



# Kahurangi School

# STRATEGIC PLAN

**1 Jan 2024 - 31 Dec 2025**

CULTURE | AHUREA

LEARNING | POUTAMA

PRIDE | WHAKAHĪ

COMMUNITY | AHIKĀROA

# Vision

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## 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.



# School context and information

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Kahurangi School, nestled at the foot of the hills in Strathmore Park, is a vibrant year 1-8 full primary school. Established just over a decade ago in February 2013 with 107 students, our modern learning environment has since flourished, now boasting a lively student body of 257, with expectations of growth to approximately 280 at the end of 2024 as new 5-year-olds join.

Our community reflects a rich blend of cultures and backgrounds, with Māori comprising 29%, Pākehā 32% (including 71 NZ Europeans and 12 Other Europeans), Pacific Peoples 19%, MELAA (Middle Eastern, Latin American, or African) 11%, and Asian 7%.

## Our vision

At the core of Kahurangi School lies our vision: "Whāia te iti kahurangi, ki te tūohu koe me he maunga teitei," encapsulating our commitment to empowering our tamariki to achieve, succeed, and excel. Alongside their whānau we support them to have the courage to pursue their aspirations with confidence and determination, while fostering resilience and a willingness to take risks.

## Our principles

Our guiding principles—Learning, Pride, Culture, and Community—influence every aspect of school life. Through these principles, we support our tamariki to develop the skills, mindset, and values they need to succeed. *Learning* is central to our culture, with tamariki approaching it with diligence and enthusiasm, actively engaging in reflection to deepen their understanding of the world. *Pride* is ingrained in our school kaupapa, as our tamariki show respect for themselves, their peers, and our environment. We celebrate *Culture* (diversity) at Kahurangi, with our ākongā honouring their own cultures while embracing and appreciating differences. Moreover, *Community* lies at the heart of our school, with our tamariki actively engaging and cooperating, fostering a culture of support and teamwork where all tamariki feels valued and respected.

## Our kaupapa

As our school grows, our main goal remains the same: to make sure every child feels valued and supported. We're really thankful to parents and families for trusting us with their children's education, and we take that responsibility seriously. Our focus isn't just on academics; we want to help students become well-rounded individuals who can handle all aspects of life. We really care about our students' wellbeing. By working closely with whānau, we help our tamariki feel confident and strong, so they can tackle any challenges they face.

Since beginning in 2013, Kahurangi has been a 'free school', ensuring that every student has equitable access to education regardless of their circumstances. Our school is a place where everyone is welcome, and we celebrate our differences. Every student's voice matters here, and we work together to make sure everyone feels valued and respected. Our aim is to create an environment where every child can succeed and be their best self.

**Our strategic goals reflect government priorities...**

Our strategic goals are aligned with the Statement of National Education and Learning Priorities (NELPs) issued under the new Education and Training Act 2020. The objectives for education under this Act are:

“...helping children and young people to attain their educational potential; preparing young people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.”

Extract from [FULL-NELP-2020.pdf \(education.govt.nz\)](#)

**...and the aspirations of our whānau and staff.**

It’s important to acknowledge that these Plans reflect specific areas of focus so that we can address, and measure progress towards, our strategic goals.

We already have a comprehensive, multifaceted and engaging programme in place at Kahurangi across all aspects of education. We will absorb the initiatives in the 2024 and 2025 Implementation Plans into our existing programme to strengthen our progress towards the strategic goals.



# 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.

Whānau discussed what was important to them and their whānau. They also reviewed the National Education and Learning Principles and were asked to rate the school’s level of effort in each area, and performance. Whānau also provided insights into what actions they were aware of the school taking in each area, and what they wanted to see continue, stop or start. Key insights were that parents wanted greater insight into what their children were learning and how their children were going. There was strong interest in taking a Te Ao Māori approach and figuring out what that meant for the school. And quite a strong focus on equity, inclusion, and supporting students individual needs.

## **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 in Term 1, 2024.





## Strategic Goal 1

### Learning

All ākonga have a strong foundational base of literacy and numeracy 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 ākonga who need it.
- 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 will 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.
- Monitor 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.

#### Ensuring incorporation of Māori tikanga, values, knowledge, and pedagogy

- Evaluate lesson plans and teaching materials to ensure these are successfully incorporated.
- Observe teaching practices to assess the use of culturally responsive pedagogy.
- Review student achievement data to determine whether academic outcomes are positively impacted.

