



# Kuratau School

Kimihia Te Maturanga Kia U-Ki Te Pono  
To seek knowledge and hold fast to the truth

## Annual Report KURATAU SCHOOL, 2023

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# Presiding Member/Principal's Report

2023 was another fantastic year at Kuratau School and we achieved some terrific things.

We are very fortunate to have a great team of teachers, a supportive Board, an engaged community and a terrific group of students. We are a little school with a big heart. Our students get to experience some pretty amazing opportunities - many of which are NOT available at other schools, eg., Our triathlon is held on the shores of New Zealand's largest lake, Snow Squad in Term 3, being kaitiaki to our nearby wetland area, weekly gardening and trapping for pests with Whaea Lena, we enjoy daily Kapa Haka, and our kids get to run REAL cross country.

2023 has been the first year since 2020 that schools haven't been affected by lockdowns and Covid. What this has meant is that after 3 years of interrupted learning we have finally had a full year of teaching and learning. Albeit with one little blimp in February when Cyclone Gabrielle ripped through the district.

In 2023 there were some wonderful opportunities for our learners, some superb school events and we completed a few building projects. Some key highlights included:

- Bike Day in July - another super fundraising event - raising \$23000, which we are waiting to put towards playground and hall improvements.
- Our Matariki Fancy Dress Dance - This was undoubtedly the most popular event of the year with almost all whānau attending this awesome night of dancing.
- Snow Squad in Term 3 - 5 fantastic weeks of great snow!
- The awesome sports tasters we've enjoyed throughout the year with Sport Waikato.
- Our House of Science kits - it's been fantastic to see Science being taught in all our classes.
- Trapping and Gardening with Whaea Lena.
- Purchasing more chromebooks for students in Ruru and Karearea
- The Senior School's Trip to Wellington - a whole week in Wellington exploring our capital city.
- Fundraising for camp - raising just over \$14,000 - reducing the cost from almost \$542 per student to \$150!
- Friends of Kuratau School - fundraising group - raising \$6425 this year!
- The completion of our new Staff Room.
- A new roof over our main school building and new archgola.
- We have improved security at the school, following a burglary earlier this year. Improvements include: new gates at all our entrance points, an upgraded security alarm and the installation of outdoor cameras.
- Our Structured Literacy PLD has seen some fantastic improvements in our students' literacy results.
- Wai Whenua Day - planting 100s of plants and doing some much needed releasing and weeding.
- Our staff noho marae at Poukura in May where we continued to grow our Tūwharetoa cultural knowledge.
- Year 8 dinner at Oreti with our awesome Year 8 leavers.

As we begin 2024 there are lots of exciting things on the horizon for Kuratau School. We are kicking the year off with some awesome Structured Literacy Professional Development that will directly benefit our learners. The exterior of our new staff room is scheduled to be painted in Term 1. Karearea Students will be returning to their new bigger learning space. We are looking forward to starting a 12 month journey of Mathematics professional development with The Learner First. We will be working collaboratively with 4 other local schools on this Mathematics learning. We will be introducing our new School Vision and Values throughout 2024 and are looking forward to unpacking this further with our staff and students. The Kuratau School Board's new Strategic Plan will be shared with our community early in 2024 and we are excited about working towards achieving our revised Strategic Goals and Annual Targets in 2024.

## List of all School Board Members

| Board Member Names                  | Date that the board member's term finishes |
|-------------------------------------|--|
| Sarah-Jane Clark (Presiding Member) | August 2025                                |
| Shirley Bailey (Principal)          |  |
| Willow Salvador (Elected Member)    | August 2025                                |
| Lisa Bell (Elected Member)          | August 2025                                |
| Fleur Ashford (Elected Member)      | August 2025                                |
| Deylene Payne (Co-opted Member)     | December 2023                              |
| Bronwyn Hunt (Staff Rep)            | August 2025                                |

# Statement of Variance

Strategic Goal 1:

**Equity and Excellence** - Success for All

Strategic Goal 2:

**Kuratau Mana Whenua Curriculum** | Our People, Our Place, Our Way

## Annual Target / Goal 1: LEARNING - LITERACY 2023 (MAJOR FOCUS)

To accelerate the progress, engagement and achievement of all students not yet at the expected curriculum level in Literacy.

\*Acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress.

Based on whole school end of year (2022) Literacy data (Year 0-7) we will track and monitor our target groups through the implementation of a robust Professional Growth Cycle and Teaching As Inquiry.

| <b>Actions</b><br>Sourced from 2023 Annual Plan  | <b>What did we achieve?</b><br>What were the outcomes for our actions?<br>What impact did our actions have?  | <b>Evidence</b><br>This is the sources of information the board used to determine those outcomes.   | <b>Reasons for any differences (variances) between the target and the outcomes.</b><br>Think about both where you have exceeded your targets or not yet met them.   | <b>Planning for next year - where to next?</b><br>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan.  |
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| <b>Monitoring our Learners</b><br>Collaborative meetings every fortnight focussed on tracking, monitoring and planning to meet the needs of identified priority learners | The purpose and structure of fortnightly meetings were discussed in Term 1 and initiated early in Term 2. Teachers worked in pairs and created online documents to record their discussions.<br><br>Tracking of progress was monitored and analysed termly following Teacher's OTJs. | Teachers kept records of their discussions and the specific plans/decisions made with regards to meeting the needs of identified priority learners. Teachers chose 3-4 students each and completed Targeted Learning Profiles for each of them.<br><br>Termly OTJs (overall teacher | Leadership (principal) did not monitor these meetings well enough to ensure they occurred regularly.<br><br>The discussions that were held proved to be a productive and meaningful way of discussing learners' needs/progress/next steps. However, there was no <i>forced</i> accountability, therefore this | Allocate and prioritise time in the Termly Calendar for these meetings to occur. Increase level of accountability by ensuring Leadership 'checks in' with teachers during allocated Collaborative Buddy times.<br><br>Documentation to be shared with leadership in Term 1 and Principal to have input in these |

