KAURI FLATS

Unrelenting curiosity for learning

Charter
2023 - 2025

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Unrelenting curiosity for learning

School Charter 2023-2025

Introduction

The Kauri Flats School Charter is the foundation for the school's growth and development. It defines the relationship between the school's strategic plan, strategic goals operational plans. It is a series of aims and objectives that will guide the work of the school. It includes:

- Vision and values
- Staff Shared Vision
- Strategic plan overview
- Strategic goals
- Inclusion objectives
- Curriculum objectives
- Digital Technologies vision
- Maori Achievement plan
- Pasifika Achievement plan
- Attendance plan
- Self Review Programme
- 2020 Self Review

What is a Charter?

A charter is a ket planning document that sets out a school's objectives and targets. It guides teaching and learning programmes and the activities of the school.

It focuses our efforts and time so that we can achieve our goals and make a positive difference for our students. We welcome all learners within our school zone and are a fully inclusive school ensuring that learners, including those with special educational needs come to school, enjoy schools, participate and achieve. We provide high quality education in a safe, respectful learning environment that is designed to suit the individual needs of our students.

Ministry & School Priorities

KFS' ongoing commitment to ensure we reflect the direction of schooling in NZ and our beliefs and values is achieved through:

- Ongoing self review
- Literacy & Numeracy programmes
- Effective use of data
- Regular, live reporting to parents
- Working with our community to embed modern learning practises
- BOT committed to improving educational outcomes for all learning with an emphasis on priority learners

Consultation & Collaboration

The main parts of the charter were designed throughout the year after student, staff, board and community consultation. This was done via:

- Staff meetings
- Staff surveys
- Informal/formal meetings
- Action research
  - Curriculum
  - Assessment
- Board meetings
- Community surveys/hui/fono
- Board consultation on draft documentation
- Robust self review process

Why have a Charter?

Objective:
- Provide the vision, guidance and working documents for planning goals at KFS
- To ensure full compliance MOE NELPs

Document Outline *(what is discussed)*
- Mission and vision statements that define KFS and make it unique
- Strategic goals
- Operational plans with objectives, actions and measurable outcomes

Context *(use of document)*
- To drive the development & implementation of systems and processes for our strategic plan
- Direct reference for leadership and BOT towards achieving strategic and annual goals

Cultural diversity and Maori Dimension

Our school reflects the modern representation of New Zealand. Our students are encouraged to celebrate the diversity of KFS and values differences by:

- Celebrate cultural days and cultural performances
- Experiencing integration of Te Reo and Tikanga Maori whenever possible and appropriate in class programmes

Maori Culture

Maori culture is an important part and growing element of the school. We identify the importance of our Maori students identity, place, belonging and connection.
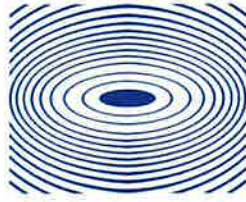
Step to incorporate Tikanga Maori

- Integrating Tikanga Maori into classroom programmes wherever relevant and appropriate
- Include Maori culture, waiata, powhiri and protocols in school routine and celebrations
- Provide opportunities for all students to be involved in kapa haka
- Involving parents and students in cultural activities
- Maori culture is reflected in our environment through appropriate planting, signage and murals

Provisions for instruction in Maori

Parents of full time students who ask for instruction in Te Reo will be referred to our Board of Trustees who will discuss the application and respond to the request taking into consideration current finances, personnel and property

Views and Concerns of the School's Maori Community

Throughout the year we consult with our Maori community to discover their views and concerns. This is done via hui and panui to ensure maximum participation. We also communicate regularly with whānau in regards to achievement and learning.

Introduction

The building of Kauri Flats School was announced by the Minister of Education in January 2015. Our foundation year was 2017.

The school is built on the site of an ancient Kauri Forest which in turn became a swamp. The area was known as 'The Flats' and was a site for kauri gum digging in the 19th Century.

As the school is built in the middle of a fast growing residential area we continue to grow links within and around our local and wider communities. The growing relationships help us ensure that effective foundations are in place to build a world class local curriculum that values all learners and the community. The school land has six iwi with affiliation to the site:

- Te Ākitai Waiohua
- Ngāti Paoa
- Ngāti Tamaoho
- Ngāi Tai
- Ngāti Te Ata
- Waikato-Tainui

The school charter provides the foundation for the school's development and sets out the relationship between the schools strategic plan, annual plan and operational plan. It is a series of aims and objectives that guide the work of the school specifically for 2023 and also in an ongoing way to 2025. This is the sixth year of our charter, it includes:

- Vision and Values
- Strategic Plan
- Strategic Goals
- Operational Plan
- Achievement Targets for the year
- Self review programme

In addition it is supported by the following documents:

- 2023 financial plan/budget
- Board Policies and Procedural Administrative Guidelines

The Charter is a document that provides direction and focuses our attention on the things that matter in order to achieve our goals and make a positive difference for our students. We welcome all learners in our community and endeavour to provide a fully inclusive experience for all, including those with special educational needs. It is our expectation that children attend school, engage in the opportunities and

experiences and demonstrate success/achievement. We endeavour to provide high quality education in a safe, inclusive and respectful learning environment that is tailored to meet the individual needs of our learners.

The charter sets out to provide direction and address our core business - to improve student achievement for all learners. Therefore it is vital that all staff are familiar with the contents of this document and work towards achieving the objectives for the ultimate benefit of our students:

- As a staff
- As an individual
- In the development and delivery of classroom programmes

The charter was developed throughout 2016 in collaboration with the leadership team and Establishment Board of Trustees. Throughout 2017 - 22 we have collaborated with staff as well as collected student and parent voice in the development of our:

- Strategic goals
- Maori Achievement plan
- Pasifika Achievement Plan
- Graduate Profile

This is an important document and all personnel are encouraged to access and use it as a working document to ensure the focus on learning and teaching and assist us to maintain a stimulating teaching and learning environment with effective professional leadership.

Matt Williams
Principal

Supporting Documents

The following documentation supports us to foster excellence in the curriculum:
- Annual curriculum reviews
- Assessment schedule
- Numeracy achievement targets
- Literacy achievement targets
- Diagnostic testing
- Ongoing documentation (formative assessment)

