



Annual Goals and Curriculum Evaluation 2024

Kaitiakitanga

We are the guardians and protectors of our whānau and school environment.




Areas of Focus

Areas of ongoing development and embedding


Goal One: *To improve learning through teacher knowledge of the curriculum and level content , teaching skill and increased student engagement.*

NELPs:N1/2-High Aspirations, N2/4- Foundation skills, N3/6- Strengths in teaching and leaders

Initiative	Outcomes 2024	Actions	Who	Resources	Key Measures of Success
Literacy Implement refreshed curriculum Continue with structured literacy PLD <i>Baseline Data:</i> Pockets of excellent practice but variation of programmes.	Teachers are aware of and teach to the new curriculum requirements at their level. All teachers are trained and confident in the use of structured literacy and its use to target needs.	1. PLD in new curriculum requirements at each level by AP. 2. Monitored by AP/ ropu leaders as to its implementation by teachers 1.Waka Kōpapa and Tēte , as well as any new teachers continue professional development in structured literacy 2. Implementation monitored by Literacy	AP/ro pu leader s Literacy Lead	20 days release 12 release PLD 3 release - monitoring	Reading and writing maths increase in achievement rates Observations show teacher understanding of new curriculum content and levels and greater differentiation for maths and literacy.
SHIFTS IN PRACTICE	From		To		
	Majority of staff unaware of new requirements to be taught at each level for reading and writing. Majority of staff unaware of new assessment tools to be used to assess student learning in reading and writing.		Confidently teaching the new requirements and assessing using new tools.		

<p>Mathematics</p> <p>Implement refreshed curriculum</p> <p>Implement financial literacy programmes across the school</p> <p><i>Baseline Data:</i></p> <p>Greater awareness of current curriculum content and levels.</p> <p>Greater number of teachers using pedagogical strategies.</p> 	<p>Teachers are aware of and teach to the new curriculum requirements at their level.</p> <p>All ākonga have an understanding of financial literacy relevant to their level</p>	<p>Participate in professional development on curriculum refresh, level requirements and pedagogy with a focus on strands.</p> <p>All teachers will teach a financial literacy unit.</p>		<p>16 release days</p> <p>PLD 2 session per term</p>	<p>Mathematics -increase in achievement rates</p> <p>Observations show teacher understanding of new curriculum content and levels and greater differentiation for maths and literacy.</p>
<p>SHIFTS IN PRACTICE</p>	<p>FROM</p>		<p>TO</p>		
	<p>Not all staff are aware of new requirements to be taught at each level for mathematics.</p> <p>Not all staff are aware of the new assessment tools.</p>		<p>Confidently teaching the new requirements and assessing using new tools.</p>		

Raise achievement in Foundation Skills of Reading Writing and Mathematics and ensure parity for all groups	FROM End of Year Data 2023		TO <ul style="list-style-type: none">85% all tamariki meet expectations in foundation skills of literacy and mathematics.There is parity for Maori and Pasifika Students		
All teachers implement guidelines for the use of A1 Implement student guidelines for the use of AI Baseline Data: Some teachers using some AI some of the time. Guidance given on using AI for reporting. Teachers looked at ethics, risks and opportunities identified	AI used safely and responsibly by teachers and students with particular attention paid to the use of supporting planning, differeineation, assessment and reporting.	<ol style="list-style-type: none">AI guidelines are already developed and a team in place from across the school levels.Guidelines will be shared at the 2024 planning sessionsAI team will ensure at ropu planning that they give effect to the A! GuidelinesGuidelines will be shared with whānau through the newsletterUse of AI will be monitored by principal with ropu leaders reporting directly to her.	AI team		AI applications are fit for purpose , reliable and that privacy is respected while in use.
Common Practice Strategies/ Relation Based Learning Baseline Data:	Student learning occurring as a consequence of improvements in the level of content knowledge,	<ol style="list-style-type: none">PLD to familiarize with CPM at each level and links between RBL and the use of new assessment toolsRopu leaders PLD in Instructional Core and tasks	Leade ship	Staff - 20 days release MOE	CPM implemented using RBL across the school as evidenced by observation using Instructional Rounds

