

# Kelvin Road School



## Strategic, Annual Plan and Statement of Variance 2024 - 2026

**Section 1: School Description**

**Section 2: 2024 Strategic and Annual Plan**

**Section 3: 2024-2026 Strategic Planning**

**Section 4: 2023 Attendance Data and Annual Targets**

**Section 5: Statement of Variance**

# SECTION 1: KELVIN ROAD SCHOOL DESCRIPTION

Established in 1968, Kelvin Road School is a Decile 1 School nestled 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/ākongā, teachers and staff to be their best self.

The ethnic diversity of the school is as follows; Māori 62.4% , Tongan 9.9%, Samoan 7.6%, Cook Islands 8.2% (Pacific 26.8%), European 2.7%, Fijian 1.5%, Asian 3.8% and all other groups 2.9%.

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 Whanau Kahurangi to represent the relationship between the English and Maori medium tamariki and local iwi.

In 1994, in collaboration with Kiwitōa Kohanga Reo; Kelvin Road School opened Te Whatitoka Rimu o te Whanau Kahurangi- our Maori medium classrooms. The English translation of the name means entering the educational pathway journey with our whanau supporting our tamariki. Our Year 0 to 8 classes are Level 1 Maori 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 netball team subscriptions so that children can engage in weekend sport.

Kelvin Road School is a member of Kāhui Ako ki Papakura and has access to Learner Support Coordinators who work to achieve Kāhui Ako Achievement Statements.



**Taha Wairua**

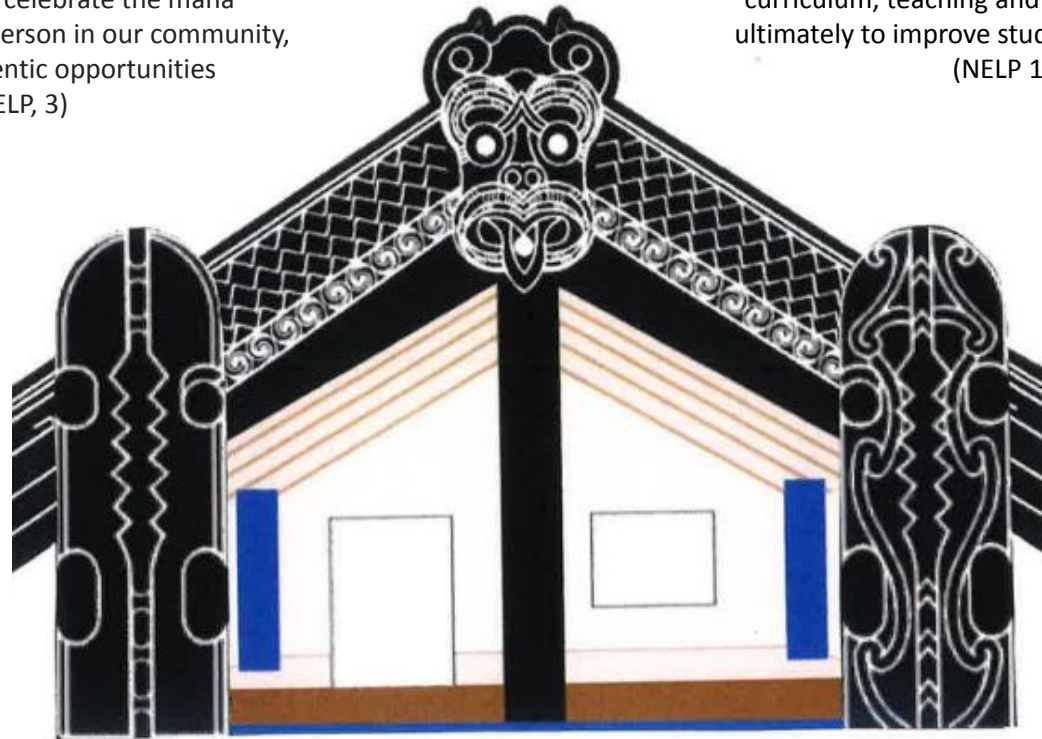
**(Relationships with people, the environment, in past, present and future)**

