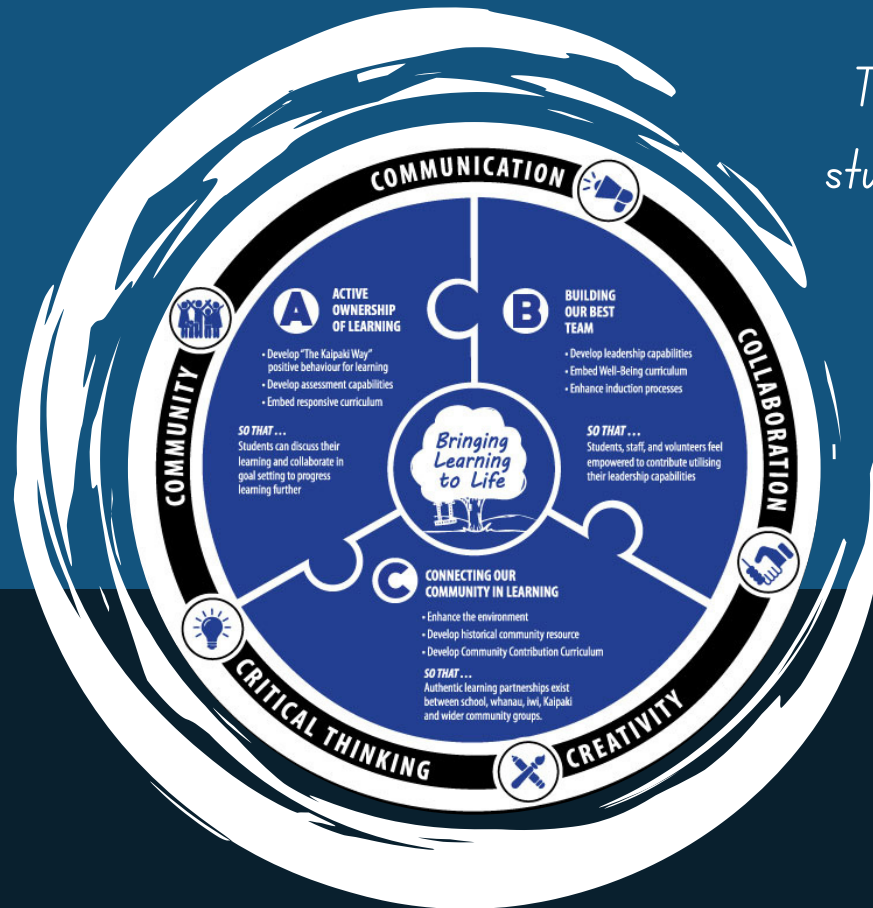


KAIPAKI SCHOOL

STRATEGIC PLAN 2023



The Kaipaki community will support students to become confident, capable, adaptable, life long learners.

Whakatinanahia te mātauranga

HONOURING THE



PAST, PRESENT & FUTURE

NELP: NATIONAL EDUCATION LEARNING PRIORITIES & KAIPAKI SCHOOL STRATEGIC GOALS

1

LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

2

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

3

QUALITY TEACHING AND LEADERSHIP

Quality teaching and leadership make the difference for learners and their whānau

4

FUTURE OF LEARNING AND WORK

Learning that is relevant to the lives of New Zealanders today and throughout their lives

5

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable



Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

2

Have high aspirations for every learner/ ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures



Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

4

Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy

*Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language



Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce



Collaborate with industries and employers to ensure learners/ ākonga have the skills, knowledge and pathways to succeed in work

8

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8). Some aspects of these priorities will be more applicable to one sector than others. The NELP is designed to guide those who govern licensed early learning services, ngā kōhanga reo, schools and kura.

Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

OBJECTIVES

PRIORITIES

Respect Whakaute

care (manaakitanga), consideration,
acceptance, appreciation

Integrity Naakau Pono

honesty, responsibility, integrity, truth

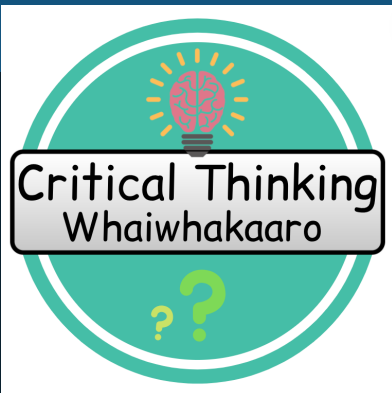
Self Ko Au

self-worth, self-belief, self-motivation,
self-control

Excellence Kairangi

quality, perseverance, resolve,
adaptability

Kaipaki School Values



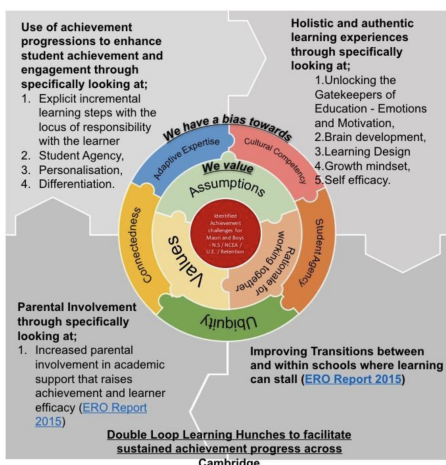
5Cs of Learning





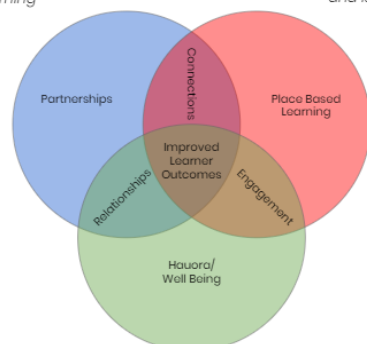
Te Kaahui Ako o Te Oko Horoi

Annual Plan – 2023



"We are committed to developing partnerships that strengthen and support student learning"

"We are committed to delivering learning opportunities that are responsive to the needs of our local contexts and issues"



"We are committed to the Hauora and Well-being of all members of our Kahui Ako"

Revised Te Oko Horoi Achievement Challenge

As we reflect on the years that have been, Te Kaahui Ako o Te Oko Horoi has much to celebrate. Moving forward on the cusp of many changes in education, we want to acknowledge Ngaati Korokii Kahukura and Ngaati Hauaa, our partners in co-governance.

Whakamana Aakonga
Uplifting Learners

Kei te awhi o Te Maataiaho
Embrace the Curriculum Refresh

E haere ana ki te ao Maaori
Walking towards Te Ao Maaori

KAIPAKI SCHOOL ANNUAL PLAN 2023



Strategic Goal: Active Ownership of learning

Initiative: Embrace Te Mātaiaho (Curriculum Refresh)

Aim: To develop knowledge and understanding of the Curriculum Refresh intent and content

Key Improvement Strategies	2023 Actions	Timeframe	Personnel	Measure
Maataiahika - focus on local curriculum Partner with Mana Whenua to co-design localised curriculum which aligns with Tangata Whenua aspirations	<ul style="list-style-type: none"> Participate in Kāhui Ako Te Mātaiaho workshops Engage with Te Oko Horoi Pataka in collaboration with Mana Whenua Collect voice of tangata whenua and whanau around significant local stories 	Workshops throughout the year Opportunities throughout year Compiled over the year	Senior Leadership Team (SLT) In-School COL Teacher (IST)	Kaipaki's Senior Leadership Team have attended Kāhui Ako Te Mātaiaho workshops Mana Whenua and Whanau voice is recorded

KAIPAKI SCHOOL ANNUAL PLAN 2023

	<ul style="list-style-type: none"> Contribute to and gather from a kete of resources, lesson plans that cater for phases of learning and corresponding links to wider Te Ao Maaori concepts In depth study of two local stories in all classrooms 	<p>Term 2 and 3</p> <p>Ongoing</p>	<p>SLT, IST Entire teaching team</p> <p>Entire teaching team</p>	<p>A kete of resources is accessible and utilised in Kaipaki classrooms</p> <p>Students across Kaipaki School have increased understanding of at least two significant local stories through application of the “Understand, Know, Do” model</p>
Develop and implement (weave learning strands together) the “Understand, Know Do” model across Aotearoa NZ Histories Literacy and Mathematics Curriculum	<p>Participate in MOE provided, NZC refresh Workshops</p> <p>2 internal whole staff PLD days</p>	<p>Term 1</p> <p>Term 2 Term 3</p>	<p>SLT</p> <p>Entire teaching team</p>	<p>Increased confidence of staff to deliver refreshed NZ Curriculum in the areas of: Aotearoa NZ Histories, Literacy and Mathematics</p> <p>Two whole day Professional Learning Workshops have occurred</p>

Outcome: Increased knowledge and understanding of the Curriculum Refresh intent and content, related to Aotearoa NZ histories, Literacy and Mathematics

KAIPAKI SCHOOL ANNUAL PLAN 2023



Strategic Goal: Active Ownership of learning

Initiative: Embed Literacy Practices

Aim: To further enhance student learning and whanau understanding through embedding BSLA, ASLA, and Writers Toolbox literacy approaches throughout the school.

