

Kelvin Road School



Strategic, Annual Plan and Statement of Variance 2025 - 2027

Section 1: School Description

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Section 4: 2025 Attendance Data and Annual Targets

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SECTION 1: KELVIN ROAD SCHOOL DESCRIPTION

Established in 1968, Kelvin Road School situated in Papakura, Auckland. Our community is generally stable, with second and third generation students attending the school. The school's vision of 'Kia Toa, Kia Manawanui - Be the best you can be' is an aspirational goal for students/ākonga, teachers and staff to be their best self.

The ethnic diversity of the school is as follows; New Zealand Māori 55.8%, Tongan 10.8%, Samoan 8.9%, Cook Island Māori 6.8%, Fijian 1.9%, Niue 0.6% (Pacific 30.2%), New Zealand European 2.7%, Asian 8.16% and all other groups 3.22%.

Kelvin Road School's logo features a rimu tree that is located on our school grounds, it is dated at over 100 years old. Reference to this rimu tree is also included in Te Whatitoka Rimu o te Whānau Kahurangi to represent the relationship between the English and Maori medium tamariki and local iwi.

In 1994, in collaboration with Kiwitoa Kohanga Reo; Kelvin Road School opened Te Whatitoka Rimu o te Whānau Kahurangi- our Māori medium classrooms. The English translation of the name means entering the educational pathway journey with our whānau supporting our tamariki. Our Year 0 to 8 classes are Level 1 Māori Immersion.

PEPEHA

Ko Waikato Te Iwi
Ko Tainui Te Waka
Ko Pukekiwiriki Te Maunga
Ko Pahurehure Te Ara Wai
Ko Manukanuka O Hoturoa
Te Moana
Ko Ngāti Tamaoho Te Hapu
Ko Hoturoa Te Tangata
Ko Papakura Te Marae

OUR VISION

Kia Toa Kia Manawanui -
Be the best you can be



OUR VALUES

Kind, Respectful, Safe



The KRS Way
Positive Behaviour
for Learning (PB4L)

In 2014 Kelvin Road became a PB4L School. Following community consultation we introduced our three values 'Kind, Respectful, Safe.' These underpin our school wide behaviour expectations, which are promoted, taught and celebrated regularly.

Teachers are developing their capabilities in pedagogical understanding and culturally responsive practices. We are strengthening our ability to integrate Te Reo Maori me ona tikanga within English medium classrooms.

The school is well supported by a range of external agencies including a Social Worker in School, Mana Nurse, Kids Can program, Fruit in schools, Duffy Books in Homes, RTLB and other specialist support services.

Kelvin Road School share our grounds with the Papakura Family Service Centre. Surrounding ECE transition to Kelvin Road School with organised pre-school visits.

Kiwisport will fund sports equipment to suit all ages and team subscriptions outside of school where appropriate i.e. for sports where Kelvin Road School is represented so that children can engage in weekend sport.

Te Tiriti o Waitangi will continue to be a guiding principle of our strategic planning, as stated in our [Te Tiriti o Waitangi Policy](#).

The Kelvin Road School board is compliant with being a good employer, as required by the Education and Training Act 2020 (s 597).



Taha Wairua

(Relationships with people, the environment, in past, present and future)

To recognise and celebrate the mana and dignity of every person in our community, providing authentic opportunities
(NELP, 3)

Matauranga

(Excellence in Teaching and Learning)

To implement, review and improve our local curriculum, teaching and learning approaches, and ultimately to improve student capability and success
(NELP 1, 2, 3, 5)



Taha Tinana

(Physical Wellbeing)

To engage students and whānau in healthy, active learning and living opportunities
(NELP 1, 2)

Taha Hinengaro

(Emotional Wellbeing)

To support students emotional and behavioural needs with clear and accessible policies and procedures
(NELP 1, 2)

Taha Whānau (Family and Community Wellbeing)

To nurture trusting relationships with whānau. Every ākonga has a unique role to fulfill within their whānau, which contributes to their wellbeing and identity (NELP 3, 4)

Mana Whēnua (Land and Roots)

To celebrate and recognise that our kura is a place where our ākonga and whānau stand, are connected, belong (NELP 3, 4)