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|   | <p>Structured Literacy PLD provider worked with teachers to support programme design for our Priority Learners.</p> <p>Teachers began to plan &amp; problem solve more collaboratively</p>   | <p>judgements) were entered into our SMS.</p> <p>Teachers adapted their teaching of literacy to meet the needs of priority learners - eg. introduction of The Code; daily handwriting; decodable texts at the Yr 6-8 level, daily differentiated guided reading in Yr 4-5. Little Learners Love Literacy decodables in Yrs 0-3.</p> | <p>model of 'collaborative inquiry' did not work well in 2023 when left up to teachers to self manage.</p>  | <p>documents by adding in reflective comments/feedback.</p>  |
| <p><b>Professional Growth Cycle / Teaching as Inquiry</b></p> <p>Teachers inquire into their teaching practice based on the performance / data / evidence / student voice of their priority learners in Literacy.</p> <p>(This inquiry journey is recorded and shared with others. Professional Growth Cycle / Teaching as Inquiry)</p> | <p>Teachers held PGC conversations with the principal in Term 3 to discuss each teaching standard. Goal setting was completed and goals were shared with teachers to follow up with.</p> <p>Staff meeting held in Term 2 to discuss PGC requirements - eg, documenting our PGC design / cycle.</p> | <p>Teachers' PGC documentation filed in Google Drive and shared with teachers.</p>  | <p>All PGC conversations were documented and shared with teachers.</p> <p>Most teachers shared their planning folder with leadership - naturally occurring evidence of planning is available if needed.</p> <p>Conversations could be improved to be more aligned with a 'coaching' and 'inquiry' focused mindset.</p> <p>More depth &amp; rigour to the Teaching as Inquiry process is required. Agreed goals were not followed up and reviewed.</p> | <p>Track and monitor the progress of teachers', unit holders' and principal's goals to ensure growth and inquiry into current practice is occurring.</p> <p>Schedule followup PGC / coaching conversations to review progress towards meeting goals.</p> <p>Share PGC requirements with staff - incl PGC design/cycle, timeline, expectations etc.</p> |
| <p><b>Professional Learning</b></p> <p>Assessment for Learning PLD - focussed on embedding a schoolwide Structured Literacy approach towards teaching and learning Literacy.</p>  | <p>80 hours of regionally allocated Assessment for Learning PLD was used.</p> <p>PLD provider (Kirsty Tatere) held staff meetings and worked individually with teachers 2-3 times per term. Modelling, co-teaching, observing and providing feedback to improve</p>                                | <p>2023 Literacy comparison data demonstrates significant progress between Term 1 and Term 4 - particularly in Reading (see Evaluation and Analysis, p. 12).</p> <p>Student voice surveys indicate students are feeling more successful in spelling and</p>   | <p>The teaching and learning of reading, spelling and handwriting has improved dramatically across the school.</p> <p>The teaching and learning of writing is an area that requires significant attention in 2024.</p> <p>Teachers' engagement in</p>   | <p>Professional development in Writing is a critical focus for 2024. We have 60 hours of regionally allocated PLD and will use this to grow collective teacher efficacy in the teaching and learning of writing.</p> <p>Maintain, sustain and continue to develop the mahi we</p>  |

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|   | <p>practice.</p> <p>All teachers have worked diligently to embed a Structured Literacy approach at Kuratau School. All classes teach reading, spelling and handwriting daily.</p> <p>Significant investment was made to purchase Structured Literacy resources.</p> <p>End of year reading data shows significant improvement in overall % achieving at or above.</p>  | <p>writing and attribute this to the introduction of daily handwriting, The Code (spelling programme) and Heggerty (phonics programme).</p> <p>Our junior teachers and students have responded positively to the structure of the Little Learners Love Literacy reading programme.</p> <p>Teachers' feedback has been positive - with some mentioning that The Code is helping with their own spelling ability.</p> <p>The PLD provider and Principal have completed termly observations and provided feedback around areas of strength and where improvement in practice is needed.</p> | <p>Structured Literacy professional learning has been mostly positive. There is some evidence of staff reluctance and/or hesitation to change practice and repeated absences during observations that affected the rate of change implementation in some teaching spaces.</p>  | <p>achieved in 2023 with reading, spelling and handwriting.</p> <p>Continue with the same PLD model: collaborative staff meetings; in class support - modelling, observations, reflection, feedback and goal setting.</p> |
| <p><b>Assessment for Learning</b><br/>Use a range of 'fit for purpose' literacy assessment tools.</p> <p>Examine literacy data to establish areas of strength and challenge for students and use this information to plan learning experiences.</p> | <p>Literacy assessment schedule was reviewed twice throughout 2023 with our PLD provider to ensure assessments were purposeful and used to determine next teaching steps.</p> <p>We began to improve the way we collect, record, analyse and use literacy data to improve outcomes for our learners.</p> <p>Our PLD provider led an Assessment for Learning staff meeting to ensure staff understood what Assessment FOR Learning <b>is</b> and <b>is not</b>.</p> | <p>Edge SMS and Little Learners Love Literacy [LLLL] systems were used to record student progress / data.</p> <p>Reading, Writing (and Maths) Data was presented to the Board at Mid &amp; End of Year.</p> <p>2023 Assessment &amp; Reporting Schedule - shared with all staff and referred to termly.</p>  | <p>Systems were improved throughout 2023 and the analysis of data is easier with the introduction of Edge as our SMS.</p> <p>The unusually high improvement in Reading data is something to consider for 2024. Are our OTJs accurate? There is still significant work to be done to ensure teachers fully understand where our learners are at against the national curriculum expectations.</p> | <p>Improve school wide moderation processes for Reading, Writing (and Mathematics).</p> <p>Continue to work on developing and embedding robust, cohesive and consistent schoolwide Assessment for Learning practices</p>  |

