Kakanui School

School Number: 3755

STRATEGIC GOALS AND ANNUAL PLAN 2025-2026

Principal's' endorsement: Ann Roughan
Board of Trustees' endorsement: Matthew Thresher
Submission Date to Ministry of Education: Adopted by the BoT March 2025

This Strategic plan is the responsibility of the Board of Trustees. The principal supports the Board to meet its responsibilities. The plan is designed to comply with both statutory and regulatory requirements. These requirements are set out in this strategic plan.

The purpose of this strategic plan is to establish the mission, aims, objectives, directions, and targets of the board that will give effect to the Government's national education guidelines and the board's priorities, and provide a base against which the board's actual performance can be assessed. *Education Act, Sec.61 (2)*

Kakanui School

"Simply the BEST wee rural school!"

OUR MISSION - TA TATOU MISSION:
What we want - He aha ta tatou e hiahia ana

From our unique coastal community we want our children to gain oceans of opportunities.

OUR VISION - TATOU TIROHANGA : Simply the BEST wee rural School!
What we want for the future - He aha ta tatou e hiahia ana mo a meake nei

Our aim is to create learning and an environment that enhances imagination, challenges and success.
We do not create visions; they happen because of what we believe and what we can foresee.

OUR VALUES - TO TATOU UARA
What is important to us - *He mea nui kia tatou*

At Kakanui School we have identified four core values to be encouraged, modelled and explored. They are:

- **B – Belong** – feel a sense of belonging, being valued and show empathy towards others
- **E – Excel** – Striving to be the best you can.
- **S – Strong** –take on personal challenges and extend ourselves.
- **T – Team** – cooperate with others and participate with enthusiasm. Being part of the community.

Values express our beliefs about what our community considers most important for our children so that they will thrive in a diverse community. Our values are expressed in everyday actions and interactions within our school. Values are encouraged, modelled and explored at Kakanui School.

Our Story, Our Turangawaewae - Our place, our people

Kakaunui School was first established in 1870 but rebuilt in 1928. It is located in a coastal village south of Oamaru, on the South Island of New Zealand. Kakaunui means Big Heart - Kakau - heart nui - big.

Kakaunui School serves the ākonga from Years 0 to 8. Our current roll is around 45 learners (January 2025). The Kakaunui School community is diverse in culture and embraces the ethnicities in the local community.

The school site includes a playing field, playgrounds,swings, bike track, a sand pit/ mud kitchen, a library, gardens, an orchard, a covered swimming pool, and plants and trees. We are upgrading access to a classroom, carpets, electrics, fire and security systems, heating and roofing. We are also refurbishing our junior classrooms to provide more collaborative and innovative learning opportunities.

Kakaunui School is part of the Whitestone Kāhui Ako - Community of Learning (CoL). This contributing group includes
The Kāhui Ako drivers are focussed on delivering support for structured literacy, maths and student wellbeing.

The school has an inclusive and supportive culture. It feels warm and magical – a place ākonga genuinely belongs. Working in partnership with kaiako, tamariki, and whānau, the school intends to cultivate a learning community by building and maintaining culturally responsive relationships through the school values of Belong, Excel, Strong and Team.

Kakanui School Year 8 Graduate Profile

When students leave Kakanui School at the end of Year 8, they will be:

Display values by being: ● Respectful ● Responsible ● Polite ● Empathetic ● Considerate ● Open minded	**Is a:** ● Problem solver ● Cooperative team player ● Reader and writer ● Critical and creative thinker ● Positive role model ● Motivated learner of life
Has: ● Willpower ● Resilience ● Perseverance ● Strength of character ● Determination ● A good work ethic ● Common sense ● Courage ● confidence	**Can:** ● confidently communicate ● make the right choice ● work with others ● take risks ● manage their time effectives ● lead their own learning and support others' learning ● lead a team and be a team player