Variable implementation of STKW common practice Strategies. 	teaching skill and engagement . “ task predict performance” .Tasks set for students must target the practicingof or reinforcing learning.	design 3. SLT/ Ropu PLD in Instructional Rounds 4. Instructional Rounds implemented and problems of practiced identified. Develop a plan for shifts in practice using Critical Friends strategy. Teachers supported with PLD and coaching	<u>Ropu Leaders</u> PLD - 6 days release Implemen tation of rounds 8 days release	
SHIFTS IN PRACTICE	From		To	
	Using STKW Common Practice Strategies to new MOE Model Varied assessments across the school. Tasks that don't meet learning objectives or at a lower learning level		Following the MoE Common Practice Model consistency across the school Higher order independent learning tasks based on SOLO and Blooms taxanomy	
Continue to Increase opportunities in the Arts - particularly music	Baseline 2023		Actions	
	Group	Number of Students	1.Regular singing maintained and continue to develop 2. Music unit 3. Playing music in class	
	Waka Tētē Choir - Term 1/2	73 total		
	Waka Tētē Choir - Term 3/4	49 total		
	Waka Kōpapa Choir	71 total		
	Waka Mōkihi Choir	All Year 2 students		

	Ukelele Orchestra	35 total		
	Ukelele Itinerant Lesson	31 total		
	Keyboard Itinerant Lesson	14 total		
	Outcomes Music outcomes must be targeted in all class/ ropu plans with students given weekly opportunities to engage Music integrated across the curriculum			

Goal Two: *Ensure an orderly learning environment so tamariki can flourish and succeed.*

NELPs:

Initiative	Outcomes 2024	Actions 2024	Who	Resources	Key Measures of Success
Behaviour /student management strategies consistently implemented across the school <i>Baseline Data:</i>	Teachers consistently implement the strategies. Incidents of inappropriate behaviour reduce	Ensure <ol style="list-style-type: none"> 1. All SMART Values posters and expected behaviour across all settings are displayed in the classroom 2. Staff are using the language/te reo in the expectations matrix 3. Staff are using the consequence hierarchy consistently 4. Tier 2 and 3 behaviours are recorded on etap 	DP/ SENCO		Observation and feedback using the language in the matrix. Learning and behaviour language used. SMS data and reports to board Breadth of reporting of pastoral and tracking incidents.
Behaviour / student management is regularly shared with tamariki and Whanau so they understand the strategies used <i>Baseline data:</i>	Tamariki and whānau are clear of what the behaviour management procedures are and consequences for not following them. Tamariki and whānau see equity in the implementation of the procedures	<ol style="list-style-type: none"> 1. Regular messaging in the newsletter of policies and procedures. 2. Information clear on the school website 3. Biennially focus groups of tamariki and whānau to check implementation. 4. Feedback from staff 	DP/SEN CO		Regular reporting through the newsletter Information on website and biennially focus for feedback.

Shifts in Practice	FROM		TO		
	<ul style="list-style-type: none">● Lack of consistency across school of behaviour management and engagement strategies, including those that give clear guidelines for use of technology.● Some parents do not have a clear idea of what the policies and procedures and therefore see it as “unfair”		<ul style="list-style-type: none">● Teachers consistently implementing behaviour management strategies● Policies and practices clear to whanau.		
Improve attendance <i>Baseline Data:</i> See below	We meet 2024 MoE targets for all groups of children but in particular for Māori and Pasifika	<ol style="list-style-type: none">1. Attendance currently being monitored by admin, teachers and principal2. 2. Personal contact with parents of tamariki whose attendance a concerns-3. Share data in newsletter once a term with expectations and impacts	P/SENC O/ Admin		Improved attendance to meet targets.


