

KAIPAKI SCHOOL



ANNUAL REPORT

2024

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Principal's Report

“Poipoia te kākano kia puāwai.”

Nurture the seed and it will blossom.

At Kaipaki School, 2024 has been a year of growth - carefully nurtured by the commitment of our staff, the support of our community, and the strength and resilience of our learners. Like a flourishing garden, each part of our school has contributed to a vibrant and thriving environment.

A Year of Significance and Respect

Our wider Waikato community came together to farewell Kīngi Tūheitia Pōtatau Te Wherowhero Tua Whitu, who passed earlier in the year. Moe mai rā e te rangatira. We also acknowledge the accession of a new queen, Ngā Wai Hono e te Pō, marking a moment of immense cultural and historical significance for the Kingitanga and our nation. We honour the past and embrace the future with aroha and respect.

Our Learners – The Heart of Kaipaki

At the close of 2024, 140 learners called Kaipaki home. Each day they brought their best to their learning, demonstrating commitment to progress, curiosity, and the Kaipaki School values. Whether through academic achievement, leadership, resilience, or kindness, our tamariki have continued to amaze and inspire us.²⁶

A great example of this was during our Whole School Camp at Kaurenga Valley Christian Camp in February. This experience reflected the tenacity, collaboration, and heart that our tamariki bring to every challenge.

Our Staff – The Gardeners of Growth

Kaipaki is privileged to have an exceptional teaching team - highly experienced, creative, and committed. They not only embrace innovation but bring genuine warmth and care to their practice. They have led learning with deep professional knowledge, supported each other with integrity, and consistently prioritised the needs of our learners.

Our support staff play a vital role in helping our school flourish. Thank you to our learning assistants, relieving staff, property team, office, and transport crew, who are the backbone of our daily operations, and help make learning possible every single day. A special thank you to Mandy, our steadfast presence in the office, who always provides calm coordination and unwavering support to staff, learners, and whānau.

A special and heartfelt acknowledgement goes to our leadership team. Our Deputy Principal, Whaea Jane Morgan stepped seamlessly into the Acting Principal role in Terms 2 and 3, leading Kaipaki with such grace, wisdom, care and skill. Thanks also to Owen Corlett, who brought wisdom and steady guidance, offering invaluable support to staff and students alike, and Carolyn Garvitch - our ever-ready and knowledgeable SENCO, who contributed tirelessly behind the scenes, advocating for every learner.

Our Community – The Foundation Beneath Us

Kaipaki is enriched by a generous and engaged community. We acknowledge the vital role of our whānau, volunteers, PTA, sponsors, and friends of the school. Your presence is felt in every event, every working bee, and every small act of support.

To our Board - thank you for your commitment to governance and your heart for service. Your tireless, behind-the-scenes work ensures that our school remains well-led, future-focused, and learner-centred. A special mihi to Lisette Balsom, our Presiding Member, whose calm and thoughtful leadership continues to guide us wisely through both opportunities and challenges.

Looking Ahead

As we approach 2025 and Kaipaki School's 149th year, we do so with a deep sense of pride in our past and excitement for the future. The achievements of 2024 have laid a strong foundation for continued progress, and we remain focused on delivering high-quality teaching and learning for every student.

Preparations are already underway for our Sesquicentennial Celebrations in Labour Weekend 2026 - a milestone that will honour Kaipaki's rich history and longstanding place in the community.

With a dedicated team, a clear educational vision, and the unwavering support of our whānau and wider community, Kaipaki School is well positioned to continue building on our strengths in student achievement, wellbeing, and professional growth.

Ngā manaakitanga

Kim Budd
Principal
Kaipaki School



Kaipaki School Board Members

Name of Board Member	Date Term Expires
Lisette Balsom (Presiding Member)	September 2025
Shaun Brighthouse	September 2025
Dan Gibb	September 2025
Jane Morgan (Staff Trustee)	September 2025
Rodney Schick	September 2025
Kim Budd	Ex Officio



Statement of Variance: Progress against Targets

Local Stories and Kaipaki History

Strategic Goal: Aakonga will have an indepth knowledge of local stories and history


Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>Sources of information</i>	Reasons for any differences (variances) between the target and the outcomes Planning for next year ... Where to next?
Participate in Kaahui Ako Local Stories PLD	<ul style="list-style-type: none"> Teacher Training: Teachers attended workshops on how to effectively integrate local stories into the curriculum. Resource Development: Mana Whenua shared local stories and teaching resources for ongoing use. Teacher Confidence: Professional development workshops increased teachers' confidence and ability to use Te Reo Māori in the classroom 	<ul style="list-style-type: none"> Lesson Plans and Resources: Shared lesson plans and teaching resources that were developed and used during the PD Workshop Agendas: Agendas and materials from the teacher training workshops at the Nga Pou Local stories workshops and local stories workshop at the annual Kaahui Ako Fieldays Teacher Only Day 	<p>Our team has a range of knowledge, confidence and ability with respect to Te Reo and Tikanga Māori</p> <p>Where to next?</p> <ul style="list-style-type: none"> Plan different ways we can integrate the stories into other areas of the curriculum - MAC can support us with this in 2025
Local Stories focus in Te Reo sessions	<ul style="list-style-type: none"> Teachers have resources and more knowledge of how to include local stories in their classroom programmes Improved pronunciation and confidence in speaking te reo Māori Teacher Confidence: Professional development workshops increased teachers' confidence and ability to use Te Reo Māori in the classroom 	<ul style="list-style-type: none"> Lesson Plans and Resources: Shared lesson plans and teaching resources that were developed and used during the Professional Development Workshop Agendas: Agendas and materials from the teacher training workshops at the Nga Pou Local stories workshops and local stories workshop at the annual Field days Teacher Only Day 	<p>Measure: Aakonga can locate at least two significant local sites and share information about local history.</p> <p>Target met (Year 4 - 8)</p> <p>Where to next? Link with new curriculum in 2025</p>