Key Improvement Strategies	2023 Actions	Timeframe	Personnel	Measure
Further build on knowledge and implementation of BSLA/ASLA and Writers Toolbox approaches	Active classroom programmes which reflect philosophies and practices of both approaches consistently	Ongoing	Entire teaching team	Student assessments and practices reflect BSLA and Writer's Toolbox content
	Establishment of Tier 2 BSLA programme to support identified students	Term 2	Junior teaching team Speech Language Therapist	In-class Tier 2 programmes are occurring

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Continue to upskill teachers through coaching and professional learning opportunities	Professional learning opportunities for staff	Term 3	Teachers who haven't previously been involved BSLA, professional learning	BSLA professional learning opportunities have been undertaken by teachers who haven't previously completed micro-credential
	University of Canterbury: <ul style="list-style-type: none"> Teacher PLD for new staff Teacher Aide PLD/involvement in programme 	Term 3	Teacher Aides	Opportunity to participate in Teacher Aide micro-credential through University of Canterbury has been undertaken
	<ul style="list-style-type: none"> Collaboration with Speech Language Therapist currently undertaking BSLA training 	All year	Junior teaching team Speech Language Therapist	Programmes/learning discussions include Speech Language Therapist
	Writers Toolbox: Coaching sessions (offered through Kahui Ako)	Term 3 and 4	Entire teaching team	Coaching sessions have occurred
	Collaborative literacy sharing across and within teams: Literacy sharing focus at Team Meetings once a term	Once a term ongoing	Entire teaching team	Team meeting minutes document literacy sharing

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Further develop understanding of key literacy approaches in communication with students, whanau, and community	Redesign reporting templates to illustrate key approaches/milestones which link to classroom practices <ul style="list-style-type: none"> • Review • Trial • Evaluate 	Term 2	Junior teaching team	Revised report form reflects BSLA approaches and milestones
Continue to build resource bank to support literacy approaches	<ul style="list-style-type: none"> • Purchase Plan established • Re-organisation of literacy storage space to ensure easy access to resources in a progressive way 	Term 2	Literacy team	Purchase plan in place Resources organised to support classroom programmes

Outcome: Learners, staff and whānau have increased understanding of key literacy approaches and progressions – BSLA/ASLA and Writer's Toolbox.

KAIPAKI SCHOOL ANNUAL PLAN 2023



Strategic Goal: Building Our Best Team

Initiative: Health and Wellbeing

Aim: To promote the mental, emotional, physical and spiritual wellbeing of all students, staff and members of our school community

Key Improvement Strategies	Actions	Time Frame	Personnel	Measure
<p>Develop and implement mental health programmes based on the refreshed Mental Health Guidelines</p> <p>Mana Model:</p> <p>Mana Whānau: Be connected to others</p> <p>Mana Ūkaipō: Be connected to place</p> <p>Mana Motuhake: Be self-determining</p> <p>Mana Tū: Skills to respond to difference, complexity, and adversity</p>	Professional reading: Mental Health Education	Beginning Term 2	SLT SENCO	Professional reading has occurred
	Wellbeing Leadership team established	Term 2	SLT SENCO	Wellbeing leadership team is in place
	Kaipaki Mental Health framework developed and shared with staff and whānau	Term 2	SLT Wellbeing Leadership Team (WLT)	Kaipaki Mental Health framework has been formulated and shared

KAIPAKI SCHOOL ANNUAL PLAN 2023

Mana Tangatarua: Awareness and appreciation of difference				
Ko Au: Personal Health and Physical Development Knowledge, understanding, skills and attitudes related to personal health and physical development that enhance mental health through expressing and managing feelings and developing mana, resilience, a sense of identity, and overall hauora.	Continue external programmes with strengthened communication about content and consistent messaging: Life Ed Being My Best Student First Aid training: St John Firewise Keeping Ourselves Safe (or alternative programme)	All year	Entire teaching team Specialist providers	Classroom planning/Specialist programmes in place that focus on personal health and physical development
Ko Tōku Tinana Kori I Te Ao: Movement concepts and Motor Skills Skills, attitudes, and knowledge related to movement and physical activity and an understanding of	Continue to promote sports and physical activity: Sports Specialist Role	All year	Sports Specialist Teacher (SST) HWT	Student participation in sports activities both within and outside school programmes

