

Kaikōura Primary School

STRATEGIC PLAN

2024 - end 2025

(Extended to end 2026)



Vision Statement

Creating confident, connected, adventurous life-long learners - using Kaikōura as our classroom

**Students will be motivated and self-directed learners, positive in their own identity with a can-do attitude*

**Able to think critically and creatively; ask questions, make connections and problem-solve*

**With the skills to confidently and effectively communicate with others*

Summary of consultation

Kaikōura Primary School board conducted a series of community consultations in Term 4 2023. This included a survey completed by students, then sent home for whānau to add to. The board held three face to face opportunities to talk to the board: hui ā-whānau supper, an afternoon tea and after assembly. The board asked four questions: *What does success at school look like? What do you like about the learning at our school? What could we add to our learning to better support your tamariki? The Kaikōura community and environment offer amazing learning opportunities. How could we use these opportunities better?* A follow up survey was sent out for those who could not attend, teachers collected student voice and all staff were surveyed. The board also consulted with the local Rūnanga. The board prioritised 2024-2025 strategic goals by reviewing the progress towards our previous goals, highlighting the common themes from consultation and reflecting on achievement at the end of 2023. These aligned closely to the NELPs which created our 4 goals.

The Board's Responsibility: Section 127 Education and Training Act 2020

A board's primary objectives in governing a school are to ensure that:

1. every student at the school is able to attain their highest possible standard in educational achievement; and
2. the school:
3. (i) is a physically and emotionally safe place for all students and staff; and
4. (ii) 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
5. (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
6. the school is inclusive of, and caters for, students with differing needs; and
7. the school gives effect to Te Tiriti o Waitangi, including by –
8. (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
9. (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
10. (iii) achieving equitable outcomes for Māori students.



Strategic Goal	Links to Board Primary Objectives <i>(Section 127 Ed and Training Act 2020)</i>	Links to Education requirements	Expected Outcomes	Key Actions	Measuring Success
Maintain our unique, nurturing environment where everyone belongs	1 (a), (b)(i)(ii)(iii), (c) (d)(i)(ii)(iii) 2 (a) (b)(i)(ii)(iii)	NELP Objective 1 Learners At The Centre Wellbeing in Education Strategy	A safe and inclusive environment exists, supported by systems to maintain this Everyone is supported to take care of their own well being Everyone is proud of their own identity, culture and strengths and celebrates those of others Powerful relationships exist that support high expectations for every learner and reflect whānau and community aspirations	Work with whānau to deliver learning that responds to their needs. Create the KPS Upstanders bullying prevention strategy Maintain and increase opportunities to celebrate individuality and success A shared understanding of high expectation teaching	KPS Curriculum Wellbeing surveys PB4L evaluations and data High expectation teaching practices well understood by teachers and evident consistently across the school from observations
Ensure excellent outcomes for all learners	1 (a), (b)(i)(ii)(iii), (c) (d)(i)(ii)(iii) 2 (a) (b)(i)(ii)(iii)	NELP Objective 2 Barrier Free Access Attendance and Engagement Strategy Foundation Curriculum Policies (Gazette Notice: 2009-go8817, 2023-go5904) National Curriculum Statements (Gazette Notice: 2009-go8817, 2017-go6474, 2022-go4492, 2023go-5904)	Barriers to learning identified have been significantly reduced Systems allow all students to achieve highly and their needs to be met Our curriculum inspires everyone to think critically and creatively; ask questions, make connections and problem solve and to confidently and effectively communicate with others	Develop strategies to further address attendance Implementation of effective assessment practices and structured literacy from Year 0-6 Maintain and review systems to identify and support Focus Students, GATE	Student attendance data Student achievement data KPS Curriculum
Develop leaders for	1 (a), (b)(i)(ii)(iii), (c)	NELP Objective 3 Quality Teaching and	Te reo Māori and tikanga Māori are meaningful part of all aspects of school life	Honour Te Tiriti o Waitangi through culturally responsive	Implementation of the curriculum

<p>the future</p>	<p>(d(i)(ii)(iii) 2 (a) (b(i)(ii)(iii)</p>	<p>Leadership Ka Hikitia-Ka Hāpaitia Strategy Foundation Curriculum Policies (Gazette Notice: 2009-go8817, 2023-go5904) National Curriculum Statements (Gazette Notice: 2009-go8817, 2017-go6474, 2022-go4492, 2023go-5904)</p>	<p>and decision making</p> <p>Staff regularly reflect on their cultural capability, skills in te reo Māori, knowledge of tikanga Māori and participate in professional development</p> <p>Teaching practices are of a high level across the school and consistently improving through targeted professional development, leadership and reflection</p> <p>Leadership opportunities are available and supported for all. Leaders lead change by setting excellent examples and supporting each other</p>	<p>practices, Te reo and Tikanga Māori</p> <p>Create a curriculum leadership group to lead the refreshed curriculum</p> <p>Actively develop leadership in staff and students through tuakana teina, student leaders and kapa haka</p>	<p>refresh</p> <p>Timetables/planning reflective of 'hour a day' requirements</p> <p>Student voice Community feedback</p> <p>Student achievement/ Student attendance data</p>
<p>Provide educational opportunities that inspire creativity and innovation</p>	<p>1 (a), (b(i)(ii)(iii), (c) (d(i)(ii)(iii) 2 (a) (b(i)(ii)(iii)</p>	<p>NELP Objective 4 Future Of Learning And Work Foundation Curriculum Policies (Gazette Notice: 2009-go8817, 2023-go5904) National Curriculum Statements (Gazette Notice: 2009-go8817, 2017-go6474, 2022-go4492, 2023go-5904)</p>	<p>Our learning and curriculum make real world links to the world of work in a meaningful, strengthening and affirming way</p> <p>Relationships with local industries and employers allow insight into career options and open up pathways for all students</p> <p>Students are equipped with the life skills and knowledge to make informed choices about their future learning and pathways</p>	<p>Learning experiences promote innovation and creative problem-solving and support science, conservation and tourism as future pathways</p> <p>Meaningful connections are made with local businesses and industries to enrich learning</p>	<p>Evidence from our curriculum</p> <p>Community feedback Student voice</p>