SECTION 2: STRATEGIC AND ANNUAL PLAN 2025



Our Motto - Kia Toa, Kia Manawanui - Be the best you can be. **Our Values** - Kind, Respectful, Safe

Summary of the information used to develop this plan/How did you create this plan [Register of Community Consultation](#)

STRATEGIC GOALS	2025 ACTIONS	How we will measure success
<p>1: Learners At The Centre Learners with their whānau are at the centre of education <i>We will design, implement and evaluate the impact of our local curriculum initiatives on student learning and wellbeing within the Curriculum Framework;</i> Hauora Culture Connectedness Future Focussed</p>	<p>1.14 Implement the NZC English and Mathematics Curriculum</p> <p>1.14 Implement One hour per day Policy of Reading, Writing and Mathematics Panui, Tuhituhi, Pangarau</p> <p>1.24 Review PB4L KRS learning model and design PB4L</p> <p>1.34 Embed Inquiry Learning Programmes, (Writing) Quick 60 and Early Words, Te Koha (Early literacy intervention for young learners)</p> <p>1.44 Build on images and tools of KRS Curriculum</p> <p>1.54 Evaluate the impact of school initiatives on learning outcomes</p>	<p>1.14- 1.54 Through following planning of NZC and 2025 Curriculum Overview. Selecting Target five student per class (below curriculum level) work with, mentor and elevate.</p> <ul style="list-style-type: none"> ● Progress Assessment (PAT, e-asTTle Writing). ● PLC Monitoring. ● End of Year Data/ Comparative Data. ● Assessment of Programme reporting to the board/community. ● Student progress/reports. ● Continue Programmes such as Te Koha (Early Learning) Resource Report to the board. ● Attendance Initiatives, review and report to board/MOE.

SECTION 2: STRATEGIC AND ANNUAL PLAN 2025

Our Motto - Kia Toa, Kia Manawanui - Be the best you can be. **Our Values** - Kind, Respectful, Safe



STRATEGIC GOALS	2025 ACTIONS	How we will measure success
<p>2: Barrier Free Access Great education opportunities and outcomes are within reach for every learner</p> <p><i>We will accelerate student achievement in reading, writing and mathematics through the development of teacher pedagogy.</i></p>	<p>2.14 Build a sustainable and refined Inquiry and accelerated teacher practice across the school</p> <p>2.24 Develop collaborative practices of target learners within and across PLCs and teaching teams</p> <p>2.34 Develop literacy and mathematics practices across the school</p> <p>2.44 Continue to build multi-level leadership</p>	<p>2.14 Accelerated achievement of every learner</p> <p>2.24 To develop the analysis and interrogation of data by teachers who will then devise strategies to support their learners</p> <p>2.34 Using the NZC to understand and improve teacher knowledge. Utilise MOE provided resource to support - measure student progress</p> <p>2.44 Strengthened teaching teams</p>
<p>3: Quality Teaching Quality teaching and leadership make the difference for learners and their whānau <i>We will support teachers and learners with the integration of Te Reo Maori and me ona tikanga across the school to ensure our students are confident in their language, identity and culture as citizens of Aotearoa.</i></p>	<p>3.14 Review the implemented leadership/mentorship roles</p> <p>3.24 Review and refine the embedded culturally responsive practices</p> <p>3.34 Continue to build on relationship with local marae and mana whenua</p> <p>3.44 Embedded tikanga and te reo Maori throughout the physical environment of the school</p> <p>3.54 Celebrate cultural diversity (see Graduate Profile)</p>	<p>3.14 Improved teacher knowledge PLD through mentorship and leadership roles</p> <p>3.24, 3.44 and 3.54 Share a common understanding of the mauri of Kelvin Road School</p> <p>3.34 Seeking opportunities to be involved with PLD at Papakura Marae and for a reciprocation of the relationship where appropriate</p>

SECTION 2: STRATEGIC AND ANNUAL PLAN 2025

Our Motto - Kia Toa, Kia Manawanui - Be the best you can be. **Our Values** - Kind, Respectful, Safe



