

KTS 2026



Karakia

Manawa mai te mauri nuku

Manawa mai te mauri rangi

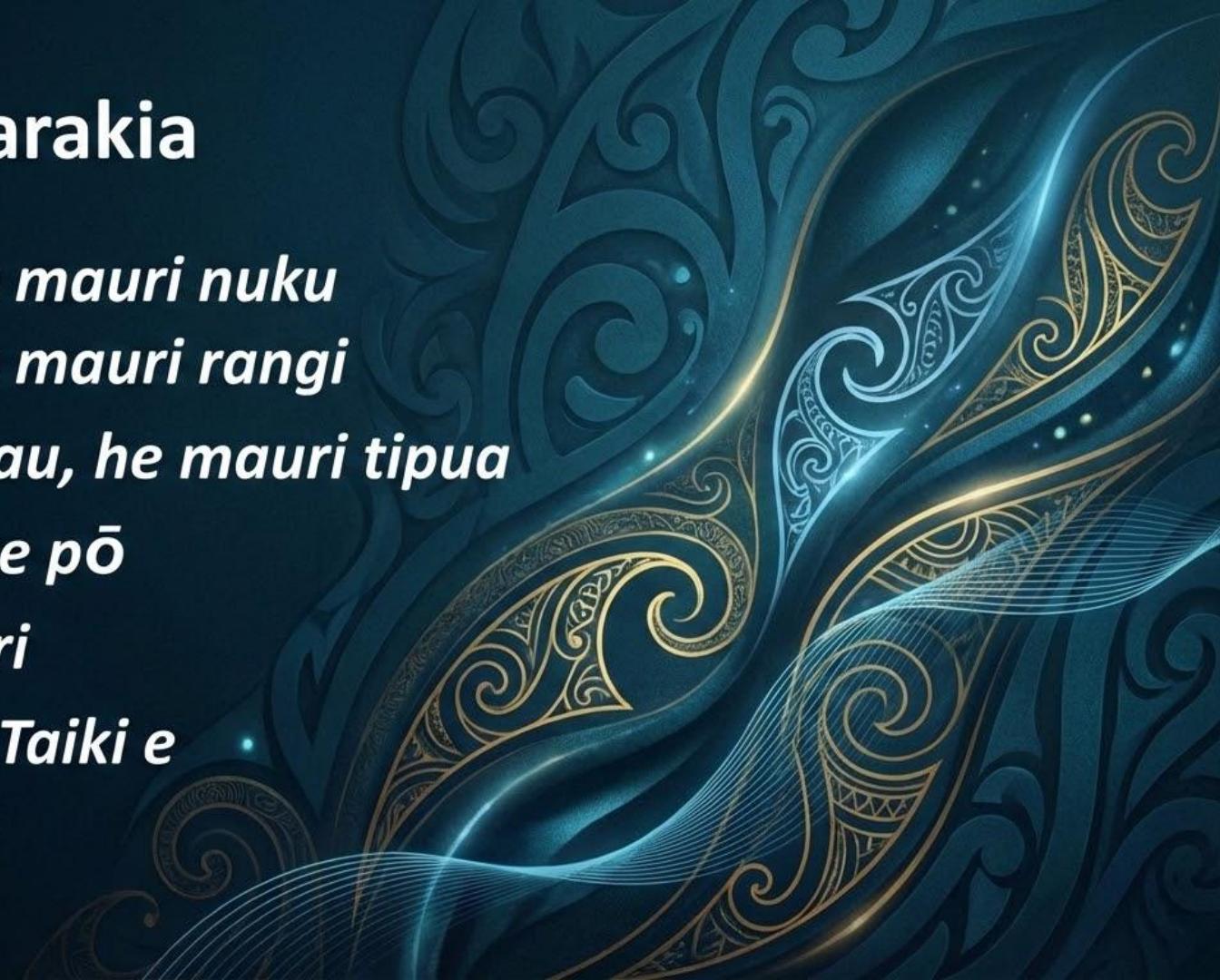
Ko te mauri kei au, he mauri tipua

Ka pakaru mai te pō

Tau mai te mauri

Haumi e, Hui e, Taiki e

Tihei Mauri Ora



Introductions

Head Students



Aidan, Rayumi, Zac, Tiamo

Staff



Senior Leadership



Kapa Koru



Kapa Harakeke



Kapa Pōhutukawa



Music / Dance & Drama - Emma
Dann and Tiffany Harkess



Science - Nicola Zimmerman



Maths Specialist - Louise Coulter



Sport - Trisha Finlayson

Board of Trustees



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Board of Trustees 

Curriculum Update

NZ Maths Curriculum (Yr 0 - 8)

