



STRATEGIC PLAN 2024-2026

Our Vision:

E tū pakari ana, e totoro teitei ana
Standing Strong, Reaching High

Our Goals:

OUR LEARNING

Create opportunities for all learners to realise their potential through an engaging and innovative curriculum.

OBJECTIVE

1

LEARNERS AT THE CENTRE

OUR CULTURE

Recognise the unique status and importance of tangata whenua and celebrate our diversity.

OBJECTIVE

2

BARRIER FREE ACCESS

OUR COMMUNITY

Strengthen connections within and beyond our school community.

OBJECTIVE

3

QUALITY TEACHING AND LEADERSHIP

Our Kaurilands Learner Skills:

Self Manager, Collaborator, Thinker, Citizen



MANAAKITANGA

Respect yourself, others & your community



WHANAUNGATANGA

Build positive relationships



AKO

Teach and learn together



KAITIAKITANGA

Protect the environment

Our Values:





Our Goals:

OUR LEARNING

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OUR CULTURE

Recognise the unique status and importance of tangata whenua and celebrate our diversity.

OUR COMMUNITY

Strengthen connections within and beyond our school community.

STRATEGIC PLAN 2024-2026

What do we expect to see?

An authentic, innovative, localised curriculum.

Data is used to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs.

Programmes across our school are implemented to promote wellbeing and build resilience.

Culturally sustainable practices are implemented to enhance education outcomes for our tamariki māori and for all our children.

Cultural diversity at Kaurilands School is celebrated and embraced.

Authentic learning partnerships with whānau and the wider community are created and sustained.

A strong sense of community is shared and celebrated by all whānau associated with Kaurilands School.

How will we make progress?

Engage teachers in professional learning in order to deliver an engaging curriculum that meets diverse interests, needs and abilities.

Collectively analyse and discuss student progress and achievement data.

Actively promote a focus on wellbeing so our children build strategies to deal with setbacks and adversity.

Prioritise resources and PLD to enable teachers to become better at delivering pedagogically proven sound practice to successfully raise Māori and Pasifika student achievement.

Celebrate important cultural events throughout the year.

Collaborate with our diverse community, to ensure we are meeting their aspirations for their children while at Kaurilands School.

How will we measure success?

Best practices are evident in planning, teaching and learning.

Student Achievement data shows ākonga making expected or better than expected progress year on year.

Children and staff voice collected through survey and discussion.

School achievement data shows that Māori and Pasifika ākonga are achieving equitably with all other ākonga.

Participation is high from our diverse cultural groups.

Whānau are well represented at community events and meetings and can see and feel that their voices are valued.

Giving Effect to Te Tiriti o Waitangi (Regulation 9(1)(g))

