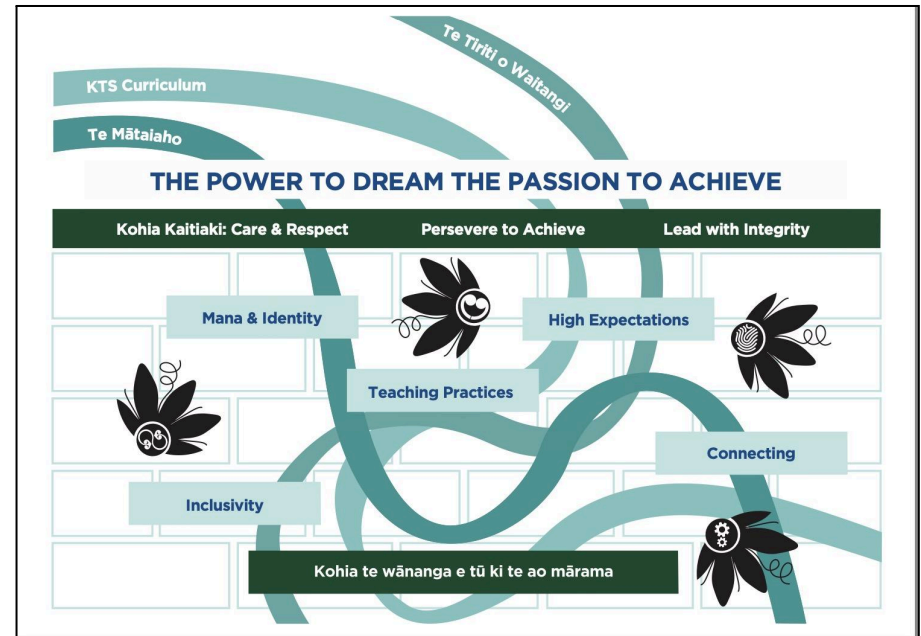


# Kohia Terrace School Charter 2024/ 2025

## What makes Kohia Kohia



## KTS Curriculum



## Our Learning Competencies

<p><b>MŌHIO</b> Self awareness</p>	<p><b>A learner who knows and values self and strives to be the best they can be</b></p>	<p><b>WHAKAARO</b> Thinking</p>	<p><b>A learner who actively notices, questions, and thinks flexibly to make sense of their world</b></p>	<p><b>WHANAUNGATANGA</b> Relating to others</p>	<p><b>A learner who builds positive relationships through words and actions</b></p>	<p><b>WHAKATUTUKITANGA</b> Taking action</p>	<p><b>A learner who actively participates and contributes to achieve an outcome that makes a difference.</b></p>
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## Kohia te wānanga e tū ki te ao mārama

*Gather the knowledge of those around us to stand up and face the world*

National Education and Learning Priorities (NELP)						
Learners at the centre		Barrier free access		Quality teaching and leadership		Future of learning and work
1. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	2. Have high aspirations for every learner / ākonga, and support these by partnering with their whanaū and communities to design and deliver education that responds to their needs and sustains their identities, languages and cultures	3. Reduce barriers to education for all, including for Maori and Pacific Learners / ākonga, disabled learners / ākonga, and those with learning support needs	4. Ensure every learner / ākonga gains sound foundations skills including language literacy and numeracy	5. Meaningfully incorporate te reo Maori and tikanga Maori into the everyday life of the place of learning	6. Develop staff to strengthen teaching, leadership and learner support capability across the workforce	7. Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to success in work

## Strategic Goals

### Quality practice

How effectively is the school strengthening capability in literacy and numeracy across the curriculum to extend and enable all ākonga to be the best they can be?

### Te ao Māori

How can we better create culturally inclusive teaching environments that support the achievement of all learners and build collective bicultural understanding?

### Attendance

How do we enhance improve school attendance rates so that 80% of our students attend 90% of the school year?

