</li> </ul>	

### How does this link to major stakeholders...

Students	Teachers / Staff	Whānau	External Supports
<ul style="list-style-type: none"> <li>• PB4L and Restorative Practice class lessons.</li> <li>• PRIDE / Manaaki Values</li> <li>• PRIDE Awards.</li> <li>• Tu Meke Tokens.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• PB4L and Restorative Practice PLD.</li> <li>• Teach about cultural safety.</li> <li>• Teach to our schoolwide Health and P.E. curriculum.</li> <li>• Monitoring all we do to ensure we are getting results with Leader on a monthly basis, and at staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Pānui.</li> <li>• Communications about information, praise, and support.</li> </ul>	<ul style="list-style-type: none"> <li>• PB4L – Gina Kitchen.</li> <li>• Restorative Practice – Leanne Carlson.</li> <li>• Race Relations.</li> <li>• Whānau.</li> <li>• Kamo Primary School Board of Trustees.</li> <li>• Money allocated in budget.</li> </ul>

### How does this link to Te Mātaiaho...

Our connections to this are with our current strengths. We have much to learn about how this framework will weave into our school to make it stronger.

<p><b>Mātaairangi</b> – To scan beyond the horizon.</p> <p>Look beyond the horizon and draw the bodies of knowledge that will take us to the future.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> <li>• PB4L and Restorative Practice offer lifelong skills for self-regulation, living with feelings, managing conflict, and wellbeing. They allow students to build on these foundational skills for growing in the future.</li> </ul> <p><b>Our question to answer:</b></p> <ul style="list-style-type: none"> <li>• Are we giving effect to Te Tiriti o Waitangi?</li> </ul>
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<p><b>Mātainuku</b> – To focus on creating a foundation.</p> <p>The central pou that states the purpose of the curriculum and calls us to action.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> <li>• Our PRIDE Values allow students to have a central pou to support them to access school life with mana and integrity. They are never exhaustive nor defined, they grow with the learner. Our Values are founded on success and values for lifelong living.</li> </ul> <p><b><i>Our question to answer:</i></b></p> <ul style="list-style-type: none"> <li>• Are we giving effect to Te Tiriti o Waitangi?</li> </ul>
<p><b>Mātaipū</b> – To deliberately consider the development of young people.</p> <p>The central pou that expresses the vision for young people.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> <li>• If our mental health is planned and we educate our students, then the wellbeing of our students will grow and flourish.</li> </ul> <p><b><i>Our question to answer:</i></b></p> <ul style="list-style-type: none"> <li>• Are we giving effect to Te Tiriti o Waitangi?</li> </ul>

## Direction Rua

<b>The Objective:</b> LEARNERS AT THE CENTRE – Learners, along with their whānau, are at the centre of education	
<b>Priority:</b> Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver teaching and learning that integrates Reading, Writing and Mathematics to allow progress for each student across the curriculum.	
<b>Our Expectations:</b> We see, hear, and feel our priority as active in all areas of school life	
<b>Our Guide:</b> Understand, Know, Do	
<b>Who is Responsible:</b> All staff	<b>Overall Leads:</b> Sally and Brenda
<b>All Staff Must:</b> Follow and meet the expectations of our Kamo Primary School Curriculum	
<b>Timeframe:</b> Each term at PLG staff workshops	

Focus	We Will...	Expected Outcomes
<p>Inquire into whether we need support at Kamo Primary School for the following comment:                      “Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau.”</p>	<ul style="list-style-type: none"> <li>• Ensure teachers understand the assessment tools we use and what insights it gives the teacher and the learner.</li> <li>• To ensure teachers understand the reliability and validity of PaCT.</li> <li>• Ensure teachers have learning conversations with students and whānau.</li> <li>• Grow the depth of our learning conversations with students.</li> <li>• Expect and reinforce the value of moderation and collaboration with colleagues.</li> <li>• Use the Learning Progressions to confirm where our learners are and where we need to support them to make progress.</li> <li>• Ensure planning shows we are catering for our learners needs.</li> <li>• Moderate learning so we strengthen our professional judgements.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will have confidence in the high impact assessment tools we use. This will be reflected in our student data and planning.</li> <li>• Teachers will be confident with where they are progressing each learner from, and what they are teaching.</li> <li>• Our assessment practices and the data from these support our learners towards their future.</li> <li>• Teachers are involved in high functioning moderation groups with colleagues.</li> <li>• Teachers will be in moderation groups looking at students work in staff meetings.</li> </ul>