The following documentation supports us to foster excellence in teaching:
- Performance management system
- Performance objectives
- Ongoing observations
- Documenting of excellent practise
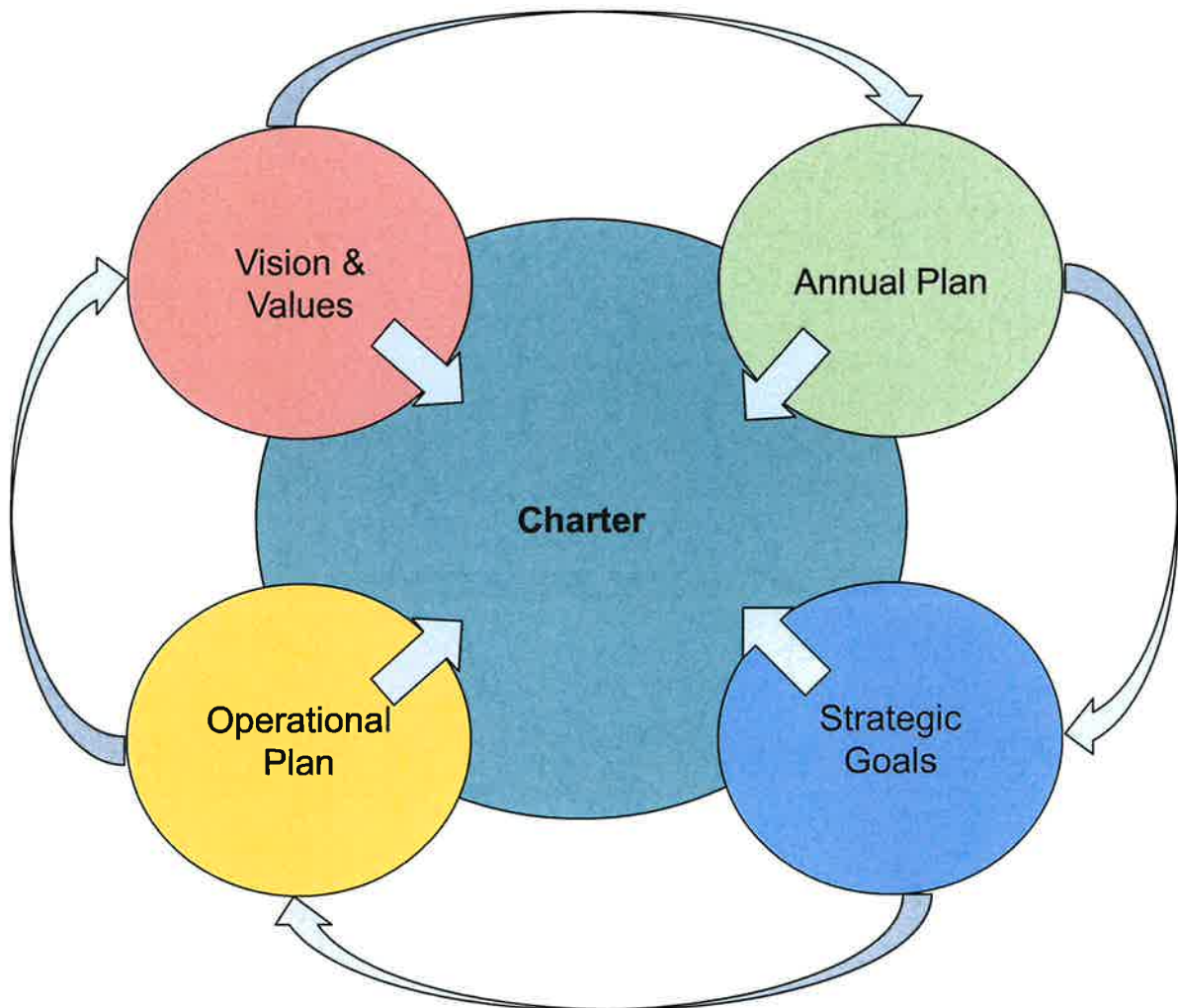- Documenting effective use of the environment and resources

The following documentation supports us to foster excellence in school organsiation:
- School review programme
- Annual Budget
- Financial management plan
- Property plan
- Policy, Procedure and Administrative guidelines

The following procedures support us to foster positive community relationships:
- Parent/whānau communication (notices/newsletters via HERO)
- Regular communication with parents/whānau through calls, letters, student conferences and other informal meetings
- Whanau hui/fono and parent groups
- Developing partnerships with pre-schools and local schools
- School website
- Informal meetings with the principal
- fortnightly school hui

Model of Action

a) The Charter is the overarching document emphasising the vision, values, strategic goals, annual and operational plan and National Guidelines

b) The strategic Goals reflect the direction indicated in the Charter over a five year period encompassing the big picture

c) The Annual Plan overviews the plan and objective for the year under the strategic goal headings

d) The Operational Plan is the detail for the annual plan with specific actions for the year and also recorded under the strategic goal headings. It sets out specific focus areas stating who is responsible for the goals, the budget and the monitoring and review of the objectives.

The Achievement Targets for the specific year are derived from reliable data in an attempt to improve student outcomes and achievement levels. Specific focus within the targets may be the whole school, year level, gender of ethnic group.

During the year ongoing self review is conducted based on the Annual Plan and Achievement Targets. At the end of the year an annual review is completed from actual outcomes. This is completed by asking such questions as:
- Did we reach our goals?
- Do we need to adjust our strategic plan in light of this?
- What does the analysis of our targets tell us about student achievement this year?
- Considering this, what area of student improvement shall we aim for next year?
- Do we have baseline data to work from? If not, how will we gather it?
- Have we all the information we need to prepare our annual plan and set targets next year?

Charter overview
- Introduction - what is a charter
- School charter - how it is put together
- NAGs table
- Model of action
- Supporting documents

Strategic goals/annual plan
- Shared vision
- One page plan
- What we believe
- Strategic goals - their meaning
- Strategic goals
  a. Hapori
  b. Maurautanga
  c. Mahi tahi

Achievement Targets
- Achievement targets - what they are
- Achievement targets
  a. Attendance
  b. Reading
  c. Writing
  d. Math
- Achievement plans - overview and what they are
  a. Inclusion
  b. Arotahi
  c. Maori
  d. Pasifika

Self Review
- Intro
- Strat goal review

Strategic Goals & Annual Plan 2023 - 2025

Te Tiriti....

Marautanga

Learning is creation, not consumption

We will achieve this by ensuring each child and staff member is:

- Equipped with the skills needed for lifelong learning
- Is a critical thinker
- Is an effective problem solver
- Is prepared to take risks
- Is competent in IT
- Is able to articulate what they learn
- Has a future focus
- Has the opportunity to participate, grow, learn and achieve in a variety of programmes

Mahi Tahi

Individually, we are one drop, together, we are an ocean

We will achieve this by ensuring:

- All learners are able to articulate and demonstrate the KFS shared collaborative vision
- Students grow and leave with the KFS Graduate Profile instilled into them
- Quality Learning environments supporting growth (social, emotional, academic)

Hapori

Alone we do so little; together we can do so much

We will achieve this by ensuring:

- Whānau is communicated with regularly
- Mahi Tahi meetings are effective
- Whānau is engaged actively and positively
- Experiences in the wider community will be celebrated
- Respect and celebrate cultural diversity

National Education and Learning Priorities (NELPs)

The statement of NELP came into effect inNovember 2020. The NELP priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful. The NELP objectives are; Learners at the centre, Barrier-Free Access, Quality Teaching and Leadership, Future of Learning and Work, World Class Public Education System. These objectives help us ensure we are always learner-focussed and will contribute to more learners being successful. The five priority areas are incorporated into a number of our stratgic/operational plans and/ or achievement targets.