Rationale <i>Why this is important</i>	Progress outcome <i>So that</i>	
<b>Quality practice - Literacy</b> Akonga who are literate and numerate become empowered, connected and informed citizens. As we effectively strengthen capability in literacy and numeracy through the revised curriculum we will extend and enable all ākonga to be the best they can be.  <b>Links to Education requirements</b> NELP 2, NELP 3, NELP 4, NELP 6 Literacy & Communication and Maths Strategy, Te Mātaiaho, Ka Hikiteia	<b>Revitalised literacy practice, connected to Te Mātaiaho and the Common Practice Model, ensures all students achieve equitable, and excellent, outcomes.</b>	
	2024	2025
	High quality daily focussed instruction raises literacy achievement for all; a particular focus on boys' learning will reduce the achievement gap.	High quality daily focussed instruction for all in literacy raises their achievement
<b>How will we know?</b> <i>*Literacy achievement measure is an average of reading and writing scores</i>	80% of boys are achieving at or above expectancy in literacy* 88% of girls are achieving at or above expectancy in literacy NB: discrepancy reduced from 11.5 % in 2023 to 8% in 2024 80% of Pasifika students are achieving at or above expectancy in literacy 80% of ākonga Māori are achieving at or above expectancy in literacy	80% of students, attending KTS for 2 years or more, in Years 2 - 8 are achieving at or above expectancy in writing  80% of Pasifika students are achieving at or above expectancy in writing  80% of ākonga Māori are achieving at or above expectancy in writing

**Quality practice - Numeracy**

Akonga who are literate and numerate become empowered, connected and informed citizens.  
As we effectively strengthen capability in literacy and numeracy through the revised curriculum we will extend and enable all ākonga to be the best they can be.

NELP 2, NELP 3, NELP 4, NELP 6  
Literacy & Communication and Maths Strategy, Te Mātaiaho, Ka Hikitia

**Ākonga “develop their ability to apply mathematical and statistical knowledge and skills purposefully across all learning areas and in their lives to achieve their goals”** (Literacy & Communication and Maths Strategy)

2024	2025
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A daily balanced, maths programme comprising of rapid recall, open tasks, explicit teaching and challenging mathematical investigations provide ākonga with multiple opportunities to progress	Rich mathematical learning experiences, aligned with the revised curriculum. raises achievement for all ākonga
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**How will we know?**

89% of students are achieving at or above expectancy in maths	90% of students, attending KTS for 2 years or more, in Years 2 - 8 are achieving at or above expectancy in maths  80% of Pasifika students are achieving at or above expectancy in maths  80% of ākonga Māori are achieving at or above expectancy in maths
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**Te ao Māori**

Realising the intent of Te Tiriti o Waitangi, ākonga and kaiako will continue to build knowledge of te ao Māori. Our ongoing teaching and learning of te reo will strengthen our ability to express and explore the fundamental concepts of mātauranga Māori, through which we will gain a more inclusive, bicultural sense of community in consultation with whānau and local iwi.

**Links to Education requirements**

NELP 5 NELP 6 Te Mātaiaho  
Ka Hikitia Hautū

**Meaningful integration of te reo Māori and tikanga Māori empowers our ākonga in the language and cultural knowledge of Aotearoa New Zealand**

2024	2025
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Te ao Māori is valued at KTS. We will continue to strengthen our use of te reo Māori and understanding of tikanga so that our ākonga, kaimahi and whānau honour our cultural heritage and give effect to Ti Tiriti o Waitangi	We will consolidate our use of te reo Māori and understanding of tikanga so that our ākonga, kaimahi and whānau honour our cultural heritage and give effect to Ti Tiriti o Waitangi
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**How will we know?**

<i>The Taku Reo survey (NZCER) ‘use of te reo in the classroom’ and ‘across the whole school’ indicators show at least 50% of our responses as often or always.</i>	<i>The Taku Reo survey (NZCER) ‘use of te reo in the classroom’ and ‘across the whole school’ indicators maintains 54% of our responses as often or always.</i>
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**Attendance**

There’s a clear connection between going to school regularly and doing well in the classroom. Higher levels of educational achievement can mean better health, higher incomes, better job stability, and more participation in communities. This all makes society stronger and more connected.

**Links to Education requirements**

Stepped Attendance Response

Going to school every day is important for students to develop skills for lifelong learning.

