



KIO KIO SCHOOL

Whakatangata - Playing the Game of Life

Strategic Plan 2025



PERSEVERANCE



OWNERSHIP



WONDER



EXCELLENCE



RESPECT

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DESCRIPTION OF KIO KIO SCHOOL COMMUNITY

Kio Kio School is a rural, full primary (Year 0–8) co-educational school sited 8 km north of Otorohanga on State Highway 3 and was established in 1905. The school is located 23 km south of Te Awamutu and 51 km south of Hamilton.

There are seven full-time teachers, 3 part-time teachers, an LSC (Learning Support Coordinator), 5 teacher aides, 2 office staff and a caretaker. The student roll is currently around 141 students with a predicted roll of 160 students by the end of the 2025 year. Approximately 57% of students are drawn from the local Kio Kio rural community, with the remaining 43% from the local township of Otorohanga and outer-lying rural areas. The school has an enrolment zone, and at present a ballot is arranged for out-of-zone applications. There are two Ministry of Education funded bus routes within the school's Transport Entitlement Zone.

Kio Kio School aims to provide a learning environment that is inclusive, physically and emotionally safe, and highly focused on encouraging and enabling all students to be their best. It is a school at which students are challenged; where leadership, problem solving and risk taking are promoted; and where learning and success are celebrated in a variety of ways, including website, assemblies, newsletters, class Seesaw app and displays.

Kio Kio School has introduced the Positive Behaviour for Learning School Wide Programme (PB4L-SW) in 2020. PB4L-SW directly supports schools to develop and maintain a culture and learning environment that maximises students' opportunities to develop socially and academically. Our Kio Kio POWER Values are at the core of everything we do: Perseverance, Ownership, Wonder, Excellence, and Respect.

Kio Kio School is focused on being culturally responsive and inclusive, with emphasis on embracing diversity and catering for students requiring learning support and high-achieving students.

Many enrichment and learning support opportunities, additional to the curriculum, are offered for students throughout the school. Many of Kio Kio School's students participate in a variety of sporting codes. The school places emphasis on outdoor education programmes, including annual camps for Yr3-8 and day trips for Yr0-2. In 2014 Kio Kio School became an Enviroschool, enabling students, parents and their families to contribute to the development of a sustainable community. In 2019 the school was awarded Enviroschool Silver.

Kio Kio School has focused on providing a broad, challenging and enriching range of learning and leadership opportunities for Year 7 and 8 students, including digital learning, leadership roles, event management, local sports competitions, lead roles in school shows, and technology classes. When Year 8 students graduate from Kio Kio School many move on to various colleges and succeed to a high standard, in which we are extremely proud.

We are a family-orientated school. We enjoy significant support from our school community, with active, enthusiastic participation in the Board of Trustees, Supporters' Committee, sports teams, camps and events. The school values its history and tradition, as shown by strong community support for its popular, long-standing annual events, including the Agricultural Day and Fireworks and Gala Evening. Some families have had three or four generations attend the school.

Kio Kio School has approximately two hectares of attractive and spacious grounds that are being developed as an outdoor classroom and community resource. So far we have developed vegetable gardens, tunnel house, butterfly garden, bug hotel, recycling centre, and a worm farm.

The school has seven classrooms, one of which is the original school building from 1905, which has been restored to create a unique learning environment.

Kio Kio School takes pride in its well-resourced community facilities (recreation centre, library/information centre and swimming pool) that have been partly funded by significant community fundraising over many years. Other facilities include learning support and resource areas, astroturf tennis and netball courts, cricket net, playing fields, newly-extended playgrounds, and a shaded sandpit.

The school is actively upgrading classrooms and buildings to ensure students have a safe and modern learning environment that supports their educational success. The computer network has been upgraded to high speed broadband, and all classrooms are being enhanced to provide e-learning opportunities for all students. The school provides a range of networked digital devices for all learning areas including chromebooks, ipads and TVs. Older students are able to bring their own electronic devices to school for learning purposes.