Baseline Data and School Context	
Students' Learning	We are a Decile 1 school teaching from Year 1-8. Our roll has continued to grow from 15 students in 2014, 51 students at the end of 2018, 51 students in July 2019, 48 students in December 2019, 45 in February 2020, 49 in December 2020, 46 in February 2021, 58 in December 2021, 60 in July 2022, 68 in December 2022, 65 in 2023 and 58 in 2024. Unfortunately our roll decreased as some children shifted out of the area and 10 children moved onto High School. We start on 40 this year and we have three classes operating five days a week. We currently have Year 6,7,8 children; Year 3,4,5 children and Year 1-2 children. Operating four classes in 2024 with small numbers has had a huge impact on children's learning and progress. In 2025 because of numbers, we will continue to run three classes and beyond. We have a number of New Entrants starting throughout the year. We want to make a difference to all our children and our classroom programmes and school culture will reflect our children. We want all our children to be able to handle the challenges they may face in life.
Student Engagement	Our community undergoes change in terms of cultural diversity, and many of our students come from diverse socio-economic backgrounds. This requires our practice to adapt to meet the different preferences and expectations of our families. School population is composed of 18% Maori, 74% NZ European, 4% Asian and 4% other ethnicities. Learning through play is established and is highly valued by whanau, students and staff. Teachers acknowledge the positive impact it has had on engagement and behaviour across the school. Degree of parental engagement varies across the school.
School Organisation and Structures	Staff are involved in discussions around school culture, relationships, organisation, structures, and teaching and learning. Strengths and areas for future development were identified. Two units are to be allocated in 2025. These units will be distributed towards work in SENCO, leadership in literacy and leadership in Te Reo Maori. We have a teacher for our Literacy Support. We have two Teacher Aides employed who work part time with a variety of children in all classes. Year 6-8 class: Principal teaches with two days release time Year 3-5 class: Full time permanent teacher Year 1-2 class: Job shared with two teachers. Both permanent
Review of Strategic Plan and Consultation	We have consulted all stakeholders in our community as part of our school vision development, and have identified strategic areas for development accordingly. We held Whanau nights each term in 2024 and will continue to hold regular Whanau Nights in 2025. We took our ERO review recommendations on board and have worked hard to develop our school in these areas: *ERO Report December 2021 Kakanui School has effectively addressed its priorities for improvement. The trustees, principal and teachers are working together to ensure positive outcomes for students. The school is implementing useful school-wide and classroom planning practices. Key school practices are successfully supporting an improvement focus likely to continue to improve and sustain student progress and achievement.*

Our Strategic Plan is informed by:	Te Tiriti o Waitangi	NELP's and the School Board Primary Objectives	NZ Curriculum / Te Mataiaho	The Kakaunui School Community
GUIDING PRINCIPLES - KAUPAPA	***At Kakaunui School the Board of Trustees along with the Principal and staff are committed to…*** ● providing a welcoming and inclusive environment for all learners and their families to our school community. ● creating an environment where all learners are empowered to participate in all activities and achieve against the key competencies and learning areas of The New Zealand Curriculum Refresh. ● fostering an environment that appreciates individuality and uniqueness, where effort is encouraged and success is celebrated. ● providing a caring environment that is emotionally, socially and physically safe for all. ● delivering a curriculum that enables all students to become active, confident, creative and innovative learners and thinkers and effective users of communication tools. ● inspiring and empowering students through discovery, using experiential learning, inquiry learning and real world opportunities to become lifelong learners. ● encouraging risk-taking, developing growth mind-sets, and meeting increasingly difficult challenges to develop and build confidence. ● developing a community of learners where teachers, students and whānau work in partnership to ensure the best outcomes for all. ● fostering appreciation of the resources in our local environment and problem-solving ways of protecting them for future generations.			
GIVING EFFECT TO TE TIRITI O WAITANGI	Tangata Whenua and Tangata Tiriti work in partnership to ensure the unique identity of Aotearoa New Zealand is recognised and valued, and the school community strives to reflect the principles of Te Tiriti o Waitangi. Te reo Māori, tikanga, and te ao Māori are woven through our everyday programmes. Students are valued as ākonga Māori and are supported to succeed socially, emotionally, academically, and culturally. Authentic relationships with Māori students and their whānau are prioritised. We learn from and are guided by our whānau Māori. Partnerships with local iwi are developing and our growing connection is greatly valued. He eke noa - we are all in this together.			
CONSULTATION	The Board of Trustees consults with its community through regular newsletters, community survey, whanau evenings, focus groups and representation at all school / community events.			
HOW WE GOT HERE	Our Strategic Plan brings together the hopes and dreams of parents and whānau, the Board, staff and students. We created this Strategic Plan using evidence gathered through: ● Community Engagement ❖ Community School survey ❖ Health Education Survey ❖ Whānau Hui ❖ Getting to Know You meetings with parents and whānau ● Teaching and Learning			