	2025
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	Analysis of Every Day Matters data details that if we were to reduce the amount of students taking unjustified leave from school we would meet the government target.
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# 2025 Annual Plan

[Quality Practice - Literacy](#)

[Quality Practice - Numeracy](#)

[Te Ao Māori](#)

Attendance

Progress towards achieving goals coding:

none

in progress

well developed

achieved

## Quality Practice - Literacy

### Background:

Ākonga who are literate and numerate become empowered, connected and informed citizens.

As we effectively strengthen capability in literacy and numeracy across the curriculum we will extend and enable all ākonga to be the best they can be.

NELP 2, NELP 3, NELP 4, NELP 6

### Baseline Data - 2024 end of year achievement results

By demographic	Well below	Below	At	Above	Well Above	Total at and above
All school (n= 406)	14%	11%	69%	4%	2%	75%
Boys (n= 206)	19%	13%	63%	4%	1%	68%
Girls (n= 200)	8%	9%	75%	5%	3%	83%
Māori (n= 10)	9%	18%	73%			73%
Pacific (n= 25)		28%	72%			72%
NZ European (n= 83)	6%	13%	65%	10%	6%	81%
Asian (n= 271)	16%	9%	70%	4%	1%	75%
ESOL funded (n=145)	22%	11%	67%			67%

Strategic Objective	Progress Outcome	Key actions	Who	Progress
High quality daily focused instruction for all in literacy raises their achievement	80% of students, attending KTS for 2 years or more, in Years 2 - 8 are achieving at or above expectancy in writing  80% of Pasifika students are achieving at or above expectancy in writing  80% of ākonga Māori are achieving at or above expectancy in writing	Staff PLD		
		5 weekly assurances of effective planning and delivery	kapa leaders	
		5 weekly Professional Learning and Development (PLD)	ISLs	
		Fortnightly kapa Professional Learning Groups (PLG)	kapa leaders	
		Each teacher to observe good practice within the school or kāhui ako at least twice a year	SLT	

		Professional Learning Journey captures reflective practice (What did I learn? What are my next steps?)	teachers	
		Kapa (team) reviews of key learning and next steps each term	kapa leaders	
		Teacher Aide PLD using Working with ELLs (10 models)	Helen/Kerr	
		Assessment		
		Agency developed for students based on self and peer assessment	ISLs	
		Learning posts capture forms of evidence of achievement goals (individual or group)	kapa leaders	
		Writing goals in HERO set at the beginning of each term and updated mid term	kapa leaders	
		Target writing groups each term	kapa leaders	
		English Language Learners on foundation stage to be assess on ELLPS only		
		Whānau engagement		
		2 whānau information hui's to update community on new curriculum and expectations	SLT	
		Home learning to include appropriate literacy skills	kapa leaders	
		Weekly newsletter to include a writing tip or how to help at home	ISLs	
		Writing celebration open afternoon to be held in term 3 and 4 (learning in action)	kapa leaders	
	Progress measure/report	April		
June				
September				
November				

## Quality Practice - Numeracy

**Background:** Ākonga who are literate and numerate become empowered, connected and informed citizens.

As we effectively strengthen capability in literacy and numeracy across the curriculum we will extend and enable all ākonga to be the best they can be.

### Baseline Data

#### Maths achievement data end of year 2024

By demographic	Well below	Below	At	Above	Well Above	Total at and above
All school (n= 406)	5%	9%	59%	17%	10%	<b>86%</b>
Boys (n= 204)	5%	7%	55%	18%	15%	<b>88%</b>
Girls (n= 200)	4%	10%	63%	17%	6%	<b>86%</b>
Māori (n= 11)	9%		73%	18%		<b>91%</b>
Pacific (n= 25)		24%	68%	8%		<b>76%</b>
NZ European (n= 83)	5%	6%	58%	26%	5%	<b>89%</b>
Asian (n= 268)	5%	9%	56%	16%	14%	<b>86%</b>
ESOL funded (n=145)	6%	11%	69%	10%	4%	<b>83%</b>