Strategic Plan Overview 2023-2025

2023

- Continue to create a curriculum that is meaningful, authentic and aligned to our shared vision that taps into students' interest and motivate learners (staff and students) to accelerate achievement
- Continue to develop authentic person-alised assessment
- Visual links to the curriculum displayed across the school to support UC4L development
- Learning Support for 'at risk', target and ESOL students is monitored, evaluated and continually developed
- Develop effective use of OTJ

2024

- Students are empowered as leaders of their own learning
- Digital Technology is integrated within all curriculum areas as a tool to support learning
- Authentic person-alised assessment is visible in Reading and Math
- Visual pamphlets UC4L for parents and whānau
- UC4L goals tags HERO for Years 2 - 4
- Curriculum & Planning templates for UC4L startup and expectations.
- Kiakapono - framework for success with connections to L&T Handbook. To be developed and trialled for term 1 2024
- Expanded curriculum on HERO
- Hāwera Base

2023

- Collaborative Tikanga aligned to KFS Shared Collaboration, Shared Vision, Core Values and student achievement (social & academic)
- Develop an authentic induction programme that is relevant to KFS
- Effective coaching and mentoring of staff to support best practice
- Development of quality learning environment functionality
- Development of 'cross-schools collaborative support network'
- PCT mentoring programme is refined, individualised and authentic to KFS PCT

2024

- Development of quality learning environment functionality
- Continued development of the authentic induction programme and mentoring programme at KFS
- Culture of collaboration across the school (whole school, base, staff, students, BOT, community) is enhanced and built upon through 2024 PD and new staff supported in new buildings
- Continue to develop the induction programme and ensure adequate follow up and alignment to school expectations
- Continued growth of unit holders and their leadership within the school

2023

- Development of Whanau engagement Plan and set up of KFS Community Hub - to be in place 2024
- Grow staff confidence to develop their relationships with whānau
- Develop the culture and identity of Kauri Flats School
- Develop school wide opportunities for service based learning projects and a deeper understanding of Hauora at KFS
- Ensure opportunities for students to engage further with the local community
- Capture whānau voice and upskill on the use of HERO and UC4L curriculum
- develop relationships with local iwi/marae

2024

- Development of KFS a Community Hub (once space is available due to building works)
- Streamline the process of transition from Year 8-9 and ECE to Base T
- Review home:school partnership opportunities - what do whānau want/need based on where they have come from
- Continue to develop relationships with local iwi/marae/mana whenua
- Co-construct our why with the 2024 staff.
- Unpack what is unique to Kauri Flats School and what is not.
- Reintroduce celebration of learning evenings - parents wondering through bases to see the variety learning

happening across the school

- School wide structured literacy year 0-8 PD
- Introduction of Reading /Writing /Numeracy Overviews...coverage throughout the year to continue to build teacher capacity

2025
- Authentic personalised assessment is visible in Writing
- UC4L curriculum is fully implemented across the school
- Removal of Summative assessment and used only as a 'support' to aid overall teacher OTJ

2025
- True KFS collaboration is authentic and visible amongst all learners (staff:students:BoT: Community)
- Collaborative Network focussed on PCT development and grow in ILE's is effective and reaches a wide range of schools supporting PCT professional growth

2025
- Review culture and identity with whānau
- Whānau hui re: Mahi Tahi - how can our language be developed to further support learners at home
- Review whānau perception on dreams, aspirations and values of their child

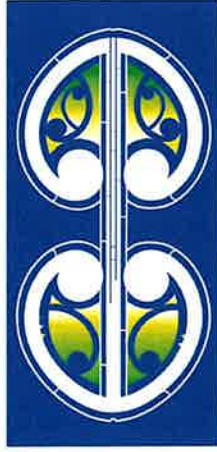| Nelp	Strategic Goal		
	Marautanga (Curriculum) *Learning is creation, not consumption*	**Mahi Tahi (Collaboration)** *Individually we are one drop. Together we are an ocean*	**Hapori (Community)** *Alone we do so little; together we can do so much*
Learners at the centre	✓	✓	✓
Barrier free access	✓	✓	✓
Quality Teaching and Leadership	✓	✓	✗
Furutre of Learning and Work	✓	✗	✓
World Class Inclusive Public Education	✓	✓	✗

Marautanga:

Learning is creation, not consumption

Strategic Goal	How will this be achieved - what will we do?	How do we know it is successful - what will we see?
Students are empowered as leaders of their own learning	• Hero progressions (Mid - Senior) • Student Voice will be visible in bases • Explicit teaching of UC4L and inquiry model • UC4L as a whole - students lead what they are passionate about • Student leadership opportunities across the school (mid - snr) • UC4L Provisions that reflect student interest (jnrs) • JUnior students able to reflect and evaluate in a simple way (e.g. smiley face, video into HERO etc)	• Ongoing opportunities for students to present finished projects • Students reflecting on their learning and next steps visible in HERO • Students can talk about their learning and interests
Digital Technology is integrated within curriculum areas as a tool to support learning	• Coaches working alongside bases to implement how digit-tech can be used to optimise learning and support teachers • Continue to develop and 'roll out' the digi-tech vision	• Technology is being utilised regularly within their learning programmes and supporting learning • Teachers and students are aware of the digital technology that can be used to support learning and what it can be used for
Authentic personalised	• Structured literacy PD to develop teacher capability in delivering Reading	• Progressions are even more personalised and visible in HERO

assessment is visible in Reading and Math	• and Writing • More emphasis on OTJ ensuring staff confidence and knowledge of student learning • Trial in select bases HERO self assessment tool	• Responsive teaching for student learning • Self Assessment tool is reflected upon and action taken from evidence
Visual pamphlets of UC4L for parents and whanau	• Expectations across the school developed – working alongside all spaces and from this growth a simple booklet will be rolled out for parents to see and understand what they should expect to see at any time in base with regard to UC4L	• Whānau evening T1 2024 Pamphlet is rolled out • Pamphlet is published to the community • Community engagement and understand via end of year survey/Hui
UC4L goal tags in HERO for Years 2 - 4	• Simplified goals developed in HERO for the junior years working alongside teachers to have these developed	• By the end of the year, junior students are having UC4L tags marked off in HERO for whānau to see
Curriculum & Planning templates for UC4L startup and expectations	• Develop a template for teachers to use and how UC4L can be rolled out in a specific timeframe and how the innovation model can be used - very much a 'how to' to ensure the development of teacher knowledge	• The template is available for all staff from Term 1 to hit the ground running and aligns to the UC4L Scope and Sequence • Teachers are confident using the template and have urgency behind UC4L base development • By the end of the year staff are equipped with the tools to further grow UC4L
Kaiakopono - framework for success with connections to L&T Handbook. To be developed and trialled for term 1 2024	• Kaiakopono portfolio developed by the end of term 4 2023 to ensure the roll is specific to the needs of the respective bases and staff kaiakopono are working alongside •	• Bases are set up for success by the beginning of term 1 2024 • Kaiakopono support for their respective bases is ongoing and base development and growth is visible in both teacher, learning and achievement of bases
Expanded curriculum on	• Expanded curriculum is available on	• Expanded curriculum is used and