	❖ Staff surveys, Practice Analysis conversations, Professional Learning Conversations (PGC) ❖ Student Voice and Self Assessments ❖ Mid and End of year Achievement Report ❖ Professional Development learning ❖ Whitestone Kahui Ako Cluster ● Leadership and Governance ❖ School Board discussions; Annual Plan Checkpoints ❖ Self Review & School Improvement - Teaching Inquiries/Leadership Inquiries

STRATEGIC RATIONALE



Curriculum Understanding and Progress

With the New Zealand Curriculum Refresh - Te Mataiaho coming into effect, staff will require professional development to adapt to these changes. As we strive for academic excellence, our focus will be on the preparation, delivery, assessment and data sharing for Literacy and Mathematics. It is essential to allocate time and resources for this process to ensure that our educators are equipped to implement these changes effectively. Prioritising these efforts is crucial as this represents a major shift in the education system. By investing in staff development and aligning our practices with the refreshed curriculum, we can enhance student learning outcomes and maintain our commitment to academic excellence. This strategic focus will support our goal of delivering high-quality education that meets the evolving needs of our students and the broader educational landscape.



Coherent, collaborative practice throughout the school

Our staff are committed to growing their own knowledge, skills and confidence to deliver quality learning experiences to all our students. We want to continue to enhance the effectiveness of teaching and learning by promoting coherent and collaborative practices among all staff, ensuring a unified approach to curriculum delivery, professional development, and student engagement. We want to guide and support tamariki to lead their own learning through increased student agency. We are beginning our journey in Assessment for Learning and teachers Spirals of Inquiry.



Community Connections and School Growth

As we localise our curriculum, we aim to connect with the local community and form strong relationships that provide valuable input and support. Engaging with local iwi is essential to our commitment to Te Tiriti o Waitangi, enabling our staff and students to build knowledge of te reo Maori and tikanga Maori while honouring the heritage of Aotearoa New Zealand.
Our school roll has decreased over the past year, necessitating a strategic focus on increasing enrollment and sustaining growth. By strengthening ties with our community, we can better meet their needs and make Kakaunui School a preferred choice for education. Promoting our unique offerings, such as cultural inclusivity, personalised learning experiences and our caring environment, will help create a supportive network that enhances student learning and supports the growth and sustainability of our school.

STRATEGIC GOALS 2025-2026

Curriculum Understanding and Progress
Ako

Understand and implement changes in the New Zealand Curriculum Refresh

Goal Statement:
Our school will deepen understanding of Te Mātaiaho (NZ Curriculum Refresh) and implement changes in a way that strengthens student-centred learning, promotes equity and inclusion, and ensures teaching and learning align with future-focused practices.

Coherent, collaborative practice throughout the school

Develop student centred learning, quality learning strategies and practices within our school.

Goal Statement:
Our school will enhance teaching and learning by ensuring that students are actively engaged in their learning, developing independence, critical thinking, and lifelong learning skills, while teachers implement high-quality teaching and learning.

Community Connections and School Growth

Strengthen connections with the wider community and foster growth within Kakanui School

Goal Statement:
Our school will strengthen connections and build strong relationships with whānau, local organisations, and the wider community to promote Kakanui School, increase student enrolment, and retain students.

ANNUAL PLAN GOALS

How will we make progress towards our goals?

Key Objectives:

***1.1* Targeted Professional Learning:**
- *Provide structured staff development and dedicated PLD time focused on the refreshed Te Mātaiaho curriculum requirements and updated pedagogies for Literacy and Mathematics.*

1.2 Curriculum Design and Alignment
- *Review and adapt local curriculum design to reflect the refreshed NZ Curriculum framework.*
- *Integrate new progressions, learning areas, and mātauranga Māori*

Key Objectives:

***2.1* Student Agency & Engagement:** *Empower tamariki to take ownership of their learning by fostering critical thinking, independence, and active engagement in everyday classroom activities.*

***2.2 Quality Learning Strategies:** Enhance teaching and learning by implementing high-quality pedagogical practices that actively engage students and foster independence, critical thinking, and lifelong learning skills.*

2.3 Professional Development and Support:

Key Objectives:

***3.1 Community Partnerships & Engagement:** Build strong, enduring relationships with whānau, local organisations, and the wider community to enrich student learning and connection.*