<p>Staff PLD He Rautaki Reo PLD: Objective: Strengthen te reo Māori language skills and teaching strategies.</p> <p>Niho Taniwha Objective: Deepen understanding of Māori history and its integration into the curriculum</p> <p>Kahui Ako Objective: Collaborative learning and sharing best practices within the community of learning and Mana Whenua</p> <p>Te Arahou - Maori Achievement Collaborative Objective: Normalise Te Reo and Tikanga in the school community</p>	<ul style="list-style-type: none"> • Staff increased their proficiency in te reo Māori. • Developed and implemented effective te reo Māori teaching strategies in the classroom. • Enhanced cultural competency <ul style="list-style-type: none"> • Fostered more inclusive and culturally responsive classroom environments. <ul style="list-style-type: none"> • Staff engaged in collaborative professional learning with other local schools • Shared and adopted best practices for teaching and learning. • Strengthened relationships and networks within the education community and Mana whenua. <ul style="list-style-type: none"> • Staff meetings to unpack knowledge around Te Tiriti and see what is currently happening in our classrooms • Unpacking Te Whare Tapu o Te Ngākau Māori as a framework for learning • Supporting with imbedding Mihi Whakatau tikanga in our school • Supporting with Kapa Haka festival 	<ul style="list-style-type: none"> • Workshop Agendas: Agendas and materials from the teacher training workshops at the Kahui Ako, He Rautaki Reo, Nga Pou Local, Niho Taniwha PLD • Niho Taniwha PLD • Team Meeting Minutes • Evidence of new strategies and approaches being implemented • Commitment to improving cultural responsive practice made in every classroom <ul style="list-style-type: none"> • Kaipaki staff were respresented at significant mana whenua led activities including: Rautaki, Haerenga, Te Wiki o te Reo Māori and Te Ohu Kaiarahi o te Kapua Iti <ul style="list-style-type: none"> • Meeting minutes • Book purchased for all teachers • Mihi Whakatau at the beginning of every term • Advice give by MAC about son choice, inclusion of poi, action song, himene and haka 	<p>Measure: pronounce local place names correctly</p> <p>Our team has a range of knowledge, confidence and ability with respect to Te Reo and Tikanga Māori</p> <p>Where to next? Continue to build on this knowledge and strengthen pronunciation in every day conversations</p>
<p>Investigation of historic timelines, and associated school history through inquiry process Understanding of local road names and links with Kaipaki history</p>	<ul style="list-style-type: none"> • Have begun Kaipaki School history and local area knowledge in senior classes 	<p>Teacher planning</p>	<p>Measure: Aakonga can identify at least 3 significant milestones in Kaipaki School history.</p> <p>Measure: Aakonga recongise at least 3 local road/place names and link with Kaipaki history</p> <p>Variance - planning to develop this area further in the 2025 School Production script</p>

Kaitiaki/Conservation

Strategic Goal: Aakonga will be actively involved in caring for our environment including our school and wider community

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>Sources of information</i>	Reasons for any differences (variances) between the target/outcomes Planning for next year ... Where to next?
<p>Develop Local Curriculum: Exploring our Own Backyard at Kaipaki School</p> <p>Whole School Plan Objective: Develop a comprehensive plan that covers all year groups and outlines what will be covered and when. Kaipaki Environmental change Google site created.</p> <p>Green Day Objective: Introduce a Green Day as an annual event to celebrate how we look after our environment and explore ways to improve it.</p>	<ul style="list-style-type: none"> Curriculum Mapping: We successfully mapped out a curriculum for each year group, ensuring a cohesive and progressive learning journey from Year 1 to Year 8. Integration: Incorporated local history, geography, and environmental studies into the curriculum. Community Involvement: Engaged local experts and community members to share their knowledge and experiences with students. First Green Day Event: Held our inaugural Green Day on 5th June 2024, which included activities such as a selection of 'green' workshops, and encouragement of bringing a waste free lunch box and dressing in green Student Participation: All students participated enthusiastically, with one class taking the lead in the different aspects of the event. 	<ul style="list-style-type: none"> Curriculum Documents: Copies of the curriculum maps, plans and resources for each year group in Google site. Resource boxes are growing and shared through staff Clear path for teachers on what and when we are teaching different concepts Easy unit/lesson ideas and resources to use and adapt for their individual classes Google site developed with links to units and evidence Event Photos: Photos of students participating in Green Day activities on Google site. Photos of the hands-on learning from the classroom activities and displays in the classrooms in Google Site. 	<p>No variance</p> <p>Where to next? Continue to develop to make planning more progressive through year groups.</p>

<p>Exploration of resources - Waste programmes</p> <p>Objective: Continue involvement with Pare Kore</p>	<p>Rubbish Audit Completed with Pare Kore</p> <ul style="list-style-type: none">Conducted a comprehensive rubbish audit to understand the types and quantities of waste produced by our classroom.Outcomes shared with the students and school communitySuccessfully gained funds from Waipa Waste minimisation fund to purchase and implement two compost bins for school. This will reduce our food waste long term and increase understanding of the waste circular movement.Installation and workshop on 26 August, with support from the wider community.Paper usage as waste across the school.Ongoing work on hand towels in school.Food waste to be composted.	<ul style="list-style-type: none">Pare Kore results show a significant reduction in waste <table border="1"><tr><th colspan="2">Waste Audit Results</th></tr><tr><td>2018</td><td>94%</td></tr><tr><td>2023</td><td>54%</td></tr><tr><td>Term 1 2024</td><td>14%</td></tr></table> <ul style="list-style-type: none">High levels of student engagement and enthusiasm for environmental responsibilityWaste Audit done in Term 4	Waste Audit Results		2018	94%	2023	54%	Term 1 2024	14%	<p>Measure: Aakonga have knowledge and responsibility for at least two waste initiatives</p> <p>Measure: Continue to monitor our waste content and compare to previous years</p> <p>No variances</p> <p>Where to next?</p> <ul style="list-style-type: none">Ongoing Pare Kore involvement under review as they no longer have funding for school involvement.In 2025: Exploration of energy consumption and reduction of energy waste.
Waste Audit Results											
2018	94%										
2023	54%										
Term 1 2024	14%										
<p>Pest control</p> <p>Objective: To extend knowledge on pest control and implement practical solutions within the school enviroment</p>	<p>Partnership with Mystery Creek</p> <ul style="list-style-type: none">Collaborated with experts from Mystery Creek to learn about local pests and effective monitoring and control methods.Participated in workshops and hands-on sessions to build traps and learn the process of identification of predators.Understanding of why it is important to get rid of predators in our environment.Partnership with Mystery Creek: The collaboration brought expert knowledge and resources, enhancing the effectiveness of the pest control programme.Student-Led Initiatives: Empowering students to take ownership of the pest control efforts ensured sustained attention and commitment to the programme.No evidence of pests at Kaipaki School. This learning will be part of Bio diversity learning going forward. Children will take traps home and use their learning	<ul style="list-style-type: none">Photos of students participating in workshops with Mystery Creek experts.Images of students building and deploying chew cards for evidence around the school. <div></div> <ul style="list-style-type: none">Tracking of chew cards and presenting findings at assemblyYouth education programme - Wai focusPest trapping/testing - data	<p>Measure: Aakonga will be able to identify at least two ways we can impact on pest control</p> <p>No variance</p> <p>Where to next?</p> <p>Continue to partner with Mystery Creek to work towards Pest Free goal</p>								