Focus	Actions	Outcomes
HERO	**HERO (2023)** DP: Arotahi to work alongside 'Spec. Ed.Hub' to growth understanding of the Expanded Curriculum.	- understood by the Spec. Teacher - Students with high needs are reported to against expanded curriculum
School wide structured literacy year 0-8	- Create the KFS Phonics Handbook to support consistency and sustainability of explicit L&T of literacy for all students. - Investigate external facilitators of Structured Literacy for the whole school year 0-8	- Teachers and students using a common language within the literacy program. - Teacher capability to identify and respond to learner needs within literacy using evidence based strategies. - Teachers skilled in identifying when and how to seek Learning Support. - Raised achievement levels in Literacy.
Introduction of Reading/Writing/Numeracy Overviews....coverage throughout the year to continue to build teacher capacity	- Teams within leadership have been created to take responsibility for the creation of an overview of Writing, Numeracy, and Reading at KFS. - These overviews will be rolled out in term 1, 2024 and incorporated into the Learning and Teaching Handbook.. - The overviews will become part of the new teacher, Induction and Mentoring programs.	- Explicit teaching of identified knowledge and skills as seen on the overviews. - Teachers feeling confident in what to teach. - A growing consistency of the knowledge and skills demonstrated by our learners.
Te tiriti o waitangi...	- Work alongside MAC (Maori achievement collaborative) to guide and support KFS development of all things Maori. - Continue to embed our Mihi Whakatau - Capturing the voices of our Maori whanau who are currently enrolled at KFS	- All learners (everyone of KFS) have an understanding of the bi-cultural partnership of NZ - Authentic non-tokenistic events across the school - Te Reo is used often and part of learning - Cultural celebrations are part of the school with empowering waiata

Mahi Tahi

Individually, we are one drop, together, we are an ocean

Strategic Goal	How will this be achieved - what will we do?	How do we know it is successful - what will we see?
Development of quality learning environment functionality	• Create and use a booklet of effective use of ILE spaces - collecting photos of effective areas and their purpose - complete and **rolled out by the end of 2023** to support new staff • Coaches to work alongside bases to develop this before day 1 term 1 • Mentoring/coaching PD on use of effective use of learning environments	• Staff sharing and celebrating their spaces during Kōrero • Staff and students understand the functionality of space and the purpose of the areas • Staff strengths and knowledge is shared within teams
Continued development of the authentic induction and mentoring programme and ensure adequate follow through with alignment to school expectations.	• Induction day before staff only week at the beginning of the year. • Regular meetings/check-ins throughout the year to support kaiako. • Staff observations within and across bases. • Kaiako utilising coaches and release to reflect and refine pedagogical practice. • Sharing of resources and templates for Kaiako Taitamariki and mentors to utilise.	• Kaiako Taitamariki and New Kaiako staff pages are utilised. • Kaiako will feel more prepared and confident at the start of the year whilst feeling valued and supported. • Regular feedback given on kaiakos teaching practice. • Ongoing reflection of teacher practice. • Kaiako will be more likely to ask for help when they need it. • Kaiako will be able to see what areas of

Culture of collaboration across the school (whole school, base, staff, students, BOT, community) is enhanced and built upon through 2024 PD and new staff supported in new buildings	• Use staff Hero page analytics to inform PD and in house workshops. • Tuakana teina developed schoolwide to support bases and growth of school culture • Reciprocal relations developed for those who support the school - KFS paying it forward	their practice need improvement. • PD and workshops will be tailored to the specific learning needs of kaiako. • Wider range of staff leading Pd sessions around their passion and expertise • Staff observing and sharing across bases •

Hapori

Alone we do so little; together we can do so much

Strategic Goal	How will this be achieved - what will we do?	How do we know it is successful - what will we see?
Development of KFS a Community Hub (once space is available due to building works)	• We will create resources within the hall that will incorporate diverse Hauora activities and utilize a makerspace environment. This initiative aims to foster innovation and facilitate the sharing of ideas. Additionally, we have established The Lab, a dedicated space, to emphasize the fundamental pillars of education in our school.	We anticipate observing families adopting the same terminology and educational language that we employ within the school environment. This will facilitate meaningful discussions about learning and allow us to collectively celebrate our diverse community. While parents and caregivers are encouraged to be actively involved in school affairs, we kindly request their understanding and respect for the distinct methodologies we employ to foster innovation at Kauri Flats School. Additionally, the perspectives and input of our whānau will be thoughtfully integrated into community events and identified spaces, ensuring their voice is valued and acknowledged.

Streamline the process of transition from Year 8-9 and ECE to Base T	• Continue fine tuning the KFS transition form that is sent to the ECE to complete for us. • Continue to promote diverse opportunities for our Year 8 students leading into highschool • Allocate time slots for a high school visit, discuss options with out of zone high schools as well.	• Valuable information is coming through through that will help make the transition more streamline; Write/read owen name, Hold a pencil, Say the alphabet, Counting, Friendships, Concerns • Students confidently discussing future pathways alongside whānau at mahi tahi meetings.
Review home:school partnership opportunities - what do whānau want/need based on where they have come from	• The leadership team will collect whānau voice and gather evidence through HERO. • Review and report back to school community with what works best at Kauri Flats.	• Through active responses to reviews and deeper understanding of our partnerships displayed across the school.
Continue to develop relationships with local iwi/marae/mana whenua	• Work alongside MAC to grow and develop iwi relationships	• Stronger relationships and understanding of how support can be reciprocated amongst all
Co-construct our why with the 2024 staff. Unpack what is unique to Kauri Flats School and what is not.	• The leadership team will drive this through core leadership initiatives with review points and deadlines. • Lead innovate professional learning opportunities and stop any other professional learning that does not align with our values.	• Our unique learning will be visible to all. • Our school community will understand UC4L with links to relevant and innovative examples.

Reintroduce celebration of learning evenings - parents wondering through bases to see the variety learning happening across the school	• To be discussed further with the strategic leadership team to align with Mahi Tahi and termly information nights.	• Innovative learning displayed with whānau actively engaging in opportunities to discuss their child's pathways.

Operation Plan
2024 EEO and 'Being a Good Employer'

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Focus	Objective	Actions	Led by	Analysis
1. Women	1.1 recognise and ensure the equal opportunities and rights of females within the education workforce	• encourage career development through suitable PD • Continue to educate staff with regard to acceptable language including our community • Role modelling appropriate actions and communication through staff meetings, comms home		
2. Those with disabilities	2.1 recognise the employment requirements of persons of disabilities	• Engage with all applicats regardless of any disability • The physical environemnt is condusive to all needs		
3. Māori	3.1 recognise the aspirations, aims and tikanga of Māori 3.2 recognise the employment rights of Māori 3.3 ensure a wider involvement of Māori across the school	• All staff aware of the aspirations of Māori students and the wairua that supports this • Use all possible avenues to advertise available postions for employment at KFS • Leading te wiki ō Māori • Cultural focus groups support		

		the hauora of of students
4. Other ethnic Groups	4.1 seek expressions of interest from effective NZ trained teachers 4.2 seek potential applications from teachers outside of NZ with excellent English language skills	• Actively seek NZ trained teachers • Engage via video call suitable applicants from overseas who will enhance global exposure to the KFS community
5. Individual Employees	5.1 upskill the abilities of individual employees 5.2 ensure impartial selection of qualified people for appointment	• Advertsie effectively in alignment with the school vision • Celebrate individual success • All applications are thoroughly studied in detail and chosen in alignment with the school vision • Clearly outlining the skills and qualifications needed for the positon • Clear job description and specification outlining the essential competencies needed • A standardised interview process is in place and is relevant to the job requirements. The same questions are asked to reduce favouritism
6. Men	6.1 to have more effective, competent male role models across the school	• The appointment of male staff within the school are purely based on their effectiveness and suitability to the role
7. EEO	7.1 report on the schools EEO programme	• Programme/policy includes training raising awareness of

		any issues that many impact • The EEO coordinator coordinates compliance and meets all requirements • Reporting is completed
8. Good Employer	8.1 report on the school being a good employer	• Ensure the school meet their obligations to provide a good/safe work environment • The schools EEO programme ahs been fulfilled and reported here and any issues addressed

Inclusion Achievement Plan
2024-2025

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Our Guiding Principles

Inclusive education is about the full participation and achievement of all learners. In fully inclusive schools, children and young people with special educational needs are engaged and achieving through being present, participating and learning.