NZ English Curriculum (Yr 0 - 6)



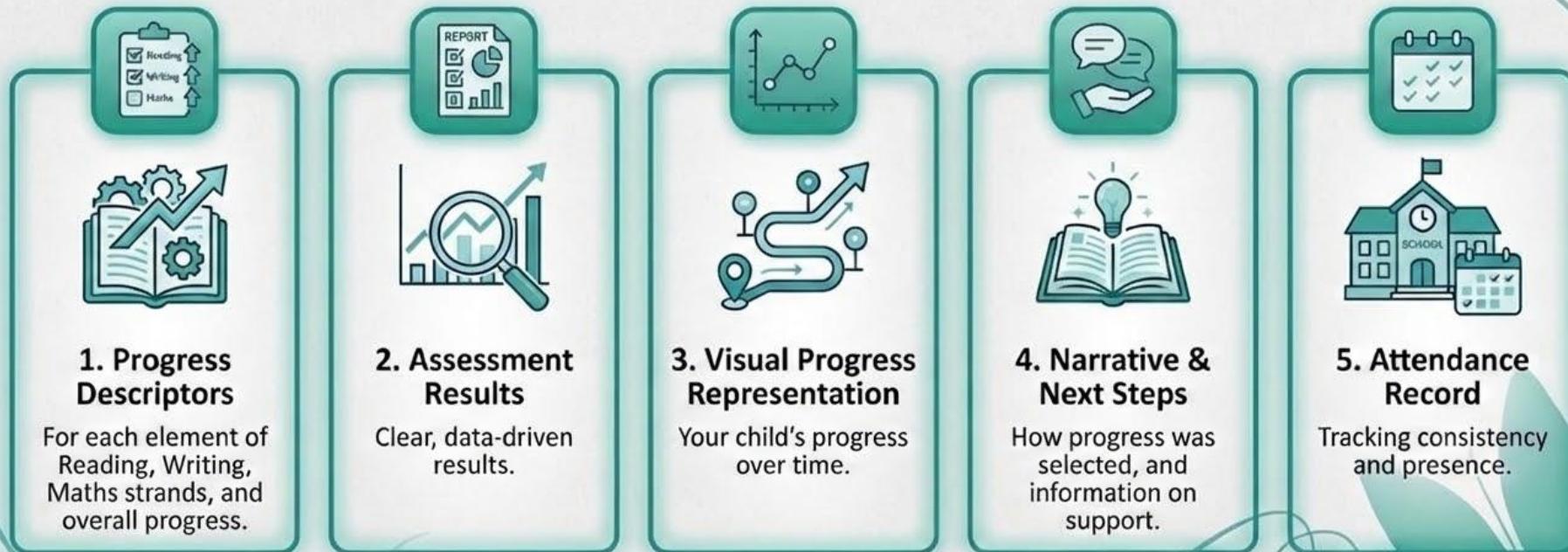
Practices

The skills, strategies, and applications to teach.

During the first six months	During the first year	During the second year	During the third year
<ul style="list-style-type: none">• Reading and writing whole numbers up to 20• Counting forwards or backwards from any whole number between 1 and 10, and then between 1 and 20• Comparing and ordering whole numbers up to 20 and ordinal numbers up to 5th, using words• Locating whole numbers on a fully labelled number line	<ul style="list-style-type: none">• Reading and writing whole numbers up to 100, and representing them using base 10 structure• Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100• Comparing and ordering whole numbers and ordinal numbers using representations, words, or numerals, and suffixes to 100• Using te reo Māori for numbers up to 30• Locating numbers on a partially labelled number line (e.g. 17 on a number line labelled in 5s)	<ul style="list-style-type: none">• Reading and writing whole numbers up to 120, and representing them using base 10 structure• Comparing and ordering whole numbers up to 120• Using te reo Māori for numbers up to 100• Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120• Approximately locating numbers up to 120 on a partially labelled number line (e.g. 61 on a number line labelled in tens)	<ul style="list-style-type: none">• Reading and writing whole numbers up to 1,000, and representing them using base 10 structure• Comparing and ordering whole numbers up to 1,000• Recognising the place value of each digit in a three-digit number

Reporting to parents

Reporting to parents must include the following



Formal assessments

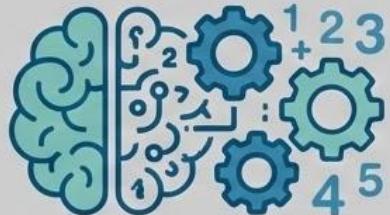
Year 0 - 2

Phonics (20 weeks and 40 weeks)



Year 3 - 8

PAT (reading comp, writing, maths)
(begin term 2 and begin term 4)



School basic facts
each term years 1 - 8
(or until mastery)



Emerging	Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.
Developing	Students are making some progress towards curriculum expectations for their year level.
Consolidating	Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.
Proficient	Students are meeting curriculum expectations for their year level.
Exceeding	Students are exceeding curriculum expectations for their year level.