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how physical activities enhance mental health	Participation in Combined Rural/Town sports events Movewell in-house Professional learning opportunity	Term 2	SST HWT	Movewell programme implemented
Ko Aku Hoa: Relationships with Other People Understandings, skills, and attitudes that enhance interactions and relationships with others and increase awareness of responsibilities towards others	Continue external programmes with strengthened communication about content and consistent messaging: Life Ed Being My Best	Term 3 Term 1	SLT HWT	Being My Best course provided for at least one group of students Life Education sessions with a focus on relationships have occurred
Ko Tōku Ao – Healthy Communities and Environments Critical inquiry, reflection, and social action skills that relate to societal attitudes, practices, and services that affect people's	Improve Tikanga Māori visibility in values, practices and school culture	Ongoing	Staff Students BOT	Visibility of Tikanga Māori practices in school life

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mental wellbeing and the health of their communities and environments	Professional learning opportunities, including making connections with experts in our community First Aid Neurodiversity Mindfulness	Ongoing	All staff	Every teacher has engaged in at least one health focused professional learning opportunity over the year
	Community Garden/Wellbeing Curriculum link: Planting/Healthy Food Outdoor recreation Sun smart practices	Term 2	SLT HWT	Students are engaged in: <ul style="list-style-type: none"> • care and cultivation of garden • preparation of food from the garden • sharing produce/baking with the community • regular outdoor recreational activities
Develop understanding of the Health and Wellbeing curriculum in communication with students, whānau, and community	Health Curriculum focus in: Newsletters School production Information evenings	All year	SLT HWT	The Health and Wellbeing survey reflects increased whānau awareness/understanding of Health Curriculum content and support programmes at Kaipaki

Outcome: All learners, staff and whānau feel connected, valued, and empowered through understanding their own wellbeing needs and those of others.

KAIPAKI SCHOOL ANNUAL PLAN 2023



Strategic Goal: Building Our Best Team

Initiative: Evaluation for Improvement

Aim: To evaluate the extent to which the use of school learning dispositions of critical thinking, collaboration and communication, is raising achievement for those students whose progress needs accelerating and extending the progress of other learners.

Key Improvement Strategies	Actions	Time Frame	Personnel	Measure
Consideration of Stakeholders	<ul style="list-style-type: none"> • Compile stakeholders register • Establish Whānau Consultation group • Regular professional discussions/surveys focused on learning dispositions 	Term 2	Senior Leadership Team	Stakeholder register in place Whānau Consultation group established At least one survey undertaken per term
	Establish 2023 5C's focus timetable	Term 1: Community Term 2: Critical Thinking	Teaching team	5C's focus timetable in place

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		Term 3: Collaboration Term 4: All 3 C's		
Noticing <i>What's going on here?</i> <i>For which learners?</i> <i>Is this what we expected?</i>	Registers developed for 4 identified cohort groups across school:	Termly update	Senior Leadership Team	Register for cohort groups established and maintained throughout year to enable tracking of learners' progress
	<ul style="list-style-type: none"> • Maori learners • Pacific learners • Learners with identified learning needs • Learners exceeding curriculum expectations 		Teaching Team	
	Baseline student data gathered	Term 2 and Term 4	Whole Teaching Team	Snapshots of student learning data twice yearly
	Discussions with Whānau consultation group: What do they know about dispositions in relation to student learning.	Termly	Whanau Consultation Group Senior Leadership Team	Whānau Consultation group minutes include feedback around connection between dispositions and relation to student learning

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	Professional discussions about learning dispositions and anecdotal impact on learning	2 meetings per term	Whole Teaching Team	At least twice a term, teaching team meeting minutes documents discussions about learning dispositions and anecdotal impact on learning
Investigating <i>What do we need to find out?</i> <i>What good questions should we ask?</i> <i>How will we gather relevant and useful data</i>	Analysis of progress data in Term 2 and Term 4: <ul style="list-style-type: none"> • Writing • Reading • Maths 	Term 2 Term 4	Senior Leadership Team Teaching Team	Analysis of Progress data is prepared and reported to the BOT twice annually
	Learning discussions with: <ul style="list-style-type: none"> • Whānau Consultation group • Learners • Staff <p>Discuss impact of current 5 C's focus on learning from stakeholder's perspective</p>	Term 2 Term 3 Term 4	Whānau Learners Staff	Learning discussions with various stakeholder groups have occurred