Strategic Objective	Progress Outcome	Key actions	Who	Progress tracking	
Rich mathematical learning experiences, aligned with the revised curriculum. raises achievement for all ākonga	<p>90% of students, attending KTS for 2 years or more, in Years 2 - 8 are achieving at or above expectancy in maths</p> <p>80% of Pasifika students are achieving at or above expectancy in maths</p> <p>80% of ākonga Māori are achieving at or above expectancy in maths</p>	Staff PLD			
		5 weekly assurances of effective planning and delivery	kapa leaders		
		5 weekly Professional Learning and Development (PLD)	ISLs		
		Fortnightly kapa Professional Learning Groups (PLG)	kapa leaders		
		Each teacher to observe good practice within the school or kāhui ako at least twice a year	SLT		
		Professional Learning Journey captures reflective practice (What did I learn? What are my next steps?)	teachers		
		Kapa (team) reviews of key learning and next steps each term	kapa leaders		
		Assessment			
		Agency developed for students based on self and peer assessment	ISLs		
		Learning posts capture forms of evidence of achievement goals (individual or group)	kapa leaders		

		Maths goals in HERO set at the beginning of each term and updated mid term	kapa leaders	
		Target maths groups established each term based on assessment information	kapa leaders	
		Regular basic facts for those students not achieving mastery	ISLs/kapa leaders	
	Whānau engagement			
		2 whānau information hui's to update community on new curriculum and expectations	SLT	
		Home learning to include appropriate numeracy skills	kapa leaders	
		Weekly newsletter to include a maths tip or how to help at home	ISLs	
		Maths celebration open afternoon to be held in term 1 and 2 (learning in action)	kapa leaders	
Progress measure/report	April			
	June			
	September			
	November			

## Te ao Māori

### Background:

Realising the intent of Te Tiriti, both ākonga and kaiako will continue to build knowledge of te ao Māori. Our ongoing teaching and learning of te reo will strengthen our ability to express and explore the fundamental concepts of mātauranga Māori, through which we will gain a more inclusive, bicultural sense of community in consultation with whānau and local iwi.

NELP 5

### Baseline Data

#### Taku Reo Survey November 2024

##### Areas where we have 50% or more ratings of 'often' or 'always'

- Waiata at assembly (97%)
- Waiata in class (89%)
- Te reo at Powhiri (91%)
- Te reo at Kapa haka (86%)
- Te reo at assemblies (70%)
- Teacher pronunciation (66%)
- Signs around the school (64%)

##### Areas less than 50%

- Praise being given in te reo (37%)
- Teachers instructions in te reo (33%)
- Teachers reading in te reo (23%)
- Counting in te reo (22%)
- Use of te reo to classmates (17%)
- Colours in te reo (11%)

Strategic Objective	Progress Outcome	Key actions	Who	Progress tracking
Te ao Māori is valued at KTS. We will continue to strengthen our use of te reo Māori and understanding of tikanga so that our ākonga, kaimahi and whānau honour our cultural heritage and give effect to Ti Tiriti o Waitangi	<i>The Taku Reo survey (NZCER) 'use of te reo in the classroom' and 'across the whole school' indicators maintains 54% of our responses as often or always.</i>	To introduce a whānau conference prior to school starting	SLT	
		To focus on the following areas in day to day practice <ul style="list-style-type: none"> <li>○ Te reo to classmates</li> <li>○ Teachers instructions in te reo</li> <li>○ Counting in te reo</li> <li>○ Colours in te reo</li> </ul>	Tanisha/ Catherine	
		Continue to include daily karakia / waiata / instructional reo / praise in reo	Teachers	
		Continued enrolment with KapaHaka Online	SLT	
		Continued engagement in Māori Achievement Collaborative (MAC) to guide future steps	SLT	
		To maintain the current programming of kapa haka	Reney	
		Ākonga Māori hui each term to inform whānau hui	SLT	
		To install a mauri stone at the front gate	SLT	
		Continue staff presenting their pepeha but to encourage staff to ask questions or respond in te reo to ensure more authenticity	SLT	
Progress measure/report	April			
	June			
	September			
	November			

