



Annual plan 2025

Kumeroa School – Small School, Big Heart

Nestled beside the beautiful Manawatū River, Kumeroa School is a vibrant rural primary school with a strong connection to both its local environment and community. With three classrooms and a roll drawn from surrounding rural areas and nearby towns, Kumeroa offers a close-knit, supportive learning environment where every child is known, valued, and encouraged to thrive.

Our school is fortunate to be backed by a passionate and active Education Trust, a hands-on Board of Trustees, and a dedicated parent-led fundraising group who work together to provide meaningful opportunities for our learners.

Kumeroa School has a dynamic teaching team, blending the wisdom of experience with the energy of new educators. We're proud to support student teachers as they begin their journey into the profession, reflecting our ongoing commitment to the future of education.

Local context is central to our curriculum. Our unique setting inspires rich, authentic learning – from our Papatuanuku Forest School programme, running in Terms 1 and 4, to our growing authentic focus on te taiao and connection to our awa and whenua.

Cultural and sporting experiences are another cornerstone of life at Kumeroa. Through collaboration with other small schools in the Tararua Kāhui Ako, we offer wider opportunities for our tamariki and continue to grow these connections in 2025 and beyond.

With a diverse school community representing families from many nations, our people are truly at the heart of everything we do – a value that shapes teaching, leadership, and governance across our kura.

Kumeroa School – growing conscientious citizens in a place where community matters.

2025 focus - (post prior disruption)

Kumeroa School is now firmly focused on delivering consistency in teaching and learning, with a clear commitment to accelerating progress in both maths and literacy. Following a period of transition, we have re-established strong foundations in both curriculum content and connections to others in our local and wider community, and are committed to sound financial management, to ensure stability and support ongoing improvement. With renewed clarity and purpose, we are driving positive outcomes for all learners.

	Strategic Goal description
Goal 1	Connect <i>Foster strong, supportive relationships among students, staff, families, and the wider community to build a sense of belonging and inclusiveness, and ensure best practice at Kumeroa School learned through connection with others.</i>
Goal 2	Discover - <i>Inspire curiosity and critical thinking within the curriculum, encouraging students to explore, question, and discover new ideas through hands-on learning and collaborative projects. This approach fosters independent learning and cross-disciplinary connections, with learning objectives made clear to students by their teachers.</i>
Goal 3	Learn - <i>Prioritise student acceleration to address the significant learning needs identified across our school, ensuring every learner is supported to make rapid and sustained progress.</i>

Annual Plan 2025

Strategic Goal: Connect *Foster strong, supportive relationships among students, staff, families, and the wider community to build a sense of belonging and inclusiveness, and ensure best practice at Kumeroa School learned through connection with others.*

- At least 80% of parents attend community celebrations each term
- Teaching staff are ALL in contact with school community- school community know they can contact more than just Lucy
- Positive, regular, authentic and supportive links are made between Kumeroa School and other local schools through sports teams, William Pike and shared practice including moderation in literacy

Initiatives	Actions	Who	When
Initiative 1 Strengthen Family and Whānau Engagement: <i>Host termly family events, including curriculum nights and cultural celebrations, to increase parent and whānau involvement in students' learning journeys.</i> <i>(Curriculum evenings are held 2 x throughout the year, celebrating in class learning- eg an evening for parents to come and look at their child's learning in ensuring a link is maintained)</i>	- Hold a curriculum evening focusing on Term 1 learning - Hold a whole school (local) camp which has opportunities for the whole school community to join us - Term 2: - Hold a Matariki celebration- invite our whole community. - Plan and run an International Mud Day- obstacle course mud run- invitation to other rural schools to join us (inc parents race!) - Term 3: - Hold a curriculum evening (as also held in term 1) - Perform a school production for community to be invited to come and watch Term 4: - Art gallery in the native bush '2025 Kumeroa Community festival of Art' - Pet Day	Lucy Jan Grace	Throughout

