

# Kaikorai Primary School Strategic Direction 2024 -2025

The Strategic Plan sets out our high-level goals for the next 2 years and gives direction to the school for what we want to achieve.

Strategic priorities	Ngā Whāinga Our goals	Which BPO does this goal work towards meeting	Link to <a href="#">NELPS</a>	What would we expect to see?	How will we measure success?
<b>Akoranga   Learning</b>	<b>Create an environment and curriculum that fosters engagement and success.</b>	<p>Every student at the school can attain the highest possible standard of educational achievement.</p> <p>The school is inclusive of and caters for students with differing needs and the school gives effect to Te Tiriti o Waitangi, including by –</p> <ul style="list-style-type: none"> <li>(i) working to ensure that its plans, policies, and local curriculum reflect local Tikanga Māori, mātauranga Māori, and te ao Māori; and</li> <li>(ii) taking all reasonable steps to make instruction available in Tikanga Māori and te reo Māori; and</li> <li>(iii) achieving equitable outcomes for Māori students.</li> </ul>	<p><b>Learners at the centre</b> 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.</p> <p><b>Barrier-free access</b> Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p> <p><b>Quality teaching and learning</b> Meaningfully incorporate te reo Māori and tikanga</p>	<p>Confident learners with a growth mindset</p> <p>Well resourced classrooms</p> <p>All children succeeding and making progress</p> <p>Our curriculum reflects Tikanga, Te Ao &amp; Mātauranga Māori.</p>	<p>Measure achievement and results through a robust assessment programme.</p> <p>Continuous professional development of staff has been undertaken.</p> <p>The student's voice is captured to measure engagement.</p>

		ASPIRING	Māori into the everyday life of the place of learning		
Hauora   Wellbeing	Ngā Whāinga Our goals	<u>Which BPO does this goal work towards meeting</u>	<u>Link to NELPS</u>	What would we expect to see?	How will we measure success?
	<b>Cultivate and promote a culture of belonging where the school community are empowered to thrive</b>	<p>The school is inclusive of and caters for students with differing needs and the school gives effect to Te Tiriti o Waitangi, including by –</p> <ul style="list-style-type: none"> <li>(i) working to ensure that its plans, policies, and local curriculum reflect local Tikanga Māori, mātauranga Māori, and te ao Māori; and</li> <li>(ii) taking all reasonable steps to make instruction available in Tikanga Māori and te reo Māori; and</li> <li>(iii) achieving equitable outcomes for Māori students.</li> </ul> <p>The school is a physically and emotionally safe place for all students and staff.</p> <p>The school gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993, and</p>	<p><b>Quality teaching and learning</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau</p> <p>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</p>	<p>Effective well-being practices are implemented to support the whole learner, focusing on social and emotional capabilities.</p> <p>Opportunities and experiences are planned for the community to come together</p>	<p>Teachers have access to high-quality, regular and impactful professional development.</p> <p>The cultural practices and identity of staff and students are consistently reflected in school life.</p> <p>Annual well-being surveys of staff and pupils that are monitored for changes over time.</p>

		The school takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school			
<b>Āhuetanga Okiko   Physical environment</b>	<b>Ngā Whāinga</b> Our goals	<u>Which BPO does this goal work towards meeting</u>	<a href="#">Link to NELPS</a>	<b>What would we expect to see?</b>	<b>How will we measure success?</b>
	<b>Create an inviting and inclusive physical environment.</b>	The school is a physically and emotionally safe place for all students and staff.	<b>Learners at the centre</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	An environment that welcomes and caters to the needs of our community  Spaces that are well-resourced and safe and are continually being developed	All spaces are being well utilised.  All ākonga have places to learn and play that meet their needs.
<b>Mahi Tahi   Working together as a community</b>	<b>Ngā Whāinga</b> Our goals	<u>Which BPO does this goal work towards meeting</u>	<a href="#">Link to NELPS</a>	<b>What would we expect to see?</b>	<b>How will we measure success?</b>
	<b>Foster and demonstrate visible connection and collaboration between the school and the community.</b>	The school is a physically and emotionally safe place for all students and staff.	<b>Learners at the centre</b> Learners with their whānau are at the centre of education  <b>Quality teaching and learning</b> Quality teaching and leadership make the difference for	School, whānau and community partnerships are strengthened through interaction, invitation and communication	Ongoing community engagement  A strong attendance at school events from whānau.  Whānau are engaged in their child's learning journey.

