



Kerikeri Primary School

Strategic Plan

2026 - 2028



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Vision

Kerikeri Primary School is driven by a singular, powerful vision: *Empowering today, nurturing the future*. This vision is not just a statement; it is the daily blueprint for how our students and staff approach learning and life. We are committed to fostering a vibrant, supportive, and forward-thinking environment where every child feels seen, valued, and prepared for their next steps.

Empowering Today: Our Relationship-Driven Approach

At KKPS, we believe that relationships are our primary focus and the bedrock of all successful learning. Empowering a child today means truly knowing them—their strengths, their passions, their challenges, and their unique potential. Our staff members are dedicated to building open, positive, and trusting connections with every student, their whānau, and the wider community.

Through these deep relationships, we create an environment where we can effectively **notice, recognise, and respond** to the needs of our children. This responsive approach allows us to:

- **Notice** the subtle shifts in engagement and learning patterns, ensuring no student gets left behind.
- **Recognise** the individual learning styles, cultural identities, and emotional needs of each student.
- **Respond** with tailored learning opportunities, timely support, and personalised feedback that sets them up for success both in the classroom and beyond.

By prioritising this deep understanding, we ensure our students are happy, confident, and secure, giving them the emotional and intellectual foundation they need to thrive in the present school environment.

Nurturing the Future: A Curriculum for Tomorrow

Nurturing the future means we are continually looking ahead, ensuring our practices and curriculum are relevant to a rapidly changing world. It's about implementing what will support our children not just for the next term, but for the next decades.

Our future-focused approach is centered on developing children who are secure in who they are as people and equipped with the critical skills required for global citizenship. This is achieved by:

- **Embodying our KORU Values:** These core values provide a moral and ethical compass, guiding students to make positive choices, contribute meaningfully to society, and develop resilience and respect. The KORU, representing new life and growth, is a constant reminder that we are all on a journey of continuous development.
- **Developing Critical Thinkers:** We actively teach students to ask challenging questions, analyse information, and solve complex problems. Creative and critical thinking is embedded across the curriculum, transforming students from passive receivers of information into active, informed, and articulate learners.
- **Adaptability and Innovation:** Recognising that many future occupations are yet to be created, we equip our learners with the competence to embrace new technologies and methodologies. We foster a growth mindset, encouraging students to take risks, view mistakes as vital steps in the learning process, and to persevere with enthusiasm and curiosity.

By focusing on deep relationships today and equipping students with essential values and intellectual curiosity, Kerikeri Primary School ensures that every student graduating our school is empowered and ready to lead and shape the future.

Our KORU Values



Kia Kaha – being ‘Resilient Achievers’. ‘Resilient Achievers’ are strong. They are able to be resilient and to confidently persevere and adapt as they strive for excellence in all things.

Owning our Learning – having ‘Inquiring Minds’. ‘Inquiring Minds’ are curious and innovative. They ask questions, they reflect and wonder and they think critically and creatively.

Respectful and Responsible – being ‘Connected Learners’. ‘Connected Learners’ respect themselves, others and the environment. They value relationships and how these support their learning.

Understanding and accepting – being ‘Collaborative Contributors’. ‘Collaborative Contributors’ know who they are and where they come from and are able to work with others to improve their learning. They positively impact other people through their learning.

School Description

Education Institution no: 1034

Principal: Sarah Brown

School Address: 39 Hone Heke Road, Kerikeri

Equity Index Number: 458

Kerikeri Primary School caters for a diverse school community, welcoming enrolments of students from Years 0-6. We are a co-educational, contributing state school located in central Kerikeri, bordering the beautiful Wairoa Stream. Our local hapu is Ngāti Rehia. We have a close relationship with Ngāti Rehia, and have a representative from this hāpu on our school board.

Kerikeri Primary School was established in the 1960s and has a roll of approximately 500 students (February 2026). We have an enrolment scheme in place and utilise a cohort entry policy. Our school is part of the Donations scheme.

Our school facilities include a hall, library, two swimming pools, three large sports fields, a covered sports turf, four playgrounds, a bike track and two sandpits. It also has an area (Enviro Garden) designated for environmental studies which includes a fruit orchard, vegetable gardens and a greenhouse for students to grow seedlings.

We have a Sensory Room which has a range of resources in it to support our neurodiverse children with regulation. The school is well-equipped with modern teaching and learning resources. We deliver teaching and learning through a structured approach to literacy and mathematics.

Our school is organised into four teams: Ngā Kākano: Years 0-2, Ngā Tupuranga: Years 3-4, Ngā Puawaitanga: Years 5-6 and Te Whakatupuranga: Years 0-6 (Māori bilingual unit). Te Whakatupuranga comprises of seven classes, with classes operating at levels 2 (51-80% in te reo) and 3 (31-50% in te reo).