SCHOOL VISION

Kio Kio School students will be confident, relate well to others, strive to achieve the Kio Kio core values, and become lifelong learners

- Students are at the heart of all decision making
- Learning is holistic and life-long
- Quality teaching and learning is paramount
- All learners will be challenged and encouraged to take risks
- All people will feel valued and respected
- School values and culture are important. They are reinforced every day by our actions
- We aim to be a culturally responsive and inclusive learning community where diversity is embraced
- School and family partnerships are valued and promoted
- History and tradition are valued and important
- We aim to be future focused in our thinking, learning and planning
- We aim to live and work sustainably as a school and community
- Learning and life at school should be fun, lively and engaging
- School is a safe place, both physically and emotionally
- The school is a community resource - the hub of its community

SCHOOL MISSION

Kio Kio School will provide all learners with a positive, safe learning environment, with maximum opportunities to excel

- All students are encouraged to reach their potential
- We deliver a diverse, future-focused educational programme based on the *New Zealand Curriculum*
- Professional learning and development is key for all staff members
- We utilise the principles of relational and restorative practices to foster our school culture
- We focus on developing attitudes and values as well as skills and knowledge
- We develop childrens' thinking, questioning and problem solving skills
- We foster independence, self-esteem, creativity, responsibility and curiosity
- We provide programmes tailored for student needs, including enrichment and extension for able students, and learning support programmes where appropriate
- Māori students will enjoy success as Māori; Pasifika students will enjoy success as Pasifika; students with special learning needs will enjoy success appropriate to their situation
- We will provide resources to meet the identified learning needs of students
- E-learning will be integrated appropriately across the curriculum



CORE VALUES

The “Kio Kio Learner” shows the following core values with our new logo:
Knowledge is POWER:

- PERSEVERANCE
- OWNERSHIP
- WONDER
- EXCELLENCE
- RESPECT

Relational and restorative practices are aimed at developing school culture

- There are prominent displays of all school values around the school
- All core values are individually promoted school-wide
- Values are discussed in relation to day-to-day life at school
- Student voice is utilised – examining what the values look, feel and sound like
- Leadership and role modelling by students, staff and parents is encouraged
- Opportunities are provided for students to demonstrate, recognise and celebrate positive values
- School values are aligned with community values through strong community engagement and partnerships with parents and whānau

Ma whero ma pango ka oti ai te mahi

When red and black come together the work is complete

This refers to cooperation, collaboration and partnership to achieve great things

Kio Kio proudly wears the two colours – **red** and **black**



TEACHING AND LEARNING FRAMEWORK

The philosophy of the school is to provide all students with a well-rounded education, placing a strong emphasis on literacy, numeracy, and learning through inquiry.

Learning is co-constructed by students and teachers. This emphasises the need for us all to work together, a spirit encapsulated in the school motto “***Whakatangata – Playing the Game of Life***”.

Our mission statement underscores that the development of students will always be our top priority. Teachers are dedicated to ensuring that every student receives an education that allows them to reach their full

The teaching and learning framework is based on:

- Inclusion and cultural responsiveness,
- A scope and sequence,
- Learning through inquiry,
- Identifying priority learners across all year levels,
- Ongoing teacher reflection,
- Adherence to the principles and values of the New Zealand Curriculum,
- Key competencies as lifelong dispositions integrated into all learning,
- A balanced curriculum across all eight learning areas,
- Assessment focused on New Zealand Curriculum phases,
- Commitment to quality teaching and learning,
- Consistent assessment practices across the school to inform teaching and learning,
- Targeted professional learning and development to address staff learning needs,
- Effective performance management for all staff,
- Adequate resourcing to meet teaching and learning needs,
- Sustainability through the implementation of EnviroSchools.



CULTURAL DIMENSIONS

Cultural perspectives

Kio Kio School's curriculum recognises the unique position of Māori within New Zealand society. Our goal is to ensure that the needs of our Māori students and whānau are addressed in a manner that promotes New Zealand's cultural diversity. Our curriculum will provide students with experiences in and understandings of cultural traditions, Te Reo, waiata, local traditions and history.