***3.2 Promotion & Roll Growth:** Actively promote Kakanui School across the local area to attract new enrolments and retain current students.*

perspectives. ***1.3* Robust Assessment & Data Practices:** ● *Strengthen assessment tools and collaborative data-sharing processes to track student progress and inform targeted instruction,*	*Strengthen teacher capability and school-wide consistency through ongoing professional development (Assessment for Learning) collaborative planning, and active participation in Professional Learning Communities (PLCs) focused on Assessment for Learning, Spirals of Inquiry, and student-centred practices.* ***2.4 Monitoring and Evaluation:*** *Monitor and evaluate initiative progress using student outcomes, engagement surveys, and classroom observations to continuously adjust strategies based on evidence and feedback.*	

SUCCESS LOOKS LIKE

What are we aiming to accomplish? What shifts in leadership/teacher practice will we see? What changes to student outcomes are we aiming for?

Indicators of Success: ***Teacher confidence and delivery:*** ● *Staff demonstrate increased confidence and consistency in planning updated Literacy and Mathematics under Te Mātaiaho.* ● *Teachers effectively align classroom instruction and delivery with the refreshed curriculum expectations.* ***Curriculum Integration:*** ● *Teaching practices and classroom resources actively reflect our school values.* ● *Local curriculum design incorporates the refreshed Te Mātaiaho learning progressions across all year levels.*	***Indicators of Success:*** **Student Agency & Engagement:** ● Tamariki actively set learning goals, track their own progress, and articulate their next steps. ● Classroom observations show increased student engagement, independence, and active participation in daily learning. ***Quality Learning Strategies:*** ● *Teachers consistently implement evidence-based, student-centred pedagogical practices across all learning areas.* ● *Students demonstrate growth in critical thinking and self-regulation skills in everyday classroom tasks.*	***Indicators of Success:*** ***Community Partnerships & Engagement:*** ● *Active partnerships with local organisations, iwi, and community groups are established to enrich learning experiences.* ● *Whānau and community attendance at school events, hui, and collaborative learning activities increases.* ● *Whānau feedback shows high satisfaction with school communication, involvement, and connection.* ***Promotion & Roll Growth:*** ● *Enquiries and new student enrolments show steady growth across all year levels.*

Data-Informed Teaching: ● *Assessment tools are routinely used across teams to target individual learning needs.* ● *Collaborative data-sharing processes directly inform everyday classroom instruction and targeted interventions.*	***Professional Development and Support:*** ● *Staff regularly participate in PLCs and Spirals of Inquiry to collaborate, share best practices, and refine AfL techniques.* ● *School-wide instructional practices show greater alignment and consistency across all year levels.* ***Monitoring and Evaluation:*** ● *Student outcome data, engagement surveys, and observation feedback are systematically collected and analysed.* ● *Initiative strategies and interventions are regularly refined based on collected evidence to support continuous school improvement.*	● *Engagement and reach on school communication channels (website, social media, local newsletters) increase significantly.* ● *High levels of student retention are maintained through strong transition pathways and positive school culture.*
NELP 1: *Learners at the centre - Learners with their whānau are at the centre of education* **NELP 1:2:** *Have high aspirations for every learner/ 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.*	**NELP 2:** *Barrier free Access - Great education opportunities and outcomes are within reach for every learner.* *2:3 - reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs.* **NELP 3:** *Quality teaching and Leadership - Quality teaching and leadership make the difference for learners and their whānau* *3:5 - Meaningfully incorporate te reo Maori and tikanga Māori into the everyday life of the place of learning.*	**NELP 1-1:** *Learner at the centre - Learners with their whānau are at the centre of education* *1:1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.* *1:2 - Have high aspirations for every learner/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*

Kakanui School
Annual Implementation Plan 2025-2026

Strategic Focus: Curriculum Understanding and Progress

Ako

Strategic Goal 1: Understanding and implementing changes in the New Zealand Curriculum Refresh

NELP 1: *Learners at the centre - Learners with their whānau are at the centre of education*
1:2 - Have high aspirations for every learner/ 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.