To yourself and others

**ASPIRING  
WAWATA**

To be a thinker

To be a life long learner

learners and their whānau

Future of learning and work

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

To be the best you can be

### **Ko wai au? About us**

**Kaikorai Primary School promotes a culture of belonging for all ākonga and their whānau. Our school community is empowered to thrive, and the partnerships with whānau and our community are strengthened through interaction, invitation, and communication.**

**Learning at Kaikorai is evidence-based, engaging, authentic, and steeped in our values of Kind Atawhai, Aspiring Wawata, Independent Mana Motuhake, and Keen Hīkaka. These values also guide our interactions with others, the environment, and our community.**

**We are proud of our recently rebuilt school and the innovative environment we've crafted to cultivate future-focused skills while honouring our 155-year history. Our flexible learning spaces encourage social interaction and collaboration and a balance between teacher-guided and student-driven learning. These spaces are intentionally designed to meet the diverse learning needs of our ākonga and provide fantastic teaching environments for our educators.**

**Ehara taku toa i te toa takitahi, engari he toa takitini – my strength is not as an individual, but as a collective.**

### **Kaupapa | Our Mission Statement**

**To provide an environment where children continue to develop a love of learning and respect for others.**

### **Te Whakakitenga | Our Vision**

To be confident  
To try new activities



To yourself and others

# ASPIRING WAWATA

Happy, confident, and connected lifelong learners.

## Ngā Uara - Our Values

**Atawhai/Kind:** To resources, the environment, yourself and others.

**Wawata | Aspiring:** Be a thinker, a lifelong learner, and the best you can be.

**Mana Motuhake | Independent:** Work hard, make good decisions, and look after belongings.

**Hikaka| Keen:** Be confident, try new activities, make new friends

## 2025 Annual Implementation Plan

Target 2025	Indicators	NELP
<b>Target for reading (whole school)</b>  <b>By the end of 2025, 80%-85% of students at Kaikorai Primary School will be reading at or above their chronological age.</b>	There is an hour of learning in reading daily across all classes.  Intervention programmes are designed to support the structured literacy approach.  Parents and caregivers are well-informed about the structured literacy approach and the support provided through intervention groups.	<b>Barrier-free access</b>  Ensure every learner gains sound foundation skills, including language and literacy.  Reduce barriers to education for all, including those with learning support needs.
<b>Target for writing (whole school)</b>  <b>By the end of 2025, 80%-85% of students at Kaikorai Primary School will be achieving at or above their year level in writing.</b>	There is an hour of learning in writing daily across all classes.  Intervention programmes are designed to support the structured literacy approach.  By the end of 2025, all teachers at Kaikorai Primary School will have completed the Structured Literacy Professional Learning and Development programme.	<b>Barrier-free access</b>  Ensure every learner gains sound foundation skills, including language and literacy
<b>Target for mathematics (whole school)</b>		<b>Barrier-free access</b>

