



# KPS CURRICULUM IMPLEMENTATION 2024 FOCUS AREAS

*Ki te Taumata- Aim for the Best*

*Learn\* Care\* Grow*



## Curriculum 2024- Tō Tātou Ara- Our Way

This year our goal is to ensure all our ākonga have strong foundations of reading, writing and maths. Our learners have inviting and engaging and orderly classroom environments to feel they belong and are excited to learn. Our hubs are aligned and beating to the same KPS curriculum drum. Where expectations are clear- assessment data is gathered- teachers understand the pedagogy of Know thy Impact and our learners are introduced to progressions and other assessment 4 learning strategies. All of which will help them to develop their learning powers in becoming great KPS Explorers- Thinkers - Citizens. and Communicators

## Our Focus Areas

S- strategies- getting into the learning pit- building a back pack of strategies to help them to grow into great learners- thinkers and citizens

T- teamwork- year 6 leaders | house activities | big buddies | camps across the school | inviting in whanau | CRT in hubs

A- Authentic- not being put into boxes | individuality | finding our strengths through art, music, pe | authentic | QWEST - learning through their eyes and world

R- responsible citizens- PC4L| restorative practice| house activities | Whanau events | Teaching values | recon | reflection | circle time |

S-aSsessment 4 Learning- Progressions| Data gathering | Boschers | know what I am learning- why and where need to be | modelling books | Success criteria | goals

## The tools we introduced last year and again this year 2024

- PC4L
- Pause Breath Smile
- Values teaching
- Structured Literacy for year 0-3- The Code



## Curriculum Focus 2024

ZORS- Zones of Regulation | PB4L | Circles

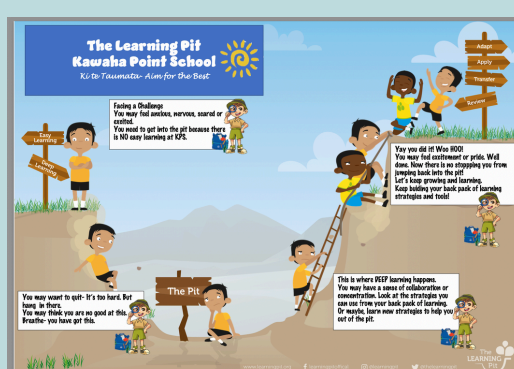
Literacy - The Code Year 0-6

Numeracy- National Curriculum Books

Writing- Sheena Cameron

Learning through Play Year 0-2

QWEST- unpacking the learning process



## Core Business

To ensure every ākonga is thriving in our school environment and has rich learning in literacy, numeracy, culture and movement

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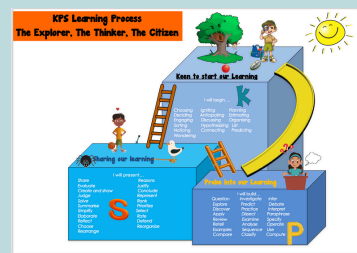
## The School's QWEST Focus- Hapai Ako Know- Understand- Do

Contexts and ideas- the big idea - practice

Term 1- Myself and My Family

Term 2- My school and My Community

Term 3- My NZ and My Global world



## Our Focus Areas Across the Curriculum

Social Sciences- Know yourself- to a group- responsibilities- understanding the past- significant places- cultures expressions. (aligning our school with our past and local history- renaming of the hubs)

The Arts- communicating- developing ideas-interpreting \_ presenting a local myth and legend.

Technology- designing planning-

Science- the living world (through habits and life cycles) the physical world (volcanoes and geothermal electricity)

## NZ Curriculum Links



### Te ao Māori

Tau mai te reo: Kia tau te reo ki roto i te rangai matauranga Growing te reo Maori through education and growing education through te reo Maori to protect and promote the Māori language for future generations. Supporting learners to value and acquire and use Maori language words, phrases and other forms for example. waiata and haka) and provide Maori language to support learners to develop the ability and confidence to talk about a range of things in the Maori language

### Health and PE

Personal health and physical development: Movement concepts and motor skills: Relationships With other people: healthy communities and environments Underlying concepts of hauora attitudes and values, health promotion and the socio-ecological perspective

### Technology (including digital technology)

Technological Practice: technology planning for practice, brief development outcome evaluation

Technological Knowledge: technological modelling, products & systems

Nature of Technology: characteristics of technology and characteristics of technology outcomes.

### The Arts

Understand Music, Dance & Drama in context, Develop Practical Knowledge in music. dance and drama. Develop ideas, Communicating and interpreting

### NZ Histories

Understand: the big ideas of Aotearoa New Zealand's histories

Know: National. rohe and local contexts

Do: inquiry processes/ thinking critically about the past and interpreting stories about it

### English

Making meaning of ideas or information received (listening, reading and viewing

Creating meaning for themselves or others (speaking, writing and presenting)

Processes and Strategies, Purposes and audiences, Ideas, Language features

Structure

### Maths

Thinking mathematically and statistically, Solve problems and model situations with: Number and algebra, Geometry and measurement, statistics



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## Know thy Impact

- Assessment schedules
- excel sheets
- boschers- student voice
- assessment 4 learning- progressions
- target programme
- new report format- paper copy
- analysis sheets
- cycle of impact
- pedagogy
- coaching conversations
- progressions - success criteria- modelling books



