

Kaukapakapa School

Strategic Plan 2024/2025 Annual Improvement Plan 2025



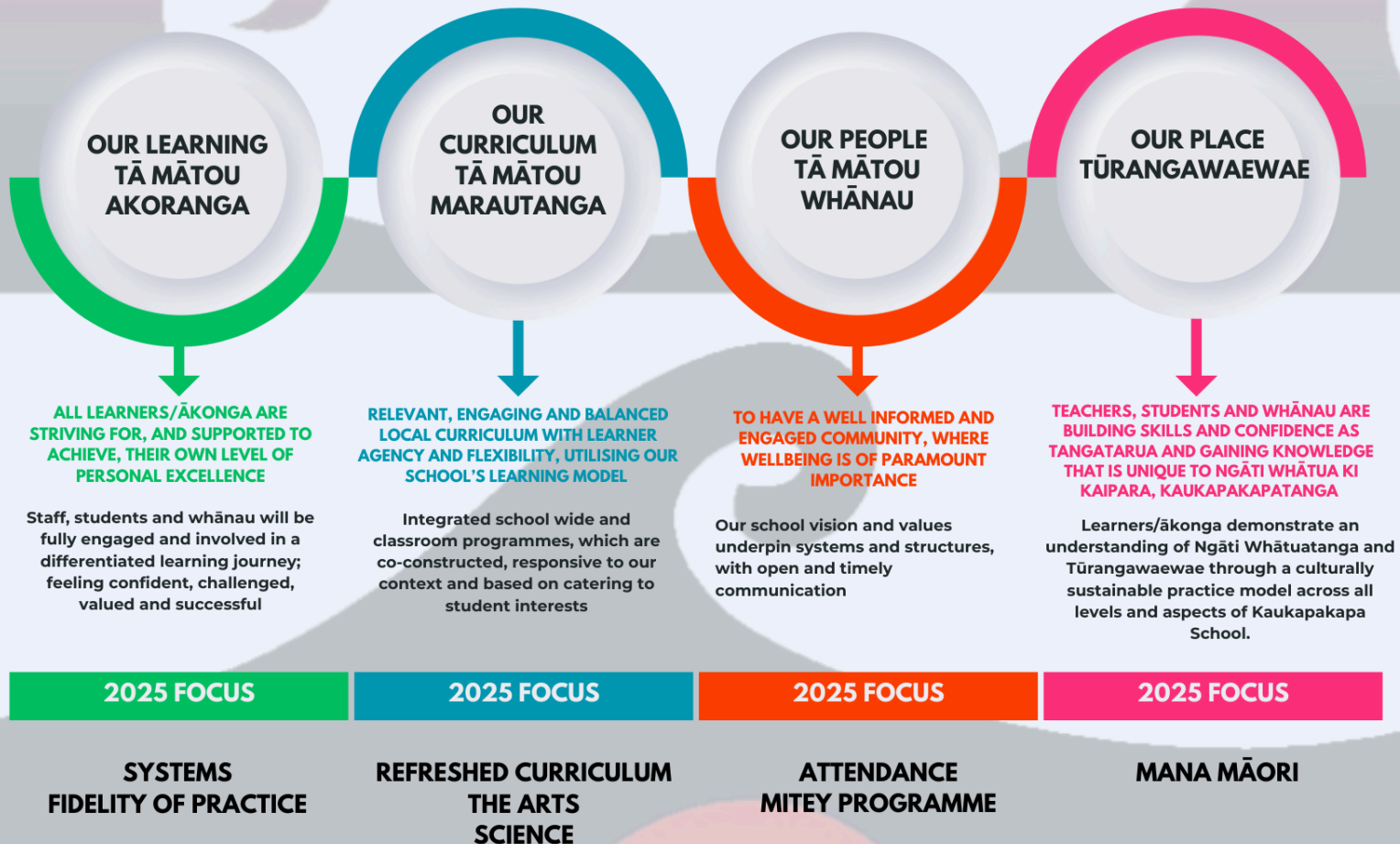
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This strategic plan is informed through and developed from community consultation, whānau hui, student and staff voice. It aligns with a strong focus on academic achievement opportunities for a wide and varied curriculum, and the value placed on connection to place.