STRATEGIC GOALS	2025 ACTIONS	How we will measure success
<p>4: Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p><i>We will develop effective relationships with our whanau and community to support students along their educational pathway.</i></p>	<p>4.15 Use formats to best to engage and seek feedback from whanau</p> <p>4.25 Review student agency through student inquiry 'model'. Student led conferences with whanau</p> <p>4.35 Measure the successfulness of strategies to address absenteeism and lateness</p> <p>4.45 Continue and strengthen relationships and procedures that impact on critical transitions - LSCs in Kahui Ako</p> <p>4.55 Review practices of Personnel Audit (NZSTA)</p>	<p>4.15, 4.25, 4.45 Whānau regularly support with audience attendance to whole school, syndicate activities, assemblies, sports, cultural activities. Notably, whānau have increased participation and support over the years. This is a reflection of the many opportunities that we make to have our gates open to our community and celebrate the achievements of our tamariki</p> <p>Whānau have improve attendance of student led conferences - it is a positive and uplifting experience for tamariki and whānau</p> <p>4.35 Attendance Target 70% or less attendance of one child per class - strategies shared with teachers</p>
<p>5. World Class Inclusive Public Education New Zealand education is trusted and sustainable</p> <p><i>We will develop opportunities for students to utilise digital technology authentically, safely and responsibly across the curriculum</i></p>	<p>5.15 Review school wide implementation of digital citizenship</p> <p>5.25 Review school curriculum with alignment to Ministry expectations of Digital Technologies Curriculum</p> <p>5.35 Monitor and strategically resource digital devices across the school.</p> <p>5.45 Implement no phones at school policy</p>	<p>5.15, 5.25 Shared understanding of use of devices. High standards of monitoring by teachers</p> <p>5.35 Strategic resourcing is budgeted for and a cycle of renewal and repair is scheduled</p> <p>5.45 Adhere to policy and implement sanctions where needed</p>

SECTION 3: STRATEGIC PLANNING 2025 - 2027

STRATEGIC GOAL	2026 ACTIONS	2027 ACTIONS
<p>1. Learners At The Centre Learners with their whānau are at the centre of education <i>We will design, implement and evaluate the impact of our local curriculum initiatives on student learning and wellbeing within the Curriculum Framework;</i> Hauora Culture Connectedness Future Focussed</p>	<p>1.16 Embed One hour per day Policy of Reading, Writing and Mathematics Panui, Tuhituhi, Pangarau</p> <p>1.26 Implement PB4L KRS learning model</p> <p>1.36 Continue and refine Inquiry Learning Programmes, (Writing) Quick 60 and Early Words</p> <p>1.46 Embed images and tools of KRS Curriculum</p> <p>1.56 Evaluate and report on the impact of school initiatives on learning outcomes</p>	<p>1.17 Review One hour per day Policy of Reading, Writing and Mathematics Panui, Tuhituhi, Pangarau</p> <p>1.27 Review PB4L KRS learning model</p> <p>1.37 Review Inquiry Learning Programmes, (Writing) Quick 60 and Early Words</p> <p>1.47 Refresh images and tools of KRS Curriculum</p> <p>1.57 Review and report on the impact of school initiatives on learning outcomes</p>
<p>2. Barrier Free Access Great education opportunities and outcomes are within reach for every learner <i>We will accelerate student achievement in reading, writing and mathematics through the development of teacher pedagogy.</i></p>	<p>2.16 Apply continuity of sustainable and refined Inquiry and accelerated teacher practice across the school</p> <p>2.26 Refine collaborative practices of target learners within and across PLCs and teaching teams</p> <p>2.36 Embed consistent literacy and mathematics practices across the school</p> <p>2.46 Implement and build multi-level leadership Provide mentorship and PCT support</p>	<p>2.17 Review continuity of sustainable and refined Inquiry and accelerated teacher practice across the school</p> <p>2.27 Review collaborative practices of target learners within and across PLCs and teaching teams</p> <p>2.37 Continue and review consistent literacy and mathematics practices across the school</p> <p>2.47 Strengthen and build multi-level leadership Provide mentorship and PCT support</p>