## PB4L | Restorative Focus

- Values teaching
- Reflection end of day
- House activities
- Circle time
- Pause breathe smile
- Recon
- Dojo points
- Restorative chats
- Behaviour plans
- Whanau events
- Unpacking our learning powers ETCC
- Unpacking our values

## Maths

- Basic Facts tests
- National Curriculum books
- Junior school - Number progressions
- Maths whizz Year 5-6
- Pre tests and post test in number and strand Year 3-6



## Literacy

- The Code PLD - Teacher only day in June
- Structured literacy to be practiced in class with LAs
- PM readers to be used for teaching and running records
- Heggerty- oral language
- Casey Caterpillar- handwriting
- Sheena Cameron writing process introduced and progressions in genre
- Target writing programme

## Other- Continued

- Te Reo in the classes expectations
- Goggle site for our plans and expectations
- Continuing to write implementation plans eg writing learning through play
- PE - focus areas like Jumping June
- Mindfulness- Pause breathe smile





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## PLD 2024

- Leadership growth for 2024 PLD/ coaches
- Coaching focus for Maria
- Restorative Practice- 3 year contract
- PRT workshops
- ZORS
- Learning through Play
- Hero SMS
- MAC
- The Code- Spelling Programme
- Writing with the Education Group
- Writing for PRTs with Sheena Cameron
- Local curriculum design- QWEST-



## PLD 2025 Thoughts

- writing
- growing leaders continue- coaching
- maths needs to be unpacked
- The code
- reciprocal reading
- learning through play
- learnership
- A 4 L continues
- HERO use- progressions/ reporting/ teacher journals
- continue writing and tweaking our KPS curriculum
- PB4L/ Restorative practice
- MAC
- Engagement sliders
- James Nottingham the learning pit
- logos- characters-signage

## Better Together -Rally Cry 2024

- Children engaged in the class- environments to be welcoming and tidy
- all children making progress- 1 year progress at least- tracking system
- Whanau back in school- through fun events and begin intruding learning at KPS
- Learning Pit introduced- idea of wobbling- building a back pack of strategies
- learning process introduced for qwest
- ETCC characters unpacked
- values teaching | reflection | circles|
- Growing year 6 leaders
- Camp - year 3 and 4| year 5 | year 6
- Target children focus- and tracked in writing
- Inquiry whole school- Hapai Ako
- Art
- School to operate as one not 3 separate hubs
- Duffy books
- pedagogy of know thy impact
- assessment data gathered consistently and unpack using the cycle of impact
- devices enough to be used.- look into ipads and year 3-4 digital world
- SMS system to rebuild and be effective- HERO and app
- H and S procedures- EOTC
- back to basics teaching- reorganised timetable emphasis on R-W-M
- Learning through play- no wandering- being more specific
- grow our reputation - networks | whanau | grow roll
- logos | redesign | organised and aligned | hubs renamed
- staff culture of care- unpacked
- Appraisal-teacher inquiry | job descriptions | coaching | ted talks
- boschers- student voice
- Pause Breathe Smile- Mindfulness to continue to be part of the class programme
- The Code spelling programme
- Writing programme to be unpacked
- Long term plans in Maths and pre and post tests in all areas.



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## Junior Year 0-2

### Maths

Basic facts -week 2  
Jam term 1-2-4 around week 5  
OTJs each term- end of term

### Anniversary checks

6 months  
12 months  
18 months  
2 years

### Literacy

Booklet need to unpack add data to excels

### writing-

genre add to excel- look at pre level 1 and genre at level 2

oral language- see assessment

booklets *Need to unpack this and portfolios- How are we capturing the qwest learning?*

6 month entry *how have we captured any PE skills? what about live reporting??*

*HERO posts- are there expectations on HERO and posting?*



### MATHS

- Basic facts- termly
- IKAN-
- Pre tests in strand- number and post test
- PAT Maths- Term 1-4
- OTJ in maths- termly

## Year 3-6

### LITERACY

- Spelling- spelling age term 1- then look at the code in term 2 and design around there
- writing- genre focus each term- moderated using the progressions
- surface features term 1-3
- easttle sample term 2 and 4
- PAT vocab term 1 and term 4
- OTJS termly

### READING

- Probe tests-
- Reading easttle
- Star reading term 1 and term 4
- OTJs termly

*Need to unpack this and portfolios- How are we capturing the inquiry learning? how have we captured any PE skills? what about live reporting?? seesaw posts- are there expectations on seesaw and posting? what about easttle reading? ICAs? Are we missing other areas?*

### Reports and Parent interviews

Term 1 -  
meet and greet before school  
Progress and check in week 9  
goal setting  
HERO posts

### Term 2

Written report  
Parent Interview  
HERO posts

### Term 3

see saw posts only  
Parent interviews

### Term 4

Reports  
parent interviews

## Reporting

### Share the learning

Term 1 - Pop in and see what your child has been up to- share the end product of our inquiry

### Term 2

school presentation

### Term 3

based on NZ and the world- presentation

### Term 4

Grandparents day- concert  
Market day - financial literacy  
hub trips