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 2024



**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 2016-2023](#)

| STRATEGIC GOALS  | 2024 ACTIONS  | How we will measure success  |
|--|---|--|
| <p><b>1: Learners At The Centre</b><br/>Learners with their whānau are at the centre of education<br/><i>We will design, implement and evaluate the impact of our local curriculum initiatives on student learning and wellbeing within the Curriculum Framework;</i><br/><b>Hauora</b><br/><b>Culture</b><br/><b>Connectedness</b><br/><b>Future Focussed</b></p> | <p>1. 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.</p> <p>1.13 Refine the KRS Curriculum through implementation of Aotearoa New Zealand Histories Curriculum and Mathematics and Statistics, Better Start Literacy and Digital Learning PLD (iPad) junior school</p> <p>1.23 Establish PB4L and design a KRS learning model</p> <p>1.33 Review and refine inquiry Learning Programmes (Writing) Quick 60 and Early Words</p> <p>1.43 Extend design images from the the Learner Profile to PB4L</p> <p>1.53 Review a systematic evaluation framework to evaluate the impact of school initiatives on learning outcome</p> <p>1.63 Support learning with SENCO, LSC and WSL</p> <p>1.73 Increase opportunities for children to be involved in sports that may not be funded by parents i.e. weekend sports, uniforms, subs</p> | <p>1.13 Whole staff. PLD Ngati Tamaoho 26th January<br/>All junior teachers undergo PD in Better Start Literacy (Measuring Time 1 and Time 2 data).</p> <p>1.13 Teachers enrol in Te Ahu o te Reo Maori to improve tikanga and reo</p> <p>1.13 ALiM Maths - 2 teachers. Share findings and PD with other staff. Measure improvement.</p> <p>1.13 IPaD PD with junior teachers - share practice, implement in class. Measure engagement.</p> <p>1.23 With PB4L Leader and SLT induct new staff and support with lesson plans all staff. Measure behaviour with reporting to SLT and WSL.</p> <p>1.33 Lead Teacher and SLT support Writing PD. Regular PLCs to monitor student achievement.</p> <p>1.53 SLT to Evaluation of school initiatives, report to board, community and staff.</p> <p>1.63 Inclusion of students with diverse needs achieving equitable outcomes</p> <p>1.73 Provide KiwiSport funding of \$6797.60 to action equity of access to sports both within and outside of school time.</p> |

# SECTION 2: STRATEGIC AND ANNUAL PLAN 2024



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

| STRATEGIC GOALS  | 2024 ACTIONS   | How we will measure success   |
|--|--|---|
| <p><b>2: Barrier Free Access</b><br/>Great education opportunities and outcomes are within reach for every learner<br/><i>We will accelerate student achievement in reading, writing and mathematics through the development of teacher pedagogy.</i></p>  | <p>2.13 Review continuity of inquiry and accelerated teacher practice across the school. Develop and build on ALiM practices from 2023 PLD<br/>2.23 Review collaborative practices of target learners within and across PLCs and teaching teams<br/>2.33 Implement literacy practices such as BSLA and iPad with juniors will be embedded across the school<br/>2.43 Review and develop multi-level leadership</p>   | <p>2.13 Data supported effect size for target and non-target students in writing.<br/>Improving outcomes for learners in reading and maths<br/>2.23 Teacher evaluation and inquiry. Building relationships with whānau in all opportunities.<br/>2.23 Review and refine that what we have developed works well. Clear, transparent and robust processes and systems to support accountability for teachers and leadership.<br/>2.33 Establish clear and transparent processes for monitoring. Include reports to the board.<br/>Work closely with CEAT and SWIS worker.</p>                         |
| <p><b>3: Quality Teaching</b><br/>Quality teaching and leadership make the difference for learners and their whānau<br/><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>3.13 Embed mentorship through writing PD and te reo me ona tikanga Te Ahu o te Reo Maori<br/>3.23 Continually implement culturally responsive mind set and practices with all staff, whole school powhiri led by staff, embedding pepeha knowledge<br/>3.33 Build and maintain relationships with mana whenua. Reciprocated and active participation with/by local marae<br/>3.43 Ensure Maori tikanga me ona te reo is featured in decisions regarding employment and the environment<br/>3.53 Celebrate cultural diversity see <a href="#">Graduate Profile</a></p> | <p>3.13 Whole school inquiry practices will be developed through PLC . Measured by student achievement<br/>3.13 Increased teacher and student capability to lead tikanga Māori and embrace and share cultural knowledge and diversity through cultural performance, celebrations and pepeha<br/>3.33 Reflect mana whenua in local curriculum<br/>3.43 Evidence of student outcomes are collated and measured against set goals. Multiple levels of leadership corroborate to monitor, moderate and accelerate progress.<br/>3.53 Student engagement with Cultural Performance - whānau support.</p> |