## How does this link to major stakeholders...

Students	Teachers / Staff	Whānau	External Supports
<ul style="list-style-type: none"> <li>Given strategies to talk about their learning with their teacher, friends and whānau.</li> <li>Putting more meaningful comments and examples of work on Seesaw.</li> </ul>	<ul style="list-style-type: none"> <li>Our Kamo Primary School Curriculum.</li> <li>Staff workshops on assessment.</li> <li>Teachers showing each other what they do and what they know about assessment.</li> <li>Teacher moderation groups to inform professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers meet with or contact whānau each term.</li> <li>Whānau surveys and interviews to see if we are meeting their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Te Mahau.</li> <li>Curriculum Online.</li> <li>Money allocated in budget.</li> </ul>

## How does this link to Te Mātaiaho...

Our connections to this are with our current strengths. We have much to learn about how this framework will weave into our school to make it stronger.

<p><b>Mātaioho</b> – To wake up action.</p> <p>The role the national curriculum plays in local curriculum design and implementation, and decision making in which the rights of the ākonga to learn are paramount.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> <li>Continue to develop and review our local curriculum so that it does reflect its intended purpose and the importance of our local history, especially to tangata whenua.</li> </ul> <p><b>Our question to answer:</b></p> <ul style="list-style-type: none"> <li>Are we giving effect to Te Tiriti o Waitangi?</li> </ul>
<p><b>Mātainuku</b> – To focus on creating a foundation.</p> <p>The central pou that states the purpose of the curriculum and calls us to action.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> <li>Our local curriculum is steeped in foundations, good practice, learner outcomes and aspirations. Our curriculum is student based and focused.</li> </ul> <p><b>Our question to answer:</b></p> <ul style="list-style-type: none"> <li>Are we giving effect to Te Tiriti o Waitangi?</li> </ul>
<p><b>Mātaitipu</b> – To deliberately consider the development of young people.</p> <p>The central pou that expresses the vision for young people.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> <li>Our Kamo Primary School Curriculum</li> <li>Whānau and teacher meetings</li> </ul> <p><b>Our question to answer:</b></p> <ul style="list-style-type: none"> <li>Are we giving effect to Te Tiriti o Waitangi?</li> </ul>

## Direction Toru

<b>The Objective:</b> LEARNERS AT THE CENTRE – Learners, along with their whānau, are at the centre of education
<b>Priority:</b> Have high aspirations for every learner/ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustain their identities, languages, cultures and in particular our Māori students so we, and they, give effect to Te Tiriti o Waitangi
<b>Our Expectations:</b> We see, hear, and feel our priority as active in all areas of school life
<b>Our Guide:</b> Understand, Know, Do
<b>Who is Responsible:</b> All staff <span style="float: right;"><b>Overall Leads:</b> Sally and Brenda</span>
<b>All Staff Must:</b> Respond to the messages and learnings within Niho Taniwha and be able to clearly articulate their student’s learning, and the cultural practices they are implementing along with the relationships they have developed with whānau
<b>Timeframe:</b> Ongoing discussions for evidence at teacher workshops during staff meetings

