Kahikatea Kirkwood
Intermediate School

Draft Strategic Plan 2027-2028

Vision statement:

E tū kahikatea, hēi whakapai ururoa, awhi mai awhi atu, tātou tātou e
Stand up Kahikatea, our roots intertwine, strengthening and supporting each other, we are strong together

How you prioritised your strategic goals:

All data is collacted on our Student Management System – Hero.
Achievement (Reading, Writing, Maths), pastoral, attendance and behavioural data is gathered and used to make strategic decisions for our kura. Achievement data is based on OTJs triangulated from observation, student work and twice-yearly e-asttle normed assessments.

School Strategies for:

(i) seeking to achieve equitable outcomes for Māori students

Kahikatea Kirkwood embeds Ka Hikitia – Ka Hāpaitia through kaupapa Māori approaches within our PB4L-SW framework, culturally responsive pedagogy in writing instruction (tuakana-teina, oral storytelling prior to writing), and targeted acceleration for Māori ākonga in Writing, with a specific target of lifting Māori achievement from 53.33% to 75%+. Progress is monitored through regular pastoral care hui and behaviour/achievement data review, with strategies adjusted where outcomes are not shifting. Student voice tools (e.g. e-asTTle pre-testing) are used to check that Māori ākonga report increased confidence, ownership and cultural connection to their learning.

(ii) taking all reasonable steps to provide for students to be taught, and to learn, in te reo Māori on request of their parents or immediate caregivers

Kahikatea Kirkwood does not currently have a dedicated bilingual unit or specialist te reo Māori teacher. Where a parent or caregiver requests that their child be taught and learn in te reo Māori, the request is directed to the Principal, who works with the whānau and our Kaiwhakarite to identify the best available outcome for the student. This may include exploring options such as access to te reo Māori teaching within existing school programmes, connecting whānau with a nearby kura or bilingual/immersion provision, or drawing on wider community relationships. Kirkwood is committed to taking all reasonable steps to respond genuinely and constructively to each request as it arises.

(iii) taking reasonable steps to ensure that the policies and practices for the school reflect New Zealand's cultural diversity

Kahikatea Kirkwood celebrates the rich tapestry of cultures within our school community through a large Kapa Haka rōpū, an annual international food festival day, welcoming international exchange groups, Korean language classes and a Korean games day, our Pasifika Performance Group and Pasifika Group, mihi whakatau, Matariki celebrations, and a beginning-of-year welcome hāngī. Our dedicated ESOL classes, ESOL kaiako, and International Student Coordinator, further embed cultural understanding and manaaki for students from diverse backgrounds. Our Year 7 camp, a noho marae at Ōnuku Marae in Akaroa, and Year 8 camp to Wellington build tikanga and mātauranga Māori, local historical knowledge, connection to place, and citizenship. Underpinning all of this is our sustained focus on relationships and belonging, expressed through our kura values of rangatiratanga, manaakitanga, whanaungatanga, kaitiakitanga and tohungatanga, and reinforced school-wide through our PB4L-SW framework.