Rationale:

It is important that a plan exists to ensure that inclusion for all learners is enhanced by school systems and that barriers to accessing the NZ curriculum are identified and minimised.

Objectives:

- To ensure all learners with special education needs are welcome and present in our school.
- Ensure all learners are participating and engaged with the school curriculum.
- To learn and achieve, experience success, be challenged, learning within the curriculum and enjoying things they are interested in.
- Ensure all students feel like they belong, enjoy school, want to go to school and have friends.

Strategies	2024	Review What has worked – How? Why? (Inc. Next steps) What has hindered progress? How? Why?
Develop and implement a smooth process of transition.	Identifying students with high needs at enrolment. SENCO Facilitates SENCO pre enrollment hui with whanau.	

	Gathering information that will help with transitioning the ākonga. SENCO organisies hui with agencies that are involved to support whanau as they transition to school. Same process is engaged for student with higher needs enrolling with KFS from another school.
Kauri Flats fosters the identity, language and culture of all learners.	New ESOL Policy and Proceedure writen. English Language Learners are identified at enrollment and an email is sent to ESOL lead to arrange a ESOL hui to assess the needs of the whanau using the newly designed Supplementary KFS From.
The staff create and sustain a collaborative environment that supports teachers and encourages collective responsibility for learners.	SENCO works closely with kaiako to support the learning and behavioural needs of ākonga in bases who have high needs. This support includes outside agencies, SLT, MoE Physc, SWiS, OT, PT and RTLB.
The process for identifying learners with special needs and their strengths (RADAR) and rigorous.	KFS Behaviour and Learning Support Proceedure has been designed to help Teachers who have concerns for ākonga in

	there bases. These concerns could be learning or behaviour. Teachers are encouraged to discuss and record concerns and strategies tried in their base hui and to also record concerns on Hero in behaviour or pastoral. They discuss concerns with SENCO. A KFS Radar form is completed and SENCO will start an investigation which will also include discussing concerns with whanau.
Adapt our physical environment, as well as systems and processes to meet the needs of all learners with needs	Ramps into every area must also have handrails. Wheelchair accessible paths to gardens.
Identifiy, use, coordinate and manage the services and support available to learners with needs.	Our LA's are our biggest asset for our tamariki with high needs. Training has been provided in; • Autism • Dyslexia identification and support • Literacy fit for tamariki who are neuro diverse • Quick 60 A list of funding different avaiable. Forms and contacts has been developed. MoE Physical Restraint Rules

	2023 and forms for documenting and permissions have been created. Staff to be introduced and complete module 1 by 7/02/24			
Partner with parents, families and whānau regarding their child's learning and achievements.	Conversations with whanau are on going; • Mahi Tahi each term • IEP with SENCo, agencies and teachers each term • SENCo hui with MoE Liason Officer			
Develop and promote an achievement (social, emotional and academic) oriented culture and have high expectations of all learners, providing challenges that stretch learning.	Looking into the expanded curriculum for our high needs tamariki.			
Teachers are skilled at using the NZ Curriculum to meet the learning needs of all learners, inside and outside of the classroom.	Looking into the expanded curriculum for our high needs tamariki.			
Base learning programmes are planned to provide each child with	Looking into a Hārewa class for our high needs tamariki.			

learning experiences and challenges that relate to their interests, needs and goals - UC4L Curriculum.	
Support and empower our teachers to be confident in their teaching and classroom programme to cater for all learners.	Listening to and providing needs based PD for our teachers; • Understanding neuro diversity • Dyslexia • Support through outside agencies.

Māori Achievement Plan
2024 - 25

Strategic aim/goal:
- Te Rangatiratanga: Engage with whānau celebrating success and working together to ensure Māori students are engaged, happy and achieving
- Te Tangata: Māori are proud of their identity and who they are in the school and community
- Te Tuakiri Tanga: Develop and support the growth of Te Reo and Tikanga

Action to Achieve Targets	Led by	Timeframe
Māori students and whānau feel safe, happy and proud of their identity	All staff	Ongoing
Understanding the story of the area	Leadership	Ongoing
Developing school pepeha	Leadership	Ongoing
Understand protocols and roles for Māori traditions	All learners	Ongoing
Te Reo Māori experiences available for learners i.e visit to the marae	Leadership	Ongoing
Actively teach our Māori curriculum across the year	All Learners	Termly Checkpoints
Develop awareness of Te Tiriti o Waitangi and the bi-cultural partnership of A/NZ	Leadership	Ongoing

	Pacific Culture Achievement Target
KAURI FLATS Unrelenting curiosity for learning	**Pacific Culture Achievement Target** **2024 - 25**

Strategic aim/goal:
- Pacific learners' cultures, faith and beliefs are valued
- Pacific learners and their families feel accepted and included

Action to Achieve Targets	Led by	Timeframe
Identify and understand what Pasifika at KFS is	Leadership	Termly Checkpoints
Pasifika leaders within the Kauri Flats Community to be identified for support	Leadership	Termly Checkpoints
Recognises that all learners including Pacific are motivated to engage, learn and achieve	All Staff	Ongoing
Know the importance of Pacific cultural values and approaches in teaching and learning	All Staff	Ongoing
Grow and celebrate Pasifika language weeks to develop the culture within and across the school for 2024	All Staff	2024-25
Understand that Pacific learners learn differently from each other, and from their non-Pacific peers	All Staff	Ongoing
Understand the aspirations of Pacific learners, their parents, families and communities for their future and sets high expectations	Leadership	Ongoing

Math Achievement Target
2024 - 25

KAURI FLATS *Unrelenting curiosity for learning*	**Math**

Strategic aim/goal:
- All students are able to access the NZ Curriculum
- Continue to develop an effective math programme that raises student achievement
- All teachers strive for excellence
- Continue to develop successful students
- Embed UC4L within the school maths programme (schoolwide)

Strategic Objectives:
- Continue to grow teacher effectiveness, pedagogy and practise
- Continue to develop teacher confidence and capacity in the teaching of math
- Address the needs of priority learners through an effective learning support programme
- Monitor and address student achievement in math
- Continue to grow student engagement by listening to and responding to their interests and learning needs through continued student agency

Annual Aims:
- Increase the number of students working above/at their expected curriculum level
- Increase the rate of progress for students *working towards/needing support to meet* their expected curriculum level

Baseline Data

- Data will be recorded and presented to the board of trustees at the middle and end of the year
- Data will be monitored and scrutinised throughout each term to ensure support is in place for all learners

Targets

- 80% of students achieving at or above expected curriculum level
- Raise the learning of students achieving at expected curriculum level
- Accelerate learning for all students identified as *working towards/needing support to meet* expected curriculum level
- Accelerate learning for Maori and Pasifika learners who are *working towards/needing support to meet* expected curriculum levels