The goal for the year is that students reach 'proficient' or above, showing they have the foundation and knowledge to move to the next year of learning.



Five progress descriptors

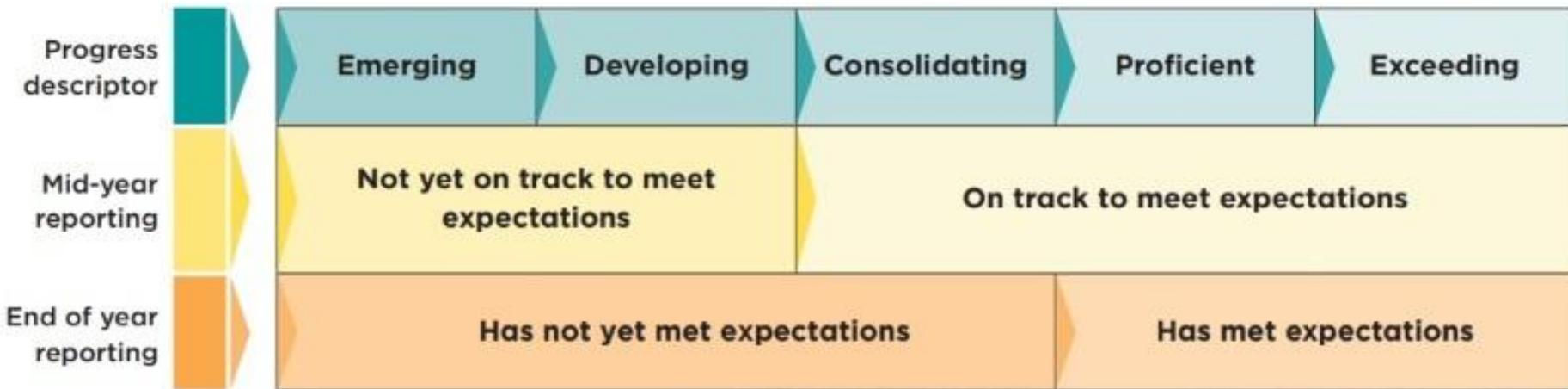
For use in 2026 onwards

Progress Descriptor	Indicators for Teachers	Descriptions for Parents and Whānau
1 Emerging Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.	Students: <ul style="list-style-type: none">Understand some concepts and strategies for learning with significant guidance and assistance.Can make some connections and apply knowledge with significant guidance and assistance.Make progress in line with goals described in their personalised learning plan, with significant support	Your child: <ul style="list-style-type: none">Is beginning to understand some learning ideas for their year level with a lot of support.Can sometimes use knowledge they've learned, but usually needs help to do so.Is making some progress in ways that are meaningful and aligned to their strengths and needs, with significant support.
2 Developing Students are making some progress towards curriculum expectations for their year level.	Students: <ul style="list-style-type: none">Understand concepts and strategies for learning with some guidance.Can learn facts and apply knowledge, in familiar contexts with some support.Are making progress with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level.	Your child: <ul style="list-style-type: none">Is starting to understand key ideas, often with some support.Can remember facts and use what they've learned in familiar situations, with a bit of help.With the right support, your child is making progress towards the expectation for their year level.
3 Consolidating Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.	Students: <ul style="list-style-type: none">Apply familiar strategies to reinforce their learning with increasing independence.Often recall and use knowledge with growing confidence.Are beginning to transfer knowledge to new contexts.Can reflect on and explain their ideas clearly to express what they could do better.	Your child: <ul style="list-style-type: none">Is learning to use helpful techniques on their own to support their learning.Is getting better at remembering and using what they have learned.Is starting to use what they know in new and different situations.Can share their ideas and is beginning to talk about what they would do better.
4 Proficient Students are meeting curriculum expectations for their year level.	Students: <ul style="list-style-type: none">Can consistently apply learning strategies confidently, accurately and independently.Can independently use their knowledge in a variety of situations.Can often apply knowledge to new contexts.Can reflect on and explain their ideas clearly, explain their reasoning and apply this to improve their learning.Often shares their ideas to grow and build knowledge.	Your child: <ul style="list-style-type: none">Can use helpful learning techniques on their own and knows how to use them well.Can use what they've learned in different situations without help.Can often use what they know in new situations.Can share their thoughts clearly and explain their reasoning.Often shares their ideas to build knowledge.
5 Exceeding Students are exceeding curriculum expectations for their year level.	Students: <ul style="list-style-type: none">Use higher level thinking strategies to reflect on their learning.Consistently connect ideas and concepts across different contexts.Deepen their ideas, thinking and understanding.Can use their learning in purposeful and innovative ways to make sense of complex ideas.Consistently reflects on ideas to test, challenge and extend their knowledge.	Your child: <ul style="list-style-type: none">Shows advanced thinking by understanding tricky ideas, solving problems, making connections, and explaining their thinking clearly.Can link what they've learned in one area or situation to another.Can build on their ideas and show deeper understanding.Can use what they've learned in thoughtful and creative ways to understand more challenging ideas.Tests and challenges ideas to create deeper knowledge.