SECTION 3: STRATEGIC PLANNING 2026 - 2027

STRATEGIC GOAL	2026 ACTIONS	2027 ACTIONS
<p>3. Quality Teaching Quality teaching and leadership make the difference for learners and their whānau <i>We will support teachers and learners with the integration of Te Reo Maori and me ona tikanga across the school to ensure our students are confident in their language, identity and culture as citizens of Aotearoa.</i></p>	<p>3.16 Measure effectiveness of leadership/mentorship roles</p> <p>3.26 Continue to review and embed culturally responsive practices</p> <p>3.36 Maintain and continue to build on relationship with local marae and mana whenua</p> <p>3.46 Maintain and embed the tikanga and te reo Maori throughout the physical environment of the school</p> <p>3.56 Celebrate cultural diversity (see Graduate Profile)</p>	<p>3.17 Review effectiveness of leadership/mentorship roles</p> <p>3.27 Embed culturally responsive practices</p> <p>3.37 Strengthen relationship with local marae and mana whenua</p> <p>3.47 Ensure tikanga and te reo Maori throughout the physical environment of the school is safe for all</p> <p>3.57 Celebrate the fullness of our cultural diversity (see Graduate Profile)</p>
<p>4. Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives <i>We will develop effective relationships with our whanau and community to support students along their educational pathway.</i></p>	<p>4.16 Review and refine formats on how best to engage whanau</p> <p>4.26 Affirm student agency through student inquiry 'model'. Student led conferences with whanau.</p> <p>4.36 Review successful strategies to address absenteeism and lateness</p> <p>4.46 Refine and strengthen relationships and procedures that impact on critical transitions - LSCs in Kahui Ako</p> <p>4.56 Embed practices of Personnel Audit (NZSTA)</p>	<p>4.17 Continue to seek the best ways to engage whanau</p> <p>4.27 Celebrate student agency through student inquiry 'model'. Student led conferences with whanau.</p> <p>4.37 Report successful strategies to address absenteeism and lateness</p> <p>4.47 Continue to streamline procedures that impact on critical transitions - LSCs in Kahui Ako</p> <p>4.57 Implement practices of Personnel Audit (NZSTA)</p>

SECTION 3: STRATEGIC PLANNING 2026 - 2027

STRATEGIC GOAL	2026 ACTIONS	2027 ACTIONS
<p>5. World Class Inclusive Public Education New Zealand education is trusted and sustainable</p> <p><i>We will develop opportunities for students to utilise digital technology authentically, safely and responsibly across the curriculum</i></p>	<p>5.15 Embed with continued focus on school wide implementation of digital citizenship. Implement No phones at school policy</p> <p>5.25 Continue to embed school curriculum with alignment to Ministry expectations of Digital Technologies Curriculum</p> <p>5.35 Continue to implement and strategically resource digital devices across the school</p>	<p>5.15 Review and make explicit teaching of digital safety.</p> <p>5.25</p> <p>5.35 Review and update where budgeted digital devices across the school.</p>

SECTION 4: 2024 READING DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL TARGETS

Reading /Panui Target	Accelerate progress of (EM) students and (MM) to be 'at' Reading Progressions/ Panui		
Kelvin Road School Targets: 5-10 students per class in Reading/ Panui.	To raise student achievement by targeting 5-10 students per class from 'below' to be 'at' expected curriculum level in NZC English Medium and Mātauranga Māori, Full immersion.		
Kāhui Ako Targets	<ul style="list-style-type: none"> All learners - We will achieve a 5% shift annually Maori learners - We will achieve a 7.6% shift annually Pacific learners - We will achieve a 7.6% shift annually Male learners - We will achieve 6% shift annually Maori Medium learners - We will achieve a 5% shift annually 		
Baseline data:	In 2024 at and above (40.04%), below (28.42%) and well below (31.54%) in Reading against Curriculum Levels.		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1-5	<ul style="list-style-type: none"> Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment School wide support of PB4L creating positive learning environment 	Nil	Term 1
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 1-5	<ul style="list-style-type: none"> BSLA Training for Junior Syndicate Teachers have high expectations and develop risk-taking for all learners Build a culture of professional collaborative teaching relationships Consistent, reflective and effective teacher practice through PLG, Build teacher understanding of Reading Progressions/ Panui 	MOE funded	On going
Targeted professional development for teachers to use acceleration strategies. SG 2	<ul style="list-style-type: none"> BSLA Training for Junior Syndicate Incorporate culturally responsive teaching approaches within curriculum. Improved teaching pedagogy through application of accelerated teaching methods, PLC, syndicate and moderation of data meetings. 	Relieving Teachers	On going
Ensure KRS selection process for target students. Build home school engagement SG 4	<ul style="list-style-type: none"> Teachers will adhere to criteria for selecting target students based on robust data Teachers will establish strong home school partnerships with whānau (to support acceleration) 	Nil	On going
Increase access to digital technology and skills. SG 5	<ul style="list-style-type: none"> Increased student engagement and improved teacher capability of leading effective digital learning Develop student agency. 	Nil	On going
Increase TA capacity. SG 1	<ul style="list-style-type: none"> Quick 60, Early Words, Jolly Phonics / Switched on to Spelling/ Maori programme will need to be tailored 	\$1700	On going