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| <p><b>Teaching and Learning</b><br/>Refine our pedagogical approaches in literacy and ensure OUR WAY is cohesive and consistent across the school.</p>   | <p>Structured Literacy practices have been adopted schoolwide.</p> <p>All teachers have participated in schoolwide PLD this year and have made significant shifts in their teaching practice.</p> <p>The biggest shifts in practice have been noticed in the planning &amp; teaching of reading, handwriting and spelling.</p> <p>There is greater consistency in the way we teach Literacy at our school.</p> | <p>Termly teacher observations.</p> <p>PGC conversations.</p> <p>Teacher planning.</p> <p>Overall improvement of reading and writing progress and achievement data - compared to 2023 results.</p> <p>Positive student voice comments with regards to reading and writing. Students are beginning to articulate more clearly what they are learning in reading, spelling or writing.</p> | <p>Teachers have worked hard to apply professional learning to their practice.</p> <p>Teachers began the Structured Literacy PLD at different starting points. They all had their own beliefs about 'how to teach literacy' and there has been significant shifts in beliefs for almost all teachers.</p> <p>Staff collaboration, collective sharing of ideas and honest self reflection has improved this year.</p> | <p>In 2024 our major PLD focus is the planning, teaching and learning of Writing and Mathematics. Alongside this we will be working on the implementation of Te Mātaiaho and the Learning Progressions for English and Maths &amp; Statistics.</p>  |
| <p><b>Curriculum / Student Agency</b><br/>Establish and implement consistent schoolwide literacy progressions based on the Learning Progressions Framework and PACT.</p> <p>Begin to explore the refreshed NZC framework for English (Reading/Writing).</p>        | <p>We did not focus on the introduction of Learning Progressions in 2023.</p> <p>We began to explore Te Mātaiaho and held two Teacher Only Days (Term 2 &amp; 4) to develop our understanding of the refreshed curriculum.</p>   | <p>Teacher-only days, to explore Te Mātaiaho, were held in April (school holidays) and November (13.11.23).</p>  | <p>Due to being committed to our Structured Literacy PLD journey we did NOT establish Learning Progressions in 2023. Additionally, once we realised the curriculum refresh included the introduction of Progress Steps, it seemed sensible to wait for these to be released.</p>   | <p>Begin to explore and use the English and Maths &amp; Statistics Learning progressions in our planning, teaching and learning.</p> <p>Continue to engage with the Ministry's learning opportunities and begin to work with Te Mātaiaho.</p>   |
| <p><b>Student Agency -</b><br/>Embed opportunities for student reflection as part of the teacher planning and learning process.</p> <p>Strengthen feedback capabilities: teacher-student and student-student feedback loops that celebrate literacy successes.</p> | <p>We gathered regular student voice throughout the year via Google Forms (Seniors) and conversations (Juniors). Student voice highlighted what has been going well (The Code - spelling, Reading, Handwriting) and areas for further development and improvement (Maths, student agency, general behaviour of students)</p>   | <p>Student data was collated, analysed and shared with staff and Board to identify trends, strengths, areas of challenge, and areas for further improvement.</p>   | <p>We did not work on strengthening feedback capabilities in 2023. This is an area for future development.</p> <p>We discovered that our students are largely unable to talk about their learning with clarity, depth or detail, often not knowing what they are learning or why they are learning it.</p>   | <p>In 2024 we will work on developing Student Agency so that our learners know what they are learning, why they are learning it, how they will know when they are successful and what they need to know next.</p> <p>We will work to strengthen and improve feedback capabilities (teacher - student; student - student), critical thinking and</p> |

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|  | <p>We sought extensive information in Term 2 &amp; 4 which was used to inform our revised Vision and Values, our 2024-2025 Strategic Plan and Annual Implementation Plan.</p> <p>Some teachers also gathered their own student survey data to help inform their classroom programme / planning / teaching.</p> |  |  | <p>inquiry learning.</p> <p>The introduction of Learning Progressions for Reading, Writing and Maths will help our students and staff better understand what they need to learn at each phase of the curriculum.</p> <p>We will encourage teachers and students to utilise online tools such as Seesaw for sharing and explaining their learning in 'real time'.</p> |
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| <b>Annual Target / Goal 2: LEARNING - MATHEMATICS 2023 (MINOR FOCUS)</b>  |   |   |   |  |
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| <p>To accelerate the progress, engagement and achievement of all students not yet at the expected curriculum level in Mathematics.</p>  |   |   |   |  |
| <p>*Acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress.</p>  |   |   |   |  |
| <p>Based on whole school end of year (2022) Mathematics data (Year 0-7) we will track and monitor our target learner groups through the implementation of a robust Professional Growth Cycle and Teaching As Inquiry.</p> |   |   |   |  |
| <b>Actions</b>  | <b>What did we achieve?</b><br>What were the outcomes for our actions?<br>What impact did our actions have? | <b>Evidence</b><br>This is the sources of information the board used to determine those outcomes. | <b>Reasons for any differences (variances) between the target and the outcomes.</b><br>Think about both where you have exceeded your targets or not yet met them. | <b>Planning for next year - where to next?</b><br>What do you need to do to address targets that were not achieved. Consider if these need to be included in your next annual implementation plan. |
| <b>Monitoring our Learners</b><br>Collaborative meetings every fortnight focussed on tracking, monitoring and planning to meet the needs of identified priority learners  | SEE ABOVE TARGET FOR DETAILS ABOUT THIS ACTION (SAME PROCESS AS LITERACY TARGET)                            |   |   |  |
| <b>Professional Growth</b>  |   |   |   |  |



