

# Kairanga School

## STATEMENT OF VARIANCE, 2020.

*DRIVING CHARTER GOAL:*

*'To achieve success and growth for all.'*

# Curriculum

(NAG 1)

2020

Charter Goal	Indicator/s	Outcome	Where to Next
<p>Curriculum review and PLD for the Kairanga Maths Plan.</p> <p><b>RESPONSIBLE:</b> Alastair, Leadership Team, Outside Facilitator (Self-led PD), &amp; All Staff.</p>	<p>Fully review and re-establish our purposes and processes of Math, completing a full year review for the whole school, in line with our understanding of the NZC.</p> <p>This year will see a consolidation of what 'good Math teaching and learning is'.</p> <p>Provide specific Professional Development of Mathematics what 'good' knowledge, practice and outcomes are for Kairanga School.</p> <p>Review and update the CDP section of the Math Curriculum in light of new understandings.</p> <p>Consult with community, through newsletters and evening Curric Meetings on the processes for Math.</p> <p>A continuation of this will occur in 2019.</p>	Complete	<p>Apply for further funding to support assessment practices with new rich task collaborative models.</p> <p>Support in embedding practice also needed.</p>
<p>Curriculum review of Te Reo Maori &amp; Tikanga in Kairanga School</p> <p><b>RESPONSIBLE:</b> Alastair, Donna, Jo, (Self-led minor PD) &amp; All Staff.</p>	<p>Review and re-establish our purposes and processes of Te Reo and promotion of Tikanga Maori. Complete a review for the whole school, in line with our understanding of the requirements of the NZC and the needs of our pupils, to provide a localised curriculum in our context.</p> <p>Provide specific Professional Development of Te Reo &amp; Tikanga, what 'good' knowledge, practice and outcomes are for Kairanga School pupils.</p> <p>Review and update the CDP section of the Te Reo Curriculum in light of new understandings.</p> <p>Consult with community, through newsletters and evening Curric Meetings on the processes for this.</p> <p>A continuation of this will continue to be embedded in 2020.</p>	Incomplete	<p>Include this as part of the charter review and establish as a priority goal for 2020</p>
<p>'Kairanga Kid' continuation</p> <p><b>RESPONSIBLE:</b> Alastair &amp; All staff.</p>	<p>Kairanga Kid to be used in all classes consistently, to increase pupil personal development, learning engagement, goal-setting, belonging and safety.</p> <p>Communication of the K-Kid to be further presented for families, to increase awareness and use at home.</p>	Completed K-Kards	<p>Review values as part of charter review in 2020.</p>
<p>PaCT Training</p>	<p>Ensure new staff members are trained in the use of and thinking for a PaCT mode.</p>	No New Staff	<p>New Principal to work with PaCT facilitators</p>

			and complete online learning modules.
Structured Learning Approach (Spelling & Writing) embedding cont.  Responsible: Alastair & Leadership Team.	A continuing focus on the Reading programme and the 2018 review of Reading learning in our school. Implement a buying programme for new and added resources for Reading.	New resources added to our collection as well as additional PLD for staff.	Continue to add to our resources.
Continue to embed the Wetland learning science programme.  Alastair, Susan & Staff.	Review the implementation of Wetland class projects from 2017. Review and hone the implemented throughout the year. Support from DoC and Horizon's will be sought, as well as making connections to the Scientific Community.	Incomplete	Look to engage the Enviro Schools team in 2020.
Reporting on pupil achievement and progress  Alastair, Staff and Board	According to our Self-Review policy, detailed Achievement Reports to be collated and consulted with staff, presented to the BoT, and analysed for further school-wide improvement. NZ Curriculum Levels are included, as is the Analysis of Variance. Community to be informed of the outcome of these reports.	Completed	
Changes at Puberty course  Alastair, Michelle and Family Planning facilitator, Avril.	For intermediate-aged pupils, offer and run the programme according to identified needs and community input. Consult with community, especially parents before and after so they can link in with learning.	Completed	Repeat on the bi annual cycle.

