




Te Kūiti Primary Implementation Plan 2025




<div>OUR BEST ALWAYS TE KŪITI</div> <div>KIA U RA MAU MO AKE TONGA KŪ</div>	GOAL	Develop a place where LEGENDs thrive		
	INITIATIVE	1a. Improve LEGEND school attendance		
	TARGET	90%+ attendance with 0% disparity between Māori, NZ European and other ethnicities		
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
Acknowledge and respond quickly to patterns of late arrival before they become established.		Principal and Office Manager monitor and follows up regular lateness.	Principal	On going
Address any individual barriers to attendance by offering appropriate pastoral and academic support.		School SENCO reviews LEGENDs with low attendance and connects with whānau to ensure any barriers to attending school are addressed.	SENCO	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(i) Empower Year 8 Student Leaders 2b(ii) Empower leadership Team		
	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)		
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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 1 2025. Identify Priority Learners.	School wide assessment analysed, and Priority Learners identified.		Deputy Principal	Term 1, 2025
Analyse school wide assessment data from Term 1 2025.	School wide assessment data is presented to the Board of Trustees termly and analysed with progress and next learning steps.		Principal	Termly
Review of TKP school assessment practices and the purpose of each assessment.	Review and discuss the purpose of the school assessments and how these improve teaching and learning.		Principal / Deputy Principal	Term 1, 2025
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, 2025
	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
Develop coaching partners to improve practice.	Teachers are supported to develop coaching capabilities through regular coaching conversations		Principal	Ongoing
Review TKP curriculum expectations.	Senior leader with staff review the school curriculum expectations and adapt accordingly.		Deputy Principal	Term 1, 2025
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. (i)			
2b. (ii) Develop leaders' own leadership skills through tailored professional development.	Define role/s (Term 1) Leaders of learning participate in Professional Development to build their own knowledge of teaching and learning. Dedicate time for development	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	50%+ increase in whānau engagement at school events		
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
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 hui 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