Actions

Progress Indicators	Actions - We will:	Who, when and Resources	How will we measure success?
1.1 **Targeted Professional Learning:** *Provide structured staff development and dedicated PLD time focused on the refreshed Te Mātaiaho curriculum requirements and updated pedagogies for Literacy and Mathematics.*	**Track Updates:** Monitor MOE releases and curriculum updates. **Update Lessons:** Align lesson plans and objectives with the new curriculum. **Provide PLD:** Run staff training on updated frameworks. **Refresh Tools:** Update teaching materials, diagnostics, and reporting tools.	All staff Learning Support Coordinator (LSC) - Ongoing	• Keep updated with changes from MOE • Lesson plans aligned to new curriculum • Staff attend relevant PLD • Refreshed teaching materials, diagnostic tools, and reporting templates implemented
1.2 Curriculum Design and Alignment *Review and adapt local curriculum design to reflect the refreshed NZ Curriculum framework.* *Integrate new progressions, learning areas, and mātauranga Māori perspectives.*	**Audit Units:** Review units to align with the refreshed NZ Curriculum. **Update Plans:** Embed new progressions and outcomes into long-term plans. **Integrate Mātauranga:** Include local stories, tikanga, and mātauranga Māori in unit design. **Co-Design Pathways:** Collaborate		• Use lesson plan templates from ImpactEd • Use formative assessment tools to track student progress • Student reports issued using the updated, plain-language templates. • Identify target groups and put in interventions to support learning.

	across teams to create local curriculum resources.		
1.3 **Robust Assessment & Data Practices:** *Strengthen assessment tools and collaborative data-sharing processes to track student progress and inform targeted instruction*	**Audit Tools:** Evaluate assessment tools to identify data gaps. **Ensure Moderation:** Moderate marking for consistency and reliable data. **Track Progress:** Use tracking tools to target student interventions. **Formative PLD:** Provide staff training on daily formative strategies. **Whānau Feedback:** Translate data into clear, plain-language reporting for whānau.		• Data gaps identified and addressed across assessment tools. • Consistent, reliable marking validated through moderation. • Targeted student interventions guided by tracking data. • Daily use of formative assessment strategies in classrooms. • Clear, plain-language progress reports shared with whānau.

Kakanui School
Annual Implementation Plan 2025-2026

Strategic Focus: Coherent, collaborative practice throughout the school

Strategic Goal 2: Further develop student centred learning, quality learning strategies and practices within our school.

NELP 2: *Barrier free Access - Great education opportunities and outcomes are within reach for every learner.*
2:3 - reduce barriers to education for all, including for Māori and Pacific learners/ākonga and those with learning support needs.
NELP 3: *Quality teaching and Leadership - Quality teaching and leadership make the difference for learners and their whānau*
3:5 - Meaningfully incorporate te reo Maori and tikanga Māori into the everyday life of the place of learning.

Action

Progress Indicators	Actions - We will:	Who, when and Resources	How will we measure success?
2.1: **Student Agency & Engagement:** *Empower tamariki to take ownership of their learning by fostering critical thinking, independence, and active engagement in everyday classroom activities.*	**Goal-Setting:** Help tamariki set goals, track progress, and plan next steps. **Voice & Choice:** Include student choice in daily learning and assessments. **Inquiry Learning:** Use collaborative projects to build critical thinking. **Independence:** Scaffold student self-regulation across all year levels.		• Increase in student goal-setting and self-assessments in portfolios. • Positive feedback from student engagement surveys. • Classroom observations showing higher student independence.

2.2 Quality Learning Strategies: *Enhance teaching and learning by implementing high-quality pedagogical practices that actively engage students and foster independence, critical thinking, and lifelong learning skills.*	**Evidence-Based Pedagogy:** Apply high-quality strategies across all subjects to support student-centred learning. **Formative Assessment:** Embed daily feed-forward practices to guide student progress. **Critical Thinking:** Scaffold problem-solving frameworks to build student independence. **Self-Regulation:** Provide targeted support to develop student self-regulation skills.	All teaching staff Ongoing Budget $1200	• Higher student self-regulation and independence in classroom activities. • Evidence of goal-setting and self-assessment in student journals/portfolios. • Daily use of feed-forward assessment strategies in classrooms. • Positive survey results showing increased student engagement.
2.3 Professional Development and Support: *Strengthen teacher capability and school-wide consistency through ongoing professional development (Assessment for Learning) collaborative planning, and active participation in Professional Learning Communities (PLCs) focused on Assessment for Learning, Spirals of Inquiry, and student-centred practices.*	**PLD:** Run regular Assessment for Learning (AfL) staff training. **PLCs:** Establish teacher teams to analyze data and refine practice. **Inquiry:** Use Spirals of Inquiry to test and evaluate targeted interventions. **Consistency:** Hold cross-class planning and peer observations to align practices school-wide.		• High staff attendance and active participation in AfL PLD. • Documented PLC records showing regular data analysis and inquiry. • Completed Spirals of Inquiry cycles with measured student progress. • Classroom observations confirming consistent AfL practices across year levels.
2.4 Monitoring and Evaluation: *Monitor and evaluate initiative*	**Data Tracking:** Regularly analyze student outcome data to track progress and target areas for improvement.		• Improved student achievement and progress data.