KAUKAPAKAPA SCHOOL STRATEGIC OVERVIEW 2024/2025

CONFIDENT, COLLABORATIVE AND CONNECTED LEARNERS
RANGATIRATANGA, KOTAHITANGA, WHANAUNGATANGA

NOTHING LESS THAN YOUR BEST
KIA TŌTIKA KI TŌU TAUMATA





Kaukapakapa School

Strategic Plan 2024/2025

Annual Improvement Plan 2025

Confident, Collaborative and Connected Learners

Rangatiratanga, Kotahitanga, Whanaungatanga

NOTHING LESS THAN YOUR BEST KIA TŌ TIKA KI TŌ U TAUMATA

Strategic Goal 1: Our Learning Tā Mātou Akoranga *NELP Obj 1,2,3*

Goal Statement

All learners/ākonga are striving for, and supported to achieve, their own level of personal excellence

Success Statement

Staff, students and whānau will be fully engaged and involved in a differentiated learning journey, feeling confident, challenged, valued and successful

Baseline Data

2023 Year 3 – 8 Data at or Above New Zealand Curriculum Levels			
Groups	Reading	Writing	Numeracy
2023	80%	50%	64%
Girls	88%	63%	61%
Boys	74%	38%	67%
Māori	84%	48%	63%

2024 Year 3 – 8 Data at or Above New Zealand Curriculum Levels			
Groups	Reading	Writing	Numeracy
2024	80%	61%	64%
Girls	89%	74%	62%
Boys	72%	48%	66%
Māori	79%	57%	59%

Trends:

Overall Performance

- Reading remains steady at 80% from 2023 to 2024.
- Writing shows a significant improvement from 50% to 61% (+11%).
- Numeracy remains consistent at 64%.

Gender-Based Performance

- Girls improved across all areas:
Reading: 88% → 89% (+1%)
Writing: 63% → 74% (+11%)
Numeracy: 61% → 62% (+1%)
- Boys improved in writing (38% → 48%, +10%) but declined slightly in reading (74% → 72%, -2%) and numeracy (67% → 66%, -1%).
- Māori Student Performance:
Reading decreased from 84% to 79% (-5%).
Writing showed strong improvement from 48% to 57% (+9%).
Numeracy slightly declined from 63% to 59% (-4%).

Areas of Celebration:

- Significant improvement in writing across all groups (+11% overall).
- Girls continue to excel in reading and writing, with notable gains in writing (+11%).
- Māori students showed strong growth in writing (+9%).
- Junior School data (Years 1 - 2) strong across all curriculum areas

	<p>Areas of Focus:</p> <ul style="list-style-type: none"> • Numeracy remains unchanged overall, with slight declines for boys and Māori students. • Māori students saw a decline in reading and numeracy, requiring further attention. • Boys continue to lag in writing (48%, significantly behind girls at 74%). • Clear correlation between attendance levels and students significantly below (especially Māori students) • Are our judgements consistent with those of other schools (are we too hard?) • Utilise normed test data ie PATs to compare data judgements
<p>Annual Goals</p> <p><i>Every student is able to attain their highest possible standard in education achievement</i></p>	<ul style="list-style-type: none"> ❖ Further develop and implement systems and structures for the tracking and support of learners/ākonga ❖ Fidelity of Practice across Literacy and Numeracy practice and programmes will be evident across the school
<p>How will we measure success?</p>	<ul style="list-style-type: none"> • Monitoring through Milestone Plan meetings • Data – yearly and longitudinal • Individual student movement and successes (personal excellence) • Feedback: formal and informal • Number of outside organisations that come into the school and discharge our learners • Students will be able to talk about where they are at in their learning • There will be evidence in planning, books, on devices and in classrooms of learning progress • Observations • Wellbeing survey of students and staff • Behaviour records • Student voice • Staff feedback, engagement levels in Professional Development • Focus learners identified in planning and progress is monitored and tracked • No discernible difference between classroom expectations and programmes • Whānau interactions • Equity gap reduced
<p>Future →</p>	<ul style="list-style-type: none"> ○ All learners will be achieving at an equitable level, including priority learners ○ Learners with additional considerations will be identified early, support put in place and progress tracked ○ Learners needing extension will be given scope to explore interests and be challenged ○ There will be multiple opportunities for whānau engagement ○ The data will reflect accelerated progress and high levels of 'Above' ○ Longitudinal study will continue to be used to track achievement levels and reflect high levels of achievement ○ Teaching and Learning programmes will reflect current best practice and be future focussed