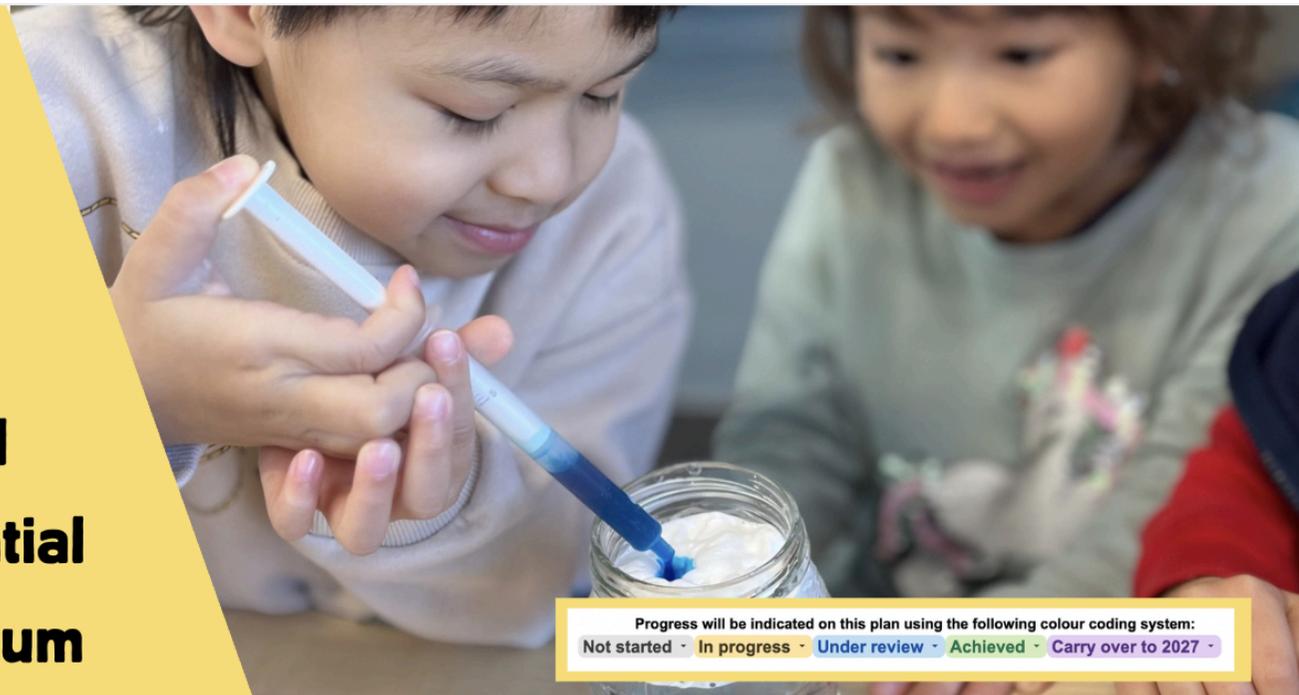
We acknowledge Te Tiriti o Waitangi as New Zealand's foundational document and value te reo Māori as taonga. We recognise the principles of partnership and the importance of empowering and valuing Māori as tangata whenua. We follow the principles of Ka Hikitia, which mean to step up, to lift up, to lengthen one stride - to empower. We embrace understanding our world from a te ao Māori perspective. Te Tiriti and its articles are woven through all aspects of our Strategic Goals.





Goal 1- Our Learning

Create opportunities for all learners to realise their potential through an innovative curriculum



Progress will be indicated on this plan using the following colour coding system:
 Not started - In progress - Under review - Achieved - Carry over to 2027 -



Lifting aspirations for every learner in our kāhui ako.



- 4** Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy
- 6** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

[Link to Curriculum Progress Report](#)

Strategic Initiative	Actions	Steps/ Specifics	Measures	Progress Status	RA <small>(Responsible/ Accountable)</small>
Provide an authentic, innovative, localised curriculum	Localise and implement the new Refreshed Literacy and Maths Curriculum to improve outcomes for all learners.	English and Maths planning, teaching and learning aligns with the new curriculum progression. Kaiaako take part in Day 3 and 4 of the Ministry Funded Maths PLD. Teachers embed Structured Literacy, BSLA (Year 0-3) and The Code (Year 4-6). Curriculum Leaders support kaiaako with resourcing and implementation of new curriculum.	Achievement of the concepts in each year level and phase. Core Curriculum lessons (Reading, Writing and Maths) are planned and taught in line with new curriculum progressions.	In progress -	R: All Teachers A: Erin, Literacy and Maths Leaders
	Improve outcomes in Writing, particularly Boys Writing.	Employ Writing specialists to support kaiaako with developing effective Writing programmes, that align with Structured Literacy approaches, and offer small group support. Train our new teachers in the Junior School in BSLA- Enrol in Structured Literacy Cohort 8 PLD. (All other kaiaako are trained). Time in team meetings dedicated to discussion on how learners are progressing, with results and actions minuted. Fine motor skill programme in Year 1. Literacy Leaders investigate how to engage boys in Writing.	Writing achievement is improved across the school, particularly for Boys.	In progress -	R: All Teachers, Toni Howard, Charlotte A: SLT