Shifts in Data	From		To		

	Term 3 2023							2024 Target	
	Term 3	Attendance data: 2023 to Mon 16th Oct 2023						70 % 11∇	
		Regularly attending		Irregular absence		Moderately absent		6 % 3Δ	
		Number	%	Number	%	Number	%	Number	5 % 1∇
	All	314	64	127	26	27	5	2	
	Female	153	63	62	26	15	6	1	
	Male	161	64	65	26	12	5	1	
	Pākehā	212	64	91	28	16	5	1	
	Pacific	6	55	2	18	3	27		
	Māori	30	43	21	30	6	9	1	
	Other	66	78	13	15	2	2		

Goal Three: *Celebrate diversity of the tamariki at Somerfield Te Kura Wairepo*

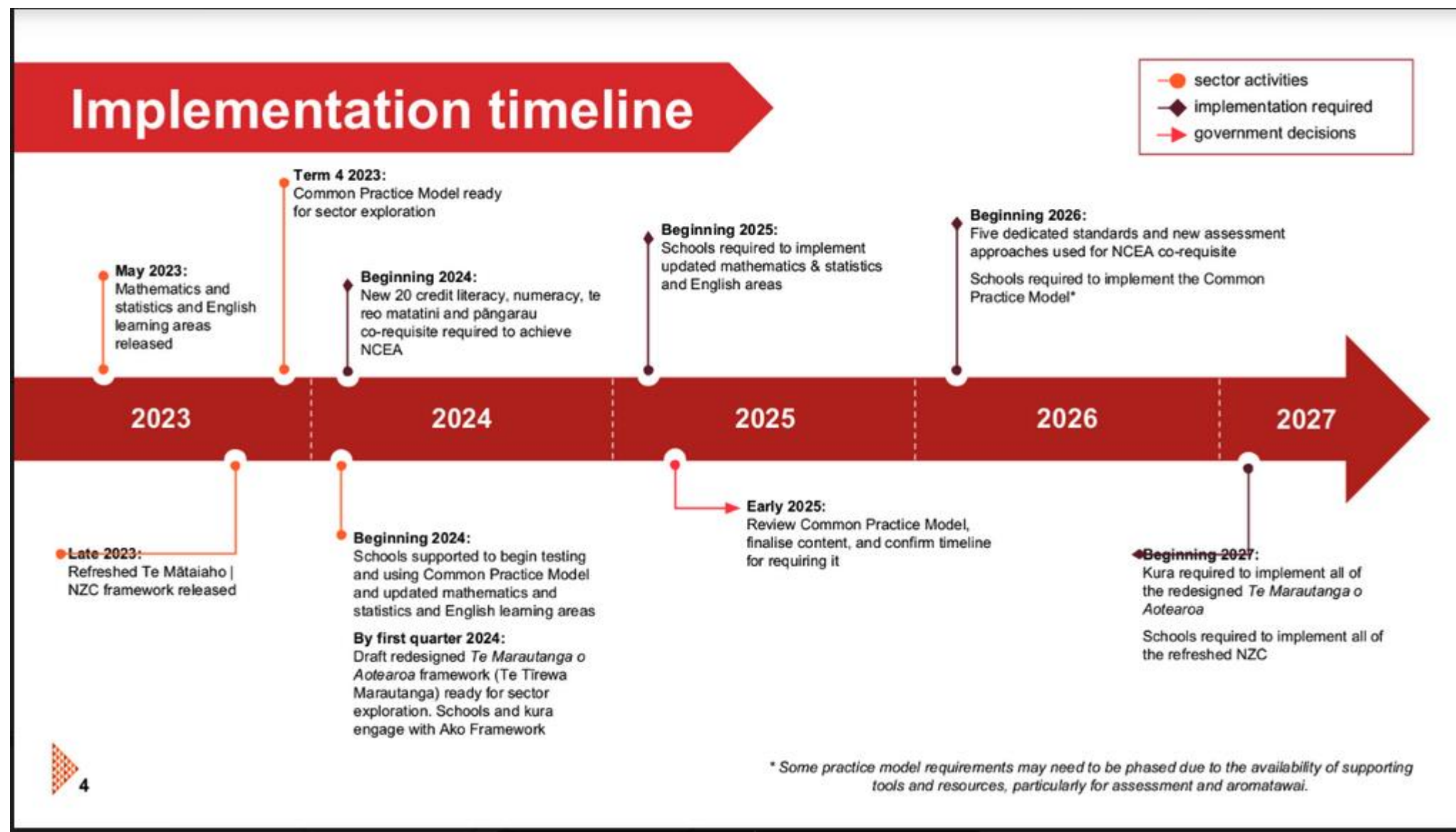
NELP: N3/5- Natural use of te reo & N2/3- Reduce barriers