Focus	We Will...	Expected Outcomes
Identify and respond to learner/ākonga strengths, progress and needs, and their whānau’s aspirations.	<ul style="list-style-type: none"> <li>• Ensure our practices include all learners and that we cater for any opportunities to grow their potential.</li> <li>• Use the Learning Progressions to support learners and their whānau to make progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Using Te Mātaiaho, we will gain greater understanding of Mātaiaho – supporting progression.</li> <li>• Our school data will show that each learner is making progress towards their potential.</li> <li>• As a teaching and learning team, we will see evidence of, and have discussions about, the mana-enhancing opportunities that our learners have experienced.</li> </ul>
Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori having educational success as Māori.	<ul style="list-style-type: none"> <li>• Talk with whānau to ensure that we are all noticing their child is happy, learning and connected with school.</li> <li>• Have a face-to-face hui or another form of contact with our Māori whānau at least once each term.</li> <li>• Invite whānau in to talk about the aspirations of their child as a person and a learner in the school setting.</li> <li>• Model what Māori having educational success as Māori looks like at Kamo Primary School. This will be shared with teachers, students and whānau.</li> </ul>	<ul style="list-style-type: none"> <li>• Take and use what we have learned from whānau and see evidence of this which can be shared with the community and the Board of Trustees.</li> <li>• Strive to connect with iwi (where possible) to continue building relationships and learn what is important for Māori educational success.</li> </ul>

## How does this link to major stakeholders...

Students	Teachers / Staff	Whānau	External Supports
<ul style="list-style-type: none"> <li>• Will know what they are learning and why.</li> <li>• Be given a voice to talk about their learning.</li> <li>• Be encouraged to foster and develop aspirations.</li> <li>• Have access to kids speak to support their needs in Literacy and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Have well informed planning and teaching.</li> <li>• Use PaCT as one of the rich, high impact tools that support a learner.</li> <li>• Share a learner's needs and strengths with their whānau.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers meet with or contact whānau each term as per the requirements in our Kamo Primary School Curriculum.</li> <li>• Ensure whānau have the opportunities to connect with their child and the school.</li> </ul>	<ul style="list-style-type: none"> <li>• PaCT.</li> <li>• Curriculum Online.</li> <li>• Te Mahau – curriculum advisors.</li> <li>• Local connections with iwi, kaumātua or whānau to develop our knowledge of Māori tikanga and reo.</li> </ul>

## How does this link to Te Mātaiaho...

Our connections to this are with our current strengths. We have much to learn about how this framework will weave into our school to make it stronger.

<p><b>Mātaioho</b> – To wake up action.</p> <p>The role the national curriculum plays in local curriculum design and implementation, and decision making in which the rights of the ākonga to learn are paramount.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> <li>• We view the learner as a whole person and we need to develop the importance of the flow for each learner with Te Mātaiaho so they experience personal success</li> </ul> <p><b>Our question to answer:</b></p> <ul style="list-style-type: none"> <li>• Are we giving effect to Te Tiriti o Waitangi?</li> </ul>
<p><b>Mātainuku</b> – To focus on creating a foundation.</p> <p>The central pou that states the purpose of the curriculum and calls us to action.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> <li>• Teacher curriculum content knowledge is good and always receptive to growing</li> </ul> <p><b>Our question to answer:</b></p> <ul style="list-style-type: none"> <li>• Are we giving effect to Te Tiriti o Waitangi?</li> </ul>
<p><b>Mātaitipu</b> – To deliberately consider the development of young people.</p> <p>The central pou that expresses the vision for young people.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> <li>• We strive to understand the individual, and respond when they call us to action and support</li> </ul> <p><b>Our question to answer:</b></p> <ul style="list-style-type: none"> <li>• Are we giving effect to Te Tiriti o Waitangi?</li> </ul>
<p><b>Mātairea</b> – To focus on supporting progression.</p> <p>What thriving looks like for ākonga at each of the five phases of learning.</p>	<p>A connection for us:</p> <ul style="list-style-type: none"> <li>• Through our use of rich impact assessment tools, teachers notice what learners know and show</li> </ul> <p><b>Our question to answer:</b></p> <ul style="list-style-type: none"> <li>• Are we giving effect to Te Tiriti o Waitangi?</li> </ul>

# HAERENGA ĀKONGA

## Learning Journey Intention

Every student will be supported to understand, grow, and promote their progressive development in Reading, [Writing](#) and Mathematics. This will show personal growth and honour our vision to connect the learner to their future. This will be supported by our 'Our Learning Sequence for Student Growth.'