<i>Implement regular communication with parents via parent-teacher conferences and email/ hero, with focus on both academic and social-emotional development</i>	- All parents hear from teaching staff (<i>via email, hero, phone call</i>) each term with a celebration or positive/ proactive check in about each child. - Send a regular check in from different staff members so that all staff are connected with each whanau - Hold Parent Teacher conferences in terms 1 and 3.	All teaching staff	
Initiative 2 Build Partnerships: <i>Provide opportunity for all staff to connect with children and whanau.</i>	William Pike- service projects (year 8) Support staff are paid to attend out of usual hours whanau events Staff to attend after school sports where our teams are playing	All teaching staff	Throughout
<i>Develop partnerships with local, iwi, cultural groups, and community organisations to enhance learning experiences.</i>	Make contact with local iwi and begin building a partnership that has good succession in place, so Kumeroa School has a trusted connection to tangata whenua who can help guide our cultural competency in engaging and meaningful ways for our community and tamariki.	Lucy, Jan	Term 2
Initiative 3 Develop students' self-awareness to foster a growth mindset and enhance their mana. <i>All children and staff to be coached alongside a teacher/ Principal to identify their learning strengths, their important people and places, as well as how they can be supported to be at their best (and what to do when they aren't feeling at their best!)</i> <i>All children undertake a project about their own whakapapa which is a long term project throughout their schooling.</i>	Create a Story book with each child titled: Ko Wai Au? (Who Am I?) Each adult at school will spend some time on teacher-only day doing the same. This book is to be added throughout the child's school life and may include additions from the child's home life too- eg photos of things they've been proud of/ big moments in their life/ examples of their unique character.	All teaching staff	Term 1 and ongoing

Annual Plan 2025			
Strategic Goal: Discover - <i>To inspire curiosity and critical thinking within the curriculum, encouraging students to explore, question, and discover new ideas through hands-on learning and collaborative projects. This approach fosters independent learning and cross-disciplinary connections, with learning objectives made clear to students by their teachers in all curriculum areas.</i>			
- Papatuanuku has more structure and clarity in the curriculum linked provision offered - EOTC opportunities are intentional - Teachers ensure a hands on approach is valued and planned for			
Initiatives	Actions	Who	When
Initiative 4 Provide high quality immersive learning experiences that are well linked to the curriculum Organise regular EOTC where students can engage directly with experts, the whenua (land), local businesses, and participate in hands-on learning experiences. These experiences will connect classroom learning with the real world and spark curiosity.	- Ensure curriculum design includes (and favours) EOTC as stimulus for instruction - Prepare and deliver EOTC opportunities that are well linked to thematic learning in the classroom. (EOTC should not feel 'stand alone' in its content nor delivery).	All teaching staff	Throughout
Initiative 5 Ensure in class learning is well linked to EOTC opportunities, interweaving a curriculum design that 'makes sense' to our tamariki and is visible and authentic to our school community	- Teach children elements of what they'll experience 'in the field' so they can have a deeper connection to the EOTC learning available - Within communication (email/ newsletter etc), ensure the curriculum is uncovered within the commentary, to make clear to children and wider audiences, the learning that is happening in their EOTC opportunities	Lucy/ Jan	Throughout

Annual Plan 2025			
Strategic Goal: Learn - To prioritise student acceleration to address the significant learning needs identified across our school, ensuring every learner is supported to make rapid and sustained progress.			
- Increase the percentage of students in the cohort currently performing <i>well below expectation</i> in maths and literacy to <i>at or above</i> the expected curriculum standard by at least 75% by the end of the academic year. - Kumeroa's draft teaching and learning programme is written - Prime Maths is implemented across the school			
Initiatives	Actions	Who	When
Initiative 6 Develop our local curriculum to have strong links to the National Curriculum as well as local relevance <i>Awahi i te Whenua, Whakatipu ngā Tangata</i> Nurture the Land, Grow the People	Keep good records of opportunities and plans, so that 3-year cyclical provision can be created with good succession	Lucy	Throughout
	Ensure links are well highlighted across curriculum areas within local curriculum planning	Lucy	Term 2
Initiative 7 Ensure all students receive the support they need to succeed academically, particularly in critical subject areas, and enable a more tailored approach to learning.	Establish an intervention classroom	Lucy	Term 1
	Increase academic learning time	All teaching staff	Throughout
	Reduce student: teacher ratio and prioritise consistency	All teaching staff	Throughout
	Develop consistent, effective practice in literacy and maths across the school	All teaching staff	Throughout
	Ensure all teachers attend Liz Kane training in the next cohort	All teaching staff	Term 3
	Provide structured literacy intervention programmes for identified students	Lucy	Throughout
	Identify needs of students within maths and explore where these sit within the new maths progressions	Lucy and Jan	Term 1
	Explore and trial the PRIME maths resources	All teaching	<i>Term 1</i> - begin

		staff	reading <i>Term 2</i> - Engage in PLD <i>Term 3</i> - Begin use of resources <i>Term 4</i> - Further PLD now with added experience for context
	Attend curriculum days on maths and set next steps based on our context	All teaching staff	Term 2, 3, 4
	Take part in the accelerated maths trial programme funded by MOE	Lucy and Jan	Term 2
Initiative 8 Enhance student engagement and foster pride in learning achievements.	Begin use of celebrations/ assemblies	All teaching staff	Throughout
	Regular discussions about learning at whanau time- eg emphasis is put on a school day being a learning day	All teaching staff	Throughout
	Communication with whanau is regular celebrating positive learning attributes	All teaching staff	Authentic and regular