Action to Achieve Targets	Led by	Timeframe
Review math assessment (formative/summative) data and identify students for the school RADAR and Arotahi (learning support)	All Leadership	ongoing
Continue to develop teacher capability in math and target students to closely monitor/adapt practise	Coaches	ongoing
Continue to meet/observe base teachers to review target students and achievement data	All Leadership	Termly
Continue to develop an effective home/school partnership so that whānau are fully informed about the learning and achievement of their children	All Staff	ongoing
Continue to develop knowledge of assessment tools (formative/summative) in math so that evidence can be fully utilised to accelerate learning	Coaches	ongoing
Continue to develop an effective schoolwide moderation process to assist staff focus on improving math outcomes	Coaches	ongoing
Continue to develop teacher capability in analysing assessment/achievement data	Coaches	ongoing
Continue to develop effective professional learning around teacher knowledge of the math progressions to inform/identify next learning steps	Math Leaders	ongoing
Review and report math interventions and student achievement to refine and adapt the math programme	Math Leaders	Termly

Writing Achievement Target
2024 - 25

KAURI FLATS — Unrelenting curiosity for learning	**Writing**

Strategic aim/goal:
- All students are able to access the NZ Curriculum
- Continue to develop an effective writing programme that raises student achievement
- All teachers strive for excellence
- Continue to develop successful students
- Embed UC4L within the school writing programme (schoolwide)

Strategic Objectives:
- Continue to grow teacher effectiveness, pedagogy and practise
- Continue to develop teacher confidence and capacity in the teaching of writing
- Address the needs of priority learners through an effective learning support programme
- Monitor and address student achievement in writing
- Continue to grow student engagement by listening to and responding to their interests and learning needs through the implementation of UC4L/student agency

Annual Aims:
- Increase the number of students working above/at their expected curriculum level
- Increase the rate of progress for students *working towards/needing support to meet* their expected curriculum level

Baseline Data

- Data will be recorded and presented the board of trustees at the middle and end of the year
- Data will be monitored and scrutinised throughout each term to ensure support is in place for all learners

Targets

- 80% of students achieving at or above expected curriculum level
- Raise the learning of students achieving at expected curriculum level
- Accelerate learning for all students identified as *working towards/needing support to meet* expected curriculum level
- Accelerate learning for Maori and Pasifika learners who are *working towards/needing support to meet* expected curriculum levels

Action to Achieve Targets	Led by	Timeframe
Review writing assessment (formative/summative) data and identify students for the school RADAR and Arotahi (learning support)	All Leadership	ongoing
Continue to develop teacher capability in writing and target students to closely monitor/adapt practise	Coaches	ongoing
Continue to meet/observe base teachers to review target students and achievement data	All Leadership	Termly
Continue to develop an effective home/school partnership so that whānau are fully informed about learning and achievement of their children	All Staff	ongoing
Continue to develop knowledge of assessment tools (formative/summative) in writing so that evidence can be fully utilised to accelerate learning	Coaches	ongoing
Continue to develop an effective schoolwide moderation process to assist staff focus on improving writing outcomes	Coaches	ongoing
Continue to develop teacher capability in analysing assessment/achievement data	Coaches	ongoing
Continue to develop effective professional learning around teacher knowledge of the writing progressions to inform/identify next learning steps	Coaches	ongoing
Review and report writing interventions with student achievement to refine and adapt the reading programme	Coaches	Termly?

Reading Achievement Target
2024 - 25

KAURI FLATS *Unrelenting curiosity for learning*	**READING**

Strategic aim/goal:
- All students are able to access the NZ Curriculum
- Continue to develop an effective reading programme that raises student achievement
- All teachers strive for excellence
- Continue to develop successful students
- Embed UC4L within the school reading programme (schoolwide)

Strategic Objectives:
- Continue to grow teacher effectiveness, pedagogy and practise
- Continue to develop teacher confidence and capacity in the teaching of reading
- Address the needs of priority learners through an effective learning support programme
- Monitor and address student achievement in reading
- Continue to grow student engagement by listening to and responding to their interests and learning needs through the implementation of UC4L/student agency

Annual Aims:
- Increase the number of students working above/at their expected curriculum level
- Increase the rate of progress for students *working towards/needing support to meet/ below* their expected curriculum level
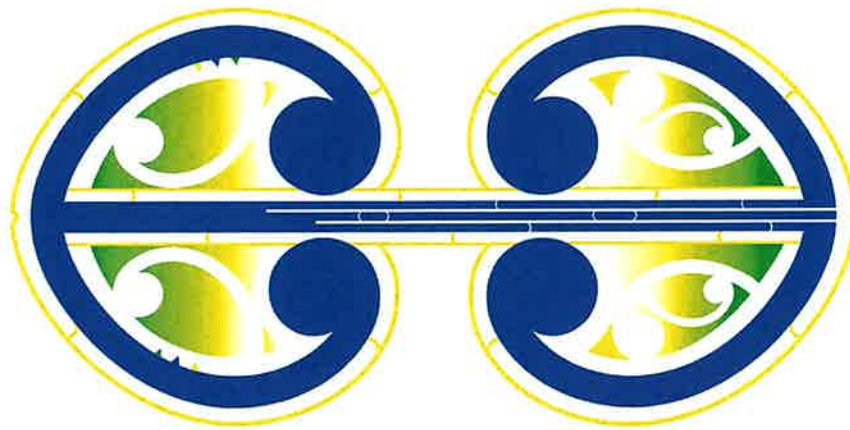
Baseline Data

- Data will be recorded and presented to the board of trustees at the middle and end of the year
- Data will be monitored and scrutinised throughout each term to ensure support is in place for all learners

Targets

- 80% of students achieving at or above expected curriculum level
- Raise the learning of students achieving at expected curriculum level
- Accelerate learning for all students identified as *working towards/needing support to meet* expected curriculum level
- Accelerate learning for Maori and Pasifika learners who are *working towards/needing support to meet* expected curriculum levels

Action to Achieve Targets	Led by	Timeframe
Review reading assessment (formative/summative) data and identify students for the school RADAR and Arotahi (learning support)	All Leadership	ongoing
Continue to develop teacher capability in reading and target students to closely monitor/adapt practise	Coaches	ongoing
Continue to meet/observe base teachers to review target students and achievement data	All Leadership	Termly
Continue to develop an effective home/school partnership so that whānau are fully informed about learning and achievement of their children	All Staff	ongoing
Continue to develop knowledge of assessment tools (formative/summative) in reading so that evidence can be fully utilised to accelerate learning	Coaches	ongoing
Continue to develop an effective schoolwide moderation process to assist staff focus on improving reading outcomes	Coaches	ongoing
Continue to develop teacher capability in analysing assessment/achievement data	Coaches	ongoing
Continue to develop effective professional learning around teacher knowledge of the Reading progressions to inform/identify next learning steps	Coaches	ongoing
Review and report reading interventions for student achievement to refine and adapt the reading programme	Coaches	Termly

KAURI FLATS

Unrelenting curiosity for learning

Self Review 2023

Marautanga

Learning is creation, not consumption

We will achieve this by ensuring each child and staff member is:

- Equipped with the skills needed for lifelong learning
- Is a critical thinker
- Is an effective problem solver
- Is prepared to take risks
- Is competent in IT
- Is able to articulate what they learn
- Has a future focus
- Has the opportunity to participate , grow, learn and achieve in a variety of programmes