<p>Native planting and sustainability</p> <p>Objective: To create a sustainable plan for native planting within the school grounds, promoting biodiversity and environmental stewardship.</p>	<p>Kaitiaki Group Planning</p> <ul style="list-style-type: none"> Formed a Kaitiaki group comprising students and teachers to spearhead the initiative. 	<ul style="list-style-type: none"> Strategic Planting: Thoughtful planning of choice and placement of plants to create microhabitats that support a variety of wildlife. 	<p>Measure: Board are presented with a planting plan with at least 2 different designs</p> <p>Masure: Aakonga can identify at least two ways we can encourage native species</p> <p>Target only partially met: This was paused whilst getting the other groups established and working well</p> <p>Where to next?</p> <p>Will continue to develop this in 2025</p>
<p>Garden Group</p> <p>Objective:</p> <p>Tamariki to understand the process of growing, harvesting and eating produce.</p> <p>Learn the importance of soil care, good and bad bugs, season to plant, Maori perspectives and planting by the moon.</p>	<ul style="list-style-type: none"> Garden group created with support from wider community. Meeting fortnightly - weekly when needed. Any students from school are welcome to join and participate. 	<p>Garden producing and well supported by John and community with students fully involved.</p> <ul style="list-style-type: none"> Produce being used to make food e.g salads Compost bins in place Compost processes for: <ul style="list-style-type: none"> Food collection The process of composting established How we can reduce out waste for the whole school Ongoing monitoring of temperatures and maintenance 	<p>Where to next?</p> <ul style="list-style-type: none"> Create a sharing area to share our produce. (Sharing Shed) Have classroom/lunchtime lessons on soil management etc On-going maintenance lesson for compost bins

Culture and Hauora

Strategic Goals: Aakonga will take pride in their culture and identity

Aakonga will understand how they can take ownership of their wellbeing

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>Sources of information</i>	Reasons for any differences (variances) between the target and the outcomes Planning for next year ... Where to next?
Participate in PLD related to the Mana Model	We have signed up for Mitey from Term 2 2025 as an alternative to this.		Variance - opportunity to on-board with Mitey in Term 2, 2025.
Develop school-side document about how we look after hauora at Kaipaki	<ul style="list-style-type: none"> Completed the application process and successfully signed up for the Mitey programme Sourced an example document from a school with a successful hauora programme. Adapting the example document to fit the specific needs and context of Kaipaki School, ensuring it aligns with our values and goals Te Whare Tapa Wha Model focus for holistic view of well-being in classes Staff Hauora - Fun Team building activities prioritised e.g escape room & dinner, mini golf & dinner, Rarotonga at school 	<ul style="list-style-type: none"> Example document used as a reference for creating our own hauora guidelines Staff Wellbeing wall in the staffroom 	Measure: Co-created document on how we look after hauora at Kaipaki Although this was undertaken, we expect that engagement with the Mitey programme in 2025 will necessitate changes
Extend opportunities for ākonga to participate in a range of physical activities	<ul style="list-style-type: none"> Sports Coordinator providing opportunities in: <ul style="list-style-type: none"> Lacrosse Hockey Cricket Taster sessions Maori games (winter sport) Swimming training Cross country Sports Coordinator supporting other teachers with PE lessons to share the knowledge across the school. Collaboration made with Sports Waikato for 2025 Community sport planning meetings 	<ul style="list-style-type: none"> Events happening in school that students are having the opportunity to get involved with Photos of students taking part in different sports in and out of school <ul style="list-style-type: none"> Students are enthusiastic about the sports opportunities Sports Coordinator with a passion and expert knowledge Agreement with Sports Waikato for 2025 	Measure: Wide range of sporting opportunities available No variance Where to next? <ul style="list-style-type: none"> Continue upskilling teachers through modelling of practice and coaching