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| <p><b>Cycle / Teaching as Inquiry</b><br/>Teachers inquire (informally) into their teaching practice based on the performance / data / evidence / student voice of their priority learners in Mathematics.</p>   | <p>SEE ABOVE TARGET FOR DETAILS ABOUT THIS ACTION (SAME PROCESS AS LITERACY TARGET)</p>   |   |   |  |
| <p><b>Professional Learning</b><br/>Teachers will engage in mathematics PLD that is relevant to their needs throughout the year.</p> <p>Plan and lead internal PLD around Mathematics Teaching and Learning (collaborative problem solving, rich tasks, Number Talks, Talk Moves etc.)</p> | <p>Some kaiako engaged in independent Mathematics professional learning to help grow their capabilities and applied learning to their practice.</p> <p>We introduced the schoolwide use of NZ Maths Term Planners in Term 1 to ensure sufficient coverage of the Maths strands.</p> <p>A range of online Maths resources such as YouCubed, Resolve, Nrich, NZ Maths, Banqer and Polymath were shared with teachers to explore.</p> <p>Our Learning Support Coordinator led a Mathematics Staff meeting in Term 1. 'Enriching Your Mathematics Programme'.</p> | <p>Professional Growth Cycle conversations and documentation.</p> <p>Teacher Planning shows Termly NZ Maths plans were being used.</p> <p>A high level of student engagement when using online Maths programmes/tools was positively mentioned in student feedback surveys.</p> | <p>Due to our major PLD focus for 2023 being directed towards literacy we did not spend as much time as we had hoped on reviewing and improving the teaching and learning of Mathematics.</p> <p>The actions we achieved have not led to the significant changes in teaching practice and we are aware that this is an area for future development in 2024.</p> | <p>12 months of Mathematics PLD with Learner First is scheduled for 2024. We have joined with 4 other local schools and will engage in a combination of face to face and online learning each Term.</p>  |
| <p><b>Assessment for Learning</b><br/>Use a range of 'fit for purpose' mathematics assessment tools.</p> <p>Examine mathematics data to establish areas of strength and challenge for students and use this information to plan learning experiences.</p>                                  | <p>Maths assessment schedule was reviewed at the beginning of 2023 to ensure assessments were purposeful and used to determine next teaching steps.</p> <p>In Term 3 all Taupō Kāhui Ako schools trialled the online PAT Mathematics assessments to gather collective data across our schools. Our data (and how to</p>   | <p>2023 Assessment &amp; Reporting Schedule - shared with all staff and referred to termly.</p> <p>PAT data was shared and discussed with teachers. Teachers learnt how to use the tools in PAT to find the information they need to help plan for student needs.</p>           | <p>Our Annual target in Mathematics was not adequately focussed on this year.</p> <p>We did not explicitly use Assessment for Learning practices to address the needs of our learners who are not yet achieving at the expected curriculum level for Mathematics.</p>   | <p>The improvement of Assessment for Learning practices and the moderation of Maths data needs to be further developed in 2024.</p> <p>Assessment schedule for Mathematics to be revised again to ensure fit for purpose assessment is being gathered.</p> |

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|  | use the PAT tool) was shared with teachers and used to help plan teaching & learning in Term 4.  |   | It was challenging to schedule time for the development of Mathematics practices due to the significant amount of time we spent on growing kaiako capabilities in Literacy practices.<br><br>The introduction of the PAT tool has positively influenced the way in which we can use assessment data for learning.   | Continue to use the online PAT assessment in Term 1 & 3 to help identify what students know and what their next steps should be.  |
| <b>Teaching and Learning</b><br>Refine our pedagogical approaches in mathematics and ensure OUR WAY is cohesive and consistent across the school.  | Introduced Term planners from NZ Maths to ensure coverage of all maths strands (Number and Algebra, Statistics, Geometry & Measurement).<br><br>Some teachers introduced a range of online tools to raise student engagement and grow Mathematical capability (eg. Minecraft, Prodigy, Banqer, Polymath) | Teacher planning shows evidence of curriculum coverage across all year levels of the school.<br><br>Student surveys/discussions and classroom observations indicate student engagement with various online resources. | As mentioned above, we did not dedicate enough time to the explicit development of pedagogical approaches in Mathematics.<br><br>The positive shifts in data could be attributed to the small changes in systems, processes and practice that we did achieve - eg. cohesive planning that covered all areas of mathematics, introduction of more online learning tools, self directed learning by kaiako. | 12 months of Learner First Maths PLD.<br><br>In 2024 we will begin schoolwide Collaborative Maths planning. At the end of 2023 we started to work more collaboratively to plan for learning.<br><br>We will collaboratively analyse school wide data (PAT) looking for areas of strength and challenge and working together to plan for our learners needs. |
| <b>Curriculum / Student Agency</b><br>Establish and implement consistent schoolwide mathematics progressions based on the Learning Progressions Framework and PACT.<br><br>Begin to explore the refreshed NZC framework for Mathematics. | We did not work on the development of schoolwide Learning Progressions in 2023.<br><br>We held 2 teacher-only days to explore Te Mātaiaho and began to examine the Learning Progressions in English and Maths & Statistics.  | N/A<br><br>Teacher-only days, to explore Te Mātaiaho, were held in April (school holidays) and November (13.11.23).   | Due to being committed to our Structured Literacy PLD journey we did not establish Learning Progressions in 2023. Additionally, once we realised the curriculum refresh included the introduction of Learning Progressions, it seemed sensible to wait for these to be released.  | Begin to explore and use the English and Maths & Statistics Learning progressions in our planning, teaching and learning.<br><br>Continue to engage with the Ministry's learning opportunities and begin to work with Te Mātaiaho.  |
| <b>Student Agency</b><br>Embed opportunities for student reflection as part  | SEE ABOVE TARGET FOR DETAILS ABOUT THIS ACTION (SAME PROCESS AS LITERACY TARGET)   |   |   |   |

of the teacher planning and learning process.

Strengthen feedback capabilities: teacher-student and student-student feedback loops that celebrate mathematical successes.

## Evaluation and analysis of Kuratau School's Students' progress and achievement

### Overview

The evaluation and analysis of students' progress and achievement was carefully tracked and monitored throughout 2023. The introduction of a new Student Management System at the start of 2023 provided an opportunity to review and improve schoolwide assessment practices. In addition, we used 80 hours of regionally allocated PLD to work on growing our staffs' collective understanding of Assessment FOR learning practices.