Each team is overseen by a Deputy or Assistant Principal. Teams have approximately 5-7 classes and are led by a Team Leader. Most classes consist of students in the same year level.

The school has numerous intervention programmes in action that cater for Tier 2 support (small group teaching for students that require additional literacy and numeracy support). This includes employment of a structured literacy teacher and from 2026, a Maths Intervention Teacher. The school has a dedicated Special Needs Coordinator (SENCO). Outside agencies such as specialist education services are used when needed.

Our school has a supportive School Board who bring a wide variety of skills and knowledge to their roles. The Parent Teacher Association is very active and through its fundraising endeavours provides a range of items and experiences for our school and tamariki.

Honouring Te Tiriti o Waitangi: Tikanga Maori - embedded into our school culture in accordance with the Education and Training Act 2020,

Kerikeri Primary School will commit to meeting Treaty of Waitangi responsibilities by working in partnership with our Māori school community and local hapu to reach the educational and cultural aspirations of Māori students and their whānau. This partnership involves a focused commitment from the School Board, Senior Leadership and staff.

Kerikeri Primary School Board Members will:

- ensure school governance is underpinned by Te Tiriti o Waitangi and relevant student rights
- ensure the physical and emotional safety of students and staff
- ensure that Kerikeri Primary School is inclusive and caters for students with differing needs and gives effect to Te Tiriti o Waitangi

Kerikeri Primary School Staff will:

- work towards ensuring our plans, policies and local curriculum reflect the local tikanga, matauranga Māori and te ao Māori (emphasising the importance of local histories and practices)
- develop strategic initiatives which promote meaningful integration of Te Reo and Tikanga Māori in our learning
- take all reasonable steps to make instruction available in tikanga and te reo Māori;
- achieve equitable outcomes for Māori students
- understand basic Tikanga Māori and having high expectations of Māori students

Cultural Diversity

Kerikeri Primary School is culturally diverse, reflecting our community. Current ethnic compositions at Kerikeri Primary School (November 2025) include: 44% NZ Māori,, 33% NZ European, 6% Indian, 4% Pasifika, 13% Other ethnicities. New Zealand's cultural diversity will be reflected at Kerikeri Primary School from the students, School Board, Staff and Senior Leaders.

For Kerikeri Primary School students this will mean:

- accepting, valuing and actively engaging with all cultures in our student community
- experiencing Te Reo and Tikanga Māori in class lessons
- having the opportunity to participate in Kapa Haka and other cultural celebrations over the school year

For Kerikeri Primary School Board Members this will mean:

- ensuring inclusive learning practices foster a positive cultural understanding
- employing staff to support our ELL (English Language Learners)
- encouraging consultation, engagement and practices to identify community expectations

For Kerikeri Primary School Staff this will mean:

- valuing, acknowledging and celebrating all cultures by actively encouraging and providing an inclusive school culture and ethos
- our English Language Learner programmes encompassing new language acquisition in a thematic based programme that is related to classroom learning
- encouraging parent consultation and engagement of our diverse cultural groups

- reporting on Māori and Pasifika student achievement regularly to the School Board and parents
- consulting with our Māori and Pasifika communities
- providing Professional Development in identified areas to meet teachers' needs
- different cultural perspectives are included in school programmes by celebrating language, customs and culture, through activities over the year

Equal Employment Opportunities

At Kerikeri Primary School, we promote equal employment opportunities (EEO) for all staff as part of our commitment to being a good employer. Kerikeri Primary School supports the fair and proper treatment of staff members in all aspects of their employment, and we comply with employment legislation and regulations, and all relevant employment agreements. We aim to provide a safe and inclusive environment, and to identify and eliminate causes of inequality in employment at our school. At Kerikeri Primary School, we implement equal employment opportunities in all relevant school policies, procedures, and practices.