To try new activities

To yourself and others

<p><b>By the end of 2025, 80%-85% of students at Kaikorai Primary School will be achieving at or above their year level in mathematics.</b></p>	<p>There is an hour of mathematics instruction in all classes daily.</p> <p>Kaikorai Primary School students will engage in mathematics using the Oxford Mathematics Programme, aligned with the new curriculum document.</p> <p>Teachers will engage in mathematical professional learning that focuses on:</p> <ul style="list-style-type: none"><li>A strong understanding of the teaching sequence for phases 1–3 (Years 0–8).</li><li>A working knowledge of the three key elements in the Mathematics and Statistics Learning Area: <b>Understand, Know, and Do.</b></li><li>An understanding of the Science of Learning as it applies to mathematics and statistics, using this to inform teaching practices.</li><li>Familiarity with the teaching guidance outlined in the Mathematics and Statistics Learning Area.</li><li>Enhanced knowledge of effective formative assessment practices to inform daily teaching.</li><li>Improved attendance rates at Kaikorai Primary School will positively impact student learning outcomes by ensuring consistent engagement in classroom activities and access to the full curriculum. Attendance data will be regularly monitored to identify trends and support strategies for improvement.</li></ul>	<p>Ensure every learner gains sound foundation skills, including language literacy and numeracy</p>
<p><b>All staff will participate in professional learning and development (PLD) in mathematics and literacy.</b></p>	<p>Each teacher undertakes a two-term Teaching Sprint.</p>	<p><b>Quality teaching and leadership</b></p>

To be a thinker  
To be a life long learner  
To be the best you can be

INDEPENDENT  
MANA MOUHUAKE

To work hard  
To make good decisions  
To look after belongings

KEEP  
HIKAKA

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To yourself and others

<p><b>PLD opportunities will be provided in other curriculum areas to ensure coverage. Data from the 2024 PLD audit will inform the selection of future PLD opportunities.</b></p> <p><b>All teachers are engaged in a rigorous Teaching Sprint that positively impacts teaching and learning in their classrooms, with data regularly used to monitor progress and inform adjustments to enhance student outcomes.</b></p>	<p>Staff are provided the opportunity to engage in PLD either in-house or external opportunities.</p> <p>Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori.</p> <p>Strengthen schoolwide evaluation of programmes and interventions to highlight what is working well and for who and refine teaching practice and strategies accordingly.</p>	<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>
<p><b>We will strive for strong Māori whānau engagement by holding bi-annual hui and encouraging maximum attendance from all invited whānau.</b></p> <p><b>SeeSaw is used as a platform for students to co-create learning stories that demonstrate their learning journey in the terms PBL.</b></p>	<p>Each term's overarching topic reflects Te Ao, Tikanga and Mātauranga Māori. Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture.</p> <p>Each term, our whānau have opportunities to participate in their child's learning through school events, invitations in the classroom and online platforms.</p> <p>Student voice is regularly captured to measure engagement, evident on SeeSaw and their learning stories.</p>	<p><b>Learners at the centre</b></p> <p>Have high aspirations for every learner and support these by partnering with whānau and community to design and deliver education that responds to their needs and sustains identities, languages and culture</p>
<p><b>Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</b></p>	<p>Learning support programmes are designed to be individualised, targeted, and specific based on student needs and available resources.</p> <p>Whānau are regularly informed about their child's progress in intervention programmes.</p> <p>The success of the intervention programme will be reported quarterly to the Kaikorai School Board and consistently discussed by the leadership team.</p>	<p><b>Barrier-free access</b></p> <p>Reduce barriers to education for all, including those with learning support needs.</p>