Educational Achievement Goal

What are your strategic goals?	Which board objective is this strategic goal aligned with?	How does your strategic goal link to curriculum statements?	How will you achieve or make progress towards achieving your strategic goals?	How will you measure progress and success?
Accelerate writing progress and achievement for all ākonga — with targeted focus on Māori and Pasifika learners—by strengthening culturally responsive pedagogy, structured literacy writing practices, and relational contexts that affirm identity, agency, and confidence as capable writers.	Section 127(1): achievement Section 127(2)(b): assessment/monitoring Section 127(2)(d): inclusive of, and caters for, students with differing needs Section 127(2)(e): equitable outcomes for Māori students	**2025 Education and Training Act Section 127** This goal supports the school's paramount objective under s127(1) — achievement — and its supporting objectives under S127(2)(b) through assessment and monitoring of achievement s127(2)(d) to be inclusive of students with differing needs and s127(2)(e) to seek equitable outcomes for Māori students, with a specific focus on consistent Writing achievement for all learners, including Māori, Pasifika, those with diverse needs and groups identified as needed support by our data. **Te Mātaiaho The New Zealand Curriculum English Learning Area (Writing)** This goal directly delivers the Writing outcomes set out in Te Mātaiaho, reflecting its bicultural foundations and its expectation that all learners, including those with diverse needs, progress along a shared learning pathway. **Common Practice Model** Teaching practice for this goal is grounded in the Common Practice Model, ensuring consistent, evidence-based writing instruction that can be adapted to the diverse needs of all learners across the school. ***Ka Hikitia - Ka Hāpaitia***	**Staged Implementation & Professional Learning for Writer's Toolbox:** Year 7 (Off-line Teacher Focus): Utilise Writer's Toolbox teacher-facing tools and pedagogy to build teacher capability in explicit sentence construction, paragraphing, and diagnostic assessment. Year 8 (Student Online Portal): Fully embed the student-facing Writer's Toolbox digital platform in Year 8 to build writing stamina, immediate feedback loops, and self-efficacy for learners as they prepare for secondary school transition. Sustained Teacher PLD: Commit ongoing funding and professional development hours across 2026/2027 to ensure school-wide consistency in Writer's Toolbox instructional language and assessment practices. **Writing Board Report (Review Cycle):** Report to the BOT on the English Curriculum (Writing) area in Term 4 2026 and work to action recommendations. **Embed Culturally Progressive & Relational Pedagogy (Ako & Talanoa):** Apply universal design for learning (UDL) principles—recognizing that what works for Māori and Pasifika learners benefits all students—by embedding collaborative writing structures (tuakana-teina), oral storytelling prior to writing (talanoa), and low-stakes private feedback that preserve student mana. **Leverage Strengths in Reading to Drive Writing:** Translate the high cultural engagement and strong achievement in Reading (Pasifika 68.75%, Māori 60.00% achieving at or above level) into Writing by using rich, culturally resonant texts, pūrākau, and local narratives as direct mentor texts for writing. **High-Yield Acceleration of the 'Developing' Tier:** Direct targeted classroom writing workshops specifically at students sitting in the Developing space, utilising Writer's Toolbox micro-skills to shift them into Consolidating and Proficient.	Increase overall achievement in Writing across the school from **51.63% to 75%+**, with a focus on building consistency across groups – Māori & Pasifika, Asian, Year 7 and Boys. Increase the proportion of Māori ākonga meeting or exceeding expectations in Writing from 53.33% to 75%+. Increase the proportion of Pasifika ākonga meeting or exceeding expectations in Writing from 37.50% to 65%+, systematically closing the achievement gap. Māori and Pasifika ākonga report increased confidence, ownership, and cultural connection to their writing via student voice tools ie e-asttle student voice pre-test. Kaimahi and rangatahi report increased confidence in the teaching and learning of writing.

What are your strategic goals?	Which board objective is t his strategic goal aligned with?	How does your strategic goal link to curriculum statements?	How will you achieve or make progress towards achieving your strategic goals?	How will you measure progress and success?
		This goal reflects the intent of Ka Hikitia – Ka Hāpaitia, supporting Māori learners to enjoy and achieve educational success as Māori, and giving practical effect to Te Tiriti o Waitangi within a broader goal of consistent achievement across all learners. ***Tapasā*** This goal is supported by Tapasā, strengthening culturally responsive teaching practice so that Pasifika learners enjoy and achieve success as Pasifika, alongside consistent outcomes for all students. Foundational learning action plan. This goal is delivered through the Ministry's Foundational Learning Action Plan, including structured writing instruction and consistent assessment to identify and respond to learner need early, for all students including Māori, Pasifika and those with diverse needs. This goal is supported by having a Learning Support Coordinator position from 2027, who will help identify and respond to diverse learning needs early , ensuring consistent progress in Writing for all learners. Kirkwood delivers the aims of the Government's Make It Write action plan through the Writer's Toolbox programme and associated PLD, providing explicit, structured writing instruction and ongoing progress monitoring aligned associated PLD, providing explicit, structured writing instruction and ongoing progress monitoring aligned to curriculum expectations.	**Specialist Pathways for the 'Emerging' Cohort:** Investigate how we can utilise short term interventions to cater to the educational needs of our “Emergent” learners with the classroom teacher focus remaining on “Developing” and “Consolidating” learners. This will be investigated by the SENCO and LSC, contingent on confirmation of further learning support funding for Kahikatea Kirkwood in 2027.	