Consultation Programme

Kerikeri Primary School consultation consists of:

- Parent/ Caregiver Consultation Surveys
- Health Education Curriculum
- Māori whānau consultation
- Policy Reviews (School Docs Annual Cycle)
- Wellbeing staff and student survey
- Staff voice
- Student voice

Strategic Goals Overview

2026 - 2028

	GOAL 1: Curriculum	GOAL 2: Community	GOAL 3: Inclusion
Goals	Develop and strengthen kaiako knowledge of Te Mātaiaho (NZ Curriculum refresh), with a particular focus on its implications for effective teaching practice in literacy and maths	Weave elements of our community's cultural diversity into school life, so children feel a sense of connection between home and school	Embed inclusive practices across teaching, learning, and school life to ensure every student feels valued, connected, and able to succeed.
Strategic Initiatives	<p>1.1: Navigate and develop deep understanding of the refreshed national curriculum (Te Mātaiaho)</p> <p>1.2: High quality teaching and assessment practices are utilised in every classroom</p>	<p>2.1: Maintain purposeful relationships with ākonga and whānau to lift attendance school wide to align with Ministry expectations</p> <p>2.2: Enhance the cultural capacity of our school community</p>	<p>3.1: Review and enhance our school wide approach to behaviour management</p> <p>3.2: Increase our kete of teaching interventions and inclusive practices for our diverse ākonga.</p>
Success	Ākonga are effectively taught and engaged in rich curriculum learning and kaiako consistently notice, recognise and respond to ensure student success and equitable outcomes for our Māori students.	Students feel a strong sense of identity, belonging, and pride in their school and culture. They are attending school regularly, engaged in learning, and see their culture reflected and respected in school life.	Staff implement a range of effective inclusive practices for our diverse tamariki.

Goal 1: Curriculum Success Measures

Develop and strengthen kaiako knowledge of Te Mātaiaho (NZ Curriculum refresh), with a particular focus on its implications for effective teaching practice in literacy and maths

Initiatives	Tool Measures	Baseline Measures 2026	Mid-Point Measures 2027	End-Point Measures 2028
<p>1.1 Navigate and develop deep understanding of the refreshed national curriculum (Te Mātaiaho)</p>	<p>1. Kaiako feedback / reflection survey demonstrating shifts in literacy, maths and assessment understanding.</p> <p>2. Kaiako / teacher observation and walk-through to support consistency in practice.</p> <p>3. Tamariki attitude surveys provide evidence that improvements have positive impact.</p> <p>4. Review of data and evidence, including progress and achievement data for annual targets.</p>	<p>Kaiako feedback / reflection data gathered in literacy, maths and assessment supports school-wide development.</p> <p>Kaiako / teacher walk-through and critical practice observation feedback in maths and literacy is used to target areas for development.</p> <p>Tamariki articulate their learning success and goals.</p> <p>Tamariki learning data and evidence reflects progress against annual targets.</p>	<p>Kaiako feedback and reflection data demonstrates shifts and supports targeted development.</p> <p>Kaiako walk-through and critical practice observation feedback in maths and literacy demonstrates progress.</p> <p>Tamariki demonstrate increased agency, identifying more specific success and goals.</p> <p>Tamariki learning data and evidence reflects progress against annual targets.</p>	<p>School-wide planning shows consistency and quality improvement from baseline.</p> <p>Tamariki, parent and whānau feedback and consultation regularly occurring to support curriculum learning plan providing evidence their interests are being reflected.</p> <p>Kaiako feedback to high level of sustained competency and confidence.</p>
<p>1.2 High quality teaching and assessment practices are utilised in every classroom</p>	<p>1. SMART assessment tool data</p> <p>2. Moderation decisions</p> <p>3. Informed decisions using year level road maps to track progress and expectations</p>	<p>Include EOY academic data for overall school achievement in reading, writing and maths. In 2026, increase by 10% See shifts of 1 year or more : increase by 10%</p>		

Goal 2: Community Success Measures

Initiatives	Tool Measures	Baseline Measures 2026	Mid-Point Measures 2027	End-Point Measures 2028
2.1 Lift attendance school wide to align with Ministry expectations	Everyday Matters Term analysis.	2025 data (regular attendance): Term 1: 62% increase by 8% Term 2: 55% increase by 5% Term 3: 42% increase by 8% Term 4: TBC % increase by %		
2.2 Enhance the cultural capacity of our school community	Number of events to celebrate various cultures within our school	2025: Junior team: Diwali Kapa haka events x 3 Book character day Te wiki o te reo Māori Christmas on the Lawn Pasifika celebration		

Goal 3: Inclusion Success Measures

Embed culturally responsive and inclusive practices across teaching, learning, and school life to ensure every student feels valued, connected, and able to succeed.

Initiatives	Tool Measures	Baseline Measures 2026	Mid-Point Measures 2027	End-Point Measures 2028
3.1 Review and enhance our school wide approach to behaviour management	Review PB4L data fortnightly at team meetings Teacher survey about processes around behaviour	Decrease by 5%		
3.2 Increase our kete of teaching interventions and inclusive practices for our diverse ākongā.	Survey result Intervention data on Hero:	Increase of list of interventions Align interventions to particular diagnosis and individual students		