SECTION 4: 2024 WRITING DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL TARGETS

Writing/ Tuhituhi Target	Accelerate progress of (EM) students and (MM) to be 'at' Writing Progressions/ Tuhituhi		
Kelvin Road School Targets: 5-10 students per class in Writing/Tuhituhi.	To raise student achievement by targeting 5-10 students per class from 'below' to be 'at' expected curriculum level in NZC English Medium and Matauranga Māori, Full immersion.		
Kāhui Ako Targets	<ul style="list-style-type: none"> ● All learners - We will achieve a 5% shift annually ● Maori learners - We will achieve a 7.6% shift annually ● Pacific learners - We will achieve a 7.6% shift annually ● Male learners - We will achieve 7.3% shift annually ● Maori Medium learners - We will achieve a 5% shift annually 		
Baseline data:	In 2024 at and above (26.56%), below (40.45%) and well below (32.99%) in Writing against Curriculum Levels.		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1 and 3	<ul style="list-style-type: none"> • Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment • School wide support of PB4L creating positive learning environment 	Nil	On going
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2	<ul style="list-style-type: none"> • Robust analysis of data to provide next learning steps for akonga • Teachers have high expectations and develop risk-taking for all learners • Build a culture of professional collaborative teaching relationships • Consistent, reflective and effective teacher practice through PLG • Build teacher understanding of Writing Progressions/ Tuhituhi 	Nil	On going
Targeted professional development for teachers to use acceleration strategies in writing. SG 2	<ul style="list-style-type: none"> • Implement professional Writing practice across syndicates • Implement accelerated teacher practice, PLC. • Incorporate culturally responsive teaching approaches within revised curriculum 	Nil	On going
Ensure KRS selection process for target students. Build home/school engagement. SG 4	<ul style="list-style-type: none"> • Teachers will adhere to criteria for selecting target students based on robust data • Teachers will establish strong home school partnerships with whanau (to support acceleration) 	Nil	On going
Increase access to digital technology and skills. SG 5 Learner agency. SG 1	<ul style="list-style-type: none"> • Increased student engagement and improved teacher capability of leading effective digital learning. • Student agency through e-asttle and Literacy Writing/ Tuhituhi 	Nil	On going

SECTION 4: 2024 MATHEMATICS DATA- ENGLISH MEDIUM (EM) and MAORI MEDIUM (MM) ANNUAL

Maths / Pangarau target	Accelerate progress of (EM) students and (MM) to be 'at' Maths Progressions/ Pangarau		
Kelvin Road School Targets: 5-10 students per class in Maths/Pangarau.	To raise student achievement by targeting 5-10 students per class from 'below' to be 'at' expected curriculum level in NZC English Medium and Matauranga Māori, Full immersion.		
Baseline data:	In 2024 at and above (33.26%), below (43.86%) and well below (22.87%) in Mathematics against Curriculum Levels.		
Action	Expected Outcome	Budget	Timeframe
Engage learners through inquiry learning. SG 1 , 3	<ul style="list-style-type: none"> Implement ALiM with key teachers/syndiacaties Whole school Mathematics Programme Term 2 onwards Reflect the interest and aspirations of akonga in Maths/ Pangarau and the wider curriculum in an effective culturally responsive environment 	MOE Budget where needed	On going
Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2	<ul style="list-style-type: none"> Robust analysis of data to provide next learning steps for akonga Teachers have high expectations and develop risk-taking for all learners Build a culture of professional collaborative teaching relationships Build teacher understanding of Mathematics / Pangarau Progressions Implement ALiM with key teachers/syndiacaties Whole school Mathematics Programme Term 2 onwards 	Nil	On going
Targeted professional development for teachers to use acceleration strategies in mathematics. SG 2	<ul style="list-style-type: none"> Implement acceleration teaching skills (ALiM) Whole school Mathematics Term 2 onwards Incorporate culturally responsive teaching approaches within revised curriculum 	MOE Board	On going
Ensure KRS selection process for target students. Build home/school engagement. SG 4	<ul style="list-style-type: none"> Teachers will adhere to criteria for selecting target students based on robust data Teachers will establish strong home school partnerships with whanau (to support acceleration) 	Nil	On going
Increase access to digital technology and skills. SG 5 Learner agency. SG 1	<ul style="list-style-type: none"> Increased student engagement and improved teacher capability of leading effective digital learning. Mathematics digital learning programmes Student agency through Mathematics/ Pangarau Progressions 	Nil	On going