- o Well resourced across all levels of the school

Improvement Plan: Our Learning Tā Mātou Akoranga

Strategic Goal

All Learners/Akongā are striving for, and supported to achieve, their own level of personal excellence

- ❖ Further develop and implement systems and structures for the tracking and support of learners/ākongā
- ❖ Fidelity of Practice within Literacy and Numeracy teaching and learning programmes will be evident across the school

Further develop and implement systems and structures for the tracking and support of learners/ākongā

Outcome: Learners and their whānau are fully supported at school, with their needs (learning, physical, health, emotional) being proactively met and monitored.

When	What	Who	Indicators of Progress/Success Factors
All Year	A sustainable Learning Support Register is maintained	LSC Deputy Principal Assistant Principal	<ul style="list-style-type: none"> o Close tracking of learners o Accessibility of information o Timeliness of inputs
All Year	A clear and consistent Learning Support framework based on current best practice and inclusion will be in place for all learners	LSC Deputy Principal	<ul style="list-style-type: none"> o IEP, ILP, BP, IHP etc. templates and frameworks are used to support student success and access to services o Teachers will be using the same templates successfully o Learners will be supported by outside agencies o Support staff will have PD o Support staff will be able to use the framework to work from o Plans will be developed in partnership with Whānau
All Year	Professional development around	LSC	<ul style="list-style-type: none"> o Staff awareness and capability to

	neurodiversity		<p>meet the needs of neurodiverse students will increase</p> <ul style="list-style-type: none"> ○ Neurodiverse students will have their needs better met ○ TAs better support through PLD meetings
All Year	LSC role will be further developed (new LSC appointed)	LSC Deputy Principal Principal	<ul style="list-style-type: none"> ○ Clear understanding of what/who falls to the LSC role ○ Procedures will be in place for referral to the LSC ○ SENCO/LSC role will merge ○ Extension opportunities will be formalised ○ Collaboration evident
All Year	Team Inquiries	Team Leaders	<ul style="list-style-type: none"> ○ Team specific inquiries around FOP set in Term One ○ Measurable data collected ○ Inquiry model followed ○ Actions trialled in classes and reviewed as a team and as an individual teacher ○ Professional readings shared ○ Leadership Team meeting focus ○ Team Meetings used to follow the inquiry cycle ○ Inquiries shared with whole staff in meetings
Term 1	Counselling	LSC Deputy Principal Principal	<ul style="list-style-type: none"> ○ All avenues to access free counselling for students investigated ○ Access to counselling when needed ○ Viability of school funded counsellor explored and systems

			developed for referrals etc.
Resourcing Required	<ul style="list-style-type: none">• Staff meeting times allocated• Team Leader, Curriculum Lead release time• Support staff release: meetings, PD• LSC funding• Professional Development (courses)• Resources as needed• Funding for school counsellor		
Fidelity of Practice within Literacy and Numeracy teaching and learning programmes will be evident across the school			
Outcome: Consistent and effective classroom practice that reflects current pedagogy, and promotes progress and achievement.			
When	What	Who	Indicators of Progress/Success Factors
Term 1	Expectations around effective practice in Literacy and Numeracy will be used throughout the school	Literacy Lead Numeracy Lead Deputy Principal Team Leaders	<ul style="list-style-type: none">o Clear guidelines in placeo Teachers refer and follow the guidelineso New teachers will be supported to understand expectationso TL lead professional discussions, growth cycle observation around The Code and KS expectationso Consistency of practice evidento Assessment for learning practices evidento Knowledge-rich, clear, and sequenced curriculum in place
All Year	Staff meetings	Literacy Lead Numeracy Lead	<ul style="list-style-type: none">o Professional learning will be shared with all staffo Consistent expectations of a balanced programmeo Refreshed Curriculum will be used for planning and assessment