#### 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. **SW**
- 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. **SW**

#### 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. **SW**
- Celebrate cultural weeks or events to highlight different cultural backgrounds. **SW**
- 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.

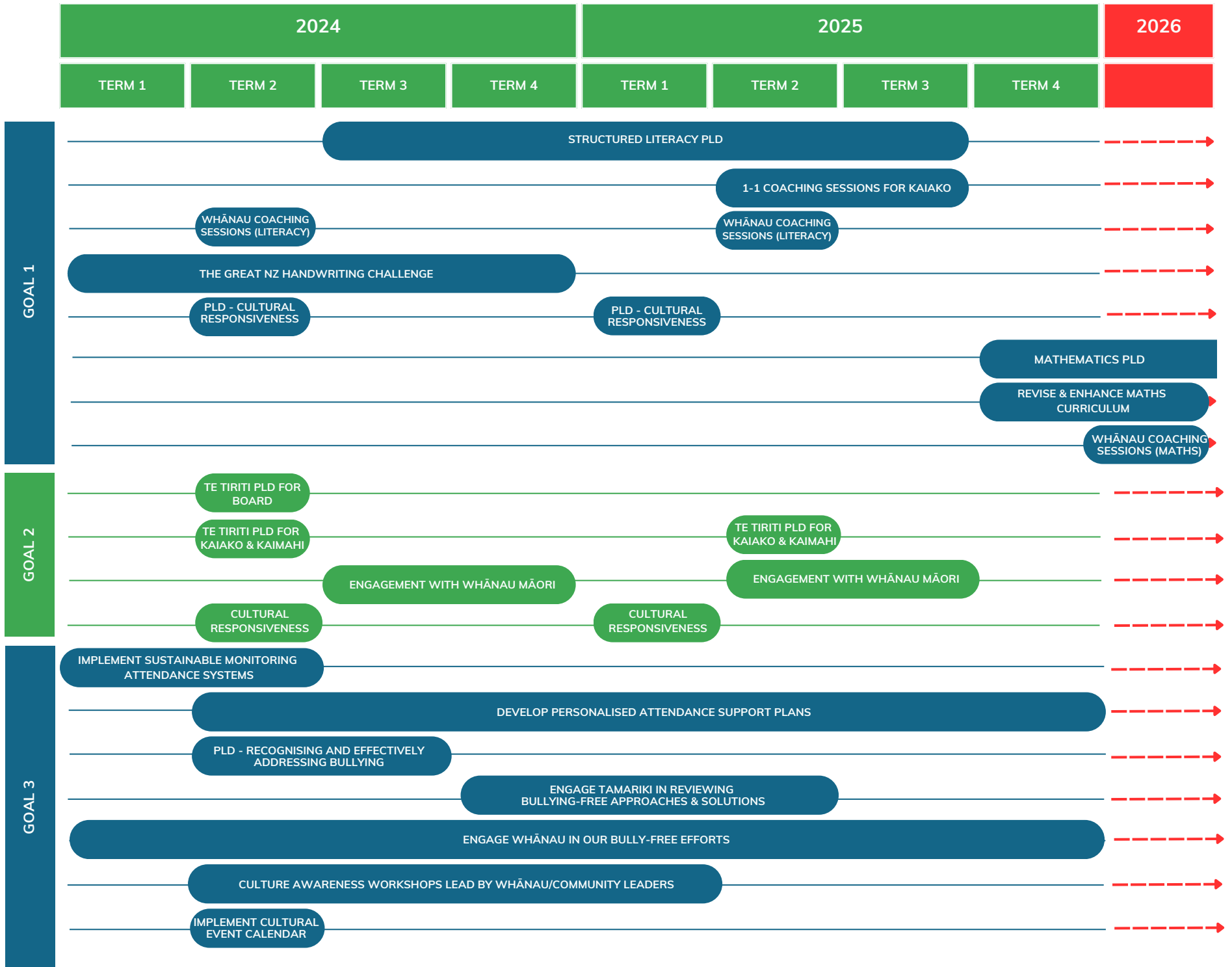
#### Improved sense of belonging and students feeling safer

- 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.