2023 Objective	Review - what has worked well and how has this been achieved
Continue to create a curriculum that is meaningful, authentic and aligned to our shared vision that taps into students' interest and motivate learners (staff and students) to accelerate achievement	- Working inside/alongside bases to demonstrate and support UC4L (localised curriculum) progress has upskilled teacher knowledge and UC4L development. Student projects have grown in complexity and detail throughout the year and this has been notable in the senior bases and through HERO posts - On site mentor working across the school to support the 'digi tech' setup has ensured staff are developing the skills and taking workshops that enhance student learning and allow bases to incorporate the effective use of tech. Into their UC4L and learning - Having a PE/Health 'specialist' has ensured the development of the Hauora curriculum from the middle - senior school. The PE

- aspect of Hauora has grown throughout the year and the Health dimension will have more of a combined focus in 2024
- Establishment of ECA's has given students more choice and variety of learning outside of base hours (morning tea and lunchtimes) and this has enable those students to bring these skills into their base learning programmes
- The Base T programme is ensuring the students are starting school with a firm foundation to learn; the programme is explicit, responsive and meets the needs of the students joining the school from ECE/Kindy focussing on the skills they lack upon enrollment
- Induction and mentoring has enabled staff to understand the localised curriculum and has developed their initial implementation and growth within the school to support both learning and their own understanding of the KFS curriculum
- PD specific to junior teachers focussing on play has developed a more 'play focused' mindset to develop student learning in Bases T and 1. The focus on effective use of space has been a drawback due to overcrowding, however this problem was 'worked around' in a more basic form to enhance the play based approach
- The purchase of new resources has supported learning programmes and helped students to learn in various ways - staff have needed to be shown/demonstrated how this can be used and incorporated into the learning programme and from there it has been developed in preparation for 2024
- The use of HERO to communicate home and mahi tahi meetings (including AKO) has grown consistently throughout the year and this has ensured whānau engagement in the schools localised curriculum - UC4L. It has been a powerful tool in the development of what teachers are creating

• Base 3 (Middle School) have been well supported in the areas of UC4L development, Digi tech, Hauora, and Hero to establish and develop these capabilities in their newly established team this year. **Drawbacks - out of KFS control:** • Lack of space due to overcrowding has hindered rapid development of programmes notably in our junior teams due to lack of areas and too many students in one space • Large number of new staff due to rapid growth has slowed curriculum growth and created a scenario of change whe • n change was not necessary and therefore bases has to realign back to the 'norm' • Too much consultation (time) on smaller focussed areas moving the emphasis away from the major areas of learning • Lack of clarity around resources available and accessible in a timely manner • Potential of distribution of resources into spaces	
• The use of HERO across the school to track formative assessment increased 200%; guidelines developed at the end of 2022 has given teachers more clarity and purpose around HERO posting as well as a consistent school wide expectation. Moving from 'best fit' to 'sliders' has also aligned assessment to the school vision and placed more emphasis on teacher OTJ to give an even more effective, live, achievement/progress report • PLD about OTJ and moving from best fit to sliders has ensured data is even more accurate, live and 'real-time' creating more urgency for teachers to identify student need	Continue to develop authentic personalised assessment
• The Re-establishment of fortnightly Base newsletters has strengthened communication home and celebrated student	Visual links to the curriculum displayed across the school. PLD about OTJ and moving from best fit to sliders to support UC4L

development

- successes
- Increased number of student Mahi Tahi posts has given transparency and clarity to whānau with 'what learning is happening at school' and parents feel involved in the their students learning
- Year 5 - 8 goals for UC4L visible on HERO and this has continued to grow and develop throughout 2023 making students learning visible and more aware of their learning goals

For 2024
How do we increase the percentage of parents that are looking at and using Hero?
Possible solutions;
- Celebration of Learning evenings
- Have a template or parents to give feedback to their children
- Identify parents who are not accessing student learning on Hero and develop a system to support these parents with accessing these in the future. (tracking the author)
- Share the why with the parents for accessing the learning on Hero home/school partnership
- Start of the year Bases run a Whanau hui to talk about the expectations for that year level e.g difference between JNR/MID/SEN

Learning Support for 'at risk', target and ESOL students is monitored, evaluated and continually developed

- The establishment of a supplementary enrollment form for our new ESOL whanau used in a welcome interview has identified ELL students and whānau needs early and has allowed base teachers to know a little more of the 'full picture' about a new student who is an ELL
- The ESOL lead teacher in bases working with groups of tamariki on needs based learning after analysing pathways has supported teachers with their learning programmes in the

middle and junior schools; data has shifted, however only having one teacher to do this with over 100 ELL is a struggle as resources have been stretched throughout 2023.

- LA's have had training in;
  - Quick 60
  - Dyslexia
  - Autism
  - Selective mutism
- La's have groups of at risk readers learning through quick 60
- Pathways are now on HERO
- SWiS working with at risk students (academic, social and emotional)
  - BRAVE
  - Seasons of Growth
- Teachers have extra release (17-20 hours per term) to identify at risk and plan for them.
- Re designed behaviour and learning support procedure
- Reading the ELL interviews for new students has been enlightening for Base teachers.
- Quick 60 LA's are working with ESOL students. Children will not be doing the ESOL lead program and the Quick 60 program.
- There is a noticeable lag in reading progress for the Quick 60 students once they have graduated from Quick 60

This has led to achievement results moving positively throughout the year even with over 170 new students joining the school and and 100+ ESOL learners

Concerns:

- Teachers would like to know in advance when ESOL support is happening.
- Also children who need Q60 are being released from the program to soon.

- Develop effective use of OTJ

- Ongoing PLD about OTJ and moving from best fit to sliders has continued to upskill staff and allowed us to have rich conversations about learning. It has also highlighted to staff the impact of maintaining/having evidence to 'back up' their OTJ of a student's learning.
- PLD writing moderation is always a good discussion and ensures deeper conversations about student achievement and progress in writing.

2024 - next steps:

- Students are empowered as leaders of their own learning
- ICT is fully integrated within all curriculum areas as a tool to support learning
- Authentic person-alised assessment is visible in Reading and Math
- Visual pamphlets UC4L for parents and whanau - Ezra Feau
- UC4L goals tags HERO for Years 2 - 4 Ezra Feau
- Curriculum & Planning templates for UC4L startup and expectations. Ezra Feau
- Kiakapono - framework for success with connections to L&T Handbook. To be developed and trialled for term 1 2024
- Expanded curriculum on HERO
- Hāwera Base
- School wide structured literacy year 0-8
- Introduction of Reading/Writing/Numeracy Overviews…coverage throughout the year to continue to build teacher capacity

Mahi Tahi

Individually, we are one drop, together, we are an ocean

We will achieve this by ensuring:

- All learners are able to articulate and demonstrate the KFS shared collaborative vision
- Students grow and leave with the KFS Graduate Profile instilled into them
- Quality Learning environments supporting growth (social, emotional, academic)