	<p>Trial the Refreshed Science Curriculum to ensure concepts are built on throughout a child's schooling and curriculum content is covered.</p>	<p>Year Level teams use the new scope and sequence outlined in the new Science Curriculum to plan engaging Inquiries and topics over the course of the year.</p>	<p>Children have a good understanding of concepts covered through Science Inquiries. Teacher Observation. Lessons are evident in planning.</p>	<p>In progress -</p>	<p>R: All Teachers A: Erin and Team Leaders</p>
	<p>Implement programmes to support the increasing social, emotional and behaviour and learning needs impacting on children's ability to access the curriculum.</p>	<p>Use 'Meet the Demand' Fund to access - Finding Voices Speech Therapy, Bark - Tales with Tails, Riding for the Disabled, Art Therapy sessions. Implement a programme for our Gifted and Talented ākonga. Full Time LSC.</p>	<p>Targeted children are able to participate more successfully in class programmes.</p>	<p>Not started -</p>	<p>R: Rebecca and Tracy A: Rebecca and Tracy</p>
<p>Use data to inform sound pedagogical practice that is differentiated to meet the diverse range of learning needs</p>	<p>Review our current Assessment Practices and investigate tools that will support the delivery and mastery of the Refreshed Literacy and Maths Curriculum.</p>	<p>Review and update our Assessment Timeline to ensure the tools we are using are relevant and fit for purpose. Implement the new SMART Standardised Assessment in Term 2 and 4 as per Ministry guidelines. Implement 2026 Ministry of Education Phonics checks in Year 1 and 2.</p>	<p>Assessments are researched and reviewed and the best fit for Kaurilands is decided.</p>	<p>In progress -</p>	<p>R: All Teachers A: Erin and Curriculum Leaders</p>
	<p>Establish systems and processes to measure and report on individual and school-wide student progress and achievement that aligns to the new curriculum and Ministry of Education expectations.</p>	<p>Build an understanding of the new Ministry of Education Progress descriptors. Moderate OTJ's within Year Level Teams. Ensure Hero is updated to align with new 2026 Reporting to Parent guidelines (mid year and end of year).</p>	<p>Data on student progress against the new Maths and English curriculum is analysed and shared with all stakeholders using the new Ministry of Education Descriptors. Children's results show clear progress.</p>	<p>In progress -</p>	<p>R: All Teachers A: Team Leaders</p>
	<p>Continue to develop our tracking systems to improve outcomes for all learners.</p>	<p>Time in team meetings dedicated to discussion on how learners are progressing, with results and actions minuted.</p>	<p>Priority Learners are clearly identified. Actions to support learning are implemented and reviewed. Children's results show clear progress.</p>	<p>In progress -</p>	<p>R: All Teachers A: Erin</p>



Goal 2- Our Culture

Develop culturally responsive practice to enhance all education outcomes for our tamariki māori and for all children.



Progress will be indicated on this plan using the following colour coding system:
 Not started - In progress - Under review - Achieved - Carry over to 2027 -



Strengthening connections to learners language, culture and identity by practicing responsive pedagogies.



- 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- 2 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- 3 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

[Link to Culture Progress Report](#)

Strategic Initiative	Actions	Steps/ Specifics	Measures	Progress Status	RA <small>(Responsible/ Accountable)</small>
Develop culturally sustainable practice to enhance education outcomes for our tamariki māori and for all our children	Continue to engage with Te Kawerau ā Maki (iwi) to understand local pūrakau of mana whenua.	Staff meetings working with Josie Wall from TKAM. Korero and Kai evening for our community lead by Te Kawerau ā Maki.	Mana whenua are involved in school projects. Tangata Whenua voice is evident in school identity.	In progress -	R: All Teachers A: Te Kāhui and Alana
	Further develop our Pōwhiri practices.	Work with Te Awhina to empower our Ngā whetu iti ākonga to kaikaranga at our pōwhiri each term. Continue to learn and embed a number of school waiata.	Ākonga are actively involved in leading our pōwhiri each term. Ākonga can sing appropriate waiata at school events.	In progress -	R: Matua Grant A: Alana
	Implement programmes and systems that improve the achievement of our Māori and Pasifika ākonga.	Māori and Pasifika Priority Learners are identified, discussed and tracked at Team meetings. Programmes that improve Māori and Pasifika achievement are identified and are implemented. Address Student Achievement for Māori and Pasifika children at Hui and Fono.	Programmes that improve Māori and Pasifika achievement are identified and implemented.	In progress -	R: All Teachers A: Te Kāhui and Alana