<p>Improve Tikanga Māori visibility in values, practices, and school culture</p> <p>Karakia</p>	<p>Developing and Displaying Kai Karakia</p> <ul style="list-style-type: none"> • Worked with Māori Achievement Collaborative to develop a kai karakia that reflects our procedure of playing first then eating. • Created and displayed the kai karakia in all classrooms to ensure it is used regularly during meal times <p>Start and End Karakia</p> <ul style="list-style-type: none"> • A resource has been created (One stop Te Reo Shop) which is accessible to all teachers with a selection of karakia to choose from. • Teachers have goals of ensuring they are doing all karakia <p>Developing Tikanga Around Mihi Whakatau</p> <ul style="list-style-type: none"> • Worked with Māori Achievement Collaborative to develop a tikanga (protocol) for mihi whakatau that is appropriate for Kaipaki School. • Implemented the mihi whakatau protocol for welcoming new students, staff, and visitors. • Adapted the process for start of term when we are not welcoming anyone new but to welcome students back to school <p>Classroom Paepae</p> <ul style="list-style-type: none"> • Introduced the concept of the paepae to students, explaining its significance in Māori culture and its role in fostering respectful communication • Daily paepae sessions where students take turns speaking and listening, following the tikanga (customs) associated with the paepae 	<ul style="list-style-type: none"> • Document outlining the developed tikanga for mihi whakatau • Written version of the kai karakia used at Kaipaki School • 'One Stop Te Reo Shop' of resources • Images and videos of the classroom paepae setup and students participating in paepae sessions. • Lesson plans and activity outlines incorporating the paepae. 	<p>Reasons for success:</p> <ul style="list-style-type: none"> • Involving local iwi and Māori Achievement Collaborative ensure that the karakia, kai karakia and mihi whakatau protocols are culturally appropriate and respectful. • Incorporating authentic Māori cultural practices into the classroom through the paepae ensured that students gained a genuine understanding and respect for these traditions. • Encouraging students to actively participate in paepae sessions fostered a sense of ownership and engagement, making the activities more meaningful and impactful
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	<p>Kapa Haka</p> <ul style="list-style-type: none"> Established a performance kapa haka group meeting at least weekly for practice. Alternated with whole school Kapa Haka and performance group Kapa Haka Teacher took on leading sessions and taught traditional Māori waiata, haka, and poi. Provided cultural context and historical background for the songs and haka performed, enhancing students' cultural knowledge 	<ul style="list-style-type: none"> Evidence of increased student engagement and cultural pride as a result of kapa haka. Students and staff aware of the significance of the start and end karakia, kai karakia and mihi whakatau helped to embed these practices into the school culture 	<p>Reasons for success:</p> <ul style="list-style-type: none"> Incorporating authentic Māori cultural practices through kapa haka ensured that students gained a genuine understanding and respect for these traditions. Regular practice sessions allowed students to develop their performance skills, build confidence, and work collaboratively as a team. Creating an inclusive environment where all students felt valued and respected contributed to the success of the kapa haka initiative
<p>Develop schoolwide tikanga process for meetings, start/end of day, kai, assemblies and community events</p>	<p>Establishing Tikanga for Meetings</p> <ul style="list-style-type: none"> Collaborated with local iwi and Māori Achievement Collaborative to develop appropriate tikanga for school meetings. Introduced practices such as opening and closing karakia (prayers), and mihi (greetings) to acknowledge everyone present <p>Implementing Tikanga in Assemblies</p> <ul style="list-style-type: none"> Developed a standard protocol for assemblies, including the use of karakia, waiata (songs), and mihi. Ensured that all assemblies begin and end with a karakia, and include a waiata to promote unity. Involved students in leading these practices to enhance their understanding and participation\ <p>Integrating Tikanga into Community Events</p> <p>Created guidelines for incorporating tikanga into community events, such as karakia, pōwhiri/mihi whakatau and hui.</p>	<ul style="list-style-type: none"> Written agenda for meetings, assemblies, and community events consider tikanga Copies of the karakia included in meeting agenda and assembly slides Regular use of tikanga practices in meetings, assemblies, and community events demonstrates a genuine commitment to Māori culture Engaging with local Māori Achievement Collaborative ensured that the tikanga practices are authentic and respectful, leading to greater acceptance and enthusiasm Regular use of tikanga practices in meetings, assemblies, and community events demonstrated a genuine commitment to Māori culture, which helped embed these practices into the school culture. Clear guidelines and readily available resources supported consistent and respectful implementation of tikanga, making it easier for staff and students to follow the protocols 	<p>Measure: Tikanga expectations set around processes in meetings, start and end of day, kai, assemblies and community events</p> <p>What next?</p> <ul style="list-style-type: none"> Welcoming all new students, including those that start mid term - assembly or as class mihi whakatau?

Learning Culture

Strategic Goal: Aakonga will take active responsibility of their learning

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>Sources of information</i>	Reasons for any differences (variances) between the target and the outcomes Planning for next year ... Where to next?
Participation in BSLA Professional learning programme and support	<ul style="list-style-type: none"> Two staff members enrolled in the BSLA professional learning programme. Participated in workshops, webinars, and collaborative learning sessions to deepen their understanding of evidence-based literacy practices. Staff members worked towards completing their BSLA microcredentials, with the goal of finishing by the end of Term 2. Engaged in practical applications of BSLA strategies in their classrooms, collecting evidence and reflecting on their practice. Structure literacy present in Yr 0-5 including the use of Liz Kane's The Code The commitment of staff to engage fully in the BSLA professional learning programme ensured they gained a deep understanding of the strategies and practices. Continuous participation in workshops, webinars, and collaborative sessions provided ongoing support and learning opportunities. Support from Rayleen as our Literacy Support Teacher Applying BSLA strategies in the classroom allowed staff to see the practical benefits and make real-time adjustments to their teaching methods. Helen Edwards and Sara Hawker completed BSLA training 	<ul style="list-style-type: none"> Reports and reflections from staff on their learning and implementation of BSLA strategies. Lesson plans and student work samples showcasing the impact of BSLA practices. Copies of training materials and resources used during the BSLA professional learning Examples of student work and progress tracking data demonstrating the effectiveness of BSLA strategies. 	<p>Measure achieved: Two teachers have completed micro-credentials by end of 2024</p> <p>Where to next?</p> <ul style="list-style-type: none"> ASLA for 2025 BSLA for remaining teachers to be trained and teacher aides Facilitator training for Helen in 2025

Literacy support teacher focus on literacy assessment schoolwide	<ul style="list-style-type: none"> • Literacy Support Teacher modelled lessons • Literacy Support Teacher led staff meeting regarding feedback/feedforward and Literacy indicators • Introduction of writing progressions linking with assessment PLD 	<ul style="list-style-type: none"> • Meeting agenda • See evidence of pink and green highlighters in books • Students being able to talk about their next steps 	<p>Measure: Literacy indicators developed for formative assessment and future planning Measure: Literacy indicators are used in planning and assessment cycles.</p> <p>Variance due to introduction of new English curriculum.</p> <p>Where to next? Decision made to adopt new indicators detailed in document moving forward</p>
Participation in Writer's Toolbox Professional learning (Te Oko Horoi Kaahui Ako)	<ul style="list-style-type: none"> • Three staff attended the Writers Toolbox professional learning • Attendees led staff meetings, sharing what they learned with easy to implement ideas • Attendees collected resources to see what we have currently in school and redistributed, making note of any gaps in resources • Teacher confidence grown to implement what is being learnt in PLD 	<ul style="list-style-type: none"> • Workshop Agendas: Agendas and materials from the teacher training workshop • Observed classroom practice and follow up coaching 	<p>Measure: Writers toolbox professional learning series has been completed, including meteor webinars, workshops and coaching sessions.</p> <p>No variance</p> <p>Where to next? Writers Toolbox not supported as a provider for the new English Curriculum</p>
Focus on 5 C's	<ul style="list-style-type: none"> • 5C's RISE systems in place in classrooms • Recognition of 5C's for a learner each day. • 5C's incorporated in certificates 	<ul style="list-style-type: none"> • Newsletters • Class discussions 	<p>Measure: Aakango focus on one of the 5 C's per term and self assess using supporting matrices</p> <p>Variance due to introduction of new curriculum and associated change in focus</p>