SECTION 4: Curriculum Level Reporting 2024 READING DATA

Reading Data: 2024 Curriculum Expectations	Above		At		Below		Well Below		Total
	Number	%	Number	%	Number	%	Number	%	Number
All Students	64	13.28%	129	26.76%	137	28.42%	152	31.54%	482
Girls	37	14.18%	76	29.12%	73	27.96%	75	28.74%	261
Boys	27	12.22%	53	23.98%	64	28.95%	77	34.84%	221
Māori	29	10.51%	71	25.72%	82	29.71%	94	34.06%	276
Pacifika	21	14.38%	41	28.08%	34	23.28%	50	34.25%	146
Asian	11	31.43%	10	28.57%	11	31.42%	3	8.57%	35
Other	0	0.00%	2	22.22%	4	44.44%	3	33.33%	9
European/Pākehā	2	18.18%	2	18.18%	5	45.45%	2	18.18%	11
End of Year 1	6	6.98%	11	12.79%	42	48.83%	27	31.40%	86
End of Year 2	17	24.29%	11	15.71%	11	15.71%	31	44.29%	70
End of Year 3	16	24.62%	10	15.38%	12	18.46%	27	41.54%	65
End of Year 4	20	22.47%	32	35.96%	15	16.85%	22	24.72%	89
End of Year 5	2	2.13%	35	37.23%	29	30.85%	28	29.79%	94
End of Year 6	3	4.17%	30	41.67%	26	36.11%	13	18.06%	72
End of Year 7	0	0.00%	0	0.00%	2	40.00%	3	60.00%	5
End of Year 8	0	0.00%	0	0.00%	0	0.00%	1	100.00%	1 ¹³

SECTION 4: Curriculum Level Reporting 2024 WRITING DATA

Writing Data: 2024 Curriculum Expectations	Above		At		Below		Well Below		Total
	Number	%	Number	%	Number	%	Number	%	Number
All Students	17	3.53%	111	23.03%	195	40.45%	159	32.99%	482
Girls	10	3.83%	78	29.89%	100	38.31%	73	27.97%	261
Boys	7	3.17%	33	14.93%	95	42.98%	86	38.91%	221
Māori	6	2.17%	52	18.84%	116	42.02%	102	36.96%	276
Pacifika	4	2.74%	38	26.03%	58	39.72%	46	31.51%	146
Asian	6	17.14%	13	37.14%	10	28.57%	6	17.14%	35
Other	0	0.00%	2	22.22%	5	55.55%	2	22.22%	9
European/Pākehā	1	9.09%	2	18.18%	5	45.45%	3	27.27%	11
End of Year 1	0	0.00%	14	16.28%	52	60.46%	20	23.26%	86
End of Year 2	4	5.71%	20	28.57%	20	28.57%	26	37.14%	70
End of Year 3	1	1.54%	16	24.62%	22	33.84%	26	40.00%	65
End of Year 4	9	10.11%	25	28.09%	28	31.46%	27	30.34%	89
End of Year 5	1	1.06%	18	19.15%	42	44.68%	33	35.11%	94
End of Year 6	2	2.78%	18	25.00%	30	41.66%	22	30.56%	72
End of Year 7	0	0.00%	0	0.00%	1	20.00%	4	80.00%	5
End of Year 8	0	0.00%	0	0.00%	0	0.00%	1	100.00%	1