# Documentation and Self Review

(NAG 2)

**2019**

Goal	Indicator	Outcome	Where to Next
Strategic Plan/ Charter documentation completed  Alastair & BoT.	A full three-year major review of the Kairanga School Charter (including Charter, Strategic Plan, ToW Policy, AoV's, Development Plan, Yearly Targets & the National Standards Data Template). Full consultation with our parents, local, and Maori community. Charter and associated documents forwarded to MoE for approval by March 1st.	Placed on hold with the appointment of the principal to a new role.  New Principal appointed end of term 3 2019.	New Principal to work with stakeholders to consult and develop new charter and goals for our school.
Admin Review  Alastair & Adrian, with Board members.	Review and organise the NAG Folders & Portfolios, and how we organise them in Kairanga School. Use models from others schools, NZSTA, & Advisors as a guide to develop our formats.	Complete	Look at developing review cycle to ensure both policy and procedures remain accurate and up to date.
Progress & Consistency Tool (PaCT) implementation.  Alastair & Leadership Team, with all staff.	Extend our use of PaCT to all Frameworks (Maths, Writing, Reading). Use this tool to report on the OTJs for each child in the school, including as the basis for Achievement Reports to the Board, for reflection by teachers and School Leaders.	OTJ completed and reported to the community based on PaCT tools.	Look to strengthen teacher judgement and moderation through Learning Progression Framework
Review Parent Interviews  Alastair & Teams.	Review and trial new format for Year 7&8 pupils: include pupils for a part of each interview, as well as one-on-one part for the adults. Review and recommend an annualisation/anniversary method of reporting to parents for pupils in Year 1-3 for implementing in 2019. Introduce the PaCT reports into interviews.	Complete	Continue to review the success of these initiatives.
Review and update End-of-Year Reports  Alastair and all staff.	Review the use & writing of End-of-Year reports throughout the school. Include the needs of whanau/parents/children Use PaCT Reports for informing families on progress of pupils, plus next steps of learning.	All reporting to parents is completed through PACT	Survey parents to see if the data is useful and meets parent needs as part of charter review.
Pupil Achievement Reporting to BoT  Alastair, BoT & Leadership Team	Review Achievement Reports in Writing, Reading and Mathematics, ensuring they are timely, consistent and allow Kairanga School to better cater for the learning needs and support of all learners.	Completed	BOT and staff to prioritise target learners and priority groups from this data analysis.

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	Reading, Mathematics, & Writing to be presented to the BoT and staff for reflection and recommendations.		
Two Year Self-Review Plan reviewed and approved Alastair & BoT.	Two Year Plan has all policies and procedures as necessary. Highlight any policies in urgent need of review from previous years.	Incomplete	To be completed by New Principal and BOT
Operational Plan drawn up annually and completed Alastair & BoT.	School <a href="#">Operational Annual Plan</a> written up at beginning of the year, submitted to the Board for approval and checked monthly for progress. All reviews completed on time as per Self-Review plan.	Completed	Update and Review
Reporting on pupil Achievement and progress Alastair, Staff and Board.	According to our Self-Review policy, all Achievement Reports to be consulted with staff, presented to the BoT and analysed for further school-wide improvement. National Standards are included, as is the Analysis of Variance. Community to be informed of outcomes and future plans through newsletter Website and Facebook.	Completed. We have moved to curriculum level reporting from PACT as National Standards has been revised.	Continue to report on student progress through well analysed data.
Policy Reviews Adrian & BoT.	EOTC, Health Education, Finance & Property Pt2, Legislation & Regulations, Community Partnership, and Health & Safety policies all reviewed and updated as necessary.	Completed.	Continue to review as per cyclical review process.
5/10 Year Property Plan reviewed, updated and begun Alastair & BoT.	Using appropriate consultants (ProArch) to continue to review the needs of the school and meet the requirements laid out in the MoE Handbook and 5YPP, to ensure the best physical facilities for our pupils.	Completed. New building work commenced T4 for classroom alteration rooms 1-4.	Work to continue T1 2020 to complete classroom refurbishment.
Curriculum Review	Major review, as for NAG1 above.		
External whole-school review by the Education Review Office Alastair, BoT & Staff	Use this external review to inform our own self-review processes and implement the report's final recommendations.	Completed	School to follow the few points and recommendations from the review process.
BoT national Elections		Completed	Election of a new BOT. Look to attend STA training as available or online.