2023 Objective	Review - what has worked well and how has this been achieved
2.1 Collaborative Tikanga aligned to KFS Shared Collaboration, Shared Vision, Core Values and student achievement (social & academic)	- Staff supporting across bases for specific learning areas - hauora, math, mentoring; the creation of the staff culture of sharing and collaboration amongst all bases has made staff feel supported and open to asking questions. This openness has allowed for greater collaboration and support networks across the school - Having staff open to tweaking how collaboration looks and the 'best fit' that has the optimum impact on both student success and base cohesion. A huge development and drive forward from 2022 ensuring that staff flexibility within bases alongside support has created a positive culture of learning for both staff and students - The autonomy and trust in staff has enabled bases to work better together and design learning with less barriers/fence ringing - however, as in all schools, certain rigidity in areas that are non-negotiable - School wide working genius PLD and leadership follow up at

certain checkpoints has given a greater clarity over how different staff members work and how they operate; what their genius is, frustrations are. This will become a large factor in creating teams for 2024

2.2 Develop an authentic induction programme that is relevant to KFS	• The appointment of a staffing and induction mentor for 2023 has grown the induction programme and allowed time for new staff to understand and develop the expectations, procedures and ops at KFS. Moving forward the mentor and kaiakopono will introduce a way of 'checking' to ensure that information is understood and put into practise without any misconceptions
	• The mentor teacher has enabled all staff to access support no matter what the area or level of experience of teacher. This has helped staff feel more supported and valued, as well as trying to ease the overwhelming feeling from understanding HERO. Collaboration as well as the normal expectations of teachers.
	• Staff are supported in their growth and development due to having a mentor readily accessible across the school; this has been individualised to suit the need of the staff member regardless of experience
	• Staff have the ability to access specialist teachers for support - e.g. Math (jnr), Fundamental skills development, to support in specific areas of the school and grow them as professionals
2.3 Effective coaching and mentoring of staff to support best practice	• As above - as the year progressed the two objectives (2.2 and 2.3) intertwined
	• Regular leadership 'areas of responsibility' meeting to discuss and develop specific areas across the school and begin to

	develop leadership within the staff highlights the importance of having a leadership unit and also their importance in developing this area for the school
Development of quality learning environment functionality	To be carried into 2024 due to lack of space (overcrowding hindered any effective development of the ILE spaces other than what was established previously).
Development of 'cross-schools collaborative support network'	• Across cluster and community collaboration for all. • Across agency collaborative support networks that best support our kura and aligns with our vision. These agencies (RTLB< MoE Spec. Ed, SWiS etc) have supported growth and the development of student well-being whilst also supporting teachers to work with students who have a specific need/trauma. Some agencies have provided limited advice/support due to their own lack of knowledge compared to our own staff • Training and mentoring student teachers from AUT in 2023 has been a positive experience for both mentors and student teachers. Collaborating in an overcrowded ILE space has allowed a greater degree of collaboration and problem solving • KFS ECE transition form for new enrolments has proved beneficial as this identifies students with needs coming from ECE; something parents fail to notify the school of and therefore, as we identified this a form was put in place to tighten the process and also stop any students with specific needs (health, learning, pastoral) from slipping through the cracks.
PCT mentoring programme is refined, individualised and authentic to KFS PCT	• A mentoring programme has been developed on HERO with the in-school mentor and mentoring programme. This is a trial before the school moves the Professional Growth Cycle into

HERO. PCT teachers have commented that the programme has given them a sense of confidence by clearly identifying expectations and it has been clear to see their confidence and competence grow throughout the year

2024 Next Steps:
- Development of quality learning environment functionality
- Continued development of the authentic induction programme and mentoring programme at KFS
- 'ILE Cross-School Collaborative' is developed and effective across schools (ILE focussed)
- Culture of collaboration across the school (whole school, base, staff, students, BOT, community) is enhanced and built upon through 2024 PD and new staff supported in new buildings
- Continue to develop the induction programme and ensure adequate follow and alignment to school expectation

Hapori

Alone we do so little; together we can do so much

We will achieve this by ensuring:

- Whānau is communicated regularly
- Mahi Tahi meetings are effective
- Whānau is engaged actively and positively
- Experiences in the wider community will be celebrated
- Respect and celebrate cultural diversity

2023 Objective	Review - what has worked well and how has this been achieved
Development of Whanau engagement	• Whānau Hui and communication has developed engagement in numerous ways since COVID restrictions (whānau picnic, NEST evening, Camp evenings, mahi tahi meetings, Base hui open to whānau, Bhangra performance groups on Friday evenings, whānau supporting UC4L in bases, regular HERO posts home, new parent information learning afternoon in Base T, working Bee, Fortnightly Newsletter and updates on website, introduction of mihi whakatau at the end of each term, celebration of learning termly hui, HERO school bookings for fluidity of meeting times and availability) All of this has created a culture of whānau engagement which is visible during hui, community evenings and HERO posts/Mahi Tahi attendance
Plan and set up of KFS Community Hub - to be in place 2024	Due to lack of space from overcrowding, this objective has

Grow staff confidence to develop their relationships with whānau	been delayed until 2024 • Leadership's availability to support staff in meetings they feel could be difficult has boosted their own confidence to approach perceived difficult conversations about both learning, behaviour and well-being • Regular mahi tahi meetings have grown staff confidence to approach and talk to whānau as they have grown to know and build relationships with Base whānau earlier in the year. Regular HERO posts have also engaged whānau so they are aware of the learning happening at school • Develop staff confidence to address key issues and concerns that are happening at school. Ensuring that conversations are had at the right level.
Develop the culture and identity of Kauri Flats School	• The development of graduate profile and school expectations have supported the re-growth of the school identity, which in some way became a little lost due to lockdowns followed by rapid roll growth • Continuing to build and re-designing our identity and expectations to align with the school vision moving into 2024 will be a continued development • The culture of support and openness for all staff has continued to grow and staff feel valued and supported (as per staffing surveys); this is clear with the atmosphere and energy of the team and progress students are making both socially, academically and emotionally
Develop school wide opportunities for service based learning projects and a deeper understanding of Hauora at KFS	• This has slowly developed throughout 2023 and has been visible in some UC4L learning across bases. o Wetlands projects Bases 3 & 4

	o School Community working bee activity o UC4L identification of community needs within projects however the outcome didn't amount to a final product
Ensure opportunities for students to engage further with the local community	• The opportunities to engage further with the local community are there, however upon reflection the opportunity is not as well developed across the school as hoped for. This will be remedied once Kaiakopono are working across the teams: to further enhance and utilise the opportunities that are out there to support student growth
Capture whānau voice and upskill on the use of HERO and UC4L curriculum	• Due to various developments of HERO and changes to graphs/data (OTJ) this was paused until later 2023 and will be revisited in early 2024 for our new parents. Likewise the growth of UC4L; a one page visual development/explanation is currently being developed to make it easier for all of the community to understand
Develop relationships with local iwi/marae	• Ongoing drawbacks continue to hinder progress due to lack of communication received and the school not purchasing the local iwi curriculum • Mana whenua or the native children that are present has been presented as a valid option when consulting about all things te ao maori and this is an avenue the school will move towards for 2024
2024 - Next Steps • Development of KFS a Community Hub (once space is available due to building works) • Streamline the process of transition from Year 8-9	

- Review home:school partnership opportunities - what do whānau want/need based on where they have come from
- Continue to develop relationships with local iwi/marae/mana whenua
- Co-construct our why with the 2024 staff. Unpack what is unique to Kauri Flats School and what is not.
- Reintroduce celebration of learning evenings - parents wondering through bases to see the variety learning happening across the school