## Attendance

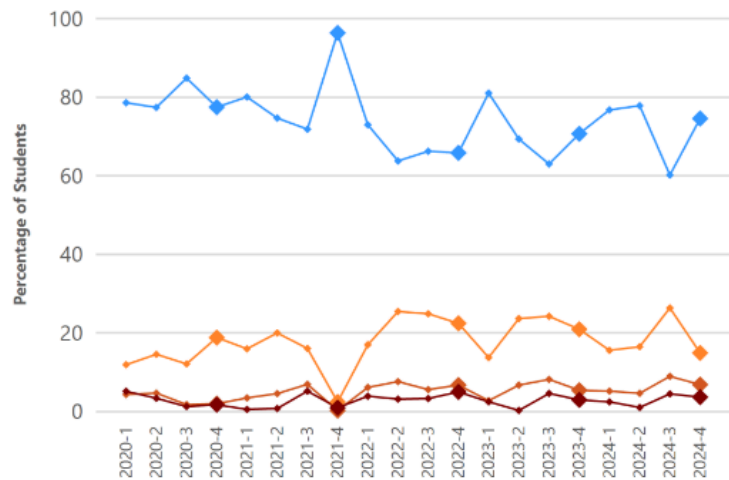
### Background:

NELP 1, NELP 2

### Baseline Data

Over the last few years (since T1 2020) our attendance has hovered between 60 and 80% of students attending regularly (more than 90% of the time), term 3 of 2024 being the lowest. The highest number of unjustified absences tend to be at the beginning and end of terms, in particular at the start and end of the year; these absences mostly represent holidays during term time.



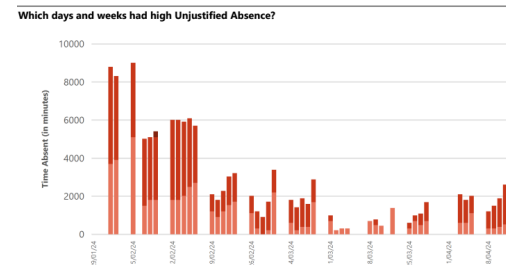


Year-term	Regular >90%	Irregular 80-90%	Moderate 70-80%	Chronic <70%
2023-4	71%	21%	5%	3%
2024-1	77%	16%	5%	2%
2024-2	78%	16%	5%	1%
2024-3	60%	26%	9%	4%
2024-4	75%	15%	7%	4%

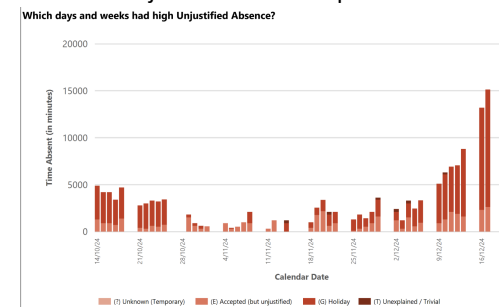
\*Data from Everyday Matters attendance report Term 4 2024

The deep red colour on the graphs on the right represents (G) Holiday, the paler red is code (E), explained but unjustified. The time span is over the course of each term (1 & 4).

### Term 1 2024 unjustified absence patterns



### Term 4 2024 unjustified absence patterns



Strategic Objective	Progress Outcome	Key actions	Who	Progress tracking
Going to school every day is important for students to develop skills for lifelong learning	80% of students regularly attend school (over 90% attendance)	Convey our attendance expectations to the community through community meetings and on the website	SLT	
		Develop a flow chart detailing STEPPED attendance response	SLT	
		Report our attendance data to the community each term	SLT	
		Arrange a parent meeting with the principal for any requests for leave during term time	SLT	
		Results of leave discussion recorded in the notes section for each child's attendance	SLT/ Florin	
		Workbook purchase recommended for those students taking unjustified leave from school of more than 3 days	SLT	
		Celebrate those students who have 100% attendance at the end of each term	SLT	
		Each Board meeting report on attendance trends	SLT	
		Send attendance intervention report to MOE as prompted	SLT	
		Early engagement with whānau for any regular patterns of absence	SLT	
		Connect with attendance service in a timely manner	SLT	

Progress measure/report	April	
	June	
	September	
	November	