Describing progress for mid and end of year reporting using five descriptors

The progress descriptors describe student progress across the school year – the aim is for students to be proficient by the end of the school year.

A student who has achieved proficiency is prepared for the next year of learning.



Example:

Reading

Rachel Smith, Mid-year report

Years 1-4

	Emerging	Developing	Consolidating	Proficient	Exceeding
Year 1			mid year ➤ end year		
Year 2		mid year ➤ end year			
Year 3			mid year ➤ end year		
Year 4			mid year		

Our schedule for 2026

	HERO posts	Formalised reporting	Parent Conferences
Term 1	Competency Post (end term)		Whanau conferences (Mon 2 Feb)
Term 2	Competency Post (mid term)	Reading, Writing and Maths narrative (end term 2)	Teacher / Parent check in
Term 3	Competency Post (mid term)		3WLC - begin term 3
Term 4	Competency Post (mid term)	Reading, Writing and Maths narrative (end term 4) Curriculum Highlights General Comment	

Learning at KTS 2026

myself and my class

beyond our classroom

the world around us

how things work



our history and identity

natural forces and human
ingenuity

health and wellbeing in
the digital world

art in my community

the power of words

my future self

making discoveries

the strength of a team

2026 Charter



Literacy

School wide alignment of writing practices



Numeracy

Extension for our capable mathematicians



Bicultural

Continuing to give effect to Te Tiriti o Waitangi



Attendance

80% of ākonga attend 90% of the school year



Wellbeing

- social/ emotional learning



Science

Enhancing scientific learning within and outside the classroom

Attendance

Legal requirement is to attend each day

If not attending for medical reasons for more than 3 days, a medical certificate is required, or proof of a positive COVID test

Presence

A student is **present** if they;

- P** are physically **present in class**,
- L** arrive **late to class** within school/kura determined thresholds,
- A** are physically present in **alternative provision**,
- V** are engaged in **onsite exams or study**,
- N** are **temporarily out of class** either at school, or in an **appointment**,
- Q** or are engaged in **Board approved learning offsite**.

Justified absence

A student is **justifiably absent** if they;

- M** are **ill/unwell**,
- U** have been formally **stood down or suspended**,
- X** are engaged in **offsite study for exams**,
- J** or the school principal has **approved their absence**.

Unjustified absence

A student is **unjustifiably absent** if;

- ?** the reason for the absence is **not yet known**,
- T** they are absent **without parent/caregiver permission**,
- G** they are taking a **holiday during term time**,
- E** or their absence is **explained but not approved by the principal**.

Attendance

Government target is for 80% of students to attend 90% of the school year



This equates to no more than **5 days absence** from school a term



[General Information Booklet](#)
[Talent Quest Judging Criteria 2025](#)

[Winning House Competition](#)

[Ez! Lunch Menu](#)

[Uniform Code](#)

[Term Dates 2026](#)

[KTS Awards Criteria](#)

[Cornerstone Plaque Order Form](#)

[How to load HERO for parents](#)

[HERO - Printing instructions](#)

[HERO and curriculum information](#)

[BYOD Use Agreement](#)

[Privacy Statement](#)





Education Review Office

Te Tari Arotake Mātauranga

Strengths



High functioning leadership



Adapts and grows



High quality school wide classroom practice



Caring, respectful inclusive learning environments



Timely Professional Learning and Development (PLD)



Giving effect to Te Tiriti o Waitangi



Review practices

Report anytime now



Healthy lunches

“Good nutrition affects students’ behaviour, learning, concentration and energy, as well as their physical health. When students eat a nutritious diet, they find it easier to learn.” *Healthy food and drink guidance - schools*

We request:

- Low sugar choices
- Water not juice/fizzy drinks
- **Avoid lollies or chocolate**
- Fresh fruit
- A serving of protein (meat, cheese, hummus, tofu)
- Grains (sandwiches, rice, pasta, dumplings)



We love rubbish free
lunchboxes!