Te Reo Māori me ona Tikanga Māori

Kio Kio School will take all reasonable steps to provide learning opportunities in Tikanga Māori and Te Reo Māori. All teachers incorporate aspects of Tikanga and Te Reo Māori into their regular classroom programme. Where possible the school utilises the expertise of whānau and supporting agencies to promote and develop Tikanga and Te Reo Māori.

Consultation with Māori

An annual hui will be held each year. All families of Māori students attending Kio Kio School will be invited to attend this hui, and will be encouraged to bring members of their whānau. The hui will focus on Māori student achievement and future goals. Plans discussed at this hui may be implemented immediately, or incorporated into the school's annual plan for the following year, where appropriate.

Ko Puketarata te maunga
Ko Mangaorongo te awa
Nau mai haere mai kite kura
tuatahi o Kio Kio

Puketarata is the mountain
Mangaorongo is the river
Welcome, welcome to Kio Kio School

BOARD OF TRUSTEES' UNDERTAKINGS

Consultation

The Kio Kio School Board of Trustees consults annually with both the Māori community and the wider school community. Processes for consultation include: school notices and newsletters, Supporters' Committee and Board meetings, parent meetings, learning conferences, curriculum evenings, hui for Māori families, and face-to-face meetings.

Planning year

Kio Kio School's planning year is December 1st to November 30th, with the implementation of school plans being from the beginning of each new school year.

School Annual Plan

The school's *Annual Plan* and *Analysis of Variance* report is submitted electronically to the Ministry of Education by 1st March of each year. This includes a copy of the previous year's Assessment information, based on the requirements of the Ministry of Education.

Annual Report

The Board of Trustees sends copies of the *Annual Report* to the Ministry of Education annually by 31st May.



STRATEGIC PLAN 2024-2025

Strategic Goal 1: Learning and Achievement **Kio Kio School ensures successes for all.**

- Responsive curriculum that meets individual students' needs.
- Excellent teachers using proven best practice teaching methods.
- Safe, healthy and vibrant teaching and learning environments.
- Focus on priority groups - Māori, Pasifika, students with learning differences.

Strategic Goal 2: School Culture **Kio Kio School nurtures positive partnerships within the school and wider community.**

- Strengthened partnerships between home and school with all whānau to ensure students' maximum engagement in learning
- Inclusive environment
- Preserving the heritage of the school through stewardship
- School as the heart of our community



Strategic Goal: Learning and Achievement: Kio Kio School ensures success for all

ANNUAL GOALS:

1: To accelerate the progress of all students in Literacy and Numeracy.

2: Build teacher capabilities in literacy & numeracy across the curriculum.