Celebrate and embrace the cultural diversity at Kaurilands School	<p>Create an environment where tamariki are connected to their culture and confident in their identity.</p>	<p>Learning programmes are designed carefully to ensure children see their culture reflected. Our school environment showcases our diversity.</p>	<p>Our community sees their cultures alive and valued.</p>	<p>In progress ▾</p>	<p>R: All Teachers A: Team Leaders/ SLT</p>
	<p>Develop initiatives that allow us to celebrate our diversity at Kaurilands.</p>	<p>Term 2 Kaurilands Cultural Day.</p> <p>Continue to develop art pieces that depict language and culture.</p> <p>Showcase various cultures through cultural performance groups (Kapa Haka, Pasifika, Bollywood).</p> <p>Expand our Pasifika group to include children in Year 1-3 from Pasifika nations as requested by whānau at 2025 fono.</p> <p>Introduce a Junior (Year 1 & 2) Waiata programme to be run by Matua Grant and supported by class teachers.</p>	<p>Our community sees their cultures alive and valued.</p>	<p>In progress ▾</p>	<p>R: All Teachers A: Team Leaders/ SLT Matua Grant</p>



Goal 3- Our Community

**Strengthen connections within
and beyond our school
community.**



Progress will be indicated on this plan using the following colour coding system:
 Not started - In progress - Under review - Achieved - Carry over to 2027 -



Build educationally powerful partnerships



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

[Link to Community Progress Report](#)

Strategic Initiative	Actions	Steps/ Specifics	Measures	Progress Status	RA (Responsible/ Accountable)
Foster authentic learning partnerships with whānau and the wider community	Work with our community closely to improve the outcomes of all of our learners: Capture whānau voices from all cultures of our diverse community to support the development of learning programmes at Kaurilands School and to ensure the aspirations for their children are being achieved.	Whānau Hui and Fono planned. Pasifika parent group established. Community Survey Term 4 to support the creation of our 2027 and beyond Strategic Plan.	Evidence that voice from whānau focus groups has been responded to (either by action or explanation).	Not started -	R: SLT A: Jo
	Hold Information evenings to inform our community on the changes happening with curriculum and how they can support their children at home.	Term 2 Curriculum at Kaurilands evening. Liaise with the Parenting Place to offer community events on building resilience.	Hui is well attended and whānau have a sound understanding of the changes to curriculum and how they can help at home.	Not started -	R: Curriculum Leaders and Team Leaders, Erin A: Erin
	Communication is planned and organised at all levels of the school.	Create a Kaurilands School Facebook page to showcase day to day happenings and advertise school events. As a result of parent feedback: Review systems to ensure messages through Hero are well timed and are not overloading people.	Communication systems are coherent, timely, and manageable for families and staff, as evidenced by increased engagement and positive parent feedback.	Not started -	R: SLT/ Office/ Team Leaders A: SLT

Increase student attendance

Implement our Attendance Response Plan to improve overall attendance at Kaurilands. We have a 90% attendance goal for all children.

The Kaurilands Attendance Management Plan is shared with and understood by all stakeholders.

Attendance information is shared with parents/ whānau on a regular basis via the school newsletter.

Upload attendance information and our plan to the school website.

Attendance concerns and patterns are discussed at fortnightly Team Leader meetings.

Actions set out in our plan are undertaken when children are identified as being in the worrying, concerning and very concerning categories.

Attendance will be reported to the Board on a termly basis to provide assurance that attendance procedures are being followed and the attendance strategy is achieving its intended outcomes.

Attendance data is analysed and improved and our target of 90% daily attendance rate is achieved consistently.

In progress ▾

R: Rachel/
Team Leaders/
SLT
A: SLT