SECTION 4: Curriculum Level Reporting 2024 MATHEMATICS DATA

Mathematics Data: 2024 Curriculum Expectations	Above		At		Below		Well Below		Total
	Number	%	Number	%	Number	%	Number	%	Number
All Students	18	3.74%	142	29.52%	211	43.86%	110	22.87%	481
Girls	8	3.07%	85	32.57%	110	42.14%	58	22.22%	261
Boys	10	4.55%	57	25.91%	101	45.90%	52	23.64%	220
Māori	7	2.55%	75	27.27%	118	42.90%	75	27.27%	275
Pacifika	3	2.05%	42	28.77%	71	48.63%	30	20.55%	146
Asian	6	17.14%	16	45.71%	10	28.57%	3	8.57%	35
Other	0	0.00%	3	33.33%	5	55.55%	1	11.11%	9
European/Pākehā	1	9.09%	3	27.27%	6	54.54%	1	9.09%	11
End of Year 1	3	3.49%	21	24.42%	44	51.16%	18	20.93%	86
End of Year 2	2	2.90%	34	49.28%	19	27.53%	14	20.29%	69
End of Year 3	2	3.08%	18	27.69%	26	40.00%	19	29.23%	65
End of Year 4	10	11.24%	28	31.46%	28	31.46%	23	25.84%	89
End of Year 5	0	0.00%	18	19.15%	54	57.44%	22	23.40%	94
End of Year 6	1	1.39%	23	31.94%	37	51.38%	11	15.28%	72
End of Year 7	0	0.00%	0	0.00%	2	40.00%	3	60.00%	5
End of Year 8	0	0.00%	0	0.00%	1	100.00%	0	0.00%	1 ¹⁵

SECTION 4: ATTENDANCE DATA (2024 Baseline Data)

Attendance Targets inline with MoE (2025)	Target of 70% Regularly attending (Attending more than 90%)		Target of 6% Irregular absence (Attending more than 80% and up to 90%)		Target of 5% Moderately absent (Attending more than 70% up to 80%)			
	Regularly attending (Attending more than 90%)		Irregular absence (Attending more than 80% and up to 90%)		Moderately absent (Attending more than 70% up to 80%)		Chronically absent (Attending 70% or less)	
Attendance data: Term 3, 2024	Number	%	Number	%	Number	%	Number	%
All	159	32.32%	124	25.2%	93	18.9%	116	23.58%
NZ Māori	74	15.01%	68	13.79%	62	12.58%	73	14.81%
Pacific	45	91.46%	42	85.36%	26	52.84%	36	73.17%
Pākehā	4	0.81%	5	1.01%	1	0.2%	2	0.41%
Boys	69	14%	54	10.95%	49	9.94%	60	12.17%
Girls	90	18.26%	70	14.2%	44	8.92%	57	11.56%
Year 1	19	3.85%	21	4.26%	11	2.23%	29	5.88%
Year 2	22	4.46%	12	2.43%	16	3.25%	22	4.46%
Year 3	17	3.45%	14	2.84%	15	3.04%	19	3.85%
Year 4	30	6.09%	25	5.07%	18	3.65%	14	2.84%
Year 5	31	6.29%	29	5.88%	14	2.84%	15	3.04%
Year 6	30	6.09%	14	2.84%	16	3.25%	10	2.03%
Year 7	2	0.41%	1	0.2%	1	0.2%	1	0.2%
Year 8	0	0%	0	0%	0	0%	1	0.2%