Baseline Data	Analysis	Target Area						
<p>Student achievement in Writing at the end of 2024 – baseline data for 2025</p> <table border="1" data-bbox="215 635 566 839"> <thead> <tr> <th>No. of learners Below</th> <th>No. of Learners At or Above</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>109</td> </tr> <tr> <td>32.7%</td> <td>67.3%</td> </tr> </tbody> </table>	No. of learners Below	No. of Learners At or Above	53	109	32.7%	67.3%	<p>Student achievement in Writing in 2024</p> <ul style="list-style-type: none"> • There is an even spread of students achieving ‘below or well below’ in each year level, with the exception of Year 0, 1 & 3 cohorts. • Year 0/1 – 100% of the students are at or above the curriculum level for writing. • Year 3 – 78% of students are at or above the curriculum level for writing. • Māori students – 55.3 % of Māori students are at or above the curriculum level for writing. • There is a discrepancy between males and female students with 58% of males vs 77% of female students are achieving at or above the curriculum level for writing. 	<p>Target for raising overall student achievement in Writing for 2025</p> <p>For at least 75% of students to be at or above the curriculum level in writing by the end of 2025. This would represent a 7.7% increase in achievement across the school.</p>
No. of learners Below	No. of Learners At or Above							
53	109							
32.7%	67.3%							
<p>Student achievement in Reading at the end of 2024 – baseline data for 2025</p> <table border="1" data-bbox="215 1054 566 1259"> <thead> <tr> <th>No. of learners Below</th> <th>No. of Learners At or Above</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>136</td> </tr> <tr> <td>14.8%</td> <td>84%</td> </tr> </tbody> </table>	No. of learners Below	No. of Learners At or Above	26	136	14.8%	84%	<p>Student achievement in Reading in 2024</p> <ul style="list-style-type: none"> • There is an even spread of students achieving ‘below or well below’ in each year level, with the exception of Year 2 & 6 cohorts. • Year 2 & 6 cohorts has a larger percentage below the expected curriculum level for reading. • Year 3 - 77% of students are at or above the curriculum level for reading. • Māori students – 76 % of Māori students are at or above the curriculum level for reading. • There is a minimal discrepancy between male and females achievement in reading, with females achieving 6% higher than males. 	<p>Target for raising overall student achievement in Reading for 2025</p> <p>For at least 90% of students to be at or above the curriculum level in reading by 2025. This would represent a 6% increase in overall student achievement.</p>
No. of learners Below	No. of Learners At or Above							
26	136							
14.8%	84%							



Student achievement in Mathematics at the end of 2024 – baseline data for 2025

No. of learners Below	No. of Learners At or Above
33	129
20%	80%

Student achievement in Mathematics in 2024

- There is an even spread of students achieving ‘below or well below’ in each year level, with the exception of Year 2 & 7 cohorts.
- Year 2 & 7 cohorts has a larger percentage below the expected curriculum level for mathematics.
- Māori students – 76 % of Māori students are at or above the curriculum level for mathematics.
- There is a small discrepancy between male and females achievement in mathematics, with females achieving 4% higher than males.

Target for raising overall student achievement in Reading for 2025

For at least 85% of students to be at or above the curriculum level in mathematics by 2025. This would represent a 5% increase in overall student achievement.

ACTIONS	MEASURE	RESPONSIBLE	FORECAST COMPLETION DATE
Analyse school wide assessment data from Term 4 2024. Identify Priority Learners.	School wide assessment data is presented to the Board of Trustees twice per year – mid-year and end of year with progress and next steps.	Principal & Management team	End of term 2 and end of term 4
Literacy Priority Learners 2025: Tier 2 students will be identified and assessed and will participate in a targeted Structured Literacy intervention programme. These students will receive support through individualised or small group sessions, held twice a week, to address their specific learning needs and enhance their literacy skills using a the Ideal Platform scope and sequence.	Ideal Platform beginning of the school year, mid-year and end of year assessment data.	Literacy Lead teachers Structured Literacy Teacher	Assessment data - End of term 2 & 4. Student review – end of each term.
Literacy Priority Learners 2025 – Tier 3 students will be identified, assessed & referred to specialist services. Intervention programme put into place by LSC, RTLit & Lead Literacy teachers.	Tier 3 students	Learning Support Coordinator Literacy lead teachers Resource Teacher of Literacy RTLit Teacher aide	End of each term
Mathematics Priority Learners 2025: Students achieving below the expected curriculum area will be identified & monitored termly.	Year 7 & 8 mathematics intervention programme – 12 weeks online assessment beginning & end of programme - EasTTLe.	Teacher Aide & Maths Curriculum Lead.	
	Numicon & Maths No Problem pre and post-tests.	Teachers	



