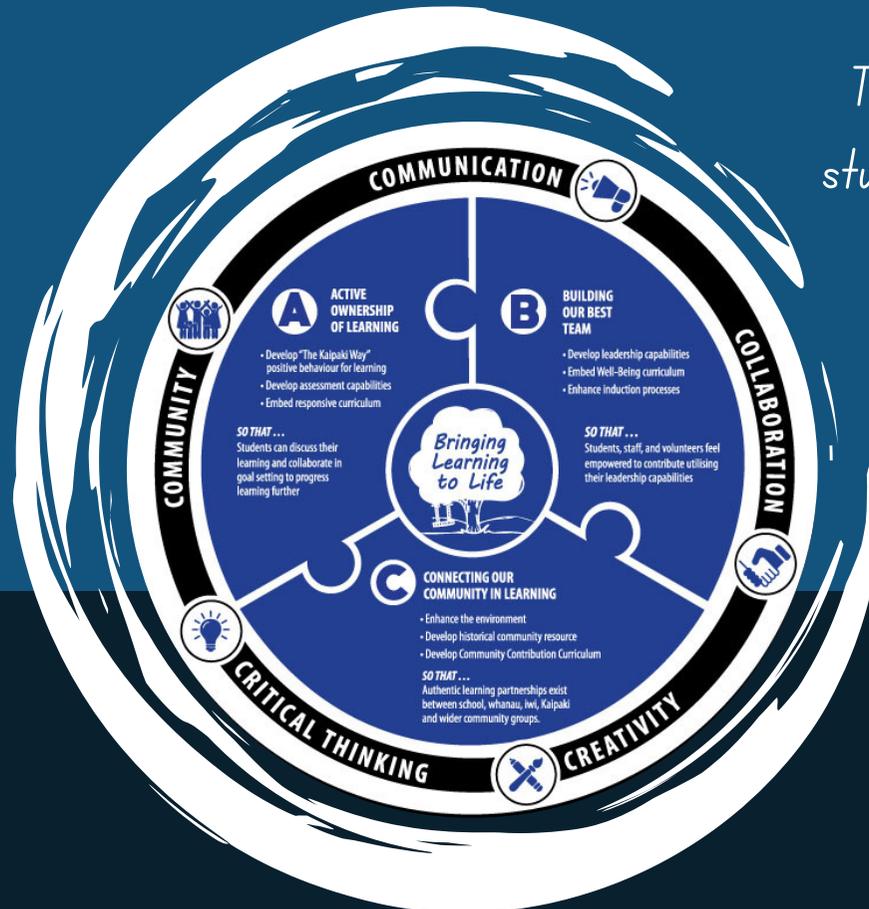


KAIPAKI SCHOOL

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



Critical Thinking
Whaiwhakaaro

Collaboration
Mahi tahi

5Cs of Learning

Community
Hapori

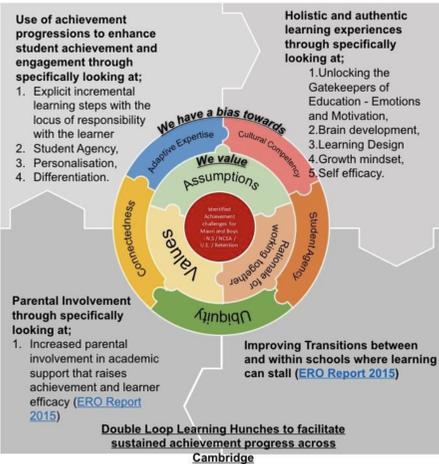
Creativity
Auahatanga

Communication
Whitiwhiti Korero



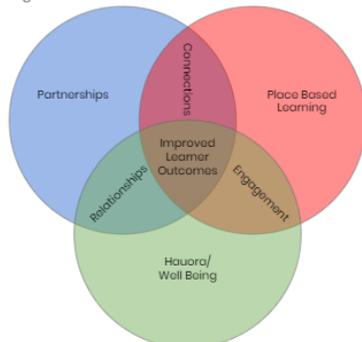
Te Kaahui Ako o Te Oko Horoi

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 awahi 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 |
|---|--|---|---|---|
| <p>Maataiahika - focus on local curriculum Partner with Mana Whenua to co-design localised curriculum which aligns with Tangata Whenua aspirations</p> | <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 | <p>Workshops throughout the year</p> <p>Opportunities throughout year</p> <p>Compiled over the year</p> | <p>Senior Leadership Team (SLT) In-School COL Teacher (IST)</p> | <p>Kaipaki’s Senior Leadership Team have attended Kāhui Ako Te Mātaiaho workshops</p> <p>Mana Whenua and Whanau voice is recorded</p> |

KAIPAKI SCHOOL ANNUAL PLAN 2023

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| | <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</p> <p>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> |
| <p>Develop and implement (weave learning strands together) the “Understand, Know Do” model across Aotearoa NZ Histories Literacy and Mathematics Curriculum</p> | <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 |

KAIPAKI SCHOOL ANNUAL PLAN 2023

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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 |

KAIPAKI SCHOOL ANNUAL PLAN 2023

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| Further develop understanding of key literacy approaches in communication with students, whānau, 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 |
|--|--|------------------|--|--|
| Develop and implement mental health programmes based on the refreshed Mental Health Guidelines Mana Model: Mana Whānau: Be connected to others Mana Ūkaipō: Be connected to place Mana Motuhake: Be self-determining Mana Tū: Skills to respond to difference, complexity, and adversity | 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

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| 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 |

KAIPAKI SCHOOL ANNUAL PLAN 2023

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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 |

KAIPAKI SCHOOL ANNUAL PLAN 2023

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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 |

KAIPAKI SCHOOL ANNUAL PLAN 2023

| | | 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: <ul style="list-style-type: none"> • Maori learners • Pacific learners • Learners with identified learning needs • Learners exceeding curriculum expectations | Termly update | Senior Leadership Team Teaching Team | Register for cohort groups established and maintained throughout year to enable tracking of learners' progress |
| | 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 |

KAIPAKI SCHOOL ANNUAL PLAN 2023

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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 |

KAIPAKI SCHOOL ANNUAL PLAN 2023

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| | Opportunity to identify new ideas or different priorities <i>(3 students from each cohort will be selected each term. Set questions to be used every time which are relatable to different dispositions.)</i> | | | |
| 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 |

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 | <ul style="list-style-type: none"> • Haeranga to visit local areas with Mana Whenua | Term 1 | Teaching team BOT | Participation in Haeranga |
| | <ul style="list-style-type: none"> • Investigate possibility of Marae trip • Matariki event | Term 3 July | Whaea Dana SLT | Marae trip undertaken Schoolwide learning about Matariki (including an event) has occurred |
| | <ul style="list-style-type: none"> • 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 |
| | | | | |

KAIPAKI SCHOOL ANNUAL PLAN 2023

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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

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|--|---|----------|---------------------------|---|
| | 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

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|---|--|---------------------------|----------------------------------|---|
| Walking toward Te Ao Māori | Strengthen and utilise aspects of te reo Maaori 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

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|---|--|---------|---------------------------------------|--|
| | 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