



Kahurangi School

STRATEGIC PLAN

1 Jan 2024 - 31 Dec 2025

CULTURE | AHUREA

LEARNING | POUTAMA

PRIDE | WHAKAHĪ

COMMUNITY | AHIKĀROA

DRAFT STRATEGIC PLAN-22.2.2024
SHARED WITH KAHURANGI COMMUNITY

Vision

Whāia te iti kahurangi, ki te tūohu koe me he maunga teitei.

Pursue that which is precious,
and do not be deterred by anything less than a lofty mountain.



Journey towards a strategic plan

Over the past eight months, the Board has been working to engage, consult and understand what makes our school unique and what should be strengthened to help our children succeed.

We reviewed information from a range of sources

We began by reviewing material including:

- All responses to the Whānau Survey
- All responses to the Student Wellbeing Survey
- Staff exit interviews, and
- Student Achievement data.

We listened to Kahurangi staff

We held a Strategic Planning day on Wednesday 26 July 2023 where we heard from staff about what they see as our strengths and challenges. We also heard what staff think we are doing well in relation to the National Education and Learning Principles, and where they think our attention needs to be directed in 2024 and 2025.

We met with whānau

For the whānau consultation, we trialled a new approach based on current practice in public consultation. We carefully selected a group of whānau to ensure representation from all our cultural groups as well as 'new' and 'older' whānau. We know all whānau come with valuable perspectives and wisdom and for this reason we chose a smaller group to ensure a diverse range of voices are heard. We heard from whānau on our alignment with the National Education and Learning Principles and what needs more focus.

We had a hui with whānau Māori

We held a hui kai for whānau Māori in Term 4 at school. Rather than being focused on strategic planning, this hui was to whakawhanaungatanga and re-establish our relationship, so that we can hear and understand the aspirations of whānau Māori for our school and how they can be realised. There will be ongoing hui with the first to be held this term (Term 1, 2024).





Strategic Goal 1

LEARNING

All ākonga have a strong foundational base of literacy that opens doors to other learning and enables them to flourish.

Strategic Goal 2

TE AO MĀORI

Toitū ngā taonga tuku iho.
We honour te Tiriti o
Waitangi and the aspirations
of whānau Māori, and weave
them through all aspects of
our kura.



Strategic Goal 3

Inclusion

We have an inclusive and equitable kura where all our tamariki are attending school and feel safe.





How will this be done?

Through connection and collaboration with whānau so that tamariki are understood and are supported to grow, stretch and thrive.



Goal 1

All ākonga have a strong foundational base of literacy that opens doors to other learning and enables them to flourish.

What do we expect to see?

- Improved literacy levels
- Equitable access to education
- Cultural relevance and responsiveness
- Long-term success and wellbeing

How will we achieve or make progress towards our strategic goals?



Improved literacy levels

- Implement evidence-based literacy programmes and interventions.
- Provide targeted support and resources for struggling readers.
- Offer regular opportunities for independent reading and writing practice.
- Provide explicit instruction on reading and writing strategies.
- Offer additional support for students who need it.

Equitable access to education

- Differentiate instruction to meet the diverse needs of ākonga.
- Provide additional resources and support for students with learning challenges.
- Ensure that all ākonga have access to high-quality instruction and materials.

Cultural relevance and responsiveness

- Incorporate diverse perspectives and cultural content into the curriculum. 
- Involve whānau in the learning process. 
- Provide professional development for kaiako on culturally responsive teaching practices.

Long-term success and wellbeing

- Foster a positive and supportive school climate.
- Provide social-emotional learning opportunities for students.
- Encourage a growth mindset and resilience in students.

How will we measure success?

- Regular assessments can measure improvements in reading and writing skills among students.
- Measure the percentage of students achieving proficiency in reading.
- Similarly, measure the percentage of students achieving proficiency in writing.
- Monitoring the reduction in literacy achievement disparity between different ethnic groups.
- Gather feedback from whānau and teachers about ākonga' progress and their perceptions of the effectiveness of literacy programmes and interventions.
- Improved attendance rates.
- Conduct observations and interviews to assess students' confidence, enthusiasm for reading and writing.
- Survey tamariki, whānau and staff to assess the school climate, including students' sense of safety and belonging.



Goal 2

Toitū ngā taonga tuku iho. We honour te Tiriti o Waitangi and the aspirations of whānau Māori, and weave them through all aspects of our kura.


