

KAITAIA PRIMARY SCHOOL



STRATEGIC PLAN 2024 — 2026

Vision

Inspired and resourceful learners for life.
Kia whakaara kia manawanui mō tōna ao.

Goal 1. Raise Student Achievement
Goal 2. Raise Student Attendance levels
Goal 3. Te Tiriti and Hauora are at the Centre



Core Values MANAWA (Heart)

Manaakitanga (Caring)
Aroha (Love)
Ngawari (Kindness)
Awhi (Support)
Whakawhanaungatanga
Akona (Learning)

Kaitaia is the major township servicing people from Te Hiku o te Ika in the Far North. As a growing region, specialising in sustainable practices and preserving our local environment, it is important that our school curriculum reflects these community values and that we grow people who can continue this local legacy into the future.

At Kaitaia Primary School we strive to ensure that all our graduate students are inspired and resourceful learners for life. The self-esteem of the individual child is paramount to their emotional, cultural, intellectual and physical development. For this to become a reality the Board, staff, parents and community must work together to ensure these needs are catered for effectively.

Staff and Board have a clear vision and plan about where the school must head for the future to prepare our children to be 21st century citizens. The Board will regularly review the strategic and annual plan, and where necessary adjust our strategies to meet and manage the many changes facing the school, our children, staff and parents. It is not the only tool we use, but it is the tool that paints the big picture. Children have the right to the very best education and to enjoy every day of their learning experience at our school.



OUR HISTORY 1832

On November 30 1832, William Williams, W. G. Puckey and others met the prominent chief of the area, Nopera Panakareao at his residence at Rangaunu on 30 November. He accompanied them to visit his father Te Kaka at Kaitaia and then offered them suitable land for the missionaries new mission station. The purchase price was 80 blankets, 70 axes, 30 iron ppots, 30 hoes, 40 plane irons, 30 pair scissors, 30 combs, 10 shark hooks, 2000 fish hooks of various sizes, and 50lbs of tobacco.

Joseph Mathews and William Puckey were appointed to the Kaitaia Mission Station and took up residence in 1833 with Mathews arriving first, later joined the next year by Puckey, with the official date of the establishment of the station recorded as 14th March 1834, Puckey's day of arrival.

Panakareao afforded protection over the station until his death in 1856. The boundary markers of the station was set from points between pa sites naming these as: Kerikeri, Te Aute, Te Tiki Aitiaki, Tinotino and Pukemiro.

On the 28th April, 1840, 500 local Māori gathered at the station to debate Te Tiriti o Waitangi and eventually sixty principal chiefs of the north gathered and signed the treaty following a speech by Nopera Pana-kareao. In the ensuing years, the mission station continued to be a meeting place between the missionaries and Maori and was often used by Government officials to conduct official business and meet with local Maori.



OUR HISTORY- 1860 - 1875

The role of the mission station began to decline during the 1860s when many of the local inhabitants of the area (Maori and pakeha) began moving afield to work the gum fields.

Around 1885 the CMS began subdividing their mission station estate and began selling off land. Four acres was donated as a site for a school which was built in 1887. The Anglican Vicarage (built 1885) was removed in 1975, leaving the historic totara tree planted by the Rev. J. Mathews as the last tangible evidence of the original CMA station. This tree can be found in the centre of the carpark at the end of Mission Place.

During 1874, parent pressure forced provincial government to look into the establishment of a State School in Kaitaia. Kaitaia District High School was opened in 1875 when the missionaries offered the use of a building to the government.

Kaitaia Primary School will celebrate 150 years of schooling in April 2025.

*From: Archaeological Assessment of Effects: Awanui Flood Scheme Project 30 November 2019
Northland Regional Council*

TE TIRITI O WAITANGI - LIVING DOCUMENT

Te Reo Māori

At Kaitaia Primary, we recognise and acknowledge that Te Reo Māori is a taonga. We are committed to bi-cultural education and with it the use and acquisition of Te Reo Māori as a norm. We operate Reorua classes to develop bilingualism. These classes are at all year levels of the school from New Entrant to Year Six and delivered from Level Two to Level Four.

Te Hurihanganui in-class surveys found that the use of Te Reo Māori is high and is used functionally across the school.

ReoRua

All funding received from the MOE in the form of Māori Language Funding for Levels Two to Four is used to fund the delivery of Te Reo Māori. This funding is used to employ Kaiawhina and also to resource schoolwide events and classroom programmes that promote and support Te Reo Māori.

Funding allocation is the responsibility of the Te Reo Māori Curriculum Committee in consultation with staff.

Mana Whenua

Community consultation, whanau hui, research, key documents such as Ka Hikitia, the Education Strategies from Te Rarawa, NgaiTakoto, NgatiKahu and NgaiTohianga drive our curriculum development.

Our KPS Effective Teachers Profile attributes underpin staffing decisions from appointment to appraisal. Kaitaia Primary is currently undertaking PLD through the Te Hurihanganui project with other kura in Te Hiku o Te Ika.

CONSULTATION PROCESS 2023

Mana Whenua

At Kaitaia Primary, we recognise and acknowledge that the school is on whenua belonging to NgatiKahu- NgaiTohianga, Te Paatu, Te Rarawa and NgaiTakoto but also that we have children enrolled from all Muriwhenua Iwi.