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	Opportunity to identify new ideas or different priorities (3 students from each cohort will be selected each term. Set questions to be used every time which are relatable to different dispositions.)			
Collaborative Sense Making <i>What is our data telling us/what insights does it provide?</i> <i>Do we have different interpretations of the data? If so, why?</i> <i>What might we need to explore further?</i>	End of term reflections which summarise data trends and stakeholder contributions	Term 2 Term 3 Term 4	Senior Leadership Team	End of Term reflections prepared and shared
Prioritising and Taking Action <i>What do we need to do now?</i>	Establish recommendations as part of each term reflection: <ul style="list-style-type: none"> Further exploration 	Term 2 Term 3 Term 4	Teaching team	End of Term reflections prepared and shared

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<p><i>What can we do to ensure better progress and outcomes for more of our learners?</i></p> <p><i>What strengths do we have to draw on/build on?</i></p>	<ul style="list-style-type: none"> ● Extension/deletion of practices ● What do we need to communicate with stakeholders ● Resources needed 			
<p>Monitoring and Evaluating</p> <p><i>Which of our learners are not benefiting?</i></p> <p><i>What is happening as a result of our improvement actions?</i></p> <p><i>Do we need to adjust what we are doing?</i></p>	<p>Termly report: Analysis of student data and voice. Are there trends in co-hort information which identify groups not benefitting?</p> <p>Anecdotal record of findings identified from improvement actions</p> <p>Recommendations for adjustment</p>	<p>Every term</p> <p>Every term</p> <p>Every term</p>	<p>Teaching Term</p> <p>Senior Leadership Team</p> <p>Senior Leadership Team</p>	<p>End of Term reflections prepared and shared</p>

Outcome: The extent to which the use of school learning dispositions (critical thinking, collaboration and communication) is impacting on raising achievement for those students whose progress needs accelerating and extending the progress of other learners has been evaluated

KAIPAKI SCHOOL ANNUAL PLAN 2023



Strategic Goal: Connecting our Community in Learning

Initiative: Our People, Our Place, Our History

Aim: To develop a deeper connection to Kaipaki School and its history, through strengthening relationships with Whānau and Mana Whenua

Key Improvement Strategies	Actions	Time Frame	Personnel	Measures
To build a reciprocal relationship with Mana Whenua in order to deepen understanding of Place Based learning at Kaipaki	• Haeranga to visit local areas with Mana Whenua	Term 1	Teaching team BOT	Participation in Haeranga
	• Investigate possibility of Marae trip	Term 3	Whaea Dana SLT	Marae trip undertaken
	• Matariki event	July		Schoolwide learning about Matariki (including an event) has occurred
	• Te Ohu hui attendance	Twice termly	22 students Alana Thompson	A group of students from across our kura, together with kaiako, attend Te Ohu hui twice a term

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	<ul style="list-style-type: none"> • Kapa Haka Festival 	Term 3	Kapa Haka roopu Whaea Dana Alana Thompson	Participation in the Cambridge Kapa Haka festival
Develop understanding of Kaipaki History	Explore history of school buildings, location and land	Throughout 2023	Teaching team	Kaipaki School students have explored the history of the school buildings, location and land
	<p>Develop resources which document family names with connection to Kaipaki community/School over time</p> <p>Digital Resource Honours Board Photographic Displays Family trees</p> <p>Illustrate connections with wider community in shared resources: Kaipaki Hall links with school</p>	Throughout 2023	SLT BOT	<p>Digital resource established which documents family connections with Kaipaki School (including Honours Board)</p> <p>Honours Board and historical photos display has improved access and design</p> <p>Photos collected from our community and displayed</p> <p>Documentation of connections with Kaipaki Hall and Fieldays</p>

KAIPAKI SCHOOL ANNUAL PLAN 2023

	Fieldays historical connection			
	Visit to original school site and Kaipaki Cemetery to explore links to family names and view original school site	Term 3	Ruma Tiwai Teaching Team	Ruma Tiwai field trip to original school site and Kaipaki cemetery. Presentation prepared documenting learning from trip to original school site
Increase opportunities for the community to be involved in classrooms and events	Family Picnic Electives Ag day Matariki event Grandparents or Special People day Production Sports events School disco PTA events Christmas Festival Final Assembly	All year	Staff BOT Community	All Whānau are involved in at least 3 school events over the year

Outcome: Students, Whānau and staff have a deeper connection to Kaipaki School and its history.