progress using student outcomes, engagement surveys, and classroom observations to continuously adjust strategies based on evidence and feedback.	**Student Voice:** Conduct student engagement surveys to gather feedback on learning experiences. **Observations:** Perform regular classroom observations to evaluate the impact of teaching strategies. **Continuous Adjustment:** Use collected evidence to refine and adjust initiatives for ongoing improvement.		• Positive feedback from student and whānau engagement surveys. • Classroom observation trends showing practice improvements. • Documented plan adjustments based on collected evidence.

Kakanui School
Annual Implementation Plan
2025-2026

Strategic Focus: Community Connections and School Growth

Strategic Goal 3: **Strengthen connections with the wider community and foster growth within Kakanui School**

NELP
1-1: *Learner at the centre - Learners with their whānau are at the centre of education*
1:1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
1:2 - Have high aspirations for every learner/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

Action

Progress Indicators	Actions - We will:	Who, when and Resources	How will we measure success?
3.1 Community Partnerships & Engagement: *Build strong, enduring relationships with whānau, local organisations, and the wider community to enrich student learning and connection.*	**Whānau Connections:** Partner with whānau to support student learning and well-being. **Community Links:** Build relationships with local organisations to enrich learning experiences. **Authentic Learning:** Involve community members to bring real-world contexts into the classroom.	Everyone -Ongoing Newspaper articles - cost for ad Pamphlet costs	• Increased whānau participation in school events and learning discussions. • Positive feedback from community and whānau engagement surveys. • Growth in authentic, community-connected learning opportunities for students.

3.2 Promotion & Roll Growth: *Actively promote Kakanui School across the local area to attract new enrolments and retain current students.*	**Community Outreach:** Promote school events and achievements across local channels to attract enrolments. **Open Days:** Host tours and open days for prospective families. **ECE Connections:** Build transition pathways with local early childhood centers. **Whānau Retention:** Strengthen whānau relationships and gather feedback to retain students.	All staff - ongoing	● Higher enrolment numbers and roll growth over time. ● Increased attendance at open days and community tours. ● Smooth ECE-to-school transitions for new students ● Host a student-led sausage sizzle at local community markets. ● Schedule regular ECE visits to junior classrooms ● Hold meetings with ECE educators. ● Run bi-annual feedback surveys Host termly community celebration evenings.

Other Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan) • 10-year plan approved by MoE. • Keep working to maintain our property safe from theft and vandalism • Establish and maintain a plan for keeping our grounds tidy - mowing, gardens, trimming trees etc • Erect the bell • Upgrade tennis court • Maintain school pool - reroof	**Short Report**	**Finance** • Annual report completed for 2024 and sent on time • Budget prepared for 2026. • Allocation of budget areas to meet strategic goals.	**Short Report**
Personnel	**Short Report**	**Community Engagement**	**Short Report**
• Ensure the school is fully staffed. • Three classrooms operating • Board funding part salaries for Teacher Aides • 2 teacher aides to support throughout the school. • Professional Development allocated according to Strategic Plan and personal goals. • Provide release for teachers and leaders to carry out their responsibilities.		• Organise training sessions for the Board. • Planned opportunities for whanau to participate in the school. Whanau Nights each term. • Regular reporting to whanau on progress and achievement. • Continue our commitment towards engagement with our community.	

Strategic Plan Undertaking

The Kakanui School Board of Trustees undertakes **to take all reasonable steps** (not inconsistent with any enactment, or the general law of New Zealand) to ensure that:

(a) the school is managed, organised, conducted, and administered for the purposes set out in this strategic plan; and
(b) the school, and its students and community, achieve the aims and objectives set out in this strategic plan.

Signed under the authority of the Board of Trustees resolution and minuted on (date): March 2025

Board Chair: **Date:**