# Strategic Goal 1

## LEARNING

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

<p><b>Annual Targets</b></p>	<ol style="list-style-type: none"> <li>1. Increase the overall reading achievement rate by 10% from 69.2% to at least 79.2% by the end of the year 2024.</li> <li>2. Increase Year 3 (Year 2 in 2023) reading achievement rate from 44.44% to at least 65%.</li> <li>3. Decrease the ethnic disparities in reading achievement by at least 10% among Pasifika, Māori and Middle Eastern, Latin American and African (MELAA) students.</li> <li>4. Increase the overall writing achievement rate from 67.9% to 77.9% by the end of the year.</li> <li>5. Ensure that Year 3 (year 2 in 2023) students demonstrate a minimum writing achievement rate of 65%.</li> <li>6. Decrease Pasifika and MELAA disparities, aiming to increase their writing achievement rates by 10%.</li> </ol>
<p><b>Present Situation</b></p>	<p>Overall, 69.2% of students met or exceeded reading expectations, yet there's a concerning trend of decline, with a 4.9% drop from 2022 to 2023, following a 2% drop in 2021. Despite consistent performance patterns across cohorts, there are notable disparities among ethnic groups, with Māori and Pasifika students achieving lower rates compared to Pākehā students. Addressing these declines and disparities is crucial to ensure equitable access to literacy skills among all students.</p> <p>Writing achievement displayed positive trends, with 67.9% of students meeting or exceeding expectations, indicating a 5.2% increase from 2022 to 2023. Despite improvements, significant disparities persist among ethnic groups, particularly for Pasifika and MELAA students.</p> <p>Mathematics achievement remained relatively stable, with 74.4% of students meeting or exceeding expectations, showing a minimal 2.5% increase from 2022 to 2023. However, disparities have emerged, with females now outperforming males, and significant gaps persist among ethnic groups, notably for Pasifika and MELAA students.</p> <p>At first glance the Year 1 cohort appears in the data to be the most successful (across Maths and Writing). This highlights the way the NZ curriculum is structured, making it impossible for students to be reflected as 'below' in their first year of school. The way the NZ curriculum is structured, the bench mark for Y1 students is 1b. There is no curriculum level below 1b. The year 1 data therefore does not provide a true picture of progress or challenges and we don't always see this picture until the Year 2 data. Kaiako of new entrants (Year 0/1) are skilled at identifying possible needs and challenges from school entry through the first year. This knowledge and information gathered informs early intervention and targeted support in the early years.</p> <p>In 2024, focusing on reading and writing skills is crucial because of declining reading abilities and gaps in literacy between different groups. Improving these skills also sets a strong foundation for success in all subjects, including maths. While our main focus is on literacy this year, evidence tells us that our maths results will improve with evidence-based approaches. In 2025, we'll concentrate more on boosting math skills directly. This step-by-step plan ensures a well-rounded approach to learning, starting with literacy as the key.</p>
<p><b>Expected outcomes</b></p>	<ul style="list-style-type: none"> <li>• Improved use of structured literacy approaches across all classrooms.</li> <li>• Enhanced understanding and implementation of effective literacy support strategies among whānau.</li> <li>• Improved automaticity in letter formation among ākonga.</li> <li>• Integration of culturally diverse topics into literacy instruction, enhancing student engagement and cultural relevance.</li> </ul>

Initiatives and actions	Leading	Timeframe	Success measures (aside from annual targets)
<p>Provide whole school structured literacy PLD to ensure that kaiako have the knowledge and skills to implement structured literacy approaches in their classrooms, including focus on spelling and handwriting and differentiated instruction.</p>	<p>Literacy Leader</p>	<p>T2, 2024 - T3, 2025</p>	<p>Implement pre and post PLD self-assessment surveys for kaiako to evaluate their knowledge and confidence in implementing structured literacy approaches.</p> <p>Increased percentage of students achieving proficiency in reading, writing and mathematics.</p>
<p>Provide 1-1 coaching sessions and opportunities for kaiako focused on</p> <ul style="list-style-type: none"> <li>• implementing structured literacy approaches and strategies in their classrooms (junior teachers)</li> <li>• implementing structured literacy approaches particularly within spelling</li> </ul>	<p>Literacy Leader</p>	<p>T2, 2025 - T3, 2025</p>	<p>Assess the extent to which teachers are implementing structured literacy approaches and utilising new structured literacy materials by observing their lessons.</p> <p>Evaluate the impact that the professional learning is having on our struggling readers and writers.</p>
<p>Provide coaching sessions for whānau on how they can effectively support their children's reading and writing at home, while also fostering enjoyment and a growth mindset in their tamariki.</p>	<p>Leadership team</p>	<p>T2, 2024 and T2, 2025</p>	<p>Gather feedback from participating whānau about the usefulness, relevance, effectiveness of the coaching sessions.</p>
<p>Introduce "The Great New Zealand Handwriting Challenge" initiative focused on explicit handwriting teaching to enable children to write easily, leading to better quality writing.</p>	<p>Literacy Leader</p>	<p>T1, 2024 - T4, 2025</p>	<p>Assess the quality and legibility of students' writing both before they start participating in the handwriting challenge and at subsequent intervals during and after their involvement in the challenge.</p>
<p>Provide coaching to kaiako who require support incorporating culturally responsive teaching methods, whilst ensuring materials reflect the diversity of our student body.</p>	<p>Principal</p>	<p>T2, 2024 and T1, 2025</p>	<p>Measure the reduction in literacy achievement disparity across different ethnic groups.</p> <p>Using identified assessment tools gather student achievement information to inform teacher practice.</p>

Initiatives and actions	Leading	Timeframe	Success measures (aside from annual targets)
<p>Provide school wide professional development opportunities for teachers to enhance their mathematics teaching skills and strategies. This could include workshops, conferences, and collaboration with mathematics specialists.</p>	<p>Yet to be decided</p>	<p>T4, 2025 - Ongoing in to 2026</p>	<p>Gather feedback from teachers regarding their satisfaction with the revised curriculum and their perceived ability to effectively teach mathematical concepts.</p> <p>Track changes in student achievement to determine if there is improvement in mathematical understanding and proficiency.</p>
<p>Revise and enhance our mathematics curriculum to ensure it reflects the principles of the new NZ curriculum and embraces cultural responsiveness, while also adhering to best practices in mathematics education.</p>	<p>Yet to be decided</p>	<p>T4, 2025 - Ongoing in to 2026</p>	<p>Compare the curriculum objectives and content with established standards to ensure that essential mathematical concepts and skills are covered.</p>
<p>Engage whānau in supporting mathematics learning both inside and outside of the classroom. This could involve hosting whānau maths nights and providing resources for parents to support mathematics learning at home.</p>	<p>Yet to be decided</p>	<p>2026</p>	<p>Gather feedback from whānau who attend math nights to assess their level of satisfaction and engagement. Surveys or feedback forms can be used to gather qualitative data on the effectiveness of the events and the usefulness of the resources provided.</p> <p>Monitor the progress and achievement of ākongā whose whānau participate in math nights and utilise resources at home. Compare their academic performance with students whose families did not participate.</p>



## 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.

<p><b>Annual Target</b></p>	<p>Achieve a participation rate of 90% or higher among board members, kaiako, and staff in professional development focused on Te Tiriti o Waitangi and culturally responsive teaching methods.</p>
<p><b>Present Situation</b></p>	<p>At Kahurangi School, we acknowledge the significance of honouring Te Tiriti o Waitangi and embracing the aspirations of whānau Māori. However, our current picture reveals noticeable gaps in various areas.</p> <p>The post-Covid era has presented challenges, particularly in regaining our connection with whānau Māori. Through recent observations and engagement within whānau Māori hui, it's evident that there's a strong desire among our whānau to collaborate, share aspirations, and support the educational journey of our ākonga Māori.</p> <p>The last few years have seen a board election (meaning new board members), and a significant turnover in teaching staff (which is in keeping with national trends) and we recognise the need to rebuild a shared vision, strategy and understanding of what it means to truly give effect to Te Tiriti o Waitangi in all aspects of school life e.g. governance, operational, teaching and learning programmes.</p> <p>Despite a proactive and targeted effort to improve outcomes, ākonga Māori continue to be disproportionately represented among students who do not meet their year level expectations in the core curriculum areas and over represented in low attendance and behaviour incidents.</p>
<p><b>Expected outcomes</b></p>	<p>Enhanced shared understanding and respect for Te Tiriti o Waitangi among board members, kaiako, and kaimahi.</p> <p>Strengthened relationships and improved collaboration between the school and whānau Māori, leading to the development of more effective strategies to support the aspirations of whānau Māori.</p> <p>Increased involvement of whānau in their children's education, facilitated by the school's efforts to promote cultural responsiveness and inclusivity through teaching methods that see ākonga Māori achieving success as Māori.</p> <p>Cultivation of a more inclusive educational environment where all students, regardless of background, feel valued and respected.</p> <p>Enriched educational experiences for ākonga through opportunities to learn about Māori culture, fostering greater cultural diversity and understanding.</p> <p>Improved academic outcomes for Māori ākonga, including increased engagement, improved attendance and a decline in behaviour incidents.</p>