# Personnel

(NAG 3)

**2019**

Goal	Indicator	Outcome	Where to Next
TODay: Thinking, Challenge, Reflection Alastair	Plan and implement a TODay for ALL staff: Teachers and TAs, and interested Cluster Schools. Charles Darr: Heuristics, SES: Autism Spectrum Disorder. Use this as a building block to future TODays	Incomplete with Principal moving to new role at MOE	Align PLD to staff needs. Look at shared text for 2020 to promote discussion around teaching values and shared understandings.
Maths Professional Development started Major Focus Alastair & Maths Team	A Professional Development plan of goals, facilitators and development in Mathematics will be implemented. This will centre on revision of the 2017 curriculum review and look specifically at Teacher Practice, resources and equipment, Contextualised opportunities, and the use of Rich tasks. This will be linked to Teacher Inquiry. The review of an assessment tool for Mathematics, as per the recommendations from 2017, will be completed.	PLD delivery was completed and new practices evidenced across the school.	Apply for further funding to support assessment practices with new rich task collaborative models.  Support in embedding practice also needed.
Reading review Alastair & Staff.	Review current Reading curriculum throughout the school, in order to plan for 2020's PLD. This will be self-run and use an outside facilitator.	Further development in MSL and the code were valued by all staff.	Further development is planned for junior team members in 2020.
New Teacher Inquiry model implemented Alastair, Donna & all teachers.	A new Kairanga School model of Teacher Inquiry will be reviewed, combining the present systems of Appraisal, Critical Friends and PD Reflection. Inquiry to be the basis of reflection, discussion, collaboration and improvement in school achievement. All teachers to maintain their Professional Reflection Journals throughout the year. Review to ascertain the effectiveness of this programme to provide reflection, observation and collegial discussions and improvements for Teachers and Pupils, throughout the year.	New templates and models welcomed by staff. This was aligned to appraisal evidence and school wide professional development.	Further review and strengthen TAI Model in 2020
Teacher Appraisal completed Alastair and Leadership Team.	All teaching staff are to undergo a course of professional reflection, reading, professional development and formal appraisal, (including observation), according to BoT policy (see above).	Staff completed appraisal process and observations	Look to review & strengthen Appraisal process in 2020.

Review Recruitment processes Alastair & Board.	Review current processes including advertising, communication, format, online presence and social media opportunities for the future. Implement as needed. Use examples form other schools os similar size and shape, plus NZSTA, NZEI and advisors.	New School Website developed. Improved Social Media Presence and protocols developed.	Review and Strengthen protocols and share with community and staff.
Principal Appraisal Chairman & Alastair.	The principal will undergo a course of professional reflection, reading, professional development and formal appraisal, according to BoT policy. This appraisal will be completed by the Chairman, in house, this year only, using the Principal's Agreement as the basis. 2017 will see a return to using an outside provider. Principal to be involved during 2016 in a PLG, through Carol Lynch.	In complete as Principal won a position at the Ministry of Education	Formal, external Appraisal to be completed of incoming Principal in 2020.
Day-To-Day Relief Teachers Alastair.	Review the availability, attracting more and new personnel, and other schemes that may help the current shortage of short-notice teachers. Ensure that classes have quality learning every day, even when sickness hits.	Introduction of Staff Sync allowing digitised efficiency and acces to wider pool of relievers	Continue with this subscription. Foster relationships with preferred relievers.
Health & Well-Being Climate	Survey school community via BoT major Community Consultation, personnel and pupils on various Health & Well-Being facets of the school climate, culture and environment.	Survey Completed T1	Develop this as an ongoing and regular part of our systems and review.

# Finance & Property

(NAG 4)

**2019**

Goal	Indicator	Outcome	Where to Next
<p>Monthly written reports to BoT</p> <p>Treasurer</p>	<p>All monthly accounts balanced and reconciled, BoT goals are planned for and implemented. Monthly Accountant reports are presented.</p>	<p>Completed</p>	<p>Investigate STA worksops and online pld opportunities to strengthen practice.</p>
<p>School grounds and buildings are maintained.</p> <p>Principal, Property Officer &amp; Caretaker.</p>	<p>Monthly safety reports are completed. Water testing is completed. Property file kept up-to-date. New Painting contract (Wash-downs and Touch-ups only), implemented. Use winning contractor from 2016.</p>	<p>Completed</p>	
<p>Buildings and grounds are developed.</p> <p>Principal, Property Officer &amp; Community</p>	<p>The 2017 updated 5YPP will be used to guide property development for the next four years. MLE development of main block continued. Review playgrounds use and put into effect. Confidence/Fitness Course reviewed and implemented. MLE development of main block continued. Replace/move storage sheds, create new storage/workshop – Caretaker, H&amp;S, Furniture, Uniforms and Costumes. New shared carpark between Hall and School developed (above storage).</p>	<p>Ongoing</p>	<p>Complete 5YPP projects Main Block</p> <p>BOT to target additional property funding to meet charter goals.</p>
<p>Long-Term financial viability is maintained</p> <p>Principal, Treasurer, Community Liaison.</p>	<p>Other funding sources will be explored and pursued if they can help us provide the best learning environment we can. Annual Budget is prepared by November, highlighting BoT priorities in Curriculum, Property and Personnel areas. Monetary reserves are kept for future plans. Present Cyclical Maintenance and Depreciation amounts reviewed (update the Property Plan accordingly). Budget for possible outside PLD Facilitator.</p>	<p>Ongoing</p>	<p>Implement and follow 2020 planned budget.</p> <p>Seek additional funding to enhance the schools projects and capital purchases.</p>
<p>Reporting to the Ministry of Education</p> <p>Principal &amp; Chair</p>	<p>Ensure that the Annual Report, including Audit, 5YPP, AoV is in to MoE by May 31<sup>st</sup>.</p>	<p>Complete</p>	<p>Continue to report as required.</p>



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# Health and Safety

(NAG 5)

2019

Goal	Indicator	Outcome	Where to next
<p>The School grounds and buildings are safe, secure &amp; healthy</p> <p>Caretaker &amp; Alastair</p>	<p>Monthly property checks are completed and items fixed as required.</p> <p>Argest documents completed online.</p> <p>Fence review of boundary fencing and implications of full-fencing.</p> <p>Wetland entry/gates, fencing/track reviewed and developed to support pupil's learning &amp; fitness safely.</p> <p>Wetland entrance planned and developed to ensure safety of pupils and positive learning &amp; fitness opportunities are offered.</p> <p>Consult with the community and introduce a 'Water-Only' policy within school and at events for pupils.</p>	<p>Most monthly checks completed and recorded in argest manual. Online checks not completed due to staffing changes.</p>	<p>All checks to be completed, recorded in argest book and online</p>
<p>All personnel, pupils and visitors to our school are safe.</p> <p>Alastair</p>	<p>Emergency Evacuations will occur each term. Adjustments made as needed.</p> <p>Any perceived dangers reported to the Office, Caretaker, or Principal will be investigated and fixed, if necessary.</p> <p>New Health &amp; Safety law implemented through the review of our policies and procedure, in light of new MoE guidelines.</p> <p>All staff to have self-run PD in the roles and responsibilities included in new legislation.</p> <p>Community continued to be informed and educated of new H&amp;S requirements, through Meetings, newsletters and Facebook of how to be safe at school and reporting incidents or hazards.</p>	<p>Complete</p>	<p>Continue to implement Hazard Identification procedures.</p>
<p>Staff sickness will be reduced.</p> <p>Community Liaison Officer</p>	<p>Continuing review how to support staff well-being, including 'flu-immunisation offer to staff.</p>	<p>Ongoing</p>	<p>Continue to monitor staff wellbeing and build into regular appraisal review.</p>
<p>'Kairanga Kid' continuation</p> <p>All staff</p>	<p>Kairanga Kid used in all classes consistently, to increase pupil personal development and goal-setting.</p> <p>Communication of the K-Kid to be further presented for families, to increase awareness and use at home.</p>	<p>Ongoing</p>	<p>Review and streamline values as part of Charter review.</p>
<p>Positive School-wide behaviour will be the norm</p> <p>Alastair &amp; Michelle</p>	<p>Our Behaviour Management plan will be consistently used throughout the school.</p> <p>Fulfil any recommendations from the review in 2017. Import into the Kairanga Kid model. Introduce the 'Resilience' value.</p>	<p>Ongoing</p>	<p>Look to review behaviour as a leadership responsibility in 2020.</p>

	Implement the PB4L (Positive Behaviour for Learning) programme (SES)?		
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## 2019

Goal	Indicator	Responsibility
The School grounds and buildings are safe, secure and healthy.	Monthly property checks are completed and items fixed as required. Argest documents completed online. 'Water-Only' policy within school and at events for pupils continues. Milk In Schools continues.	Caretaker & Alastair
All personnel, pupils and visitors to our school are safe	Emergency Evacuations will occur each term. Adjustments made as needed. Any perceived dangers reported to the Office, Caretaker, or Principal will be investigated and fixed, if necessary. Health & Safety law implemented through the review of our policies and procedure, in light of new MoE guidelines. Remind and inform all staff of the roles and responsibilities included in new legislation. Community to be reminded and updated, through Meetings, newsletters and Facebook of how to be safe at school and reporting incidents or hazards.	Alastair
Staff sickness will be reduced.	Review how to support staff well-being, including immunisation offer to staff.	
Positive School-wide behaviour will be the norm		Alastair Michelle
'Kairanga Kid' continuation	Kairanga Kid used in all classes consistently, to increase pupil personal development and goal-setting. Communication of the K-Kid to be further presented for families, to increase awareness and use at home.	All staff

# Legislation and Community Partnership

(NAG 6)

**2019**

Goal	Indicator	Outcome	Where to next
<p>Administration within the school will meet MoE requirements and ensure a smooth-running school.</p> <p>Alastair &amp; Chair</p>	<p>Review the Procedures Handbook for teachers, ensuring clarity around expectations throughout the school.</p> <p>ENROL processes will be reviewed, updating and changing pupil details as needed.</p> <p>Review the Parents Handbook and brochures, updating as needed.</p> <p>Update the school website, with staff, newsletters and photos.</p> <p>Continue the rigorous use of the electronic registers.</p> <p>Review the MoE guidelines about Charters, Annual reports, financial management and reporting with a view to streamlining the processes we currently have.</p> <p>Review the MoE guidelines on being a good employer, in order to assure ourselves that all requirements are fully met.</p> <p>Review Education Outside the Classroom (EOTC) policy and procedures.</p>	<p>Ongoing review and development of the procedures.</p> <p>New Website ready for launch in 2020.</p>	<p>Review Charter and align new charter and goals to procedures.</p>
<p>The Kairanga community will be informed and consulted about their school, of which they can be proud.</p> <p>Alastair, Hamish &amp; Community Liaison</p>	<p>Home &amp; School will be encouraged to fundraise for BoT property and learning priorities.</p> <p>Regular social activities will be encouraged, with continued Community Picnic, to build positive relationships.</p> <p>Parent evenings about curriculum areas will be planned according to Board-determined foci this year.</p> <p>We will attempt to get more media exposure of school events and learning throughout the year.</p>	<p>Ongoing</p>	<p>Continue to foster communication and participation in our school at all levels from all stakeholders.</p>

# KAIRANGA SCHOOL READING ACHIEVEMENT REPORT - Term 3 2019

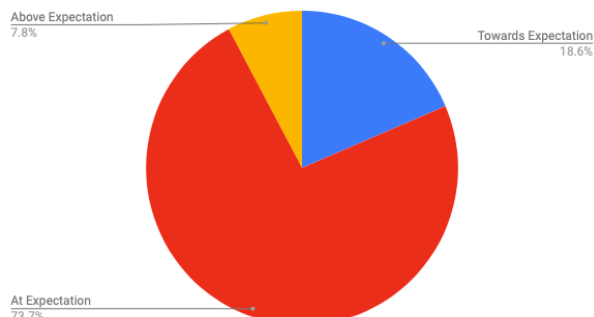
## Summary Only

**GOAL:** To ensure that 100% of Kairanga students are achieving at the appropriate levels in Reading.

Reading <i>Based on PaCT Judgements</i>				Whole School
All Students				
	Toward Expectation	Meeting Expectation	Above Expectation	Total
<b>Male</b>	25	66	2	93
<b>Female</b>	6	57	11	74
<b>Total</b>	<b>31</b>	<b>123</b>	<b>13</b>	<b>167</b>
Māori Students				
<b>Male</b>	9	14		23
<b>Female</b>	2	6		8
<b>Total</b>	<b>11</b>	<b>20</b>		<b>31</b>

