



Annual Goals and Curriculum Evaluation 2025

Our Overarching Goal

*All teachers at Somerfield Te Kura
Wairepo teach consistently to the North
East by using effective teaching practices
in a whānau type environment to ensure
parity of outcomes for all students.*

NELPs: N_{1/2}-High Aspirations, N_{2/4}- Foundation skills, N_{3/6}- Strengths in teaching and leaders

Initiative		Outcomes 2024	Actions	Who	Resources	Key Measures of Success
Raise achievement in Foundation Skills of Reading Writing and Mathematics and ensure parity for all groups		FROM End of Year Data 2024		TO <ul style="list-style-type: none"> 85% all tamariki meet expectations in foundation skills of literacy and mathematics. There is parity for Maori and Pasifika Students 		
Literacy Implement refreshed curriculum Continue with writing PLD <i>Baseline Data:</i> Consistent implementation of the Code. Some teachers effectively using fast feedback Phases unknown in the curriculum		Teachers are aware of and teach to the new curriculum requirements at their level in reading and writing	<ol style="list-style-type: none"> Professional Development on curriculum implementation. Phases One teachers monitor progress using phonics checks. Register for e-as TTle PLD and begin using it for assessment. Use curriculum WALTs 	AP/r opu lead ers Liter acy Lead	TOD 4 days release	Reading and writing maths increase in achievement rates Observations show teacher understanding of new curriculum content and levels and greater differentiation for maths and literacy.

			5. Become familiar with the teaching sequence and teaching methods across their phase.			
SHIFTS IN PRACTICE		From		To		
		Majority of staff unaware of new requirements to be taught at each level for reading and writing. Majority of staff unaware of new assessment tools to be used to assess student learning in reading and writing.		Confidently teaching the new requirements and assessing using new tools.		
Mathematics Implement refreshed curriculum Embed Implement financial literacy programmes across the school <i>Baseline Data:</i> Teachers implementing an hour a day of mathematics Greater understanding of a mth diet Effective resources to guide planning and implementation Phases unknown in the curriculum		Teachers are aware of and teach to the new curriculum requirements at their level. All ākonga have an understanding of financial literacy relevant to their level	Order resources from the Ministry of Education Stocktake physical Maths resources Assessment and Consolidation project with Learner First and Mlnistry of Education Become familiar with the teaching sequence and teaching methods across their phase. Use curriculum WALTs.		TOD	Mathematics -increase in achievement rates
						Observations show teacher understanding of new curriculum content and levels and greater differentiation for maths and literacy.



SHIFTS IN PRACTICE

FROM

TO

Not all staff are aware of new requirements to be taught at each level for mathematics.

Not all staff are aware of the new assessment tools.

Confidently teaching the new requirements and assessing using new tools.

All teachers differentiate followup learning tasks. " the task is the learning"

Baseline Data:
Some teachers differentiating following up learning taks


Teachers differentiate learner tasks to meet the needs of all learners

1. Monitor planning and tasks being designed
2. Teachers use AI and SOLO to design tasks that are differentiated

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AI applications are fit for purpose , reliable and that privacy is respected while in use.

Higher order independent learning tasks based on SOLO and Blooms taxonomy

<p>Greater awareness of 'the task is the learning'</p> <p>Most of the teachers are using AI to differentiate planning and learning in some way</p>						
<p>Relation Based Learning</p> <p>Baseline Data:</p> <p>Read the first 4 Chapters</p> <p>Team leaders are reading 'Leading to North East'</p> <p>Team leader attending Impact coaching training</p> <p>Kellie and Nicky are attending the Coalition of the Willing Professional Develop</p> <p>All staff have had PLD (2 Teacher Only days)</p> 		<p>All teachers at Somerfield Te Kura Wairepo teach consistently to the North East by using effective teaching practices in a Whānau type environment to ensure parity of outcomes for all students.</p>	<p>1. RBL Professional development with a focus on</p> <ul style="list-style-type: none"> • Development strategies to draw on students prior learning • Use feedback and feed forward consistently - writing • Use exemplars to help students to co construct learning and bring their own ideas. • Use power sharing activities 	<p>Leadership</p>	<p>TOD</p> <p>16 release days</p>	<p>Information collected from observations show progress towards discursive and relationship pedagogies</p> <p>Student voice revisited from 2024 to see if the above was achieved from the student perspective.</p>

SHIFTS IN PRACTICE		From	To
		Fast feedback happening in writing Inconsistent application of other promoting learning strategies across the school.	Consistent learning strategies across the school
Student Engagement		From	TO
		Term 3 2024 Attendance Data	Government Attendance Targets


Goal Two: *All those who are part of the Somerfield Te Kura Wairepo are guardians and protectors of our whānau and school environment.*

NELPs:

Fully implement Year 1 of the Sustainability Plan. <i>Baseline data</i> Community River Planting partnership A 3-year plan is written and shared with staff Some Greenville initiatives being run by the Eco Council	Empowering students to make meaningful contributions to the community Learning for sustainability - programmes in class Te reo - honouring tangata whenua Respect diversity, respecting other cultural practices	1. River project continues 2. Continue with Greenville-planting 3. School events to have a sustainable lens. 4. Use Enviro school resources to plan Deep Learning units. 5. Continue the relationship with Brad Waldon-Gibbons (Enviroschools Co-coordinator) 6.			The first year of the Sustainability plan implemented successfully. Monitoring planning to ensure the lens of sustainability is being applied. Collect student voice about their contributions to the community.
Shifts in Practice	From		To		
	Inconsistent practices across the school eg composting, use of paper.		Consistent practices of sustainability across the school eg use of materials when planning classroom project		