What do we expect to see?

- Our kura is culturally inclusive
- Incorporation of Māori values, knowledge and pedagogy
- Partnership with whānau Māori
- Equitable and positive outcomes




How will we achieve or make progress towards our strategic goals?


Cultural inclusivity

- Reflect a deep understanding and respect for the principles of te Tiriti o Waitangi.
- Integrate Māori perspectives into policies, practices, and curriculum. 

Incorporation of Māori values, knowledge, and pedagogy

- Integrate Māori values, practices and tikanga into activities, events and teaching. 
- Ensure visibility of te ao Māori in teaching materials and resources.
- Use teaching methods responsive to the learning styles of ākonga Māori.

Partnership with whānau Māori

- Actively engage with whānau Māori in meaningful ways, seeking their input, involvement, and collaboration in decision-making processes. 

Equity and positive outcomes

- Address disparities in educational outcomes.
- Engage in reflection, evaluation, and professional development to improve practices and outcomes.

How will we measure success?

Cultural Inclusivity

- Survey students, staff, and parents to gauge their perception of the school's inclusivity and respect for Māori culture.
- Review policies and curriculum documents to ensure they reflect Māori perspectives.
- Conduct regular cultural audits to assess the integration of Māori culture in the school environment.

Incorporation of Māori values, knowledge, and pedagogy

- Evaluate lesson plans and teaching materials to ensure they incorporate Māori values and knowledge.
- Observe teaching practices to assess the use of culturally responsive pedagogy.
- Review student achievement data to determine if the incorporation of Māori values positively impacts academic outcomes.

Partnership with Whānau Māori

- Track attendance and participation rates of whānau Māori in school events and meetings.
- Survey whānau Māori to assess their satisfaction with the level of engagement and involvement in decision-making processes.

Equity and positive outcomes

- Monitor changes in educational outcomes over time to assess the effectiveness of interventions.

Goal 3



We have an inclusive and equitable kura where all our tamariki are attending school and feel safe.

What do we expect to see?

- Increased attendance rates
- Improved sense of belonging and students feeling safer
- Cultural competence and understanding

How will we achieve or make progress towards our strategic goals?



Increased attendance rates

- Connect with students, whānau and teachers to understand the factors contributing to attendance and any remaining barriers. 
- Implement positive reinforcement strategies such as rewards or recognition for good attendance.
- Address barriers to attendance such as transportation issues, health concerns, or family circumstances. 

Improved sense of belonging and students feeling safer

- Foster buddy/mentor initiatives.
- Provide training for staff and students on recognising and addressing bullying behaviour.

Cultural Competence and Understanding

- Ensure that curriculum materials and resources reflect the diversity of the student body. 
- Celebrate cultural weeks or events to highlight different cultural backgrounds. 
- Recruit staff from diverse backgrounds to serve as role models for students.

How will we measure success?

Increased attendance rates

- Monitor overall attendance rates on a regular basis and track changes over time.
- Conduct surveys or interviews with students, whānau and kaiako in regards to remaining barriers.

Improved sense of belonging and students feeling safer

- Administer surveys to assess students' sense of belonging and perceptions of safety within the school environment.
- Collect anecdotal evidence through focus groups or interviews to gain deeper insights into students' experiences and feelings of safety.
- Measure changes in reported incidents of bullying or harassment over time.

Cultural Competence and Understanding

- Gather feedback from students and staff on the impact of cultural weeks or events and the representation of diverse perspectives in the curriculum.
- Track the diversity of staff demographics.