To yourself and others

<p><b>All languages spoken at home are known and celebrated at Kaikorai Primary School.</b></p> <p><b>Whānau are participating in the classroom programme.</b></p> <p><b>Create a safe and inclusive culture where diversity is valued, and all learners ākonga and staff feel they belong.</b></p>	<p>Recognition of special language/culture weeks.</p> <p>A display of languages spoken and countries of origin of tamariki at Kaikorai Primary School.</p> <p>We seek to partner with Whānau Māori through whānau hui and ongoing engagement with the school.</p> <p>Termly, opportunities and experiences are planned for the community to come together. Attendance at these events is monitored and documented.</p>	<p><b>Learners at the centre</b></p> <p>Learners with their whānau are at the centre of education.</p> <p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p>
<p><b>Enhance teacher/kaiako confidence and competence in teaching diverse learners/ākonga, including adapting teaching approaches within available resources.</b></p> <p><b>To inform culturally responsive teaching practices, support kaiako to develop a deep understanding of ākonga contexts, including home languages, histories, stories, and cultural values.</b></p>	<p>Staff meetings, Teaching Sprints and PLD tailored to the diverse needs of the ākonga at Kaikorai Primary School.</p> <p>Teachers will integrate ākonga contexts (home languages, histories, stories, and cultural values) into their teaching practices, with evidence collected through regular observations, peer reviews, and self-assessments demonstrating intentional application in lesson planning, instructional strategies, and classroom interactions.</p>	<p><b>Quality teaching and leadership</b></p> <p>Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support</p>
<p><b>Kaikorai Primary School will continually strive to enhance staff by providing access to high-quality resources and actively seeking staff input, with staff feeling supported and valued in their roles.</b></p>	<p>Staff have regular opportunities to discuss resourcing needs and develop a wishlist.</p> <p>The leadership team focuses on staff hauora and well-being in their meetings and kōrero.</p> <p>The leadership team recognises times of stress and increases in workload in the school calendar and will put systems in place to support staff at that time.</p>	<p><b>Quality teaching and leadership</b></p> <p>Quality teaching and leadership make the difference for learners and their whānau.</p>



To yourself and others

ASPIRE  
WAWATA

To be a thinker  
To be a learner  
To be the best you can be

INDEPENDENT  
MANA MOHIO

To work hard  
To make good decisions  
To look after b

KEEP  
HIKAKA  
To be confident

To try new activities

	Annual wellbeing surveys of all staff are undertaken, and the data is analysed to assess key indicators of wellbeing, identify areas of strength and challenge, and inform the development of responsive wellbeing strategies.	
<b>Implement culturally responsive teaching practices that integrate diverse perspectives, cultures, and backgrounds into the curriculum to foster inclusivity and cultural competence.</b>  <b>Implement strategies to create a welcoming and respectful learning environment where all students feel valued and represented.</b>	There are processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying.  Student wellbeing surveys will be conducted to gather student voices, with data analysed regularly to identify areas of growth and concern and inform targeted interventions.	<b>Learners at the centre</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
<b>Our environment is a physically and emotionally safe place for all staff and students.</b>  <b>All aspects of the school rebuild will be completed and celebrated with an official opening.</b>	The school environment will be welcoming and inclusive for all members of the community, demonstrated by: -Visible greetings in multiple languages. -Physically accessible playspaces. -Diverse play areas that cater to individual preferences and needs.  Our spaces are well-resourced, safe, and continually developed to meet the physical and emotional needs of all members of our community.	<b>Barrier-free access</b>  Great education opportunities and outcomes are within reach for every learner.
<b>Teachers will utilise a range of effective pedagogical approaches, including collaborative methods when suitable, to maximise student learning.</b>  <b>Project-based learning (PBL) units will utilise technology tools to create engaging learning experiences that</b>	Objectives are communicated to students, and whānau are visible throughout the learning environment.  Design opportunities for collaborative learning experiences and encourage collaborative teaching.	<b>Quality teaching and leadership</b>  Quality teaching and leadership makes the difference for learners and their whānau.

To yourself and others

enhance academic outcomes and promote the development of students' digital literacy skills.

Foster a supportive and inclusive classroom culture where students feel comfortable sharing ideas and working together.

Integrate appropriate technology tools and resources to enhance learning experiences and promote digital literacy and STEAM/PBL

To be a life long learner  
To be the best you can be

## INDEPENDENT MANA MOTUHAKE

To work hard  
To make good decisions  
To look after belongings

## KEEN HĪKAKA

To be confident  
To try new activities

Draft 6/2/25