Leadership

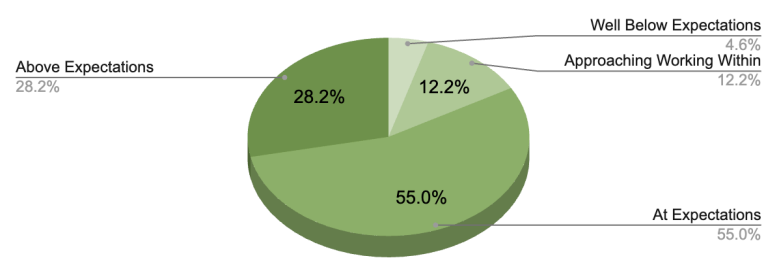
Leadership understanding builds from Year 1 to Year 8

Actions	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>Sources of information</i>	Reasons for any differences (variances) between the target and the outcomes Planning for next year ... Where to next?
Cool Schools Mediator Professional Development	<ul style="list-style-type: none"> One teacher attended the Cool Schools Mediator Training Exploration of processes/environment necessary to put this in place 	<ul style="list-style-type: none"> One teacher certified as a Cool School Mediator 	Where to next? Link with Mitey Programme in 2025
Develop leadership rubric	<ul style="list-style-type: none"> Trialled Year 6 leadership activities <ul style="list-style-type: none"> Mystery Creek Clubs Green Day Rubbish Rangers Lost Property Library Monitors 	<ul style="list-style-type: none"> Feedback after leadership activities WILLS inclusion at the end of year Mentoring opportunities by current seniors for Year 6 students 	Measure: Student self assessment against the developed rubric Variance: This process remains in the development and trialling phase Where to next? Documentation of rubric - linked with MAC PLD in 2025
Ensure opportunities are provided for leadership, leveraging off the strengths within the school	<ul style="list-style-type: none"> Opportunities provided for students to learn about leadership, practice leadership and reflect on their own leadership abilities Opportunities have that have been provided are: <ul style="list-style-type: none"> Wilss sports science Mystery creek opportunities Mountain Biking Redwoods EPRO8 Chess Club Kapa Haka Drama/Art club <ul style="list-style-type: none"> Coding club Jump Jam Librarians Wet day monitors Rubbish Rangers 	<ul style="list-style-type: none"> Photos Planning of events documentation Olympics Whanau group activities - End of term 3 Portfolios 	Measure: Students can identify examples of their leadership No variance Where to next? <ul style="list-style-type: none"> Reinstate Whanau groups and Whanau Friday in 2025

	<ul style="list-style-type: none"> - PE monitors - Bike tracks - Camp leaders - Gate wardens - Bus wardens - Assemblies - Mihi Whakatau 		
Community presentation: leadership capabilities	<ul style="list-style-type: none"> • Completed by Ruma Tiwai • Year 7/8 students presented this evening almost entirely themselves, from putting together the slides, to presenting to the audience of prospective Year 7 students 	<ul style="list-style-type: none"> • Leadership programme powerpoint • Leadership Programme information evening well attended 	<p>Measure: Feedback post community presentation</p> <p>No variance</p> <p>Where to next? Illustration of the pathway through leadership at Kaipaki with special attention to new opportunities that may be available in the future.</p>
Leadership Advisor and support programme in place for School leaders	<ul style="list-style-type: none"> • New leadership team established in Term 1 - Jane Morgan, Owen Corlett, Kim Budd • Leadership Mentoring/Coaching provided by Stephen Blair (Kim/Owen) and Jo Wilson (Jane) • Facilitated one-on-one coaching sessions related to individual leadership goals • Jo Wilson provided expert guidance and practical strategies tailored to our school's needs during Term 2 and 3, ensuring the professional development was relevant and impactful • Evidence of feedback and final PGC document discussed and completed with goals for 2025 • A culture of continuous improvement motivated staff to embrace the professional development opportunities and strive for ongoing growth and development. 	<ul style="list-style-type: none"> • Meeting minutes • PGC documentation including feedback from staff surveys and goal setting 	<p>Measure: Self Review of Leadership Team</p> <p>No variance</p>

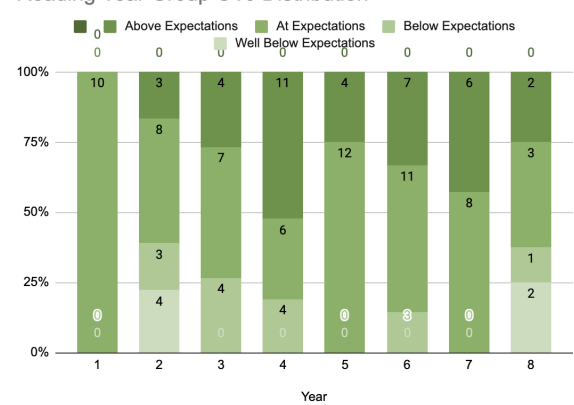
Evaluation and Analysis of Kaipaki School's Students' Progress and Achievement 2024