The Principal has engaged with Iwi Representatives in their respective Education Portfolios and the committee of Te Mataara (Oturu) to seek feedback and feedforward about our proposed strategic goals and actions to compile our KPS Strategic Plan 2024-26..

Mana Tāngata

The students of Kaitaia Primary have been surveyed through Te Hurihanganui about their thoughts regarding the value accorded to their culture and self identity, racism, bullying, personal progress and achievement and communication about that with their teacher, their involvement in classroom decision making and their satisfaction with their school programmes this year. The findings show that the student body, whanau, and staff are largely in agreeance rating the school between 3 & 4.

They also voted on a new exterior paint palette for the school buildings.

Mana Whānau

Whanau also took place in the community survey consultation process by te Hurihanganui like the students. The results were remarkably similar overall. However the notable exception was that European whanau felt that there was more bullying and less understanding about what their children were learning than all the other demographic groups. Findings from Te Hurihanganui project and feedback from iwi representatives was coherent and put strong student identity and student achievement foremost for our KPS 2024 -25 Strategic Goals and planning.



STRATEGIC PLAN 2024—2026



Strategic Initiatives:	So That	2024	2025	2026
Goal 1. Raise Student Achievement (Objective 2, NELPS 1-8)				
Structured school programmes: Prime Maths, Best Start Literacy and Decodable Texts, Spelling and “Writing with Icons.”	Our school curriculum addresses our students needs and raises achievement across the New Zealand Curriculum. Evaluated by: Student Achievement data, Schoolwide tracking sheets, quality and content of collaborative Inquiry planning.	NELP 4a	NELP 4a	
Develop and implement a localised school curriculum, “Te Mataioho” ensuring the place of English, Mathematics, Learning Languages, Health & PE, the Arts, NZ Histories and the Sciences.		NELP 4b	NELP 4b	
Design and plan learning programmes for students, that provide knowledge, understanding and practices that are relevant to their world.		NELP 3b	NELP 3b	
Goal 2. Raise Student Attendance levels (Objective 2, NELP 3)				
Develop and implement a schoolwide Attendance Management Plan.	Our school is a safe place for all; culturally, physically, emotionally, and socially where students want to be every day. Evaluated by: Attendance data and reports, Pastoral records, types of behaviour recorded, in-class observations using the KPS continuum (Self Identity).	NELP 3a	NELP 3a	
Monitor attendance levels of all students, celebrating positive results schoolwide and ensuring that processes are in place to encourage improvement when necessary.		NELP 3a	NELP 3a	
Promote and celebrate Attendance and our MANAWA values awards each week at school assembly and via school newsletter and Facebook page.		NELP 2b	NELP 2b	
Goal 3. Give effect to Te Tiriti. (Objective 3, NELPS 1-8)				
Learning partnerships are active throughout the school; between teachers, with whanau, support staff and agencies.	All partnerships impact positively on all students, staff, and whanau. Evaluated by: Attendance records, in-class observations, IBP and IEP records, and whanau involved in Inquiry learning.	NELP 5a	NELP 5a	
Staff receive ongoing training in Te Reo Maori and local histories from Mana Whenua.		NELP 5b	NELP 5b	
Develop staff capability to build sound cultural relationships with student’s whanau and use responsive teaching pedagogies.		NELP 6c	NELP 6c	



STRATEGIC PLAN 2024—2026



Summary of the information used to develop this plan/How did we create this plan?

(eg, what data did we use, key themes from community engagement, how did we do our engagement, how do our goals reflect the aspirations of our community, how did we prioritise our strategic goals)

Goal 1. Raise Student Achievement (Objective 2, NELPS 3a, 3b, 3c, 4a, 4b, 4c)

Consideration of our end of year achievement data in conjunction with the proposed changes in the Curriculum Refresh, have led to the formation of the targets for student achievement across the school. Embedding preferred programmes in alignment with the new Common Practice Model is crucial to success in English and Mathematics for our students. Further investigation into assessment tools will be part of future staff development in 2024/2025.

Goal 2. Raise Student Attendance levels (Objective 2, NELP 3a)

This is a new government priority and has been assigned to all schools to place more emphasis on how they are monitoring their student’s attendance as well as what incentives they have put in place to enhance their attendance rates. Each school has been asked to develop an Attendance Management Plan and to monitor progress against goals set within that plan.

Goal 3. Give effect to Te Tiriti (Objective 3, NELPS 5a, 5b, 5c, 6a, 6b, 6c)

Teaching to the North-East and Leading to the North-East have become the focus of our professional readings, along with our work on Te Hurihanganui. Te Hurihanganui is an iwi-led project run by the Te Hiku Accord roopu. Dr Mere Berryman has been our leader in this initiative and will continue to guide our progress in giving effect to Te Tiriti in our school everyday. Constant reflection on schoolwide structures and practices is helping to normalise tikanga Maori throughout our school. Ongoing professional development in learning and teaching i te reo Maori is helping more reo to be spoken in all classrooms. This is an area we will continue to develop throughout 2024/2025. Our long-term goal is to have more classrooms delivering learning at Immersion Level 3 (30-50% i te reo Maori).