Goal Three: *Celebrate diversity of the tamariki at Somerfield Te Kura Wairepo*

NELP: N3/5- Natural use of te reo & N2/3- Reduce barriers

Initiative	Outcomes 2024	Actions 2025	Who	Resources	Key Measures of Success
<p>Increase proficiency of Te reo</p> <p>Kura Reo in Term</p>  <p><i>Baseline data</i></p>	<p>Kura Reo second trial T2/3 with a focus on games (less parent involvement)</p> <p>Whānau hui to from goals and direction for Kura Reo in the future</p> <p>Te Reo kiwaha introduced within the behaviour matrix. Teachers practice these within Tuesday Te Reo sessions.</p> <p>New series of videos produced to publicize kiwaha for students</p> <p>New waiata/haka introduced for the year and taught in teams</p> <p>Combined kapa haka performances for Matariki and Maunga Teitei</p> <p>Some staff completed Te Ahu o Te Reo courses</p>	<p>Kura Reo in Term 2 and 3- 2 events with families invited in. Focus on games with resources sent home so they can be used there as well.</p> <p>New focus waiata/haka building towards performances for Matariki and Maunga Teitei.</p> <p>Compile resources and make available on the website for whānau. Share Te Reo overview with the community.</p> <p>Continue to publicize and use behaviour matrix kiwaha.</p> <p>Less reliance on videos of actions in songs - Instrumental support for Waka Mokihi/Kotahi.</p> <p>Continue staff PD on Te Reo Māori</p>			<p>NZCER tool revisited for students and teachers.</p> <p>Use of WALTs and tracked</p> <p>Number of teachers participating</p> <p>Whānau feedback at Annual Whānau hui</p> <p>Students using and speaking Te Reo Māori</p>

SHIFTS IN PRACTICE	FROM		TO		
	A small number of staff with te reo proficiency Making progress in the use of te reo in learning behaviour matrix		Increase in the number of staff with te reo proficiency Greater use of te reo across the school		
Professional learning for teachers to gain a greater understanding of other areas of diversity eg neurodiversity and gender <i>Baseline data</i> Teachers are aware of what Neurodiversity is The Neurodiversity Drive has been shared with Staff	Greater awareness by the staff of different diversity and how to ensure inclusion of these groups.	<ol style="list-style-type: none">1. Teachers identify those students in their class who may be neurodiverse.2. Teachers utilise the Neurodiveristy Drive to meet the needs of these students3. Develop a register of able kids and how to support teachers to best cater for them			Observations by ropu leaders to monitor this goal. Teachers taking more responsibility to strategize to cater for needs as monitored by SENCO.
Investigate ways to celebrate the different Pacifica cultures	Students see themselves and their culture represented in the school	<ol style="list-style-type: none">1. Connect with the high school and utilise their expertise.2. Seek opportunities to mentor our Pasifica students			Pasifika council has a profile in our school through the leadership programme.

<i>Baseline data</i> Limited presence of Pacifica culture in classrooms across the school.		3. Pacifica leaders in Year 6 leadership programme			
SHIFTS IN PRACTICE	FROM		TO		
	Teachers need a greater awareness of the growing number of Pacifica culture		Acknowledge cultures in their classes and celebrate their cultural events.		

Timelines

- **Term 1, 2025:** Schools and kura must teach the updated English and Te Reo Rangatira curriculum for Years 0 to 6, and maths and pāngarau for Years 0 to 8.
- **Term 1, 2026:** Schools and kura with Years 7 to 13 must teach the updated English and Te Reo Rangatira curriculum and mathematics and statistics and pāngarau for Years 9 to 13. Requiring the use of these learning areas and wāhanga ako in 2026 will give secondary schools lead-in time for implementation. The Ministry will work with NZQA to make sure NCE achievement standards only assess content that is in the updated national curriculum.

The fully updated national curriculum, including all the other learning areas, wāhanga ako and subjects, will be available for all schools and kura to use throughout 2026, giving a full year of implementation support before it's officially required from 2027.

Curriculum Organisation and Review 2022- 2024

Curriculum Lead Kellie Englefield	Portfolio	Lead	Strategic Initiative 2024	Curriculum Evaluation
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				2024	2025	2026
	ICT	Daniel Caigou	3 yr plan	Annually		
	The task is the learning Use of AI	Denise, Kellie Daniel	Goal 1	Use of A1		
	Maori	Daniel Caigou				Review ANZH
	Common practice Model	Kellie Englefield	CPM			CPM
	Literacy	Gillian Cree Karen Haines Kellie Englefield	Refresh/ Assessment practices	Spelling	Writing Requirements	Structured Literacy
	Numeracy	Katie Jenkins	Refresh/ Assessment practices			
	PE/ Sport	Dave Harrison		PE/ Health		
	The Arts	Meagan McKinney		Creatives	Visual Arts	
	Deep Learning including Health, technology, Science, Social Science	Kellie Englefield	Develop Three year plan			Three Year Plan
	Wellbeing	Nicky Horne	Behaviour embed			behaviour
	Assessment Practices	Kellie Englefield	Assessment practice refreshed curriculum			Assessment practice refreshed curriculum

	Reporting to Parents	Kellie Englefield		Focus group on Snapshots and graphs	Getting Connected Learning Journeys	Mid/ End of Year reports Home Learning Distant Learning
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Our Vision: Kahukura thrives through connecting, challenging and collaborating.

Strategic Areas

1. Teaching to the North East - Relations Based Learning
2. Curriculum Refresh/ Common Practice Strategy
3. Just in Time Maths

Business as Usual

1. Mana Ake
2. Musical festival
3. Kapa Haka Festival