Initiatives and actions	Leading	Timeframe	Success measures
Provide professional development for board members on how to give effect to Te Tiriti o Waitangi at a governance level.	Board	T2, 2024	<p>Measure the percentage of board members who have completed targeted professional development on Te Tiriti o Waitangi.</p> <p>Assess through pre and post training evaluations and ability to apply the principles of Te Tiriti to governance matters.</p> <p>Policy documents and procedures reflect Māori perspective.</p>
Provide professional development for kaiako and staff to deepen their understanding of Te Tiriti o Waitangi and how to give effect to it within their role.	Board	T2, 2024	<p>Assessed through pre and post training evaluations to gauge comprehension and ability to apply Te Tiriti principles into their role.</p> <p>Teaching and learning programmes reflect Māori perspective.</p>
Create robust communication pathways with whānau Māori and ākonga Māori enabling us to deeply understand their educational aspirations and ensure their perspectives are central to shaping the vision and trajectory of our kura.	Board	T3, 2024 - T4, 2024	<p>Success will be measured by the level of engagement and feedback received from whānau Māori and ākonga Māori, indicating their active participation in the communication pathways. Additionally, it will be evident if their educational aspirations match the direction of our kura, showing their input has influenced our decisions.</p>
Provide professional development opportunities for teachers to learn about culturally responsive teaching methods, resources and strategies that support ākonga Māori to succeed and thrive.	Principal & Cultural Leader	T2, 2024 and T1, 2025	<p>Assess the integration of culturally responsive teaching methods within classroom practices through observations, lesson plans, and student feedback.</p> <p>Monitor improvements in academic performance and socioemotional wellbeing among ākonga Māori through quantitative data such as achievement results, attendance records and behaviour incidents.</p>



# Strategic Goal 3

## INCLUSION

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

<p><b>Annual Target</b></p>	<ol style="list-style-type: none"> <li>1. Increase the percentage of ākongā attending school between 90-100% of the time to at least 70%.</li> <li>2. Reduce the percentage of ākongā attending school less than 70% of the time to below 5%.</li> <li>3. Increase the percentage of ākongā reporting "I feel safe at school" in the wellbeing survey to at least 80%.</li> <li>4. Improve the percentage of ākongā reporting in the wellbeing survey that kaiako are interested in their culture or family background to at least 80%.</li> </ol>
<p><b>Present Situation</b></p>	<p>In 2023, the average attendance rates at Kahurangi School were as follows:</p> <ul style="list-style-type: none"> <li>• 51.15% of students attended school between 90-100% of the time.</li> <li>• 26.575% of students attended school between 80-90% of the time.</li> <li>• 10.675% of students attended school between 70-80% of the time.</li> <li>• 11.625% of students attended school less than 70% of the time.</li> </ul> <p>In 2023, senior school students participated in the 'wellbeing@school survey,' providing insights into their perceptions. Regarding feeling safe at school, their responses were as follows:</p> <ul style="list-style-type: none"> <li>• 68.9% of students agreed or strongly agreed with the statement.</li> <li>• 18.28% of students disagreed or strongly disagreed.</li> <li>• 12.8% of students did not provide a response.</li> </ul> <p>Feedback from whānau consultation reflected awareness and concern around the increasingly complex behavioural needs in some tamariki. The impact of this on the learning environment and feelings of safety for other tamariki in those classes.</p> <p>The school is investing a huge amount of time and resources into supporting students with complex learning and behavioural needs with varying degrees of success. The leadership team and kaiako feel stretched with the level of need and complexity.</p> <p>When asked about whether teachers are interested in their culture or family background, the responses were as follows:</p> <ul style="list-style-type: none"> <li>• 64.63% of students agreed or strongly agreed.</li> <li>• 23.16% of students disagreed or strongly disagreed.</li> <li>• 12.19% of students did not provide a response.</li> </ul> <p>This data tells us that more focused effort is required here. Although there is already a strong emphasis on cultural diversity and inclusion at Kahurangi we need to ensure that our efforts are having the intended impact for all tamariki.</p>
<p><b>Expected outcomes</b></p>	<p>By the end of the 2024 school year, we can expect to see significant improvements in student attendance, safety, and cultural inclusivity at Kahurangi School. Students will be more engaged in their education, with a higher percentage attending school regularly. Additionally, a larger proportion of students will feel safe and supported within the school environment. Teachers will demonstrate increased interest and understanding of students' cultural backgrounds, fostering a more inclusive and equitable learning environment for all tamariki.</p>