Reading Achievement Whole School Snapshot - End of Year 2024



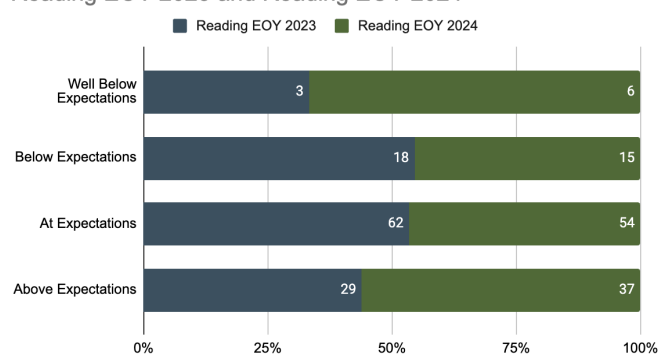
Year Group Snapshot - End of Year 2024

Reading Year Group OTJ Distribution



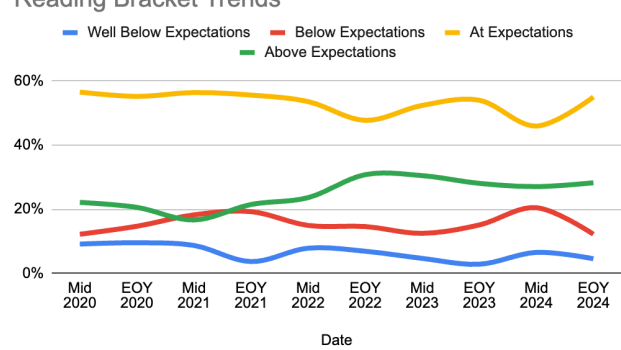
Reading Achievement 2023/2024

Reading EOY 2023 and Reading EOY 2024



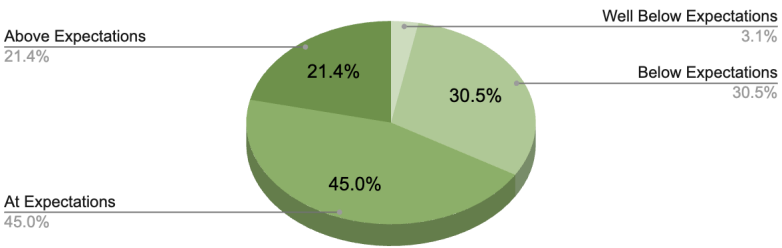
Reading Achievement Tracking Over Time

Reading Bracket Trends



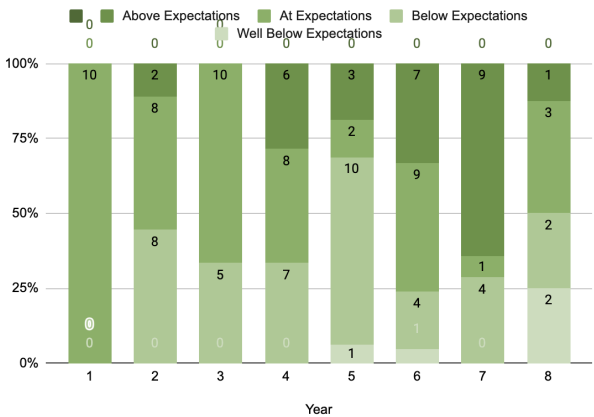
Writing Achievement

Whole School Snapshot - End of Year 2024



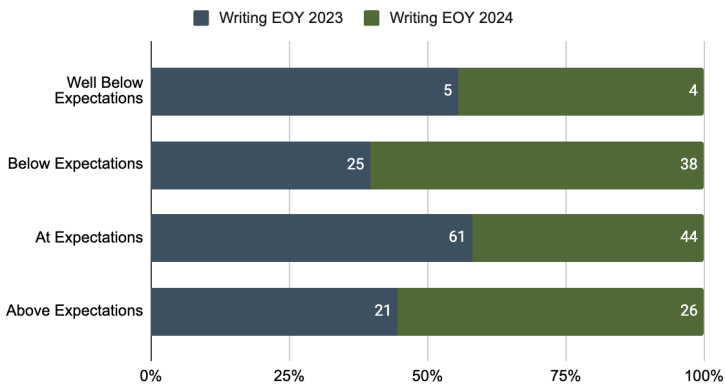
Year Group Snapshot - End of Year 2024

Writing Year Group OTJ Distribution



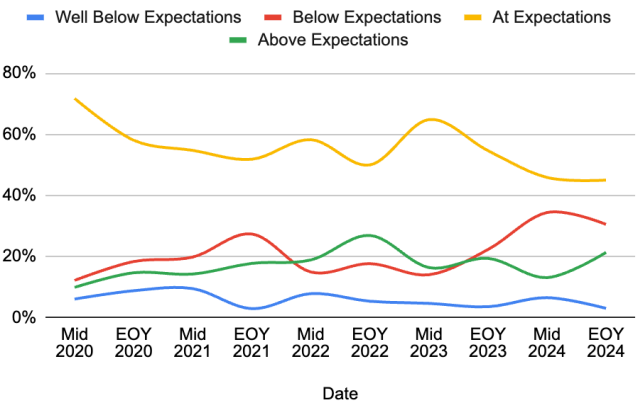
Writing Achievement 2023/2024

Writing EOY 2023 and Writing EOY 2024



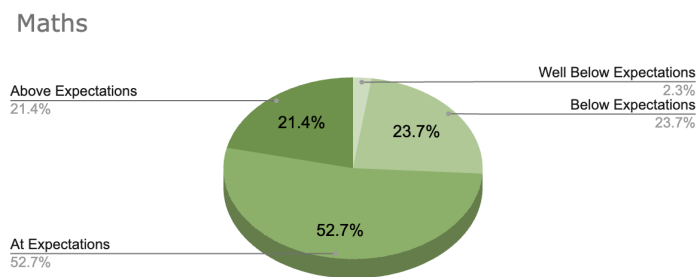
Writing Achievement Tracking Over Time

Writing Bracket Trends

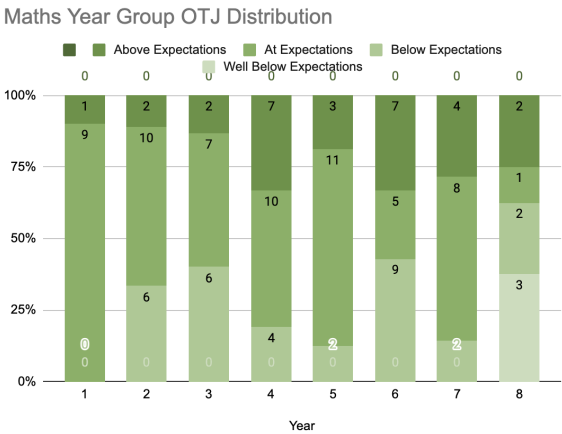


Maths Achievement

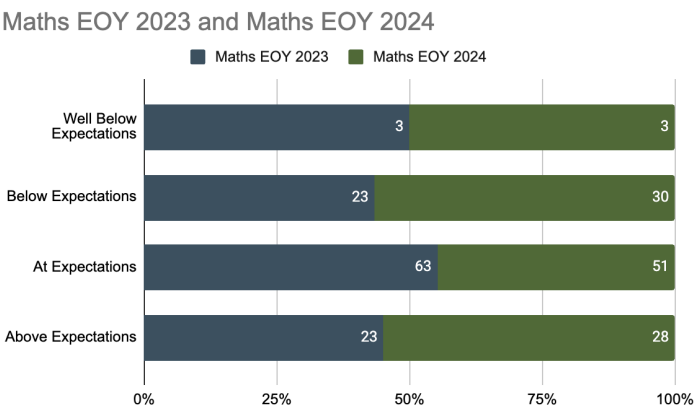
Whole School Snapshot - End of Year 2024