## Our guide to success...

Students	Teachers	Resources
<ul style="list-style-type: none"> <li>• Talking about and understanding their learning.</li> <li>• Self and peer assessing.</li> <li>• Developing and having the locus of control.</li> <li>• Be clear about where they are and what they are going to achieve.</li> <li>• Experiencing daily Reading, Writing and Maths learning.</li> <li>• Sharing their learning with a wide audience in a variety of ways.</li> <li>• Confident and enthusiastic about their level of participation in the core areas.</li> <li>• Maintaining and improving their attitudes towards Reading, Writing and Maths.</li> <li>• Learning in authentic contexts.</li> <li>• Sharing their learning with peers, teachers and whānau through Seesaw and classroom visits.</li> <li>• Attending dedicated workshops designed to meet their learning needs.</li> <li>• Using planning strategies to achieve next steps as a teacher and learner for individual needs.</li> <li>• Understand the connections that Reading, Writing and Maths have towards accessing interesting and lifelong learning.</li> <li>• Participating in shared learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing and maintaining an inclusive classroom climate.</li> <li>• Encouraging students to take risks.</li> <li>• Providing a well organised environment.</li> <li>• Maximising student learning time.</li> <li>• Having focused planning and teaching.</li> <li>• Using a variety of assessment methods.</li> <li>• Teaching responsive lessons.</li> <li>• Creating a variety of lessons and groups to address specific learning needs.</li> <li>• Using realistic contexts to help students connect to their worlds.</li> <li>• Having high expectations.</li> <li>• Asking questions that provoke higher-order thinking skills.</li> <li>• Encouraging students to regulate their own learning, make their own learning decisions, and be self-critical.</li> <li>• Providing equity for all students.</li> <li>• Providing extra time for students with additional learning needs.</li> <li>• Using the Curriculum Online website to increase teacher knowledge.</li> <li>• Moderation for students and teachers which equates to quality professional judgements.</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Leading regular staff and team meetings to support teachers with a focus on improved teacher knowledge and practice.</li> <li>• Facilitating discussions which will lead teachers to engage in the way they practice and implement students' next steps.</li> <li>• Monitoring evidence that shows learners' gaps that teachers need to address, and areas teachers need support in.</li> <li>• Ensuring data leads to and informs best teacher practice.</li> <li>• Monitoring priority learners and target students alongside teachers.</li> <li>• Supporting teachers to learn best practice from each other, and as a team.</li> <li>• Promoting an inclusive classroom.</li> <li>• Looking for focused planning and relevant activities.</li> <li>• Observing responsive lessons.</li> <li>• Ensuring teachers provide success for all.</li> <li>• Promoting the use of the Key Competencies and school values to support the learner.</li> </ul> <p><b>External</b></p> <ul style="list-style-type: none"> <li>• RTLB</li> <li>• LSC</li> <li>• Curriculum Online</li> </ul>

# 2024 – SUMMING UP OUR KEY LEARNING

## *Understand, Know, Do*

- Structured Literacy
- Rich mathematical problems
- Reading for meaning
- Aotearoa New Zealand Histories
- Science – Igniting and inspiring inquiry
- Health and Wellbeing
- Building the whole child
- Increase our te reo and tikanga Māori
- Increase our shared cultural understandings

## *Kahui Ako*

- Science kits – making the most of the lessons
- Looking at our Culturally Inclusive Responsiveness
- A deeper focus on ‘Teaching to the Northeast’ in the first three years of schooling
- Transition that is supportive to individual needs

**“To fear change is to fear being challenged. To fear being challenged is to fear growth and new possibilities.”**

- Ty Howard.