# SECTION 2: STRATEGIC AND ANNUAL PLAN 2024



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

| STRATEGIC GOALS  | 2024 ACTIONS   | How we will measure success   |
|--|--|---|
| <p><b>4: Future of Learning and Work</b><br/>                     Learning that is relevant to the lives of New Zealanders today and throughout their lives<br/> <i>We will develop effective relationships with our whanau and community to support students along their educational pathway.</i></p> | <p>4.13 Establish new and strengthen existing formats on how best to engage whanau<br/>                     4.23 Refine student agency through student inquiry 'model'. Student led conferences with whanau.<br/>                     4.33 Continue to implement successful strategies to address absenteeism and lateness<br/> <b>Attendance Targets inline with MoE (2024)</b><br/>                     Percentage of akōnga attending regularly - (more than 90% a fortnight) - <b>70%</b><br/>                     Percentage of akōnga who are <b>moderately absent</b> (more than 70 up to 80% a fortnight)-<b>6%</b><br/>                     Percentage of akōnga who are <b>chronically absent</b> - (attend 70% or less a fortnight) - <b>5%</b><br/>                     4.43 Embed and maintain relationships and procedures that impact on critical transitions<br/>                     4.53 Implement practices of Personnel Audit (NZSTA) Teacher Performance/Appraisal/ Teacher Registration/Employment/BT/TT</p> | <p>4.13 Relationships that build on educationally powerful connections with whānau. Measured by whanau engagement in student learning, hui, celebrations and strategic reviews<br/>                     4.13 Regularly review community aspirations and educational goals. Report back to the community and implement programmes to support strategic directions of community.<br/>                     4.23 Build student agency through children articulating their learning, how best they learn and their next steps in learning.<br/>                     4.33 Regularly review attendance data to impact support needed for students through; teacher engagement, contact from school then through outside agency support<br/>                     4.43 Transitional support through improved attendance, LSC, SWIS, CEAT<br/>                     4.53 Compliance of personnel certification i.e. Restraint Training</p> |
| <p><b>5. World Class Inclusive Public Education</b><br/>                     New Zealand education is trusted and sustainable<br/> <i>We will develop opportunities for students to utilise digital technology authentically, safely and responsibly across the curriculum</i></p>                     | <p>5.13 Provide support to embed Digital Citizenship policy, procedures and supporting documents across the school<br/>                     5.23 Implement into our school curriculum, as per Ministry expectation the Digital Technologies content<br/>                     5.33 Review and strategically resource digital devices across the school</p>  | <p>5.13 Ensure that all children who have access to digital learning can do so with confidence in our teaching of how they can best manage themselves. Supply of good infrastructure to support digital learning opportunities.</p>   |

# SECTION 3: STRATEGIC PLANNING 2024 - 2026

| STRATEGIC GOAL  | 2025 ACTIONS  | 2026 ACTIONS   |
|---|---|--|
| <p><b>1. Learners At The Centre</b><br/>Learners with their whānau are at the centre of education<br/><i>We will design, implement and evaluate the impact of our local curriculum initiatives on student learning and wellbeing within the Curriculum Framework;</i><br/><b>Hauora<br/>Culture<br/>Connectedness<br/>Future Focussed</b></p> | <p>1.14 Embed the KRS Curriculum with ANZHC and Mathematics and Statistics, Literacy and Digital PLD</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</p> <p>1.44 Build on images and tools of KRS Curriculum</p> <p>1.54 Develop a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p> | <p>1.15 Review the KRS Curriculum</p> <p>1.25 Implement PB4L KRS learning model and design PB4L</p> <p>1.35 Continue and refine Inquiry Learning Programmes, (Writing) Quick 60 and Early Words</p> <p>1.45 Embed images and tools of KRS Curriculum</p> <p>1.55 Embed a systematic evaluation framework to evaluate the impact of school initiatives on learning outcomes</p> |
| <p><b>2. Barrier Free Access</b><br/>Great education opportunities and outcomes are within reach for every learner<br/><br/><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 from ALiM</p> <p>2.24 Develop collaborative practices of target learners within and across PLCs and teaching teams</p> <p>2.34 Develop literacy practices across the school</p> <p>2.44 Continue to build multi-level leadership</p>   | <p>2.15 Apply continuity of sustainable and refined Inquiry and accelerated teacher practice across the school</p> <p>2.25 Refine collaborative practices of target learners within and across PLCs and teaching teams</p> <p>2.35 Embed consistent literacy practices across the school</p> <p>2.45 Implement and build multi-level leadership</p>                            |