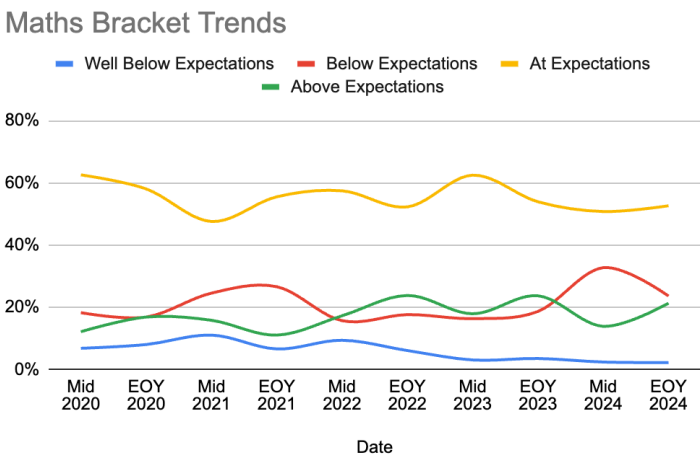
Year Group Snapshot - End of Year 2024



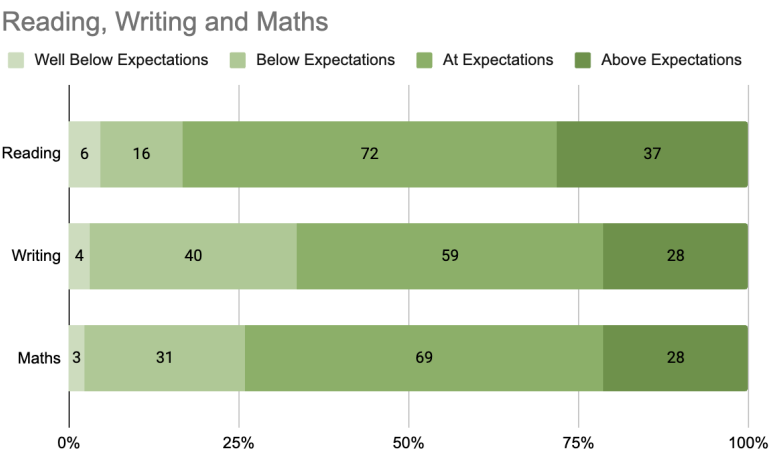
Maths Achievement 2023/2024



Maths Achievement Tracking Over Time

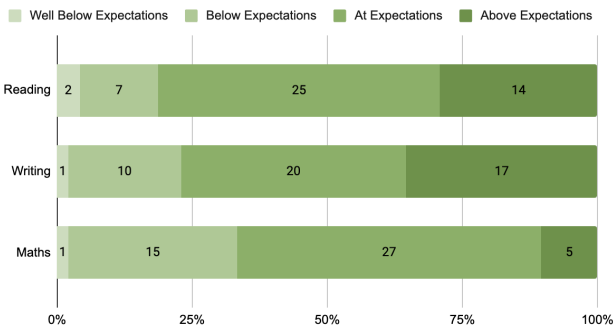


Overall Whole School Snapshot

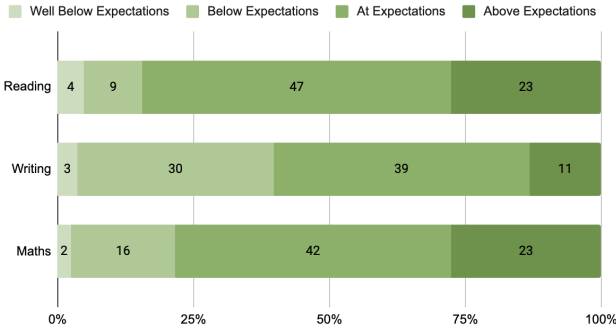


Achievement Data by Gender

Males (83)



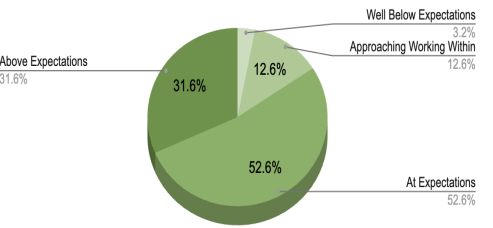
Females (48)



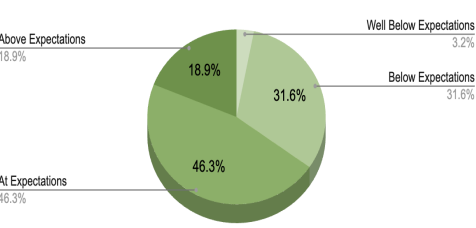
Achievement Data by Ethnicity

NZ European (95 students)

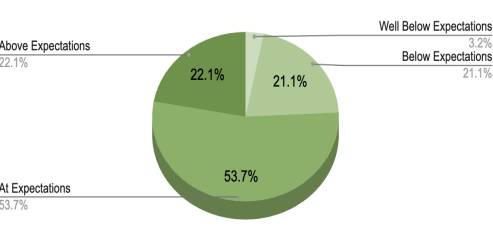
Reading



Writing

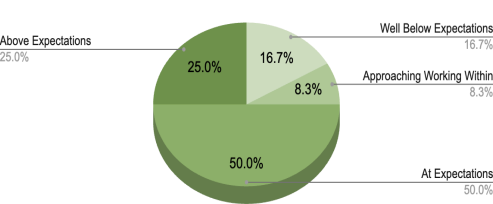


Maths

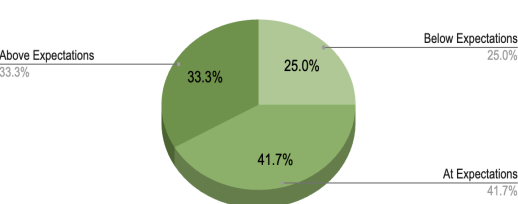


Māori Achievement Snapshot (12 students)

