



TE KŪITI PRIMARY SCHOOL

Annual Implementation Plan 2024



GOAL	Develop a place where LEGENDs thrive
INITIATIVE	<i>1a. Improve LEGEND school attendance</i>
TARGET	<i>90%+ attendance with 0% disparity between Māori, NZ European and other ethnicities</i>

BASELINE DATA (What we are currently doing)	MEASURES (How we will measure the impact)
<ul style="list-style-type: none"> The Board of Trustees and school leadership closely monitor attendance. Support services are used to work in partnership with LEGENDs and their whānau whose attendance is below 80%. 	<ul style="list-style-type: none"> Whānau engagement with attendance services Student attendance data PB4L data

ACTIONS	MEASURES	RESPONSIBLE	FORECAST COMPLETION DATE
Build positive relationships with whānau.	All staff deliberately build relationships with whānau through regular contact.	All staff	On going
Regularly inform/educate whānau around punctuality and legal responsibilities to get their LEGENDs to school on time as well as how small amounts of attendance can add up to large amounts of lost learning time.	Regular notices go in the newsletter to inform whānau about the importance of attending school including missed learning opportunities.	Principal	On going
Analyse and review TKP monthly data from Everyday matters.	School leaders along with the Board of Trustees review monthly attendance data.	Principal	On going
In class, ensure that lessons are engaging and pitched at an appropriate level so that pupils are keen to attend.	Teachers reflect on lessons and student engagement and connect with LEGENDs and their whānau who are regularly absent.	All teachers	On going
Teachers to develop positive relationships in class so that pupils feel confident to discuss any issues that they are facing and feel that they can ask for help when they need it.	Teachers build positive and inclusive learning environments that are safe for all LEGENDs to take risks.	All teachers	On going
Ensure that staff lead by example by being in the classroom before the start of the lesson.	Teachers ensure they are present in class on time during the school day.	All teachers	On going
Acknowledge and respond quickly to patterns of late arrival before they become established.	Principal monitors and follows up regular lateness.	Principal	On going
Address any individual barriers to attendance by offering appropriate pastoral and academic support.	School leadership reviews LEGENDs with low attendance and connects with whānau to ensure any barriers to attending school are addressed.	Principal	On going
Support individual pupils to develop effective morning routines and to recognise the importance of establishing good sleep patterns	Through regular newsletters and one-on-one communication (when needed) whānau are educated about the importance of regular routines and sleep to ensure their LEGENDs thrive.	Principal	On going
Where genuine problems do exist (for example, problems with transport), work collaboratively with parents and other partners to find suitable solutions.	With the support of the local truancy officer, school and whānau work in partnership to solve any challenges of LEGENDs attending school.	Principal	On going



GOAL

Build LEGEND learners

INITIATIVE

2a Grow curriculum capabilities to enhance quality teaching and learning
2b Empower LEGEND leaders

TARGET

85%+ achieving at the expected level in Literacy and Mathematics with 0% disparity between Māori, NZ European and other ethnicities in academic reporting

BASELINE DATA (What we are currently doing)

MEASURES (How we will measure the impact)

- Teachers use the TKP curriculum expectations for teaching and learning.
- Teachers develop and use class LEGEND trackers to monitor and track students' progress.
- Assessment data is used to plan next learning steps.
- Teachers carry out their own teaching inquiries to grow their teaching practices.

- Analyse achievement data (termly) and monitor.
- Tracking of priority learners.
- Through teacher/leader Professional Growth Cycles

ACTIONS

MEASURES

RESPONSIBLE

FORECAST COMPLETION DATE

2a. Analyse school wide assessment data from Term 4 2023. Identify Priority Learners.

School wide assessment data is presented to the Board of Trustees termly and analysed with progress and next learning steps.

Principal

Term 1, 2024

Review of TKP school assessment practices and the purpose of each assessment.

All staff review and discuss the purpose of the school assessments and how these improve teaching and learning.

Principal / Curriculum leader

Term 1, 2024

Consult with the community about their understanding of school reports and assessment.

Whānau review school reports and their LEGENDs assessment information and provide feedback for the school.

Principal/ BOT

Term 2-3, 2023

Teachers engage in a Professional Growth Cycle to improve teaching practices and student achievement.

School leadership with staff review and develop an action plan for an effective professional growth cycle.

Principal / Curriculum leader /Teachers

Term 1, 2024

Teachers regularly reflect on their teaching and the LEGENDs learning through their teaching inquiry. Teachers make changes to their practice when needed.