SECTION 5: Statement of Variance

School Name:	Kelvin Road School	School Number:	1332
Strategic Aim:	<p>1: Learners At The Centre. Learners with their whānau are at the centre of education. We will design, implement and evaluate the impact of our local curriculum initiatives on student learning and wellbeing within the Curriculum Framework;</p> <p>2: Barrier Free Access Great education opportunities and outcomes are within reach for every learner. We will accelerate student achievement in reading, writing and mathematics through the development of teacher pedagogy.</p> <p>3: Quality Teaching Quality teaching and leadership make the difference for learners and their whānau. We will support teachers and learners with the integration of Te Reo Maori and me ona tikanga across the school to ensure our students are confident in their language, identity and culture as citizens of Aotearoa.</p> <p>4. Future of Learning and Work Learning that is relevant to the lives of New Zealanders today and throughout their lives. We will develop effective relationships with our whanau and community to support students along their educational pathway.</p> <p>5. World Class Inclusive Public Education New Zealand education is trusted and sustainable. We will develop opportunities for students to utilise digital technology authentically, safely and responsibly across the curriculum</p>		
Annual Aim:	<p>Reading, Writing and Mathematics - All learners - We will achieve a 5% shift annually (pp 10-12)</p> <p>Attendance - Target of 70% Regularly attending (Attending more than 90%)(pp 16)</p>		
Target:	<p>Target Students 5 students from every classroom were chosen who met the criteria of achieving 6 months to 1 year below curriculum achievement. Once these children achieved 'at' children were selected well below 2 or more years below achievement. Therefore 5 students per 25 classes are our target students.</p>		
Baseline Data:	<p>2024 EOY data At and above (40.04%), below (28.42%) and well below (31.54%) in Reading against Curriculum Levels.</p> <p>2024 EOY data At and above (26.56%), below (40.45%) and well below (32.99%) in Writing against Curriculum Levels.</p> <p>2024 EOY data An 2024 at and above (33.26%), below (43.86%) and well below (22.87%) in Mathematics against Curriculum Levels.</p>		

SECTION 5: Statement of Variance

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>The government policy of one hour per day of reading, writing and mathematics had little to no change on our prioritising of teacher practice or timetable. We have always maintained that literacy and mathematics are the most important subjects of the curriculum as our children need to be literate and numerate to access the full breadth of the curriculum.</p> <p>Mathematics PLD was undertaken by the whole school. The significant changes throughout the year to the curriculum demoralised teachers and did not result in significant improvement in student achievement.</p>	<p>Overall there was an increase in student achievement in Reading by 3% Writing by 2% and Mathematics by 3%.</p> <p>The impact of the focus on Curriculum implementation of English and Mathematics and embedding of Structured Literacy meant that our PLCs were not as focussed on Writing as previous years. This is reflected in the 2025 data.</p>	<p>In all the government's rush to implement two major curricula in addition to having a narrow approach in junior teaching of phonics - not reading has not improved the academic outcomes for our children.</p> <p>The increase of achievement in this year's data was NOT a result of government policy.</p>	<p>Our teaching needs to be informed by good practice.</p> <p>I would like to see a return to PLCs for Writing.</p> <p>Teaching reading as a 'whole language experience.</p> <p>Integrating Reading, Writing and Mathematics within our local curriculum using the curriculum phases in English and Mathematics.</p> <p>Teachers want to understand and implement the new curricula.</p>

Planning for next year:

We will utilise the Local Curriculum to best serve our children with curriculum phases, content, context that is meaningful and can be reported on to parents.

We will refocus our teachers in the process of selecting target students, PLCs that focus on building on teacher capacity and embed the new curricula properly.

Te Tiriti o Waitangi will continue to be a guiding principle of our strategic planning, as stated in our [Te Tiriti o Waitangi Policy](#).

The board of Kelvin Road School will continue to be compliant with the principle of being a **good employer**, as required by the Education and Training Act 2020 (s 597). We implement this [Employment Policy](#) and associated policies to comply with being a good employer.

Kiwisport will continue to fund sports equipment to suit all ages and netball team subscriptions so that children can engage in weekend sport.

LIFE LONG LEARNER – LEADER OF MY LEARNING

I understand how I learn best and I make use of my learning tools.
I am capable of being a leader of my learning and strive to be the best I can be
'kia toa, kia manawanui'



Ko Au - I am Me

- Belonging (Culture)
- Kaitiakitanga (Culture)
- KRS Way (Connected)
- Whakawhānaungatang (Culture)
- Manaakitanga (Hauora)

I am Resilient

- Open to Challenge (Future Focussed)
- Problem-Solver (Connected)
- Positive (Hauora)
- Tolerance (Culture)

I am a Communicator

- 21st Century Learner (Future Focussed)
- Team Player (Future Focussed)
- Global Citizen (Culture)
- Leader (Hauora)

I am an Innovator

- Curious (Connected)
- Reflective (Connected)
- Critical and Creative Inquirer
- Motivated (Future Focussed)
- Self-Manager (Hauora)

KELVIN ROAD SCHOOL