Initiatives and actions	Leading	Timeframe	Success measures
Implement sustainable monitoring systems to track student attendance enabling timely interventions.	Principal	T1, 2024 - T2, 2024	Increase in the number of students receiving timely interventions for attendance issues.
Collaboratively develop personalised attendance support plans and incentive strategies for students with irregular attendance, involving students and their whānau, and coordinating with various professionals as needed.	Principal	T1, 2024 - T4, 2025	<p>Increase in the overall attendance compared to the previous year.</p> <p>Positive feedback from students and whānau regarding the approach and support.</p>
Provide professional learning and development for staff to recognise bullying and effectively handle incidents.	Deputy Principal	T2, 2024 - T3, 2024	Gauge staff confidence levels in recognising and handling bullying incidents through surveys or self-assessment tools before and after training sessions.
Involve students in reviewing and creating opportunities for students to learn skills, lead approaches and implementing effective solutions to bullying and safety concerns.	Leadership Team	T4, 2024 - T2, 2025	<p>Improvement in students' self-reported emotional well-being by 15% in the wellbeing survey.</p> <p>Reduction in the number of reported bullying incidents by 20% compared to the previous year.</p> <p>Gather student feedback to assess their feelings of empowerment, confidence, and effectiveness in dealing with bullying and safety issues.</p>
Engage whānau in our school bullying-free efforts by enhancing communication channels, consulting and establishing a shared understanding of bullying.	Principal	T1, 2024 - T4, 2025	<p>Assess whether there is a common understanding of bullying between the school and whānau.</p> <p>Measure how whānau perceive our bullying-free approach, prevention approaches and handling of bullying incidents.</p>
Organise cultural awareness workshops for teachers to enhance their understanding of diverse student backgrounds.	Principal & Cultural Leader	T2, 2024 - T1, 2025	<p>Increase in teachers' self-reported cultural competence by 20% in the post-workshop evaluation.</p> <p>Positive feedback from students and families regarding teachers' cultural sensitivity and inclusivity.</p>
Implement a cultural event calendar to ensure the acknowledgment and enjoyment of significant cultural events and traditions.	Cultural Leader	T2, 2024	Positive feedback from students and families regarding the cultural richness and diversity of school events.

# Appendices

## 1 Education (School Planning and Reporting) Regulations 2023

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.


<https://www.legislation.govt.nz/regulation/public/2023/0155/7.0/LMS858875.html>

## 2 Statement of National Education and Learning Priorities

These can be found by following the link below. [FULL-NELP-2020.pdf\(education.govt.nz\)](#)

### 3 Kahurangi School Draft Strategic Plan Summary (shared with our community for consultation)

<https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes>



Seeking feedback on strategic goals

23 February 2023

**Kahurangi SCHOOL**

**E te whānau Kahurangi, tēnā koutou,**

As an important member of our school whānau, we would like to invite you to provide feedback on our draft strategic goals for 1 January 2024 - 31 December 2025. The draft strategic goals attached to this letter represent the aspirations of whānau, staff and ākonga.

**Our journey so far**

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**

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 whakāwhānaukatanga 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.


**What you can do...**

Please look at these high level draft goals and provide feedback to us by Thursday 29 February to [presidingmember@kahurangi.school.nz](mailto:presidingmember@kahurangi.school.nz)

If you would like to look at the full draft Kahurangi School Strategic Plan 2024-2025 follow [this link](#).

Kia ora rawa atu, nā

Kahurangi School Board



# STRATEGIC PLAN

LEARNING | POOTAMA  
PRIDE | WHAKAHI  
COMMUNITY | HIKARAKA

2024  
2025



**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.



**LEARNING**

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

We will see...

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



**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.

We will see...

- A culturally inclusive kura
- Incorporation of Māori values, knowledge and pedagogy
- Partnership with whānau Māori
- Equitable and positive outcomes for ākonga Māori



**INCLUSION**

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

We will see...

- Increased attendance rates
- Improved sense of belonging and safety
- Cultural competence and understanding

**How will this be done?**

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

**Interested in reading more about this plan?**