Appendix A

Education (School Planning and Reporting) Regulations 2023

7. Content of strategic plans

- (1) A board's strategic plan must include—
 - (a) the board's vision for its school;
 - (b) the board's strategic goals, as developed in consultation with the school community, for meeting the board's primary objectives as set out in section 127 of the Act;
 - (c) information relating to how the board has prioritised its strategic goals;
 - (d) information relating to the link between the board's strategic goals and—
 - (i) the statement of national education and learning priorities issued by the Minister under section 5 of the Act; and
 - (ii) any other relevant national education strategies or plans, including Ka Hikitia, the Action Plan for Pacific Education, and the oranga tamariki action plan; and
 - (iii) the foundation curriculum policy statements and national curriculum statements made under section 90 of the Act;
 - (e) the board's strategies for achieving or making progress towards its strategic goals based on the identities, needs, and aspirations of its school community, including, without limitation, strategies for identifying and catering to students whose needs have not yet been well met;
 - (f) the board's strategies for giving effect to Te Tiriti o Waitangi, including strategies for—
 - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
 - (ii) achieving equitable outcomes for Māori students; and
 - (iii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori;
 - (g) information describing the measures, evidence, and processes the board intends to use to evaluate its progress towards achieving the strategic goals.
- (2) In addition, if a board is—
 - (a) the board of a Kura Kaupapa Māori, the board may develop strategic goals that reflect Te Aho Matua and local tikanga;
 - (b) a specified kura board that is not the board of a Kura Kaupapa Māori, the board may develop strategic goals that reflect local tikanga.
- (3) If a board is a specified kura board,—
 - (a) the requirement in subclause (1)(f) does not apply; and
 - (b) the board's strategic plan must instead include a general statement about how the kaupapa of the board's school reflects Te Tiriti o Waitangi.

Appendix B

Statement of National Education and Learning Priorities

Implementation of the Statement of National Education and Learning Priorities in schools and kura



The Statement of National Education and Learning Priorities (the NELP) is a set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for children and young people. The priorities can be used alongside their own local priorities, and in conjunction with delivering a rich local curriculum, to help every learner/ākonga to progress and achieve their aspirations.



Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters, for example by ensuring their strategic goals align to the NELP priorities.

Managers of private schools must have regard to the NELP in the operation of their school, and ensure that the school's principal and staff have regard to the NELP when developing and delivering the curriculum.

On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework. This framework will have a clear link to the NELP, and governing bodies will have to report on their engagement with the priorities in their strategic plans. More information on this will be provided closer to the time.

OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
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LEARNERS AT THE CENTRE

Learners with their whānau are at the centre of education

BARRIER FREE ACCESS

Great education opportunities and outcomes are within reach for every learner

QUALITY TEACHING AND LEADERSHIP

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

FUTURE OF LEARNING AND WORK

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

WORLD CLASS INCLUSIVE PUBLIC EDUCATION

New Zealand education is trusted and sustainable

Actions for schools and kura	1 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	3 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	5 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	7 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)
	Ask learners/ākonga, whānau and staff about their experience of racism, discrimination and bullying, and use that information to reduce these behaviours	Partner with family and whānau to equip every learner/ākonga to build and realise their aspirations Help staff to build their awareness of bias and low expectations, and of how these impact learners/ākonga, staff and whānau	Work with whānau and Pacific families to identify and understand barriers that may prevent learners/ākonga from accessing, participating or remaining engaged in schooling, and work to address them	Ensure all learners/ākonga have ongoing opportunities to develop key capabilities, including communication, problem solving, critical thinking and interpersonal skills	Seek advice from Māori on how best to include tikanga Māori in values, practices and organisational culture	Identify gaps in teaching capability and invest in opportunities for teachers/kaiake and staff to strengthen teaching, leadership and learning support	Support learners/ākonga to see the connection between what they're learning and the world of work	
	Have processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and bullying	Identify and respond to learners/ākonga strengths, progress and needs, and learner/ākonga and whānau aspirations	Ensure disabled learners/ākonga and staff, those with learning support needs, gifted learners/ākonga, and neurodiverse learners/ākonga are safe and included in their school or kura, their needs are supported, and that learning support programmes are robust and effective	Identify learners/ākonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists	Use development opportunities for teachers/kaiake and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori	Develop teacher/kaiake confidence and competence to teach diverse learners/ākonga with varying needs, and to appropriately modify teaching approaches	Break down ethnic, gender and socioeconomic stereotypes around education and career pathways, including for girls and young women	
	Create a safe and inclusive culture where diversity is valued and all learners/ākonga and staff, including those who identify as LGBTQI+, are disabled, have learning support needs, are neurodiverse, or from diverse ethnic communities, feel they belong	Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori	Where possible, reduce non-fee costs, including costs associated with BYOD policies, and take advantage of policies to reduce financial dependence on families and whānau	Value the heritage languages spoken by Pacific learners/ākonga, and provide opportunities to use and to build on them	Talk with learners/ākonga and staff about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement	Expect and support teachers/kaiake to build their understanding of learners/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching	Collaborate with industries, employers and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education	
		Collaborate with Māori communities to invest in, develop and deliver Māori-medium learning						

2. Bring your own ideas