	Standardised testing Maths PAT's.	Teachers & Maths Curriculum Lead	
Teachers engage in Kio Kio School Professional Growth Cycle to improve teaching practices and student achievement.	School leadership develop an action plan for an effective professional growth cycle.	Principal & Management team (MT).	Prior to term 1
	Teachers to set professional goals based around our school-wide curriculum development focus.	Teachers & MT	End of term 1
	Teachers to follow the Professional Development Growth cycle with setting goals, teacher observations, feedback, reflection & analysis of practice.	Teachers & MT	Term 2-4
Review of Kio Kio School assessment practices and the purpose of each assessment in reading, writing, spelling and mathematics.	All staff review and discuss the purpose of the school assessments and how these improve teaching and learning.	Principal, MT & all teachers	Prior to Term 1 & on-going throughout the year.
	Effectively administer assessment practices using the Kio Kio School assessment schedule. Entering data into Etap SMS programme.	Curriculum leads & teachers	
Upskill teachers in the revised Mathematics and English New Zealand Curriculum Documents.	Attend the two Ministry led Teacher Only Days to upskill knowledge in the Mathematics and English Curriculums.	Principal, SLT & English and Mathematics Lead Teachers	On-going
	Teachers use and link the NZC documents for planning.	Teachers	
	Teach the scope and sequence from the programmes – Ideal Platform for spelling, Numicon or Maths No Problem – Mathematics, Decodable readers – Junior readers, Writing Revolution – Writing.	Teachers	
Teach for one hour of Reading, Writing and Mathematics daily.	Teacher planning and weekly timetables.	Teachers	On-going
Review Kio Kio School curriculum expectations.	MT to review the school curriculum expectations and adapt accordingly.	MT & Principal	Term 2 & 4
	Upskill staff on curriculum expectations of phases. Moderate assessment tasks throughout the school.	Principal, MT & teachers	On-going
Develop an effective communication systems to whanau on curriculum and ways to support at home.	Homework expectations across the school.	SLT	Before term 1 starts
	Seesaw posts – 10 per term & communication with parents through the app.	Teachers	



	Fortnightly school newsletters & classroom termly newsletter	Principal & teachers	On-going
	Reporting twice per year to whanau on student achievement. Parent meeting	Teachers	Term 2 & 4
Increased language support for English as a Second Language (ESOL) through regular language experiences using the Learning Village to increase student achievement & breakdown barriers.	Engagement in The Learning Village Programme four days per week. Monitor student achievement data. Breakdown any barriers to learning where necessary.	LSC & Teacher Aide Principal Classroom teachers	On-going End of term Daily



Strategic Goal: Kio Kio School nurtures positive partnerships within the school and wider community.

ANNUAL GOALS:

3: To analyse, evaluate and improve our Positive Behaviour for Learning (PB4L) programme.

4: To strengthen partnerships between home and school to ensure students attend school everyday & engage in learning.

BASELINE DATA (What we are currently doing)	Measures (How we will measure the impact)
The Board of Trustees and school leadership, in collaboration with teaching staff, will plan and create opportunities for whānau to actively participate in and support learning at Kio Kio School. This collaborative approach aims to strengthen partnerships between home and school, ensuring that students attend school every day and are fully engaged in their learning. By fostering these connections, we aim to create an environment that supports both academic achievement and consistent attendance.	Whanau participation and engagement. Student attendance rates and data. Student engagement and learning outcomes. Community consultation. Collaborative Teacher and Whanau Feedback.

ANNUAL AIM 3: To analyse, evaluate and improve our Positive Behaviour for Learning (PB4L) programme.

ACTIONS	MEASURE	RESPONSIBLE	FORECAST COMPLETION DATE
Analyse the PB4L Programme using the data from etap.	Staff and team meetings upskilling staff on PB4L programmes & systems.	Teacher in charge (Kirsten Beck)	On-going
Evaluate trends and patterns of data from etap.	PB4L Management & Ministry lead analysis of trends and data.	Principal, PB4L Team, Team leaders	Term 1
Implement a new PB4L reward system.	Staff training when and where necessary.	Teachers	On-Going
Implement classroom and school wide systems ensuring consistency across the school.	Etap entry training. Community are updated & informed through newsletters.	Whanau	On-Going
Teachers to input information into Etap for tracking student behaviour.	Entries are regularly inputted into Etap when necessary.	Teachers	On-Going



Design signage displaying POWER values, flags for house mountains & colours & a Kio Kio School flag.	Concrete tennis wall redesigned with POWER values. Used at our school events & inter-schools' events.	Lead Teacher (Kirsten Beck)	Term 2
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3: To strengthen partnerships between home and school to ensure students attend school every day & engage in learning.