KAIPAKI SCHOOL ANNUAL PLAN 2023



Strategic Goal: Connecting our Community in Learning

Initiative: Walking toward Te Ao Māori

Aim: To honour our Te Tiriti obligations while walking towards Te Ao Māori

Key Improvement Strategies	Actions	Time Frame	Personnel	Measure
Develop and implement actions that give effect to Te Tiriti in Kaipaki School practices	Review policies and practices that are in line with Te Tiriti o Waitangi	Ongoing	Whole staff BOT	Policies and practices have been reviewed with Te Tiriti obligations in mind
	Engage with reputable literature of Te Tiriti o Waitangi and it's whakapapa – e.g. Ngaapuhi Speaks, to help everyone to understand and appreciate other iwi, their perspectives of historic significance, and relevance today.	Ongoing	Whole staff BOT	Staff have engaged with literature and had opportunity to build understanding as a team

KAIPAKI SCHOOL ANNUAL PLAN 2023

Walking toward Te Ao Māori	Strengthen and utilise aspects of te reo Māori me ona tikanga in all facets of school life. e.g. incorporate karakia, kiiwaha, mihi, waiata/ haka in every day practice	Ongoing	Whaea Dana All staff BOT	Specific focus on Tikanga in each Te Reo session which is built upon in everyday practice
Development of Te Reo and Tikanga	Opportunity to engage in PLD offered through https://tupuora.co.nz/teahuotereo/	Ongoing	All Staff BOT Whanau	Engagement in professional learning to improve confidence in te reo
	Continued Te Reo lessons/Kapa Haka roopu with Whaea Dana	Ongoing	Whaea Dana Teaching team	
Give effect to Te Tiriti in and across all curriculum areas and initiatives	Professional Reading Niho Taniwha: Improving Teaching and Learning for Akonga Māori	All Year Team Meetings	Kim: PGC SLT Teaching team	Exploration of Niho Taniwha text with regular discussions regarding impact on practice

KAIPAKI SCHOOL ANNUAL PLAN 2023

	Utilise Poutama Pounamu “Ako Critical Context for Change framework to support growth and understanding (Kahui Ako thread of work)	Ongoing	SLT In-School COL Teacher (IST)	Participation in Poutama Pounamu Professional Learning
	Access credible information and resources on the four articles of Te Tiriti o Waitangi: Kāwanatanga, Tino Rangatiratanga, Ōritetanga, Wairuatanga.	Ongoing	Teaching Team	Student exploration of the articles of Te tiriti occurring
Design/develop inclusive and equitable pathways for aakonga and rangatahi,	Engage with the Curriculum document of Te Maataiaho and use this to explore and understand local stories	Ongoing	Teaching team Kahui Ako	Staff have engaged in professional learning related to Te Maataiaho
	Ensure that educational aspirations of Ngaati Korokii Kahukura and Ngaati Hauaa (Tainui) are considered in all curriculum planning and development	Ongoing	Teaching team Kahui Ako	Curriculum planning reflects and references aspirations of Ngaati Korokii Kahukura and Ngaati Hauaa (Tainui)

Outcome: Increased understanding and consideration of Te Tiriti obligations within all contexts at Kaipaki School in walking toward Te Ao Māori

KAIPAKI SCHOOL

2023 ANNUAL TARGETS

Area

Target

Attendance

Increase regular school attendance

More than 70% of learners will attend school regularly as defined by the Ministry of Education (90%+)

Mathematics

Consistency in Mathematics Achievement between our Maori and Pacific cohort and Non Maori cohort

More than 70% Māori/Pacific students will be at or above the expected curriculum level for Mathematics

In 2022, 64% Māori were at or above the expected curriculum level compared to 76% of Non-Maori, and 57% of Pacific students

Writing

Consistency between boys and girls achievement in Writing

More than 80% of boys will be at or above the expected curriculum level for Writing

In 2022, 73% of boys were at or above the expected curriculum level compared to 83% of girls

Reading

Accelerate progress in Reading to have more children achieving above expectations

35% of learners across the school will be above their expected curriculum level for Reading

In 2022, 29.8% of learners school-wide were working above expected curriculum levels