Due to allergies there
is no sharing of food
or shared lunches at
KTS



Community Connection Team (PTA)

PTA Chairperson - Tim Sharp and Aisling Weir

Term 1 Event



Colour Run

26 March

Term 2 Event



Movie Night

11 June

Term 3 Event



Disco

Date: tbc

Term 4 Event



Community Night

3 Dec



Are you a
community
connector?

Community Connection Team (PTA)





The power to dream The passion to achieve

Kohia te wānanga e tū ki te ao mārama

Curriculum Refresh

How is the curriculum being refreshed and what does it mean for KTS?



KTS Vision and Values

Our vision and values drive our decision making. The following details the background of these key themes in our school.



Kohia Kid Zone

All the information on our Before and After School Care programme



General Information Booklet

Winning House Competition

Ezi Lunch Menu

Uniform Code

I tēnei wiki i KTS /This week at KTS

What a fantastic start to the school year we have had. I would like to thank the teachers for ensuring everything was in place to ensure such a smooth start.

Please note these key dates below.

School Calendar

Wed 12 Feb
@ 09:00am

Road patrol training refresher

Thu 13 Feb
@ 02:10pm

Whānau conferences

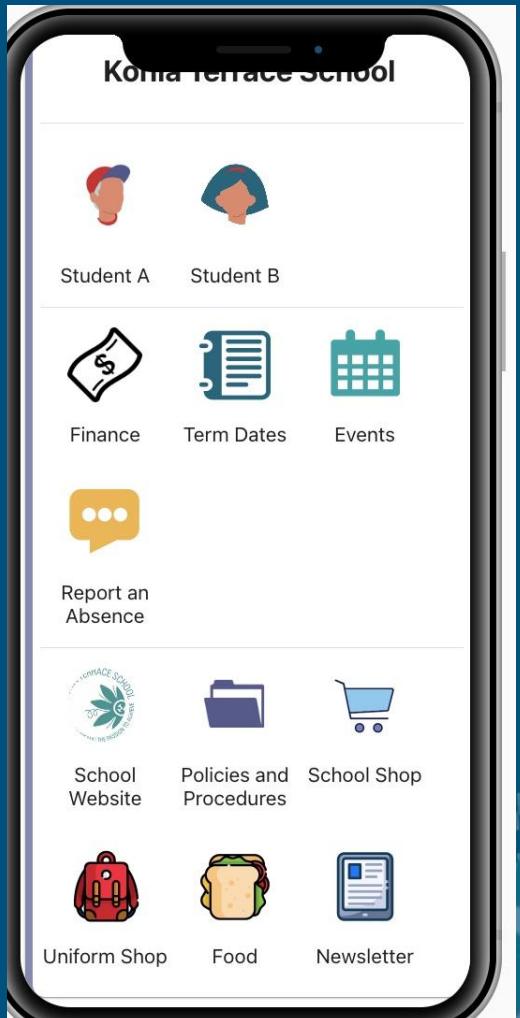
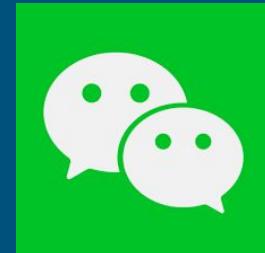
Keeping in the loop



Newsletter

A reminder to please respect teachers personal time.

Emails/ queries will be responded to during work hours.



WhatsApp Guidelines

Purpose & Positive Use

- 📢 Aimed at ensuring everyone is kept in the loop
- ✉️ Passing on important messages from teacher via community connector
- 📅 Clarifying information / school event organisation

Restrictions & Misuse

- 🚫 Please do not use it as a chat room
- 🚫 For posting photos
- ⚠️ Raising issues





FUN ACTIVITIES



Before School Care 7.30am – 8.30am

After School Care 3.00pm – 6.00pm

Holiday Programmes 8.00am – 5.30pm

Engaged Supervision
Yummy Food
OSCAR Subsidies
Prizes & Awards
and so much more!

KKZ@KTS.school.nz



DAILY HOMEWORK TIME

EXCITING TRIPS



Closing Karakia

Ka whakairia te tapu

Kia wātea ai te ara

Kia tūruki whakataha ai

Kia tūruki whakataha ai

Haumi e, hui e, tāiki e