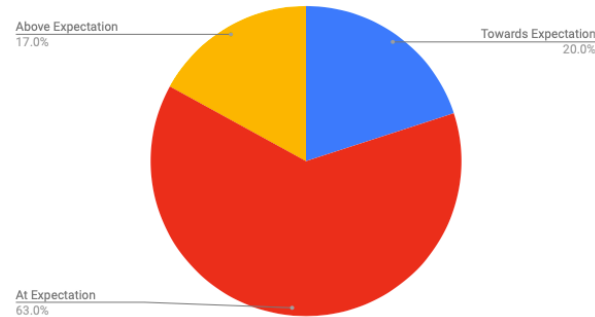
Reading 2019

Above Expectation 7.8%      Towards Expectation 18.6%



Reading 2018

Above Expectation 17.0%      Towards Expectation 20.0%



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**Reading**  
*Through the years*

All Students

	Toward Expectation	Meeting Expectation	Above Expectation
<b>2019</b>	19%	74%	7%
<b>2018</b>	20%	63%	17%
<b>2017</b>	17%	76%	7%
<b>2016</b>	14%	61%	25%
<b>2015</b>	10%	63%	27%

***What the data tells us***

- More boys are working toward expectation than girls.
- Māori students classified as working toward are proportionately inconsistent with whole school data.
- When compared to 2018 fewer students are working above expectation.
- Numbers of students working toward expectation increases until Year 5, then decreases slightly for the next few year levels.
- More students are working toward expectation than above expectation.
- Four out of eight year groups have students working above expectation.
- Almost half of students working toward expectation are at the Year 4 and 5 level.

***School Wide Actions To Support Student Learning***

- Liz Kane Support
- Use of Decodables

***School Wide Actions To Extend Student Learning***

- Liz Kane Support
- Use of Decodables

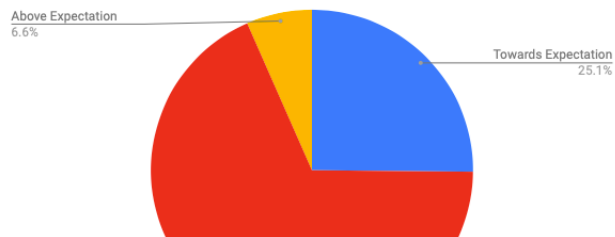
## KAIRANGA SCHOOL WRITTEN LANGUAGE ACHIEVEMENT REPORT - Term 3 2019

### Summary Only

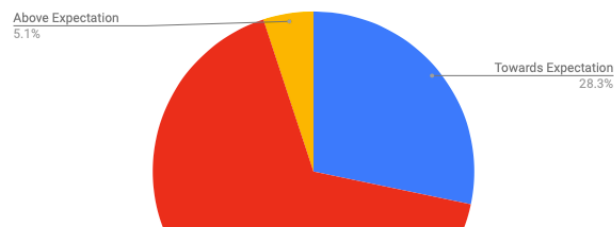
**GOAL:** To ensure that 100% of Kairanga students are achieving at the appropriate levels in Written Language.

Written Language <i>Based on PACT Judgements</i>				Whole School
All Students				
	Towards Expectation	Meeting Expectation	Above Expectation	Total
<b>Male</b>	33	60		93
<b>Female</b>	9	54	11	74
<b>Total</b>	<b>42</b>	<b>114</b>	<b>11</b>	<b>167</b>
Māori Students				
<b>Male</b>	11	12		23
<b>Female</b>	5	3		8
<b>Total</b>	<b>16</b>	<b>15</b>		<b>31</b>

Written Language 2019



Written Language 2018



Written Language  
*Through the years*

All Students

	Toward Expectation	Meeting Expectation	Above Expectation
2019	25%	68%	7%
2018	28%	66%	5%
2017	25%	63%	12%
2016	19%	75%	6%
2015	16%	78%	6%

*What the data tells us*

- More boys are achieving toward expectation than girls.
- No boys are working above expectation.
- Māori students classified as working toward are proportionately inconsistent with whole school data.
- When compared to 2018 fewer students are working toward expectation.
- When compared to 2018 more students are working above expectation.