Term 2 and 3	Team Inquiries are built around the shared expectations	Team Leaders	<ul style="list-style-type: none"> o Data driven inquiry o Target students identified and tracked for accelerated progress o Alignment of expectations
All Year	Planning and teacher delivery will reflect FoP	Deputy Principal Assistant Principal Team Leaders	<ul style="list-style-type: none"> o Planning - detailed, by 4.00pm, clear tracking and DATs o Tier 2 students needs addressed through classroom programme o Tier 3 students extra support planned for and readily available to TAs o Timetables - balances and meeting hour a day expectations o Observed teaching - weekly walkthroughs o Minutes o Data - upward trajectory of data at mid year and end of year o Environment
All Year	Growth cycle goals and observations focused around FoP model	Deputy Principal Assistant Principal Team Leaders	<ul style="list-style-type: none"> o As above - walk the talk o Ability to talk and reflect o Impact of student progress

All Year	Literacy Support Teacher	Assistant Principal Principal	<ul style="list-style-type: none"> o Year 1 - 2 students at risk of not achieving will be given specialist intervention and classroom support o Early identification of students at risk o Year 1 - 2 teachers will have literacy support o Literacy Support Teacher to ensure roll out of Ministry phonics testing programme o Attend Ministry Professional Development (Term 2 onwards)
Resourcing Required	<ul style="list-style-type: none"> • Units • Release for time for TL • Staff meetings • Resources e.g Code, PD • TAs timetabled in to support • Staffing contribution for Literacy Specialist (Board) 		

2025 Our Learning Tā Mātou Akoranga				Initiative Scope	
Term One	Term Two	Term Three	Term Four	2026	2027
Systems			Review	Embed	
FOP - Literacy		Review		Embed	Review
	FOP - Numeracy			Review	Embed

Strategic Goal 2: Our Curriculum Tā Mātou Marautanga NELP Obj 1,2,4	
Goal Statement	Relevant, engaging and balanced local curriculum with learner agency and flexibility, utilising our school's learning model
Success Statement	Integrated school wide and classroom programmes, which are co-constructed, responsive to our context, inclusive and based on catering to student interests, giving effect to Te Tiriti o Waitangi.
Annual Goals <i>Kaukapakapa School gives effect to its obligations with national curriculum statements and performance measures</i>	<ul style="list-style-type: none"> • 2025 The Arts and Science Curriculum will be the major curriculum focus across the school • Implementation of The Refreshed New Zealand Curriculum school wide
How will we measure success?	<ul style="list-style-type: none"> ➤ Monitoring through Milestone Plan meetings ➤ Curriculum overview that reflects the needs and interests of the community in place, tracked ➤ There will be a range of topics explored within teams, classrooms and by individuals, beginning with Te Ao Māori viewpoint where possible ➤ Learning model will be evident in all curriculum areas ➤ Flexibility within classroom programmes, in response to interests and choices will be evident ➤ Inclusive practices ➤ Reporting from curriculum leads within the school ➤ Performance appraisal ➤ Student agency evident - matrix, workshops, flexible choices ➤ Retention of Year 7 and 8 learners ➤ Curriculum tracking documents

Future →	<ul style="list-style-type: none"> ★ The school wide learning model will be reviewed in light of Reversed Curriculum and Science of Learning ★ Graduate Profile and Learner dispositions updated/developed to reflect current research and best approaches ★ A responsive and fluid curriculum that reflects a New Zealand context and Māori world view will be apparent ★ There will be authentic learner agency ★ Inquiry process and social action will be evident across all classes ★ There will be integrated and purposeful use of digital technology ★ Community resources will be widely used ★ Learners would have experienced the scope of the New Zealand curriculum by the time they leave Kaukapakapa School
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Improvement Plan: Our Curriculum Tā Mātou Marautanga

Strategic Goal

A relevant, engaging and balanced local curriculum that includes choice and flexibility utilising our school's learning model

- ★ 2025 The Arts and Science Curriculum will be the major curriculum focus across the school
- ★ Engage with The Refreshed New Zealand Curriculum for school wide implementation

2025 The Arts and Science Curriculum will be the major curriculum focus across the school

Outcome: Kaukapakapa ākonga will experience all facets of a well rounded arts curriculum: visual, music, drama and dance and explore how the natural physical world and science itself work through a focus on the Living world Planet Earth & Beyond, and Nature of Science.

When	What	Who	Indicators of Progress/Success Factors
All Year	The Arts and Science Curriculum are the priority curriculum focuses through all levels of the school	Deputy Principal Leadership Team	<ul style="list-style-type: none"> ○ Classroom environments will reflect these focus ○ Integration with other curriculum areas evident in teaching and learning programmes ○ Sharing of learning with whānau

			e.g. dance showoff afternoon, production, science fair o Learning shared via Seesaw posts
All Year	Design thinking opportunities with a focus on being digitally capable	Deputy Principal Leadership Team Teachers ICT Lead	o Seesaw posts will show link to capabilities o Reflected in planning o Technical outcome shared with the community o PLD around digital skills o Linewise Data tracking o Beginning use of AI to support teaching and learning experiences
Resourcing Required	<ul style="list-style-type: none">• Staff meeting time• Linewise subscription• Digital programmes and subscriptions		
Engage with the Refreshed New Zealand Curriculum for school wide implementation			
Outcome: All students will have experienced a curriculum that gives practical effect to Te Tiriti o Waitangi, is inclusive, and reflects current best thinking and pedagogy.			
When	What	Who	Indicators of Progress/Success Factors
Term 2	Explore the Refreshed New Zealand Curriculum: Numeracy focus	Deputy Principal Curriculum leads	o Teachers will feel familiar with The Refreshed New Zealand Curriculum and supported in its implementation o TOD focus 2 and 3
Term 1 onwards	Understand the components of The Refreshed New Zealand Curriculum	Deputy Principal	o Teachers will know what will be taught and in what sequence for each year of schooling o Clear understanding of the teaching practices that teachers and kaiako use in classrooms o Implement standard assessment tools and practices to monitor and respond to learner and ākonga

			progress.
All year	Use The Refreshed New Zealand Curriculum for all planning as they become available	Deputy Principal Team Leaders	<ul style="list-style-type: none"> ○ Meet legislative requirements ○ Teaching and learning programmes will meet the intentions of The Refreshed New Zealand Curriculum ○ When designing and reviewing our curriculum, we will select achievement objectives from The Refreshed New Zealand Curriculum, within each learning area in response to the identified interests and learning needs of their students ○ Clear learning pathways with relevant and responsive assessment and reporting practices
Resourcing Required	<ul style="list-style-type: none"> ● Responsibility units ● Teacher Only Day - MoE resources ● MoE Curriculum advisors 		

2025				Initiative Scope	
Term One	Term Two	Term Three	Term Four	2026	2027
Arts	Arts	Science	Science	Minor	Minor
Refreshed Curriculum	Numeracy	Numeracy	Numeracy		

Strategic Goal 3: Our People Tā Mātou Whānau NELP Obj 1, 3

Goal Statement	To have a well informed and engaged community, where wellbeing is of paramount importance
Success Statement	Our school vision and values underpin systems and structures, with open and timely communication.
Annual Goals <i>Kaukapakapa School is a physically and emotionally safe place for all students and staff</i>	<ul style="list-style-type: none"> • Improve attendance levels across all levels • To meet the Government's target of 80% of students attending school for more than 90% of the term • Continue to integrate and promote the Mitey mental health approach school and community wide
How will we measure success?	<ul style="list-style-type: none"> ★ Monitoring through Milestone Plan meetings ★ Meeting MoE target of 90% with a particular focus on Māori student data ★ Attendance and sick leave data ★ Data around communication that has taken place; posts, views, shares ★ Mitey will feature in classroom programmes, and wider communication ★ Reasons for leaving the school will be analysed ★ Continued roll growth ★ Wellbeing survey of students and staff will reflect a positive position ★ Level and diversity of participation in school and community events ★ Meet the Whānau, Seesaw and Learning Conversation uptake ★ Data: Te Whare Whakaaro mo te Korero, Green playground book, Team behaviour tracking docs ★ Reporting from curriculum leads within the school

	<ul style="list-style-type: none"> ★ Staff and student retention ★ Uptake of EAP services ★ Anecdotal, formal/informal feedback ★ Event reviews included all stakeholder voice
Future →	<ul style="list-style-type: none"> → Attendance levels will be consistently high across all cohorts, partially Māori whānau → Supports are easily accessed for all students and whānau, → Mitey framework will be embedded → There will be multiple opportunities for the community to be involved in a proactive and engaged way → Mental health skills, knowledge and an understanding of emotional wellbeing will be evident