# SECTION 3: STRATEGIC PLANNING 2025 - 2026

| STRATEGIC GOAL   | 2025 ACTIONS   | 2026 ACTIONS   |
|--|--|--|
| <p><b>3. Quality Teaching</b><br/>Quality teaching and leadership make the difference for learners and their whānau<br/><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 Review the embedded tikanga and te reo Maori throughout the physical environment of the school</p> <p>3.54 Celebrate cultural diversity (see <a href="#">Graduate Profile</a>)</p>  | <p>3.15 Measure effectiveness of leadership/mentorship roles</p> <p>3.25 Continue to review and embed culturally responsive practices</p> <p>3.35 Maintain and continue to build on relationship with local marae and mana whenua</p> <p>3.45 Maintain and embed the tikanga and te reo Maori throughout the physical environment of the school</p> <p>3.55 Celebrate cultural diversity (see <a href="#">Graduate Profile</a>)</p>                          |
| <p><b>4. Future of Learning and Work</b><br/>Learning that is relevant to the lives of New Zealanders today and throughout their lives<br/><i>We will develop effective relationships with our whanau and community to support students along their educational pathway.</i></p>   | <p>4.14 Continue to implement formats on how best to engage whanau ask for feedback</p> <p>4.24 Review student agency through student inquiry 'model'. Student led conferences with whanau.</p> <p>4.34 Measure the successfulness of strategies to address absenteeism and lateness</p> <p>4.44 Continue and strengthen relationships and procedures that impact on critical transitions - LSCs in Kahui Ako.</p> <p>4.54 Review practices of Personnel Audit (NZSTA)</p> | <p>4.15 Review and refine formats on how best to engage whanau ask for feedback</p> <p>4.25 Reestablish student agency through student inquiry 'model'. Student led conferences with whanau.</p> <p>4.35 Review successful strategies to address absenteeism and lateness</p> <p>4.45 Refine and strengthen relationships and procedures that impact on critical transitions - LSCs in Kahui Ako.</p> <p>4.55 Embed practices of Personnel Audit (NZSTA)</p> |



## SECTION 3: STRATEGIC PLANNING 2024 - 2026

| STRATEGIC GOAL  | 2025 ACTIONS  | 2026 ACTIONS  |
|---|---|---|
| <p><b>5. World Class Inclusive Public Education</b><br/>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>5.14 Review school wide implementation of digital citizenship</p> <p>5.24 Review school curriculum with alignment to Ministry expectations of Digital Technologies Curriculum</p> <p>5.34 Monitor and strategically resource digital devices across the school</p> | <p>5.15 Embed with continued focus on school wide implementation of digital citizenship</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> |

## SECTION 4: 2023 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 Maturanga Māori, Full immersion.   |                    |           |
| Kāhui Ako Targets   | <ul style="list-style-type: none"> <li>All learners - We will achieve a 5% shift annually</li> <li>Maori learners - We will achieve a 7.6% shift annually</li> <li>Pacific learners - We will achieve a 7.6% shift annually</li> <li>Male learners - We will achieve 6% shift annually</li> <li>Maori Medium learners - We will achieve a 5% shift annually</li> </ul>                               |                    |           |
| Baseline data:  | In 2023 at and above (34.6%), below (21.2%) and well below (44.2%) in Reading PLC against Curriculum Levels.   |                    |           |
| Action  | Expected Outcome   | Budget             | Timeframe |
| Engage learners through inquiry learning. SG 1-5  | <ul style="list-style-type: none"> <li>Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment</li> <li>School wide support of PB4L creating positive learning environment</li> </ul>   | 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"> <li>BSLA Training for Junior Syndicate</li> <li>Teachers have high expectations and develop risk-taking for all learners</li> <li>Build a culture of professional collaborative teaching relationships</li> <li>Consistent, reflective and effective teacher practice through PLG,</li> <li>Build teacher understanding of Reading Progressions/ Panui</li> </ul> | MOE funded         | On going  |
| Targeted professional development for teachers to use acceleration strategies. SG 2       | <ul style="list-style-type: none"> <li>BSLA Training for Junior Syndicate</li> <li>Incorporate culturally responsive teaching approaches within curriculum.</li> <li>Improved teaching pedagogy through application of accelerated teaching methods, PLC, syndicate and moderation of data meetings.</li> </ul>  | Relieving Teachers | On going  |
| Ensure KRS selection process for target students. Build home school engagement SG 4       | <ul style="list-style-type: none"> <li>Teachers will adhere to criteria for selecting target students based on robust data</li> <li>Teachers will establish strong home school partnerships with whānau (to support acceleration)</li> </ul>   | Nil                | On going  |
| Increase access to digital technology and skills. SG 5                                    | <ul style="list-style-type: none"> <li>Increased student engagement and improved teacher capability of leading effective digital learning</li> <li>Develop student agency.</li> </ul>  | Nil                | On going  |
| Increase TA capacity. SG 1  | <ul style="list-style-type: none"> <li>Quick 60, Early Words, Jolly Phonics / Switched on to Spelling/ Maori programme will need to be tailored</li> </ul>   | \$1700             | On going  |