*School Wide Actions To Support Student Learning*

- Liz Kane Support
- Use of Decodables
- CODE

*School Wide Actions To Extend Student Learning*

- Liz Kane Support
- Use of Decodables
- CODE

# KAIRANGA SCHOOL MATHEMATICS ACHIEVEMENT REPORT - Term 3 2019

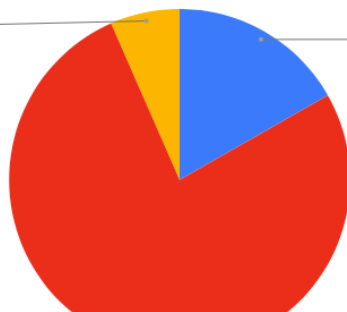
## Summary Only

**GOAL:** To ensure that 100% of Kairanga students are achieving at the appropriate levels in Mathematics.

Mathematics <i>Based on PaCT Judgements</i>				Whole School
All Students				
	Toward Expectation	Meeting Expectation	Above Expectation	Total
<b>Male</b>	22	66	5	93
<b>Female</b>	6	62	6	74
<b>Total</b>	<b>28</b>	<b>128</b>	<b>11</b>	<b>167</b>
Māori Students				
<b>Male</b>	9	12	2	23
<b>Female</b>	2	6		8
<b>Total</b>	<b>11</b>	<b>18</b>	<b>2</b>	<b>31</b>

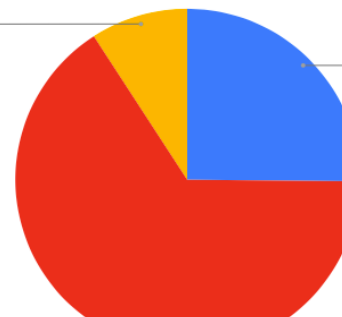
Mathematics 2019

Above Expectation 6.6%      Towards Expectation 16.8%



Mathematics 2018

Above Expectation 9.1%      Towards Expectation 25.1%



**Mathematics**  
*Through the years*

All Students

	Toward Expectation	Meeting Expectation	Above Expectation
<b>2019</b>	17%	77%	6%
<b>2018</b>	25%	66%	9%
<b>2017</b>	20%	74%	6%
<b>2016</b>	18%	74%	8%
<b>2015</b>	14%	83%	3%

***What the data tells us***

- More boys are working toward expectation than girls.
- Māori students classified as working toward are proportionately inconsistent with whole school data.
- When compared to 2018 fewer students are working toward expectation.
- When compared to 2018 fewer students are working above expectation.
- Numbers of students working toward expectation increases until Year 5, then decreases slightly for the next few year levels.
- More students are working toward expectation than above expectation.

***School Wide Actions To Support Student Learning***

***School Wide Actions To Extend Student Learning***

<ul style="list-style-type: none"> <li>- Teacher Aide Support</li> <li>- ALiM - Accelerated learning in Maths</li> <li>- Working with Kirsty Silvester</li> <li>- Contextualised Units</li> <li>- Teacher Inquiry</li> <li>- Kairanga Maths Plan</li> <li>- PaCT Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>- Mathex</li> <li>- Otago Maths Problem Solving</li> <li>- Working with Kirsty Silvester</li> <li>- Contextualised Units</li> <li>- PaCT Illustrations</li> <li>- Kairanga Maths Plan</li> </ul>
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### *Kiwi Sport Funding:*

In 2019 the school received \$2,443.30 in Kiwisport funding through the operating grant. These funds were used to provide professional swimming tuition which was delivered through Freyberg Pool in Palmerston North. The cost of this high quality tuition was \$5625 plus the cost to transport the children to the venue.