Improvement Plan: : Our People Tā Mātou Whānau

Strategic Goal To have a well informed and engaged community where wellbeing is of paramount importance		Annual Goals ★ Improve attendance across all levels ★ Continue to Introduce the Mitey mental health approach school wide	
Improve attendance across all levels			
Outcome: Learners/ākonga will be at school for at least 90% of the school year and meet the Ministry target for achievement.			
When	What	Who	Indicators of Progress/Success Factors
Term 1	Identify learners whose attendance was less than 90% in 2024	LSC Deputy Principal Assistant Principal	<ul style="list-style-type: none">○ Follow MOE STAR○ Identify roadblocks for attendance at Kaukapakapa School○ Look at patterns, reasons and identify those that can be mitigated or should not have an impact in 2025○ Develop action plans○ Records on eTAP
All year	Addressing road blocks for attendance	Teachers Deputy Principal Assistant Principal	<ul style="list-style-type: none">○ Supports will be put in place○ High level of teacher reflection○ Part of LT and Team meeting conversations

		LSC	<ul style="list-style-type: none">○ Promote the value of attendance through regular communication via all platforms○ Engage agencies○ Every Day Matters data will show improved levels of attendance for all cohorts, in particular our Māori students
All year	Engage regularly with parents/caregivers/whānau	Teachers Deputy Principal Assistant Principal LSC	<ul style="list-style-type: none">○ Parents/caregivers/whānau will be contacted early when a pattern is emerging○ Data shared with Parents/caregivers/whānau○ Formal process in place
Resourcing Required	<ul style="list-style-type: none">● Office administration time● Budget allocation for pastoral needs		
Continue to integrate the Mitey mental health approach school wide			
Outcome: A school wide mental health education programme is in place that is integrated and promotes positive well being			
When	What	Who	Indicators of Progress/Success Factors
Term 1	Mitey Team formed	Mitey Lead Mitey Team Teams	<ul style="list-style-type: none">○ Plan in place for the year○ Attend Professional Development○ Team meetings with Mitey Coach or liaison
Term 2	Integrated Mitey Learning across the curriculum	Mitey Lead Mitey Team	<ul style="list-style-type: none">○ Growing understanding of the programme, its intentions and how it can be assessed and reported on○ Resources being utilised to support teaching and learning○ Shared understanding of being mentally healthy○ Learners/ākonga having input and co designing curriculum where applicable
All Year	Practice and policies will reflect	Principal	<ul style="list-style-type: none">○ Policies will reflect community goals

	Mitey mental health approach goals and outcomes	Board	and focus <ul style="list-style-type: none"> ○ Community engagement ○ Mitey approach and integral part of the teaching and learning programme ○ Shared vocabulary ○ Classroom environments reflect Mitey focus ○ Mitey Mana model integrated with values descriptions
Resourcing Required	<ul style="list-style-type: none"> ● Staff meeting times ● Release time for Mitey Team ● Responsibility unit allocated ● Physical resources ie books 		

2025 Our People Tā Mātou Whānau				Initiative Scope	
Term One	Term Two	Term Three	Term Four	2026	2027
Attendance			Review	Review	Review
Mitey			Embed		Review

Strategic Goal 4: Our Place Tūrangawaewae NELP Obj 1, 2

Goal Statement	Teachers, students and whānau are building skills and confidence as tangatarua and gaining knowledge that is unique to Ngati Whātua Ki Kaipara, Kaukapakapatanga
Success Statement	Learners demonstrate an understanding of Ngati Whātuatanga and Turanagawaewae through a culturally sustainable practice model across all levels and aspects of Kaukapakapa School.
Annual Goals <i>Kaukapakapa School gives effect to Te Tiriti o Waitangi</i>	❖ Uplift Mana Māori within Kaukapakapa School
How will we measure success?	<ul style="list-style-type: none"> • Monitoring through Milestone Plan meetings • Engagement levels with iwi • Evidence in displays around the school and in classrooms • Aspects of tikanga evident in all areas of the school e.g. use of karakia in staff meetings • Key programmes will include an aspect of te ao Māori • Resources used will reflect a consideration of te ao Māori • Te Tiriti o Waitangi lens - PD • Student voice will reflect wider valuing of te ao Māori across all levels and teachers within the school • Attendance at hui and celebration evenings • Teacher responses - practice will change

