Kaipaki School Annual Implementation Plan 2025 Stories of the People Strategic Goal: Akonga will take pride in their culture and identity

Akonga will understand how they can take ownership of their wellbeing

Initiatives

Culture & Hauora

Partnerships of People:

Te Arahou Mana Whenua **Sport Waikato** Mitey

Outcomes

Aakonga are able to look after their mental/emotional wellbeing

- Aakonga have the skills, knowledge and understanding to nurture their own emotional well-being and those of others
- Healthy and active learning environments with enhanced opportunities for students to connect with local community providers

Actions

- **Engage with Mitey** Education programme from Term Two
- All Kaiako will have PLD in Mental Health Education
- Use the Mitey review tool to reflect on current situation particularly in the playground
- Develop understanding of Ngaakau Manaaki: Te Aahutanga o te Aakonga framework
- Strengthen partnership between Sport Waikato and Kaipaki
- Develop shared understanding of expected emotions, behaviour and appropriate resources throughout the school enviornment

Measures

- Evidence of the Mitey framework of learning in classrooms
- Progress against the Mitey Review Tool
- See a positive change in Aakonga's mental/emotional wellbeing
- Aakonga can identify where they are in relation to the Ngaaku Manaaki framework

- Sport Waikato Surveys reflect growth in Hauora
- Aakonga can identify where they are in relation to the Ngaakau Ora framework

NELPs

Action 3.5

Create a safe and inclusive culture where diversity is valued and all aakonga and staff who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse or from diverse ethnic communities, feel they belong

Action 1.1

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

Kaipaki School Annual Implementation Plan 2025 Strategic Goal:

Stories of the People

Akonga will take an active responsibility of their learning

Initiatives

Learning Culture

Partnerships of People:

University of Canterbury Mana Whenua **Literacy Support** Teacher

Outcomes

 New Literacy Curriculum is embedded in teaching, learning and assessment practices

• Understanding of the **New Mathematics** Curriculum is developed including teaching, learning and assessment practices

Actions

- Undertake professional learning focused on Draft Literacy Curriculum
- Continue BSLA professional learning
- Involvement in BSI A Years 4-6 resource trial
- Develop Kaipaki Signature Practices document which captures consistent language of learning; feedback practices, and planning/assessment
- Undertake schoolwide professional learning focused on Draft Mathematics Curriculum
- Trial of new mathematics resources
 - Yr 1 3 Numicon Yr 4 - 6 Maths No Problem Yr 7-8 Oxford
- Involvement in MOF Mathematics professional learning (Kaahui Ako application)

Measures

- Two additional teachers have completed BSLA microcredentials by end of 2025 - all junior teachers are BSLA accredited
- Review of resources effectiveness by teachers trialling resources collected and future professional learning opportunities determined
- Review of resources effectiveness by teachers trialling resources collected and future professional learning opportunities/resource investment determined
- At least one teacher from each of the three phases has participated in Mathematics PLD

NELPs

Action 3.6

Develop staff to strengthen teaching. leadership and learner support capability across the education workforce

Action 2.4

Ensure every aakonga gains sound foundation skills, including language, literacy and numeracy

Kaipaki School Annual Implementation Plan 2025

Strategic Goal:

Stories of the People

Akonga will take an active responsibility of their learning

Initiatives

Learning Culture cont

Partnerships of People:

University of Canterbury Mana Whenua **Literacy Support** Teacher

Outcomes

- Informed Treaty partners, who value, respect, and share indigenous knowledge
- School values and history are expressed through storying, waiata, and pepeha

- At least 75% of students will attend regularly (90%+ of the time)
- Fewer than 4% of students will have moderate absences (70-80% attendance).
- Fewer than 3% of students will have chronic absences (less than 70% attendance)

Actions

- School and Classroom treaties developed using framework of Te Tiriti o Waitangi principles
- Focus on one school value each term and illustration in oral storying
- Collaboratively develop a school waiata that expresses common understanding of values and uniqueness of Kaipaki reflecting on it's history
- Foster an inclusive school culture to boost attendance
- Identify students at risk of moderate or chronic absences early
- Implement support plans for attendance issues

Measures

- Aakonga can identify the 3 Principles of Te Tiriti o Waitangi
- Aakonga can articulate how Te Tiriti o Waitangi is honoured in their classroom
- School song developed in Te Reo that illustrates the School values and it's history
- Every Kaipaki learner knows school pepeha
- Visual Pepeha display in school office area
- Track attendance data twice a term to assess progress towards goals
- Analyse patterns in attendance to identify any emerging patterns
- Review the effectiveness of interventions and adjust as necessary