## SECTION 4: 2023 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"> <li>● All learners - We will achieve a 5% shift annually</li> <li>● Maori learners - We will achieve a 7.6% shift annually</li> <li>● Pacific learners - We will achieve a 7.6% shift annually</li> <li>● Male learners - We will achieve 7.3% shift annually</li> <li>● Maori Medium learners - We will achieve a 5% shift annually</li> </ul>  |        |           |
| Baseline data:   | In 2023 at and above (18.5%), below (35.8%) and well below (45.7%) 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"> <li>• Reflect the interest and aspirations of akonga in reading, literacy and the wider curriculum in an effective culturally responsive environment</li> <li>• School wide support of PB4L creating positive learning environment</li> </ul>  | Nil    | On going  |
| Establish PLG to raise teacher capacity and focus on student needs and strategies. SG 2        | <ul style="list-style-type: none"> <li>• Robust analysis of data to provide next learning steps for akonga</li> <li>• Teachers have high expectations and develop risk-taking for all learners</li> <li>• Build a culture of professional collaborative teaching relationships</li> <li>• Consistent, reflective and effective teacher practice through PLG</li> <li>• Build teacher understanding of Writing Progressions/ Tuhituhi</li> </ul> | Nil    | On going  |
| Targeted professional development for teachers to use acceleration strategies in writing. SG 2 | <ul style="list-style-type: none"> <li>• Implement professional Writing practice across syndicates</li> <li>• Implement accelerated teacher practice, PLC.</li> <li>• Incorporate culturally responsive teaching approaches within revised curriculum</li> </ul>  | Nil    | On going  |
| Ensure KRS selection process for target students. Build home/school engagement. SG 4           | <ul style="list-style-type: none"> <li>• Teachers will adhere to criteria for selecting target students based on robust data</li> <li>• Teachers will establish strong home school partnerships with whanau (to support acceleration)</li> </ul>  | Nil    | On going  |
| Increase access to digital technology and skills. SG 5<br>Learner agency. SG 1                 | <ul style="list-style-type: none"> <li>• Increased student engagement and improved teacher capability of leading effective digital learning.</li> <li>• Student agency through e-asttle and Literacy Writing/ Tuhituhi</li> </ul>   | Nil    | On going  |

## SECTION 4: 2023 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/<br>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 2023 at and above (25.3%), below (43.8%) and well below (30.8%) in Mathematics against Curriculum Levels.  |                            |           |
| Action   | Expected Outcome  | Budget                     | Timeframe |
| Engage learners through inquiry learning. SG 1 , 3   | <ul style="list-style-type: none"> <li>Implement ALiM with key teachers/syndiacaties</li> <li>Whole school Mathematics Programme Term 2 onwards</li> <li>Reflect the interest and aspirations of akonga in Maths/ Pangarau and the wider curriculum in an effective culturally responsive environment</li> </ul>  | MOE<br>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"> <li>Robust analysis of data to provide next learning steps for akonga</li> <li>Teachers have high expectations and develop risk-taking for all learners</li> <li>Build a culture of professional collaborative teaching relationships</li> <li>Build teacher understanding of Mathematics / Pangarau Progressions</li> <li>Implement ALiM with key teachers/syndiacaties</li> <li>Whole school Mathematics Programme Term 2 onwards</li> </ul> | Nil                        | On going  |
| Targeted professional development for teachers to use acceleration strategies in mathematics. SG 2 | <ul style="list-style-type: none"> <li>Implement acceleration teaching skills (ALiM)</li> <li>Whole school Mathematics Term 2 onwards</li> <li>Incorporate culturally responsive teaching approaches within revised curriculum</li> </ul>   | MOE<br>Board               | On going  |
| Ensure KRS selection process for target students. Build home/school engagement. SG 4               | <ul style="list-style-type: none"> <li>Teachers will adhere to criteria for selecting target students based on robust data</li> <li>Teachers will establish strong home school partnerships with whanau (to support acceleration)</li> </ul>  | Nil                        | On going  |
| Increase access to digital technology and skills. SG 5<br>Learner agency. SG 1                     | <ul style="list-style-type: none"> <li>Increased student engagement and improved teacher capability of leading effective digital learning.</li> <li>Mathematics digital learning programmes</li> <li>Student agency through Mathematics/ Pangarau Progressions</li> </ul>   | Nil                        | On going  |

## SECTION 4: Curriculum Level Reporting 2023 READING DATA

| Reading Data:<br>2023<br>Curriculum<br>Expectations | Above  |       | At     |       | Below  |       | Well Below |        | Total  |
|---|--------|-------|--------|-------|--------|-------|------------|--------|--------|
|   | Number | %     | Number | %     | Number | %     | Number     | %      | Number |
| All Students  | 40     | 8.8%  | 117    | 25.8% | 96     | 21.2% | 200        | 44.2%  | 453    |
| Girls   | 25     | 10.1% | 72     | 29.1% | 55     | 22.3% | 95         | 38.5%  | 247    |
| Boys  | 15     | 7.3%  | 45     | 21.8% | 41     | 19.9% | 105        | 51.0%  | 206    |
| Māori   | 17     | 6.0%  | 74     | 26.1% | 58     | 20.5% | 134        | 47.3%  | 283    |
| Pacifika  | 14     | 10.6% | 30     | 22.7% | 30     | 22.7% | 58         | 43.9%  | 132    |
| Asian   | 6      | 42.9% | 5      | 35.7% | 1      | 7.1%  | 2          | 14.3%  | 14     |
| Other   | 1      | 10.0% | 4      | 40.0% | 2      | 20.0% | 3          | 30.0%  | 10     |
| European/Pākehā                                     | 2      | 14.3% | 4      | 28.6% | 5      | 35.7% | 3          | 21.4%  | 14     |
| End of Year 1                                       | 4      | 4.9%  | 7      | 8.6%  | 18     | 22.2% | 52         | 64.2%  | 81     |
| End of Year 2                                       | 4      | 7.1%  | 4      | 7.1%  | 17     | 30.4% | 31         | 55.4%  | 56     |
| End of Year 3                                       | 9      | 11.0% | 23     | 28.0% | 15     | 18.3% | 35         | 42.7%  | 82     |
| End of Year 4                                       | 10     | 13.0% | 36     | 46.8% | 8      | 10.4% | 23         | 29.9%  | 77     |
| End of Year 5                                       | 4      | 5.5%  | 24     | 32.9% | 22     | 30.1% | 23         | 31.5%  | 73     |
| End of Year 6                                       | 9      | 11.4% | 23     | 29.1% | 15     | 19.0% | 32         | 40.5%  | 79     |
| End of Year 7                                       | 0      | 0.0%  | 0      | 0.0%  | 0      | 0.0%  | 1          | 100.0% | 1      |
| End of Year 8                                       | 0      | 0.0%  | 0      | 0.0%  | 1      | 25.0% | 3          | 75.0%  | 4      |

## SECTION 4: Curriculum Level Reporting 2023 WRITING DATA

| Writing Data:<br>2023<br>Curriculum<br>Expectations | Above  |       | At     |       | Below  |        | Well Below |        | Total  |
|---|--------|-------|--------|-------|--------|--------|------------|--------|--------|
|   | Number | %     | Number | %     | Number | %      | Number     | %      | Number |
| All Students  | 12     | 2.6%  | 72     | 15.9% | 162    | 35.8%  | 207        | 45.7%  | 453    |
| Girls   | 9      | 3.6%  | 50     | 20.2% | 98     | 39.7%  | 90         | 36.4%  | 247    |
| Boys  | 3      | 1.5%  | 22     | 10.7% | 64     | 31.1%  | 117        | 56.8%  | 206    |
| Māori   | 5      | 1.8%  | 42     | 14.8% | 103    | 36.4%  | 113        | 47.0%  | 283    |
| Pacifika  | 2      | 1.5%  | 21     | 15.9% | 47     | 35.6%  | 62         | 47.0%  | 132    |
| Asian   | 5      | 35.7% | 4      | 28.6% | 2      | 14.3%  | 3          | 21.4%  | 14     |
| Other   | 0      | 0.0%  | 3      | 30.0% | 4      | 40.0%  | 3          | 30.0%  | 10     |
| European/Pākehā                                     | 0      | 0.0%  | 2      | 14.3% | 6      | 42.9%  | 6          | 42.9%  | 14     |
| End of Year 1                                       | 3      | 3.7%  | 10     | 12.3% | 21     | 25.9%  | 47         | 58.0%  | 81     |
| End of Year 2                                       | 0      | 0.0%  | 5      | 8.9%  | 24     | 42.9%  | 27         | 48.2%  | 56     |
| End of Year 3                                       | 5      | 6.1%  | 18     | 22.0% | 23     | 28.0%  | 36         | 43.9%  | 82     |
| End of Year 4                                       | 1      | 1.3%  | 15     | 19.5% | 31     | 40.3%  | 30         | 39.0%  | 77     |
| End of Year 5                                       | 1      | 1.4%  | 11     | 15.1% | 29     | 39.7%  | 32         | 43.8%  | 73     |
| End of Year 6                                       | 2      | 2.5%  | 13     | 16.5% | 33     | 41.8%  | 31         | 39.2%  | 79     |
| End of Year 7                                       | 0      | 0.0%  | 0      | 0.0%  | 1      | 100.0% | 0          | 0.0%   | 1      |
| End of Year 8                                       | 0      | 0.0%  | 0      | 0.0%  | 0      | 0.0%   | 4          | 100.0% | 4 14   |