Student Wellbeing/Hauora

What are your strategic goals?	Which board objective is this strategic goal aligned with?	How does your strategic goal link to curriculum statements?	How will you achieve or make progress towards achieving your strategic goals?	How will you measure progress and success?
Enhance student wellbeing and foster a positive learning culture by explicitly embedding our kura values through the PB4L- SW framework	Section 127(2)(c): physically and emotionally safe place Section 127(2)(d): inclusive of, and caters for, students with differing needs Section 127(2)(e): equitable outcomes for Māori students	**2025 Education and Training Act Section 127** This goal identifies that boards must ensure schools must be a physically and emotionally safe place for students and staff, inclusive and equitable outcomes for Māori. **Te Mātaiaho and the Common Practice Model** Te Mātaiaho and the Common Practice Model recognise that students' backgrounds and identities shape how they learn best. This goal ensures those identities are recognised and valued within our school community through PB4L-SW and our kura values. **NZ Child and Wellbeing Strategy** This goal contributes to the outcomes of the NZ Child and Youth Wellbeing Strategy by ensuring students feel safe, connected and supported within the school environment **Ka Hikitia - Ka Hāpaitia** PB4L's kaupapa Māori approaches support the Ka Hikitia priorities of belonging and strengths-based practice for Māori learners and whānau. As well as giving practical effect to **Te Tiriti o Waitangi**.	**School Counsellor:** Provide equitable access to a professional school counsellor for ākonga, kaimahi, and whānau to support mental health and wellbeing. **Embedded monitoring and support:** Embed regular pastoral care hui across senior leadership and team levels to proactively identify, monitor, and support student needs. **Resources PLD for PB4L:** Advance the school-wide PB4L framework by providing dedicated resourcing and ongoing Professional Learning and Development (PLD) for all staff. **PB4L Leadership Team:** Investigate and discuss the behaviour and pastoral data to refine interventions and measure the impact on student wellbeing and school climate. **Display Values and PB4L:** Prominently display kura values throughout physical and digital school spaces to create an immersive, value-led environment. **Promote Values and PB4L:** Actively engage whānau and the wider community to build a shared understanding and active expression of our kura values.	Behaviour and pastoral data will allow us to refine interventions and measure the impact on student wellbeing and school climate. PB4L and school values are emphasised and obvious around our kura. Shared understanding of school values is understood by kaimahi, rangatahi and community. Counsellor reports to Board and community show on-going engagement of students, staff and community.

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		Action Plan for Pacific Education 2023-2030 PB4L's culturally responsive practices support the engagement and belonging outcomes prioritised in the Action Plan for Pacific Education. **Attendance and Engagement Strategy** By reducing behavioural barriers to participation, PB4L directly supports the goals of the Attendance and Engagement Strategy to increase regular attendance. **Wellbeing in Education Strategy** PB4L is a key mechanism through which the school gives effect to the Wellbeing in Education Strategy's focus on positive, inclusive learning environments.		

Attendance

What are your strategic goals?	Which board objective is this strategic goal aligned with?	How does your strategic goal link to curriculum statements?	How will you achieve or make progress towards achieving your strategic goals?	How will you measure progress and success?
Kahikatea Kirkwood will continue to work towards meeting the Ministry of Education target of **80%** of rangatahi attending **90%** of the ime.	Section 127(2)(a): attendance Section 127(2)(c): physically and emotionally safe place Section 127(2)(d): inclusive of, and caters for, students with differing needs Section 127(2)(e): equitable outcomes for Māori students	Education and Training Act Section 127 This goal supports the school's obligations under s127(2)(a) of the Education and Training Act 2020, recognising that regular attendance is foundational to achievement, safety and inclusion for all students. Curriculum statements (s90) Regular attendance is the precondition for equitable access to the curriculum issued under section 90, making this goal essential to curriculum delivery itself. Ka Hikitia - Ka Hāpaitia This goal supports Ka Hikitia's commitment to equitable outcomes and belonging for Māori learners, who are disproportionately represented in national non-attendance data. As well as giving practical effect to Te Tiriti o Waitangi. Action Plan for Pacific Education 2020-2030 This goal aligns with the Action Plan for Pacific Education's focus on engagement and belonging for Pacific learners. **Attendance and Engagement Strategy (MOE)** This goal directly delivers the Ministry's Attendance and Engagement Strategy, contributing to the national target for regular attendance. **Oranga Tamariki Action Plan** This goal recognises that non-attendance can signal wider need, and supports the inter-agency, wellbeing-focused approach set out in the Oranga Tamariki Action Plan for our most vulnerable learners.	**Review of Attendance Plan:** Further develop and review our Attendance Management Plan in line with MOE STAR guidelines, moving toward a focus of resources on students with “concerning” and “seriously concerning” attendance. **Build Understanding of expectations and procedures:** Foster understanding of attendance expectations and procedures within our community. **Monitoring of attendance:** Monitoring of rangatahi attendance through the Hero student management system and discussion at team hui and pastoral care hui. **Communication of attendance:** Open communication of attendance rates via the Hero student management system, which whānau can check autonomously. Attendance snap shots are provided twice yearly through school reports. **Mahi tahi:** Continue to work together to identify and overcome barriers of non-attendance and non-engagement with rangatahi, whānau, kaimahi and external agencies. **Supervision of attendance mahi:** Ensure the Attendance Management Plan is followed by kaimahi under the supervision of the Deputy Principal and Senior Leadership Team.	MOE Attendance reports showing student attendance of **80%** of students **90%** of the time. Our attendance plan is published on the website, in the newsletter once per term, and rangatahi attendance snap shots given in school reports (twice yearly). Increased kaimahi, rangatahi and community confidence in attendance expectations and procedures. Increased understanding around the importance of regular and consistent attendance by kaimahi, rangatahi and whānau. In school and multi-agency supports used to work toward overcoming barriers to consistent and regular attendance.