NELPs

Action 1.2

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

NELP 5

Meaningfully incorporate te reo Māori and tikanga Māori into everyday life

Action 2.3

Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

Kaipaki School Annual Implementation Plan 2025

Stories of the People

Strategic Goal:

Leadership understanding builds from Year 1 to Year 8

Initiatives

Leadership

Partnerships of People:

Mana Whenua
Te Arahou
Leading Learning
S Blair Education

Outcomes

- Cultivate Leadership: Promote a leaderfocused ethos and understanding of Kaipaki Leadership Capabilities in our Year 7/8.
- Enhance and maintain the vibrancy and uniqueness of the Year 7/8 programme.
- Develop Skills: Identify strengths and growth areas with a leadership rubric for Years 1-3,4-6, and 7-8.
- Empower Team: Build a competent, confident, and cohesive school leadership team.

Actions

- Aakonga develop an understanding of their leadership role at Kaipaki Kura by selecting a name that embodies their responsibilities and contributions.
- Aakonga, with their new name, are showcased in the school office, highlighting their leadership skills.
- Participation in their first AIMS games.
- Develop leadership rubrics
- Succession plan for students to grow towards
- Ensure the leadership team maintains a clear vision and works effectively together to balance immediate needs while keeping the long-term vision at the forefront.

Measures

- Host a ceremony for ākonga to present and explain the significance of their chosen name
- Set up a display board in the school office showcasing ākonga photos and leadership names with a brief description of their roles.
- Feature a "Leader of the Week" in the newsletter for a detailed look at their leadership journey
- First iteration of rubrics created and implemented
- Create monthly progress reports to track achievements, challenges, and necessary adjustments for vision alignment.

NELPs

Action 3.6

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Action 1.2

Have high aspirtions for every aakonga and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Kaipaki School Annual Implementation Plan 2025

Stories of the Place

Strategic Goal:

Akonga will have indepth knowledge of local stories and history

Initiatives

Local Stories & Kaipaki History

Partnerships of Place:

Te Arahau - MAC Mana Whenua Kaahui Ako Marae Councils

Outcomes

- Aakonga are knowledgeable about Kaipaki History
- Aakonga are knowledgeable about Local Stories/ Puuraakau

 Whole school is at Level 4b of at least 3 hours of Te Reo a week in the Maori Learning Classification scale

Actions

- Prepare for the 150th School Sesquicentennial
- Learn about Local Puuraakau

- Continuation of work with Te Arahau -Maori Achievement Collaborative
 Tailor the Te Reo
- Tailor the Te Reo Progressions for Kaipaki
- Undertake a review of current Te Reo/Tikanga teaching

Measures

 Aakonga know five facts about Kaipaki local history

 Aakonga know at least two Mana Whenua gifted Puurakaau

- Kaiako are delivering at least 3 hours of Te Reo/Tikanga a week
- Aakonga demonstrate growth in relation to the progressions
- Progressions that reflect the Kaipaki Way.
- Progressions that are guiding Kaiako in their teaching

NELPs

Action 3.53

Talk with aakonga and kaiako about why correct pronunciation of te reo Māori is important, and provide them with opportunities to learn and practice without judgement

Action 3.6.3

Expect and support kaiako to guild their understanding of aakonga contexts, including languages spoken at home, histories, stories, and cultural values, to provide culturally responsive teaching

Stories of the Place

Strategic Goal:

Akonga will have be actively involved in caring for our environment including our school and wider community

Initiatives

Kaitiakitanga Conservation

- Waste
- Flora & Fauna
- Biodiversity

Partnerships of
Place:
Mana Whenua
Councils
Nurseries
Pare Kore
DOC
Sanctuary Mountain
Maungataurtari
Mystery Creek:
Conservation

Outcomes

 Aakonga understand how people relationships interrelate with the natural world

 Aakonga have awareness of Whakapapa to people and place

 Collaborative design of waharoa for front entrance of kura

Actions

- Aakonga can identify where they are in relation to the Kaitiaki framework
- Beginning/End of Year drone photo reflects growth in Kaitiakitanga @Kaipaki
- Aakonga can define mana atua, mana whenua and mana tangata in their own words
- Aakonga can identify Ranginui, Papatūanuku and 2 guardians
- In collaboration with Mana Whenua, a waharoa design which illustrates kura values and pepeha is created

Measures

- Develop understanding of Te Whare Tapu o Te Ngākau Māori Kaitiaki Framework
- Explore the relationship between mana atua, mana whenua and mana tangata
- Explore Whakapapa and the connections of Māori with the natural world through Ranginui, Papatūanuku, and their uri
- Aakonga have opportunities to design a waharoa each term which illustrates their learning and understanding of Kaitiakitanga

NELPs

Action 1.2

Have high aspirtions for every aakonga and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures