Kaikohekohe Christian School

"Equipping this generation to transform the world through the power of the Gospel"

Strategic Plan 2026-2027

School Vision

“Equipping this generation to transform the world through the power of the Gospel.”

Mission Statement

Aruaru, Whaia, Rawe Ake

Follow, Seek Excel

Introduction:

The School and its Community

The school first opened in 1985 and currently caters for students up to and including Year 13. Kaikohe Christian School is a State Integrated Christian Composite School, catering for the needs of parents seeking our Special Character Education, in the Mid-North area of Northland. By working together with parents, it is the school's desire to see God's order firmly established in both the Church and the family. The home, church and school should complement each other, promoting the student's spiritual, academic, social and physical growth. We aim to provide a first-class education to children, to equip them to better serve God, their nation, their society, their family and themselves.

Learning Priorities

The school has established its goals to raise achievement by focusing on the identified learning priorities of the Ministry of Education, which are Literacy and Numeracy, with the endeavour to raise student achievement across Primary and Secondary.

Learners at the centre: Learners and their whānau are at the centre of education. Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying. Have high aspirations for every learner and ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

Barrier-free access: Great education opportunities and outcomes are within reach for every learner. Identify and reduce barriers to accessing education for equitable outcomes for all students. Ensure every learner gains sound foundation skills, including language, literacy and numeracy.

Quality teaching and leadership: Quality teaching and leadership make the difference for learners and their whānau.

Meaningfully incorporate Te Reo Māori and Tikanga Māori into the everyday life of the place of learning. Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Future of learning and work: Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work.

World-class inclusive public education: New Zealand education is trusted and sustainable. Enhance the contribution of research and mātauranga Māori in addressing local and global challenges. (Tertiary Education Strategy (TES) only.)

Cultural Diversity

Cultural connections, local histories and identities are acknowledged and incorporated into the school's vision and curriculum as we continue developing a greater sense of significance and inclusiveness for all students in the richness that exists in our backgrounds. This is particularly relevant as we explore how Christianity was in a large part enabled by wise tupuna who embraced the Gospel message and ushered into this land, under the function and guidance of the Holy Spirit, the message of reconciliation and peace with God.

The Board is committed to identifying and removing barriers that prevent Maori from achieving as Maori through the development of responsive pedagogies and professional learning. This foundation greatly enhances and enables the expression of core beliefs in this special character setting through Maori Performing Arts, kapa haka, learning Te Reo, learning local history, participating in inter-school cultural events and through any other engagement that honours God.

The Board ensures that the views and concerns of Maori in its community help to shape the school direction by:

- Encouraging a strong Maori representation on the Board.
- Fostering a strong partnership between school, home and church.
- Consulting with Maori within its community in the following ways: Whanau, Hapuu, Iwi, Marae
- Surveys of Parents/caregivers, Students, Staff and other community stakeholders
- Staff / Parent interviews
- Community hui

- Social functions
- Informal interaction by staff and Board members with the school community members in church and other situations.

The Board takes all reasonable steps to interweave Maori culture and Tikanga from a Christian perspective.

Procedural Information

By 1 March, publish and submit the strategic plan (in effect from 1 January 2026–31 December 2027). By 31 March, publish the annual implementation plan for the current school year. Send your annual financial statements to your auditor.

By 31 May, submit an annual report and publish this.

Core Values

Our values are based on Christ's greatest commandment and commission, and they form the basis of the School's Special Character.

Fellowship - Kotahitanga

We value the local churches and believe that true fellowship and participation in the Christian community begin with baptism into the Body of Christ and connection with God's people. This is expressed in our school by building a Christian Community.

Discipleship - Whakakoakoa

We believe that the choice to follow Christ involves a lifelong process of personal growth and development of character, physically, academically, socially and spiritually.

Ministry - Te mahi minita

Obedience to Christ's command to love your neighbour as yourself is expressed in ministry and service towards each other in the school and wider community. We believe that all God's people are called to minister.

Outreach - Kauhautia te rongopai

We believe that Jesus said, "Go..." and are therefore committed to reaching out to our community and overseas with the gospel. This is expressed through missions.

Worship - Whakamoemiti

Loving God with all our hearts is the greatest value in our School! We express this through our corporate worship and celebrations together and our personal devotion and obedience to Him. Aiming to do our personal best in all things expresses worship to God.

[1] ***Matthew 22:35-39 (NKJV)*** *Then one of them, a lawyer, asked Him a question, testing Him, and saying, "Teacher, which is the great commandment in the law?" Jesus said to him, " 'You shall love the LORD your God with all your heart, with all your soul, and with all your mind.' This is the first and great commandment. And the second is like it: 'You shall love your neighbour as yourself.'*

[2] ***Matthew 28:19,20 (NKJV)*** *Go therefore and make disciples of all the nations, baptising them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age." Amen.*

Two-Year Strategic Plan 2026 to 2027

Vision

"Equipping this generation to transform the world through the power of the Gospel."

Mission Statement

Whaia, Rapua, Hiranga.
Follow, Seek, Excel.

Kaikohe Christian School

Strategic Plan 2026–2027

SCHOOL VISION

"Equipping this generation to transform the world through the power of the Gospel."

MISSION

We are committed to providing a holistic education grounded in Biblical values, fostering excellence in learning, strong character, and a deep sense of belonging and identity

To nurture Christ-centred learners who excel spiritually, academically, physically, and socially, equipped to serve their communities with integrity and purpose.

VALUES IN ACTION

- Faith in Christ (Whakapono)
- Excellence (Kairangi)
- Respect (Whakaute)
- Service (Mahi Tahi)

- Unity (Kotahitanga)

STRATEGIC PRIORITIES 2026–2027

1. Spiritual Growth and Discipleship-Excelling in Christ

Goal: Strengthen students' personal faith, Biblical understanding, and Christian character.

Key Outcomes:

- Students demonstrate knowledge of Biblical principles
- Increased participation in prayer, worship, and service
- Positive Christian behaviours are evident across the school

Strategic Actions:

- Integrate Biblical worldview across all curriculum areas
- Strengthen Assemblies, Devotions, and Devotional programmes
- Provide leadership opportunities for students in Spiritual activities
- Engage whānau and church in Spiritual development

Measures of Success:

- Student voice surveys reflect Spiritual growth
- Increased participation in the Assemblies, Devotions, and Prayer
- Behaviour data reflects Christian values

2. Academic Excellence

Goal: Improve student achievement and progress across all curriculum areas, particularly literacy and numeracy.

Key Outcomes:

- Increased percentage of students achieving at or above curriculum expectations
- Accelerated progress for priority learners

Strategic Actions:

- Strengthen data-driven teaching and assessment practices
- Targeted interventions for at-risk students
- Ongoing professional learning and development for staff
- Strengthen culturally responsive pedagogy

Measures of Success:

- Achievement data shows measurable improvement
- Reduced disparity among student groups
- Teacher inquiries demonstrate impact on learning

3. Sport and Physical Wellbeing

Goal: Promote active lifestyles and excellence in sports participation and performance.

Key Outcomes:

- Increased student participation in sports
- Improved physical fitness and well-being
- Development of teamwork and resilience

Strategic Actions:

- Expand sports programmes and opportunities
- Strengthen coaching and staff capability
- Provide quality equipment and facilities
- Enter Year 7-8 Teams into Aims Annually to develop Rugby and Netball
- Encourage inter-school competition participation
- Reintroduce House Groups

Measures of Success:

- Participation rates increase year on year
- Positive student wellbeing data
- Improved performance in competitions
- Increase in Representative players.

4. School Culture and Pride (Uniform & Identity)

Goal: Foster a strong sense of pride, identity, and belonging within the school community.

Key Outcomes:

- High standards of uniform compliance
- Positive school culture and behaviour
- Strong student identity and pride in the school

Strategic Actions:

- Reinforce clear expectations around uniform and behaviour
- Celebrate student success regularly
- Strengthen student leadership and responsibility
- Engage whānau in building school pride

Measures of Success:

- High levels of uniform compliance
- Reduced behaviour incidents
- Positive feedback from whānau and community

5. Attendance Improvement (Urgent Priority 2026–2027)

Goal: Achieve a significant lift in regular attendance, moving from 56% (2025 baseline) to 75% by the end of 2026 and 80% by the end of 2027.

Key Outcomes:

- Increased percentage of students attending regularly (90%+)
- Reduced chronic absence (below 70% attendance)
- Improved engagement and achievement linked to attendance

Strategic Actions:

- Implement a robust Attendance Management Plan (AMP)
- Daily monitoring and rapid follow-up of absences (same-day contact)
- Strengthen whānau partnerships and communication
- Use incentives and recognition for improved attendance
- Targeted support plans for priority learners (including agency support where needed)
- Culturally responsive approaches to re-engage students

Measures of Success:

- Full-time attendance rate increases to 75% (2026) and 80% (2027)
- Reduction in unjustified absences and chronic absenteeism
- Positive correlation between attendance and achievement data
- Positive engagement with Ara Whakamua

6. Community Engagement / Whakawhanaungatanga ki te Hapori

Goal: Increase engagement with the kura whanau and wider community and stakeholders.

Actions / Ngā Mahi

- Establish regular hui and wānanga with local marae, Hapū, and Iwi.
- Invite local leaders, kaumātua, and Iwi representatives to participate in school events, assemblies, and curriculum projects.
- Develop and implement student-led community service and cultural programs.
- Encourage whānau participation in governance, meetings, and classroom support.

- Share school achievements through iwi newsletters, local media, and social platforms.
- Create cultural exchange programs with marae visits.

Who is Responsible / Ngā Kawenga

- Tumuaki and Tumuaki Tuarua – lead liaison and partnerships.
- Kura Engagement Coordinator / Whānau Liaison – manage hui, invitations, and communication.
- Teachers – integrate community connections into the curriculum.
- Board of Trustees – support partnerships and engagement policies.

Resources Required / Ngā Rauemi

- Budget for transport, hui hosting, and cultural programs.
- Time allocation for staff to attend and plan events.
- Communication tools: newsletters, social media, email, website.
- Cultural advisors/mentors from iwi/hapū/marae.

Timeframe / Te Wā

- Term 1: Identify key community partners and schedule initial hui.
- Term 2: Begin classroom visits and joint events with marae and Iwi.
- Term 3: Implement student-led community service and cultural projects.
- Term 4: Review partnerships, celebrate successes, and plan for next year.

Measure of Success / Me pēhea te ine angitū

- Number of hui, wānanga, and joint events conducted.
- Student participation in community-based learning.
- Feedback from whānau, marae, and Iwi partners.
- Increased whānau engagement in school events and decisions.
- Evidence of culturally enriched learning in projects and curriculum.

7. Staff Capability & Leadership Development

Goal: Build strong, culturally responsive, and faith-driven teaching practice.

Actions / Nga mahi

- Provide **ongoing PLD aligned to strategic priorities**
- Strengthen **culturally responsive practice (Te Ao Māori)**
- Develop **emerging leaders within the staff**
- Regular **review and coaching cycles**

Who is Responsible / Ngā Kawenga

- Principal
- Senior Leadership Team

Resources Required / Ngā Rauemi

- PLD funding
- External facilitators
- Release time

Timeframe / Te Wā

- Ongoing throughout the year
- Termly appraisal cycles

Measures of Success / Me pēhea te ine angitū

- Improved teaching practice
- Strong staff engagement and retention
- Positive student outcomes

Monitoring and Review /Aroturuki me te Arotake

- **Termly Board Reports** on progress toward targets
- **Mid-Year Review (June/July)**

- **End-of-Year Evaluation (November/December)**
- Ongoing **internal evaluation aligned with ERO expectations**

Spiritual Growth

- **Actions:** Daily devotions, student-led chapel, and integrating scripture into lessons
- **Responsibility:** Principal, Teachers, Pastor
- **Resources:** Bible resources, chapel time, community speakers
- **Timeframe:** Ongoing (Term 1–4)
- **Success Measures:** Student participation, behaviour data, student voice

Academic Excellence

- **Actions:** Targeted literacy/numeracy groups, teacher PLD, data tracking
- **Responsibility:** Principal, SENCO, Teachers
- **Resources:** Assessment tools, PLD funding
- **Timeframe:** Termly tracking
- **Success Measures:** Achievement data, accelerated progress

Sport

- **Actions:** Establish a Sports Academy, Increase team entries, structured PE programme
- **Responsibility:** Sports Coordinator, Staff
- **Resources:** Equipment, transport
- **Timeframe:** Seasonal
- **Success Measures:** Participation rates, Representative players

Culture & Pride

- **Actions:** Uniform checks, assemblies celebrating success
- **Responsibility:** Staff, Leadership Team

- **Resources:** Incentives, communication tools
- **Timeframe:** Weekly/Termly
- **Success Measures:** Uniform compliance, behaviour data
- Deepen student leadership across all areas
- Strengthen whānau engagement and partnerships
- Embed consistent, high-quality teaching practice schoolwide
- Expand sporting excellence pathways

Outcomes:

1: Learners at the Centre

- Personalised learning, student voice, inclusive practices

2: Barrier-Free Access

- Targeted support, attendance focus, and inclusive environment

3: Quality Teaching and Leadership

- Ongoing PLD, strong appraisal and inquiry cycles

4: Future of Learning and Work

- Skills for resilience, teamwork, and leadership through cultural, sport, and service

5: World-Class Inclusive Public Education

- Culturally responsive practice, honouring Te Tiriti o Waitangi

6: Strong Partnerships

- Active engagement with whānau, church, and community

SPECIAL CHARACTER Christian and Māori Context

- Biblical values underpin all teaching and relationships
- Te reo Māori and tikanga are visible and valued

- Whakapapa and identity are affirmed
- Partnership with local iwi and church strengthens outcomes

BOARD ASSURANCE STATEMENTS

The Board will:

- Monitor student achievement and well-being data each term
- Ensure resources align with strategic priorities
- Meet compliance requirements for curriculum, health & safety, and employment
- Uphold the school's special character
- Engage in ongoing self-review and community consultation

MONITORING AND REVIEW

- Termly reporting to the Board
- Mid-year and end-of-year evaluation
- Annual community consultation
- Strategic adjustments based on evidence

Consultation Plan

In developing the Board's Strategic and Annual plan, the Board will consult with the School's Community. Within the School's Community, the Board recognises that there are distinct "stakeholders", for example, the Proprietor, local churches, staff, students and parents. And within the parents, different whanau and community groups, for example, Kerikeri, South Hokianga, Hapu and Iwi. With a diverse community, a diverse range of consultation methods will be undertaken. The following consultation plan will be employed:

In March of each year, the Strategic and Annual plan will be available at the School office for community scrutiny and input.

Eight times per year, the Board will hold meetings where parent, student and proprietor reps will have full input into the Strategic and Annual plan development process. These meetings with an agenda will be advertised in the school newsletter and open to the public. Members of the public are welcome to attend and to have input according to established meeting procedure. Minutes of the meetings will be displayed on the school website and in the School office.

The Strategic and Annual plan will be presented and discussed at an annual meeting in February to gain views, comments, and input from the School Community before the Board signs it off for the current year. Periodically, parent reps may request that the Board meet with specific stakeholders affected by the Strategic and Annual plan. The Board or representatives of it will meet with the parents in a forum that is appropriate to their needs.

The Board may recruit an individual or individuals to conduct telephone surveys or face-to-face interviews to ascertain the community's views on matters.

Newsletters and School updates will be posted to the appropriate individuals and groups within the School Community and put on Facebook.

In February, the Board will review/set goals for the current year.

Consultation undertaken on or on behalf of the Board will be recorded.

CONCLUSION

This Strategic Plan positions Kaikohe Christian School to grow strong, faith-filled, high-achieving learners who reflect Christ in all they do. Through intentional teaching, strong leadership, and deep community partnerships, we will see excellence across spiritual, academic, cultural, and sporting dimensions.