Principal / Curriculum leader /Teachers

Ongoing

Teachers share their learning and reflect on their practices. / Teachers collaborate with other teaching staff and reflect on the impact of their teaching.

Principal / Curriculum leader /Teachers

Ongoing

Develop coaching partners to improve practice.

Teachers are supported to develop coaching capabilities through regular coaching conversations

Curriculum leader

Ongoing


Termly classroom observations and feedback are carried out to improve teaching practices.

Observations are carried out through an 'Assessment to Learn' approach. Teachers reflect on their next learning steps.

Principal Curriculum leader
PG Coaching Partners

Termly with report to BOT

Review TKP curriculum expectations.	Senior leader with staff review the school curriculum expectations and adapt accordingly.	Curriculum leader All teachers	Term 4, 2024
Develop student agency and ownership of their learning.	Students can share what they are learning, why they are learning it and next learning steps. LEGENDs can plan and drive their own learning.	Curriculum leader All teachers	On going
Share with whānau information on curriculum and ways to support at home.	Whānau attend workshops to learn ways they can support learning at home. Information provided weekly in school newsletter and on DOJO	Curriculum leader	On going
Develop teaching and learning programmes to ensure they are responsive to student's needs.	In collaboration with teachers, LEGENDs, and whānau teaching and learning programmes are developed to meet the needs of the community.	Curriculum leader All teachers	On going
Teachers and students co-construct challenging but realistic learning goals and success criteria.	In collaboration with teachers, LEGENDs set realistic goals and success criteria to drive their own learning.	Curriculum leader All teachers	On going
Establish classroom intervention programmes to support priority learners	Tier 2 students, in Literacy and Maths, have targeted intervention programmes within the classroom.	Curriculum leader All teachers	Term 2-4
2b. Develop leaders' own leadership skills through tailored professional development.	Leaders of learning participate in Professional Development to build their own knowledge of teaching and learning.	Principal/Curriculum leader	On going

	GOAL	Enhance LEGENDary partners		
	INITIATIVE	<i>3a Empower whānau through genuine reciprocal communication and authentic engagement</i> <i>3b Enhance relationships with local ECE and High Schools to support transitions</i>		
	TARGET	<i>50%+ increase in whānau engagement at school events</i>		
BASELINE DATA (What we are currently doing)		MEASURES (How we will measure the impact)		
<ul style="list-style-type: none"> The Board of Trustees and school leadership, in collaboration with teaching staff, plan opportunities for whānau to participate and support learning at Te Kūiti Primary School 		<ul style="list-style-type: none"> Whānau attendance at events Community consultation Student attendance data DOJO Statistics Clear student pathways 		
ACTIONS	MEASURES	RESPONSIBLE	FORECAST COMPLETION DATE	
Carry out community consultation to gather voice on teaching and learning programmes as well as whānau skill sets to support learning.	Community consultation is carried out to gather feedback on the effectiveness of teaching and learning programmes. Through whānau consultations whānau are surveyed to gather skills they have to support LEGENDs learning.	BOT/ Principal/ Whānau leader	Term 2-4, 2024	

Collate / analyse data collected to support strategic decisions moving forward.	A strategic plan developed in consultation with our school community, that sets out how the board will meet their primary objectives (set out in the Education and Training Act 2020)	BOT/ Principal	Term 4, 2024 / Term 1, 2025
Collate / analyse data collected and develop an action plan of key stakeholders who will support LEGEND learning.	An action plan is developed with key skills whānau have that will enhance teaching and learning programmes.	Whānau leader	Term 4, 2024
Empower whānau by engaging them in learning, school events and attendance	Whānau attend open days and support sessions where possible and practical.	Whānau leader/ Curriculum lead	Ongoing
Analyse data and whānau engagement. Create and implement engagement plan.	Whānau attendance is collected and analysed with regular reflection/feedback from huis and inform next steps.	Whānau leader	Ongoing
Engage in Aotahi services to strengthen student pathways.	Aotahi workshops is used to support LEGEND aspirations and pathways with whānau.	Principal Tawa leader	Term 1, 2023
Explore current use of communication methods to whānau and review to ensure whānau are well informed of their child's progress.	Review of methods of communication to whānau is carried out to ensure whānau are up to date and engaged in their LEGENDs learning.	Leadership team	Term 2, 2024
Develop fundraising groups to support teaching and learning programmes.	Opportunities for whānau to fundraise is planned and carried out as much as possible to support learning programmes.	Whānau leader	Ongoing

Together we grow LEGENDs