	<ul style="list-style-type: none"> • Te Reo Māori lessons happening across the school, throughout the year, te reo spoken widely and freely • Evidence in planning - texts, focus • Evidence in practice - observations (formal and informal) • Tikanga will be understood by students, staff and whanau • Growing understanding and ability to retell local history and stories • Minutes of team discussions and reflections • Involvement in Kahui Ako initiatives (staff and students) • Staff levels through Poutama Reo • Te Ara as a living document • All staff will have a clear understanding of Kaukapakapatanga • New staff will have an induction process around Kaukapakapatanga
Future Focus →	<ul style="list-style-type: none"> → Te Tiriti centric → Sustainable practice not reliant on a single staff member to lead → “How we do things here” clearly evident in the culture of the school → High levels of engagement with local iwi → Uru Kahika to reflect Ngati Whatua o Kaipara stories (Pou, carbings, boards, weaving etc)

Improvement Plan: : Our Place Tūrangawaewae

Strategic Goal

Teachers, students and whānau are building skills and confidence as tangatarua and gaining knowledge that is unique to Ngati Whātua Ki Kaipara, Kaukapakapatanga

❖ Uplift Mana Māori within Kaukapakapa School

Uplift Mana Māori within Kaukapakapa School

Outcome: There is visible pride, collaboration and partnership, between tamariki, all staff, whānau and iwi

When	What	Who	Indicators of Progress/Success Factors
All year	Kaukapakapatanga is evident across all areas of the school	Te Ao Māori Lead	<ul style="list-style-type: none"> ○ Uru Kahika (Whare ako) utilised fully

		Te Ao Māori team	<ul style="list-style-type: none"> ○ PLD for staff around te reo Māori ○ Staff cultural competencies will grow ○ Kaukapakapa Heru Hāpai leadership roupū in place ○ Adherence to tikanga ○ Te Ara developed to include learning, and environment expectations ○ Kaumatua regular presence at school ○ Termly whānau hui ○ Kapa haka numbers (tamariki and whanau) ○ Growing understanding of key Māori concepts such as manawhenua, turangawaewae ○ Local stories will be known ○ Connection to iwi/marae evident ○ Evident in practice /observations ○ Discussion/talk (deficit thinking/open mind/critically conscious) ○ Everyone's culture valued in the classroom ○ Māori whānau engagement with school will increase ○ Strengths other than academic ones will be recognised and celebrated ○ Achievement levels in reading, writing and numeracy will be equitable with non-Māori ○ Te Tiriti Lens within all decision
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			making <ul style="list-style-type: none"> o Graduate profile developed
All Year	Kahui ako focus	Principal Te Ao Māori Lead	<ul style="list-style-type: none"> o School direction has strong links to Kahui Ako direction o TOD - all staff to participate o Kahui Ako Waiora - Kaiparatanga WSL kaupapa o Teacher capacity and capability for culturally sustainable practice will increase o Staff levels through Poutama Reo
Resourcing Required	<ul style="list-style-type: none"> • Staffing allocation from the board • Staff meeting times • Release as needed • Budget for kai, koha • Responsibility unit x 2 		
Resourcing Required	<ul style="list-style-type: none"> • AP/DP Kahui Ako Cluster Meetings (release, kai) • Team Leader meeting times • Team meeting times • Staff meeting time 		

2025				Initiative Scope	
Term One	Term Two	Term Three	Term Four	2026	2027
Mana Māori			Review		Embed

Kaukapakapa School recognises their commitment to Te Tiriti o Waitangi and acknowledges the right of tangata whenua to have focused input into the educational priorities of their tamariki and mokopuna. We are committed to working with whānau and specifically Ngati Whātua o Kaipara to ensure Kaukapakapa School meets the needs of its Māori learners and whānau aspirations. Tikanga Māori, matauranga Maori and te ao Māori will be woven through the implementation of Te Mātaiaho. Kaukapakapa School provides tuition in te reo Māori as a stand-alone subject weekly, and it is immersed through the teaching and learning programme, with kaiako engaging in cultural capabilities through professional learning and opportunities. Mana Māori represents our holistic approach to Te Tiriti o Waitangi obligations.

Property Focus 2025: Kaukapakapa School is lucky enough to have all of its classrooms fully renovated and meeting The Designing Quality Learning Spaces (DQLS) requirements for:

- acoustics
- lighting and visual comfort
- indoor air quality and thermal comfort.

The Boards focus is on opportunities for extending areas of play in recognition of the high levels of weather events that impact the use of the field area.