Initiative	Outcomes 2024	Actions 2024	Who	Resources	Key Measures of Success
Increase proficiency of Te reo	<p>Improve assessment of te reo</p> <p>Increase proficiency of te reo in teachers</p> <p>Teachers use te reo in learning/behaviour matrix</p>	<p>Add WALTs onto Spotlight, linked to the units. Track across time. Teachers assign wALTS.</p> <p>Incentivising the Te Ahu te reo programme. Days release</p> <p>Introduce with school goals, model and teachers use.</p>			<p>Use of WALTs and tracked</p> <p>Numbers of teachers participating</p>

 <i>Baseline</i> <i>date</i>	<p>Students co construct te reo in the learning</p> <p>Whanau Kura will continue again fortnightly in Term 2/3.</p>				
SHIFTS IN PRACTICE	FROM		TO		
Professional learning for teachers to gain a greater understanding of other areas of diversity eg neurodiversity and gender	Greater aware by staff of different diversities and how to ensure inclusion of these groups .	<ol style="list-style-type: none"> 1. PLD from Nicky/RTLb on neurodiversity 2. Neurodiversity folder of resources added to admin drive and updated regularly 			Teachers
Celebration of Somerfield Te Kura Wairepo diverse cultures	Acknowledge, value and celebrate the diversity of all our tamariki	<ol style="list-style-type: none"> 1. Classroom teachers recognise the diversity within classes and find ways to acknowledge and celebrate their culture. 2. Use culturally inclusive text 3. Literacy leaders and librarian buying plan to reflect our diversity 4. Community Council Year 6 focus 	Teachers Lead teacher of literacy and library AP	Part of literacy and library budgets	Evidence of texts, cultural celebrations in classes. Observations

<i>SHIFTS IN PRACTICE</i>	FROM	TO
	Variation of practice across the ropu	Consistency of practices across ropu

Curriculum Refresh



Curriculum Organisation and Review 2022- 2024

Curriculum Lead Kellie Englefield	Portfolio	Lead	Strategic Initiative 2024	Curriculum Evaluation		
				2024	2025	2026
	ICT	Daniel Caigou	5 yr plan	Annually		
	The task is the learning Use of AI	Denise, Kellie Daniel	Goal 1	Use of A1		
	Maori	Daniel Caigou				Review ANZH
	Common practice Model	Kellie Englefield	CPM			CPM
	Literacy	Gillian Cree Karen Haines Kellie Englefield	Refresh/ Assessment practices	Spelling	Writing Requirements	Structured Literacy
	Numeracy	Katie Jenkins	Refresh/ Assessment practices			

	PE/ Sport	Dave Harrison		PE/ Health		
	The Arts	Meagan McKinney		Creatives	Visual Arts	
	Deep Learning including Health, technology, Science, Social Science	Kellie Englefield	Develop Three year plan			Three Year Plan
	Wellbeing	Nicky Horne	Behaviour embed			behaviour
	Assessment Practices	Kellie Englefield	Assessment practice refreshed curriculum			Assessment practice refreshed curriculum
	Reporting to Parents	Kellie Englefield		Focus group on Snapshots and graphs	Getting Connected Learning Journeys	Mid/ End of Year reports Home Learning Distant Learning



Our Vision: Kahukura thrives through connecting, challenging and collaborating.

Strategic Areas

1. Teaching to the North East - Relations Based Learning

2. Curriculum Refresh/ Common Practice Strategy
3. Just in Time Maths

Business as Usual

1. Mana Ake
2. Musical festival
3. Kapa Haka Festival