Our 2023 Assessment Schedule clearly outlines the types of assessment and reporting our kaiako need to complete each term. Termly Overall Teacher Judgments [OTJs] are entered in our SMS. OTJs are carefully considered by teachers and based on the information gathered using a combination of formative and summative assessment tools. At Kuratau School we use the following assessment tools for gathering student data:

- PAT (Mathematics)
- e-asTTle (Writing, Reading, Mathematics)
- Little Learners Love Literacy Assessment of Reading Skills
- PROBE and/or PM Benchmark Kit - running record of reading
- The Code (spelling)
- Global Strategy Stage [GloSS] (Mathematics)
- Number Knowledge Assessments

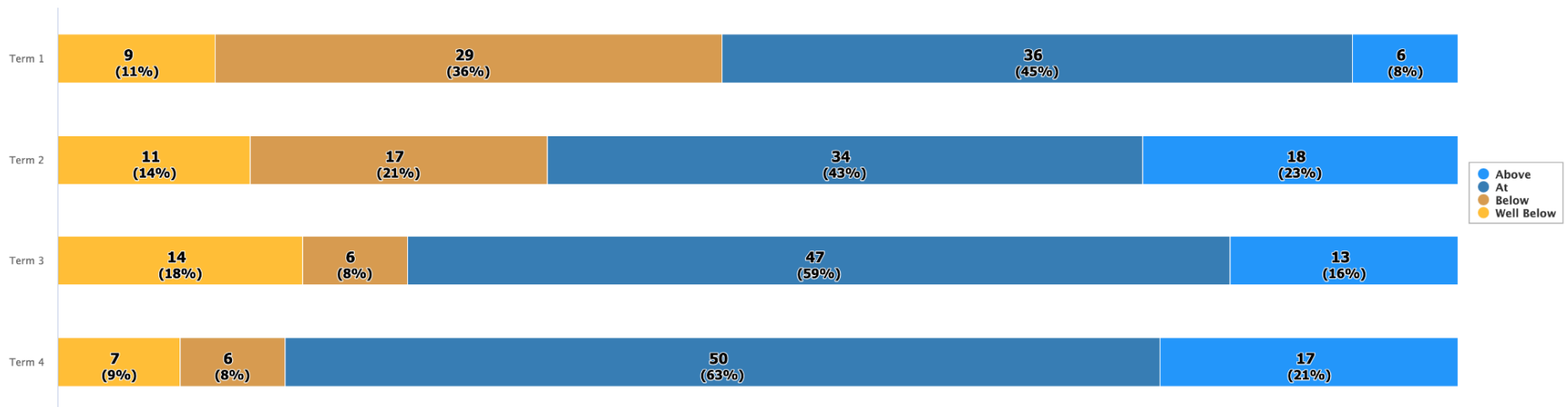
- Teacher Observations
- Evidence of Student learning - work samples, discussions, student surveys

In 2023 we reported progress and achievement to Whānau each term. In Terms 1 & 3 we met face to face with whānau. In Term 2 & 4 we shared written 'Achievement Summaries' with whānau via our SMS. Evidence of students' learning is also shared by teachers termly via SeeSaw.

The below data indicates the Term on Term progress our learners made in 2023 in Reading, Writing and Mathematics. **Note:** the data below is for 80 students that started and ended the year at Kuratau School.

### READING - DATA 2023 Progress - Term on Term

Reading - Term on Term - 2023 - 100% Bar Chart



#### 2023 Summary - The above graph/data is based on 80 students who started and ended the year at Kuratau School

- 84% of students achieving at or above in Reading as at Term 4 (67 / 80)
- 53% of students were achieving at or above in Term 1 (42 / 80)
- 25 students out of 38 students have moved from well below/below to at
- 13 / 80 students are well below/below (16%)

#### Points to note:

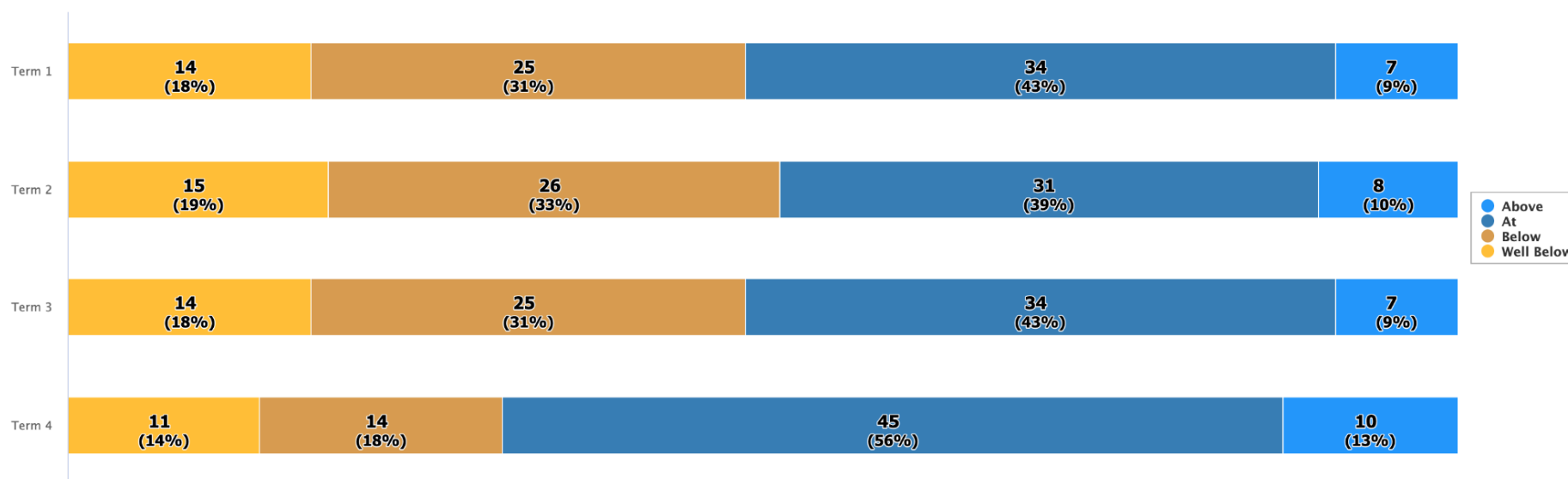
- The significant data shift between Term 1 and Term 4 corresponds with the intensive Structured Literacy professional learning all

kaiako engaged in during 2023. This PLD involved termly staff meetings, in class modelling & observations and feedback sessions.