ACTIONS	MEASURE	RESPONSIBLE	FORECAST COMPLETION DATE
Ensure our Māori students develop a sense of their culture, language, identity and belonging.	Monitor attendance and involvement in cultural activities and events, aiming for a significant increase in Māori student participation year on year.	Classroom teachers, MT, Principal	On going
Continue to develop effective partnerships between school and home through communication via Seesaw, newsletter, social media and face to face conversations.	Develop partnerships with whānau with a “Meet and Greet” the teacher BBQ middle of Term 1. Parent & teacher interviews, student led conferences.	Principal, Teachers	Term 1
Local stories (pūrākau) are referred to regularly, eg. Battle of our local maunga & visit our school Maunga’s to develop a connection to the school.	Strengthen our partnership with local Iwi. Links with local iwi may include kaumatua advice, local marae links are started.	Cultural lead teacher	On-going
Increase the percentage of whānau attending school events and engaging with learning opportunities, aiming for increased participation in parent-teacher conferences, workshops, and school activities.	Surveys and feedback from whānau on participation, as well as tracking attendance at school events and engagement in learning support initiatives.	Cultural lead teacher Teachers	On-going
Current student attendance rates will be tracked, monitored and analysed through Everyday Matters.	Regular tracking of daily attendance, identifying patterns of absenteeism and working with whānau to address barriers to consistent attendance.	Principal	Term 2 onwards
		Office staff, teachers, Principal	On-going



<p>Continue to educate and engage families on the importance of daily school attendance through newsletters and other communication channels.</p>	<p>Attendance improvement throughout the year aiming for a target of 80% of students attending school more than 90% of the term by 2030. To achieve this, we need to aspire to reach an average daily attendance rate above 94%.</p>	<p>Office staff, Principal</p>	<p>On-going</p>
<p>Recognition of high attendance of 90% and above at the end of each term.</p>	<p>Improvement of attendance and unnecessary days off.</p>	<p>Principal</p>	<p>End of each Term.</p>



SCHOOL OPERATIONS, GOVERNANCE AND MANAGEMENT SECTION

Curriculum

Key school documents that inform the Kio Kio School Charter relating to **curriculum** include:

- Strategic Plan
- Annual Plan
- Curriculum Framework
- Curriculum implementation Plan (school-wide planning for each of the 'learning areas' covering planning and teaching requirements for teachers)
- Student Assessment Plan
- Student individual learning and assessment portfolios (displays summative and formative student achievement information)
- Associated policies

Human Resources

Key school documents that inform the Kio Kio School Charter relating to **human resources** include:

- Strategic Plan
- Annual Plan
- Job descriptions
- Performance agreements
- Staff appraisals
- Staff Handbook
- Prospectus
- Professional learning and development programme
- Roles & Responsibilities Schedule
- Accidents & Medical Register
- Personnel & curriculum policies

Finances

Key school documents that inform the Kio Kio School Charter relating to **finances** include:

- Strategic Plan
- Annual Plan
- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Asset Register
- Auditors Reports
- Associated policies & procedures

Property

Key school documents that inform the Kio Kio School Charter relating to **property** include:

- Strategic Plan
- Annual Plan
- 10 Year Property Plan (10YPP)
- 5 Year Property Agreement (5YA)
- Maintenance Schedule
- Hazards Register
- Evacuation procedures
- Insurance
- Associated policies

Health and Safety

Key school documents that inform the Kio Kio School Charter relating to **health and safety** include:

- Strategic Plan
- Annual Plan
- Hazards Register
- Maintenance Schedule
- Evacuations Procedures
- Student support programmes and procedures
- Special Education Needs Register
- Health & Safety Policy, Plan and Guidelines
- Associated policies