## SECTION 4: Curriculum Level Reporting 2023 MATHEMATICS DATA

| Mathematics Data: 2023 Curriculum Expectations | Above  |       | At     |       | Below  |        | Well Below |       | Total  |
|--|--------|-------|--------|-------|--------|--------|------------|-------|--------|
|  | Number | %     | Number | %     | Number | %      | Number     | %     | Number |
| All Students                                   | 24     | 5.3%  | 91     | 20.0% | 199    | 43.8%  | 140        | 30.8% | 454    |
| Girls  | 9      | 3.6%  | 51     | 20.6% | 120    | 48.4%  | 68         | 27.4% | 248    |
| Boys   | 15     | 7.3%  | 40     | 19.4% | 79     | 38.3%  | 72         | 35.0% | 206    |
| Māori  | 12     | 4.2%  | 51     | 18.0% | 131    | 46.3%  | 89         | 31.4% | 283    |
| Pacifika                                       | 6      | 4.5%  | 28     | 21.1% | 55     | 41.4%  | 44         | 33.1% | 133    |
| Asian  | 4      | 28.6% | 6      | 42.9% | 2      | 14.3%  | 2          | 14.3% | 14     |
| Other  | 0      | 0.0%  | 4      | 40.0% | 4      | 40.0%  | 2          | 20.0% | 10     |
| European/Pākehā                                | 2      | 14.3% | 2      | 14.3% | 7      | 50.0%  | 3          | 21.4% | 14     |
| End of Year 1                                  | 2      | 2.5%  | 15     | 18.5% | 28     | 34.6%  | 36         | 44.4% | 81     |
| End of Year 2                                  | 3      | 5.4%  | 10     | 17.9% | 25     | 44.6%  | 18         | 32.1% | 56     |
| End of Year 3                                  | 5      | 6.1%  | 17     | 20.7% | 34     | 41.5%  | 26         | 31.7% | 82     |
| End of Year 4                                  | 3      | 3.8%  | 18     | 23.1% | 42     | 53.8%  | 15         | 19.2% | 78     |
| End of Year 5                                  | 3      | 4.1%  | 14     | 19.2% | 33     | 45.2%  | 23         | 31.5% | 73     |
| End of Year 6                                  | 8      | 10.1% | 17     | 21.5% | 35     | 44.3%  | 19         | 24.1% | 79     |
| End of Year 7                                  | 0      | 0.0%  | 0      | 0.0%  | 1      | 100.0% | 0          | 0.0%  | 1      |
| End of Year 8                                  | 0      | 0.0%  | 0      | 0.0%  | 1      | 25.0%  | 3          | 75.0% | 4      |