- It is possible that some of the Term 1 OTJs were not overly accurate as a 30% improvement in student data is potentially unlikely.
- In 2024 we will continue to develop consistent and cohesive Assessment for Learning practices. We will work towards strengthening our moderation process to ensure accurate teacher judgements of where students are at in Reading.

## WRITING - DATA 2023 Progress - Term on Term

**Writing - Term on Term - 2023 - 100% Bar Chart**



### 2023 Summary -The above graph/data is based on 80 students who started and ended the year at Kuratau School

- 68% of students achieving at or above in writing as at Term 4 (55 / 80)
- 51% of students were achieving at or above in Term 1 (41 / 80)
- 14 students out of 39 students have moved from well below/below to at
- 25 / 80 students are well below/below (31%)

### Points to note:

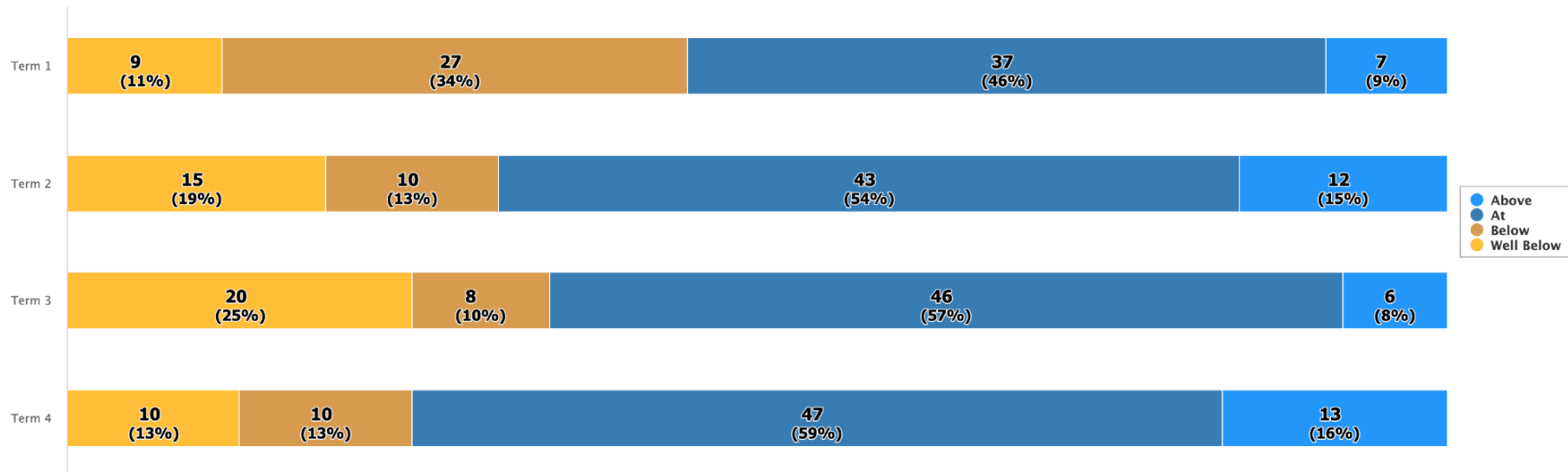
- Although schoolwide improvement in student outcomes is evident in writing, our major PLD focus and most significant progress was in our Reading results. Kaiako and ākonga surveys, and writing data, noted spelling was a big contributor towards the growth in writing. We spent considerable time in 2023 introducing daily spelling lessons (The Code) and daily phonics instructions (Heggerty

Programme).

- We have 60 hours of Assessment for Learning PLD in 2024 which is targeted towards improving the teaching and learning of writing.
- In 2024 we will continue to develop Assessment for Learning practices and strengthen our moderation process to ensure accurate teacher judgements of where students are at in Writing.
- We are aware we still have a significant number of students (25) whose needs still have not been met in writing. These students will become a focus group of priority learners in 2024.

### MATHEMATICS - DATA 2023 Progress - Term on Term

Math - Term on Term - 2023 - 100% Bar Chart



**2023 Summary -The above graph/data is based on 80 students who started and ended the year at Kuratau School**

- 75% of students achieving at or above as at Term 4 (60 students)
- 55% of students were achieving at or above in Term 1 (44 students)
- 16 out of 36 students have moved from well below/below to at
- 20 / 80 students are still well below/below (25%)

#### Points to note:

- We did not spend as much time as we had hoped working on improving the teaching and learning of Mathematics in 2023.
- We introduced Termly Mathematics plans in Term 1 to ensure teachers were covering all strands of the Mathematics curriculum -

(Term Planners on NZ Maths).

- Five local schools, including Kuratau School, have signed up for 12 months of PLD in 2024 with The Learner First, which is targeted towards improving the teaching and learning of Mathematics.
- In 2024 we will continue to develop Assessment for Learning practices and strengthen our moderation process to ensure accurate teacher judgements of where students are at in Mathematics.
- We are aware we still have a number of students (20) whose needs still have not been met in Mathematics. These students will become a focus group of priority learners in 2024.

## How we have given effect to Te Tiriti o Waitangi

When developing policies and practices for Kuratau School, every endeavour is made to reflect Aotearoa New Zealand’s cultural diversity and the unique position of Māoritanga, specifically Tūwharetoa Cultural Knowledge. Our aim is for all students who identify as Māori to achieve educational success as Māori.