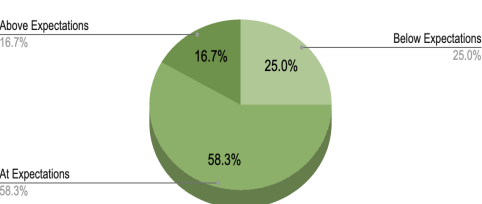
Reading



Writing



Maths



How we have given effect to Te Tiriti o Waitangi



Giving effect to Te Tiriti o Waitangi remains a core objective for our board, as we strive to weave its principles into every facet of our school's operations. Building on the foundations laid in previous years, we have deepened our commitment to Section 127(1)(d) of the Education and Training Act 2020, embedding these commitments into our annual plan.

Our engagement with local iwi, hapū, and Māori community leaders continues to be a priority. Through ongoing collaboration, particularly with Te Kaahui Ako o Te Oko Horoi, we ensure that local tikanga Māori, mātauranga Māori, and te ao Māori are integral to our school's plans and curriculum. This partnership enriches our educational programmes and enhances our collective understanding and appreciation of Te Ao Māori.

To support the integration of tikanga Māori and te reo Māori in our classrooms, we are focusing on empowering our kaiako to normalise te reo Māori use. This includes a constant focus on introducing new vocabulary, sentence structures, and understanding of tikanga, fostering a vibrant and inclusive te reo Māori environment. These initiatives are key components of our annual plan, guiding our actions and priorities throughout the year.

Our commitment to equitable outcomes for Māori students is unwavering. We diligently track and support the academic and well-being outcomes of our Māori students, using culturally responsive teaching practices and targeted interventions. As part of the Māori Achievement Collaborative, we are further developing our leadership and teaching capabilities to align with Ka Hikitia, ensuring that our school meets the aspirations for Māori success as Māori.

In conclusion, our board is steadfast in upholding Te Tiriti o Waitangi, prioritising the integration of Māori perspectives, language, and culture. We remain dedicated to providing equitable educational opportunities and fostering an inclusive environment where all our students can flourish.



Statement of Compliance Employment Policy

Reporting on the principles of being a Good Employer

How have you met your obligations to provide good and safe working conditions?

Staff Well Being and Health and Safety Policies Focus in 2025 Annual Plan

Induction programme in place for all new staff

**What is in your equal employment opportunities programme?
How have you been fulfilling this programme?**

Our EEO programme includes:

- *A policy statement and establishing objectives*
- *Appointing of an EEO representative*
- *Consultation with staff to hear any concerns*
- *Creating an employee database (with informed consent for any EEO data collected)*
- *Encouraging staff to participate in training and career development*
- *Programme monitoring through staff meetings and board reports*
- *Reviewing employment and personnel policies and processes*

Kaipaki School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.

How do you practise impartial selection of suitably qualified persons for appointment?

- *Appointment Committee established for all appointments as follows:*

Position for appointment	Appointment responsibility
Principal	Full board, and an education consultant
Senior management position	Principal, and board representation
Permanent teaching staff (including part-time staff)	Principal, deputy principal, and board representation
Fixed-term teaching staff, including part-time and relieving staff (more than one term)	Principal, and member(s) of the senior leadership team
Fixed-term teaching staff, including part-time and relieving staff (up to one term)	Principal, and member(s) of the senior leadership team
Support staff	Principal, and member(s) of the senior leadership team

- *Consultant used for Leadership positions*
- *Criteria established and template used during shortlisting and interview processes*
- *Referee Checks completed*
- *NZSTA suggest procedures followed*

How are you recognising,

- **The aims and aspirations of Māori,**
- **The employment requirements of Māori, and**
- **Greater involvement of Māori in the Education service?**

- *2024/25 Kaipaki Strategic Plan*
- *2024 Annual Plan*
- *Kaahui Ako o Te Oko Horoi*
- *Te Reo lessons in all classrooms*
- *Involvement in Maaori Achievement Collaborative*
- *Tikanga Maaori*

How have you enhanced the abilities of individual employees?

- *Professional Learning Opportunities for all staff*
- *Involvement in Maaori Achievement Collaborative*
- *Kahui Ako network and opportunities*

	<ul style="list-style-type: none"> Staff with specific interests/strengths leading initiatives - e.g Sport and Conservation
How are you recognising the employment requirements of women?	<i>Flexi working arrangements with current staff members (family focused)</i>
How are you recognising the employment requirements of persons with disabilities?	<i>Currently have employees with recognised disabilities communicate regularly about needs and make changes in response</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	Yes	
Has this policy or programme been made available to staff?	Yes	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	Yes	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	Yes	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	Yes	
Does your EEO programme/policy set priorities and objectives?	Yes	

Financial Statements

(Awaiting Audit Report)

Statement of responsibility signed and dated

Statement of comprehensive revenue and expense

Statement of changes in net assets/equity

Statement of financial position

Statement of Cash flows

Notes to the financial statements

Independent auditor's report signed and dated

Report on other special and contestable funding

Kiwisport Funding

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RD 3
Cambridge 3495

Ph (07) 823 6653
e-mail: office@kaipaki.school.nz
web site: www.kaipaki.school.nz

Kaipaki School
Bringing Learning to Life



9 May 2025

KiwiSport Funding Statement

In 2024, Kaipaki School received \$1,941.76 of KiwiSport funding through the School Operations Grant. Kaipaki School used this to support the provision of professional swimming lessons for all akonga from Year 0 – 8 at Cambridge Perry Aquatic Centre.

A handwritten signature in black ink, appearing to read 'Kim Budd', is placed on a light pink rectangular background.

Kim Budd
Principal