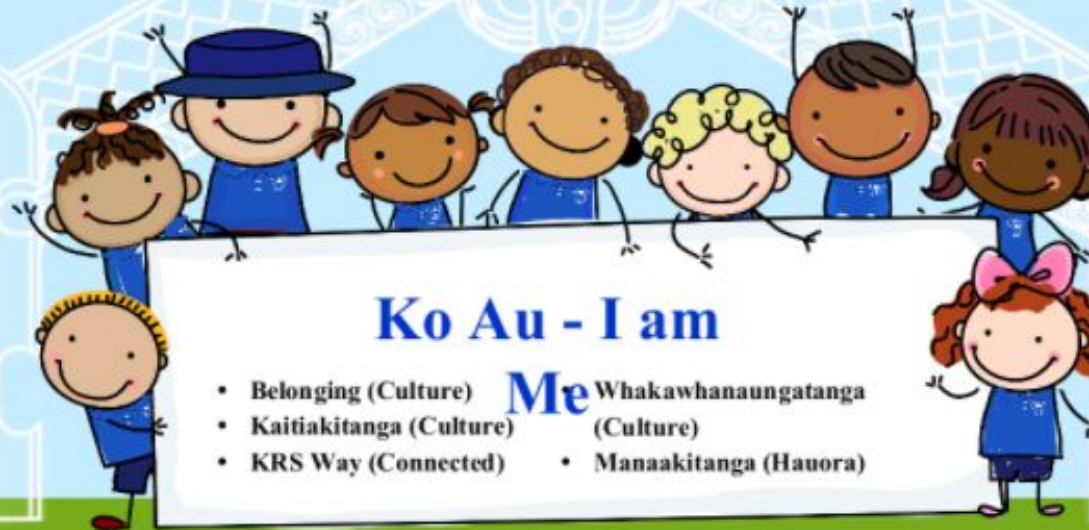
## SECTION 4: ATTENDANCE DATA ( 2023 Baseline Data)

| Attendance Targets inline with MoE (2024) | 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%) |      |  |      |
|---|---|------|--|-------|--|------|--|------|
|   | Number  | %    | Number   | %     | Number   | %    | Number                                     | %    |
| <b>Attendance data: Term 3, 2023</b>      | 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) |      |
| All                                       | 105   | 22.4 | 128  | 27.3  | 96   | 20.5 | 140  | 29.9 |
| Māori                                     | 67  | 22.7 | 82   | 27.8  | 62   | 21.0 | 84   | 28.5 |
| Pacific                                   | 28  | 17.6 | 38   | 23.9  | 37   | 23.3 | 56   | 35.2 |
| Pākehā                                    | 9   | 36.0 | 8  | 32.0  | 1  | 4.0  | 7  | 28.0 |
| Boys                                      | 45  | 21.7 | 63   | 30.4  | 43   | 20.8 | 56   | 27.1 |
| Girls                                     | 60  | 22.9 | 65   | 24.8  | 53   | 20.2 | 84   | 32.1 |
| Year 1                                    | 11  | 12.1 | 16   | 17.6  | 28   | 30.8 | 36   | 39.6 |
| Year 2                                    | 8   | 14.0 | 19   | 33.3  | 10   | 17.5 | 20   | 35.1 |
| Year 3                                    | 21  | 24.4 | 23   | 26.7  | 18   | 20.9 | 24   | 27.9 |
| Year 4                                    | 19  | 24.7 | 24   | 31.2  | 19   | 24.7 | 15   | 19.5 |
| Year 5                                    | 19  | 25.7 | 24   | 32.4  | 13   | 17.6 | 18   | 24.3 |
| Year 6                                    | 26  | 32.9 | 21   | 26.6  | 6  | 7.6  | 26   | 32.9 |
| Year 7                                    | 0   | 0.0  | 1  | 100.0 | 0  | 0.0  | 0  | 0.0  |
| Year 8                                    | 1   | 25.0 | 0  | 0.0   | 2  | 50.0 | 1  | 25.0 |



# 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

- Belonging (Culture)
  - Kaitiakitanga (Culture)
  - KRS Way (Connected)
- Me**
- Whakawhanaungatanga (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

# Kāhui Ako ki Papakura

## Strategic Plan 2022-2025

STRATEGIC GOALS

### GOAL 1: IDENTITY & BELONGING

Papakura learners have a strong sense of self and their place in the world

### GOAL 2: LEARNING PARTNERSHIPS

Papakura learners engage in powerful learning partnerships

### GOAL 3: LEARNER AGENCY

Papakura learners lead their learning pathways

SUCCESS STATEMENT

Learners have a strong sense of their unique identity, language, whakapapa, culture and potential. Learners have a strong connection to the whenua, mana whenua and community of Papakura.

Learners collaborate in trusting, strengths-based, reciprocal, impactful partnerships. Learners have positive learning focused relationships and contribute to the community of Papakura.

Learners have voice, choice and ownership of their learning pathway. Learners know where they are and where they are going, set goals, organise their learning and monitor their progress.

INITIATIVES

- Increase the wellbeing of Papakura learners and their whānau
- Localise a curriculum alongside mana whenua that is unique to Papakura
- Develop a shared understanding to implement culturally responsive practice

- Develop shared systems to ensure consistency of transition across and within contexts
- Develop inclusive learning support systems
- Strengthen whānau engagement

- Develop shared pedagogical practices to enable learner agency
- Develop a Papakura learner profile