Section 127(1) (d) of the Education and Training Act 2020 defines how schools must give effect to Te Tiriti of Waitangi by:

| Work to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori                                     |  |   |
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| Reflection on Aims / Actions   | Progress   | Next Steps  |
| Strengthen our understanding of Te Tiriti o Waitangi and how we can honour the articles of Te Tiriti in our planning and teaching experiences                    | <p>Staff attended termly Mana Whenua PLD - organised by our Kāhui Ako. The purpose of this PLD was to grow teachers’ knowledge and understanding of Tūwharetoa Cultural Knowledge.</p> <p>Board members are aware of their commitment to Te Tiriti O Waitangi and reflect this in school policies, plans and within our developing local curriculum.</p> <p>In 2023 the Board gathered feedback from staff, students and whānau to help inform our 2024-2025 Strategic Plan, Annual Implementation Plan and Local Curriculum design.</p> | <p>In 2024 we will work towards Kaiako beginning to embed Tūwharetoa Cultural Knowledge into their classroom design and teaching and learning plans.</p> <p>Continue to reflect as a Board on the progress we are making towards honouring Te Tiriti o Waitangi.</p> <p>Develop our local curriculum documentation and share with our school community.</p> |
| Develop culturally responsive teaching practices, and a curriculum that reflects Aotearoa New Zealand’s rich cultural diversity and the unique status of tangata | <p>The Rongohia te Hau tool was used in Term 4 to gather whānau, staff and student voice.</p> <p>Rongohia te Hau is a smart tool designed to</p>   | <p>Work with our Kāhui Ako facilitators towards achieving the Rongohia te Hau Actions we set at the end of 2023.</p>  |

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| <p>whenua</p> | <p>provide a <b>school wide</b> snapshot of what cultural relationships for relational pedagogy currently looks like in your school. It asks, 'how is teaching being done and how is learning experienced across our school?' and 'what do students and/or whānau think of this?'</p> <p>Our Kāhui Ako facilitator used online surveys for teachers, whānau and students. The surveys told us what Māori students, non-Māori students, and teachers are saying about their teaching and learning experiences. From the data analysis we agreed on the following areas for improvement and Action:</p> <ul style="list-style-type: none"> <li>● Keeping Parents Informed - How are we communicating success to our whanau? Sharing information in a way whanau understand.</li> <li>● Teacher Pedagogy - focussing on deepening the learning/questioning/strategies for higher engagement/ use of exemplars / students collaborating with each other (including collaborative problem solving).</li> <li>● Assessment FOR Learning practices to become embedded in practice.</li> <li>● Co-ownership of learning spaces - student identity, culture and learning to be actively reflected in learning spaces.</li> </ul> <p>After further consultation with our staff, students and whānau we identified the following aspirations to include in our Strategic Plan, Annual Implementation Plan and Local Curriculum:</p> <ul style="list-style-type: none"> <li>● Focus on Reading, Writing and Mathematics (do the basics well)</li> <li>● Increase the teaching and use of Te Reo</li> <li>● Work on the general behaviour of students</li> <li>● Look at ways to promote social &amp; emotional wellbeing</li> <li>● Keep parents informed of the learning &amp; progress students have made, provide regular</li> </ul> | <p>Develop our local curriculum documentation and share with our school community.</p> |
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|  | <p>evidence of learning snapshots (share student learning)</p> <ul style="list-style-type: none"> <li>• Promote inquiry type learning, problem solving and critical thinking</li> <li>• Honour significant people, places and events that link to Tūwharetoa Cultural Knowledge</li> </ul>   |   |
| Develop and maintain a close relationships with our local iwi/hapū and marae | <p>A staff noho at Poukura marae was held in Term 1. The purpose was to connect with our local kaumatua and learn more about Ngāti Parekaawa.</p> <p>The principal met with two other local iwi representatives during the year to discuss the origins of our school whakatauki and logo design. Two of our Board members have also provided assistance, advice and/or guidance with regards to forming relationships with local iwi/hapū and marae.</p> | <p>Continue to work towards developing reciprocal relationships with Tūwharetoa iwi/hapū and marae.</p> <p>Look for opportunities to include iwi/hapū in strategic school wide planning and decision making.</p> <p>Create opportunities to invite iwi/hapū to school events.</p> |

| Take all reasonable steps to make to make instruction available in tikanga Māori and te reo Māori  |  |   |
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| Reflection on Aims / Actions   | Progress   | Next Steps  |
| Integrate tikanga and te reo Māori into all appropriate aspects of the school curriculum   | <p>Some kaiako began to integrate aspects of Tūwharetoa Cultural Knowledge into their teaching and learning programme design.</p> <p>In general, teachers worked hard to integrate more reo (phrases and words) into their daily programmes. However, there is still significant room for development with regard to consistent use of Te Reo.</p> | <p>Kaiako have requested specific Te Reo Māori professional learning to help support their growth in this area.</p> <p>In 2024 we will work towards more planned 'teaching' of te reo Māori language lessons in classrooms.</p> |
| <p>When a parent of a full-time student requests that their child be provided with instruction in te Reo Māori, the Principal, on behalf of the board will take all reasonable steps and:</p> <ul style="list-style-type: none"> <li>• Discuss with the parents the ways the kura currently includes te Reo and tikanga Māori in our kura life and programmes.</li> <li>• Discuss with the parents whether the student would have access to te Reo in their home.</li> </ul> | N/A in 2023  | Grow teacher capabilities and confidence in speaking and teaching te reo.   |

Achieving equitable outcome for Māori students

| Reflection on Aims / Actions   | Progress  | Next Steps   |
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| <p>Monitor the progress and achievement of all Māori learners with the aim of accelerating their progress in all learning areas.</p> | <p>We have carefully tracked and monitored the progress and achievement of all Māori (and non Māori) learners in 2023. Our new SMS, Edge, alongside the PLD in Assessment for Learning practices, has improved the level of, and accuracy of, data that we can now produce to track and monitor progress.</p>   | <p>Continue to refine the processes used for tracking, monitoring and accelerating the progress of Māori students in particular.</p> <p>We will create target groups of Māori learners who are not yet meeting the expected curriculum levels. Staff will work collaboratively to discuss students' progress and plan learning experiences that will meet the social, emotional or academic needs of these learners.</p> <p>Teachers will focus on developing positive relationships with learners - ensuring their culture, language and identity is recognised, valued and celebrated in their learning space.</p> |
| <p>Collaborate with Mana Whenua on issues that are pertinent to the development of learning outcomes for Māori students</p>          | <p>Professional learning in 2023 included growing our understanding of the Tūwharetoa Education Plan. Elements of this plan are now referenced in our 2024-2025 Strategic Plan.</p> <p>Knowledge learned from Poutama Pounamu and Mana Whenua PLD is beginning to be reflected in teaching and learning experiences and in the way we are interacting with our students.</p> <p>In 2023 some teachers encouraged students who identify as Māori to share what they know, teach others and lead the planning, teaching and learning of Māori language and culture. Students who had this opportunity commented that this opportunity made them feel like their culture and identity was being strengthened and valued at Kuratau School.</p> | <p>Continue to develop and strengthen the opportunities to include whānau, iwi/hapū and mana whenua in the life of our school.</p> <p>Continue to support Tūwharetoa learners (and those of other iwi and cultures) success walking in both worlds.</p>  |

# Statement of compliance with employment policy

The following questions address key aspects of complain with a good employer policy:

| Reporting on the principles of being a Good Employer  |   |
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| <p>How have you met your obligations to provide good and safe working conditions?</p>                             | <p><i>Kuratau School takes all reasonable steps to build working relationships based on trust, confidence, and good faith. We treat all employees fairly and properly in all aspects of their employment (as required by the Public Services Act 2020) and comply with legislation on employment and personnel matters. Kuratau School takes all steps as far as is reasonably practicable, to meet its primary duty of care to ensure good and safe working conditions for all employees.</i></p> <p><i>Our Emergency Management Plan and Hazard &amp; Risk Assessment Register is updated regularly and discussed and shared with staff.</i></p>  |
| <p>What is in your equal employment opportunities programme?<br/>How have you been fulfilling this programme?</p> | <p><i>Shirley Bailey (Principal) was duly elected as the EEO Officer at the first meeting of the year. Our full EEO policy is set out in School Docs.</i></p> <ol style="list-style-type: none"> <li><i>1. The school has shown commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, conditions of service, and career development.</i></li> <li><i>2. Throughout the appointment process, the appointments team has selected the person most suited to the position in terms of skills, experience, qualifications, and aptitude without bias or discrimination.</i></li> <li><i>3. The appointments panel recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, tenure, hours of work, etc.) and the employment requirements of diverse individuals/groups</i></li> <li><i>4. The appointments panel have ensured that employment and personnel practices are fair and free of any bias or discrimination.</i></li> </ol> |
| <p>How do you practise impartial selection of suitably qualified persons for appointment?</p>                     | <p><i>All applications for employment are read by at least two members of our staff or board (appointments team). The appointments team considers each applicant against the needs of the position, the needs of our students &amp; school, while also considering the applicants strengths, experience, qualifications and aptitude. All applicants must complete an application form and provide a minimum of 2 referees. All forms, appointment letters and contracts (collective agreements or IEAs) are sourced from the NZSTA templates. If there is any doubt, concerns or queries about employment related matters the Principal will contact NZSTA representatives for advice and guidance.</i></p>  |

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| <p>How are you recognising,</p> <ul style="list-style-type: none"> <li>- The aims and aspirations of Maori,</li> <li>- The employment requirements of Maori, and</li> <li>- Greater involvement of Maori in the Education service?</li> </ul> | <p><i>As a small, remote, rural school in the Tūwharetoa rohe, we often have a very small number of applicants apply for positions. All applicants are carefully considered based on the factors mentioned above. Employment decisions are made free of bias and/or discrimination.</i></p> <p><i>We are actively involved in our local community and have a good relationship with local hapū/iwi (Ngāti Parekaawa, Ngāti Mananui).</i></p>   |
| <p>How have you enhanced the abilities of individual employees?</p>   | <p><i>Regular and timely opportunities to grow staff's capabilities by attending Professional Learning Opportunities as needed/required. We are actively involved in the Taupō Kāhui Ako and utilise this group to grow our knowledge and capabilities. In 2023 we utilised 80 hours of centrally funded PLD to grow teacher capabilities in Assessment for Learning practices - specifically in Structured Literacy. Teaching staff also participate in an annual Professional Growth Cycle. Support staff are encouraged to attend relevant Professional Learning as needed.</i></p> |
| <p>How are you recognising the employment requirements of women?</p>  | <p><i>We recognise the value of diversity in our staff. All advertisements for employment are non gender specific (gender neutral).</i></p>  |
| <p>How are you recognising the employment requirements of persons with disabilities?</p>  | <p><i>We recognise the value of diversity in our staff and will select the person most suited to the position in terms of skills, experience, qualifications and aptitude - irrelevant of their age, gender, disability, ethnicity etc.</i></p>  |

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

| Reporting on Equal Employment Opportunities (EEO) Programme/Policy                                 | YES | NO |
|--|-----|----|
| Do you operate an EEO programme/policy?  | ✓   |    |
| Has this policy or programme been made available to staff?   | ✓   |    |
| Does your EEO programme/policy include training to raise awareness of issues which may impact EEO? | ✓   |    |

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| Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?                                  | ✓ |  |
| Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy? | ✓ |  |
| Does your EEO programme/policy set priorities and objectives?  | ✓ |  |

## Kiwisport funding

Kuratau School received Kiwisport funding of \$1435.72 in 2023.

In 2023 we used Kiwisport funding to purchase Physical Education resources (topping up some PE gear), paid our annual Kiwisport Programme fee and paid for the Life Education Programme Fee. In addition we used some of the monies received to assist with transporting our tamariki to various sporting events.