



Kingslea School

'Herea tō waka ki te whetū, kāore ki te titiwai'

Annual Plan 2025

*Rediscovering the
magic of learning*

Welcome to Kingslea School

Let me share a bit about our unique educational context and the tamariki and rangatahi we support.

You won't find any photos of our ākonga in this document like you will in any other kura in Aotearoa. Due to privacy concerns, we cannot share photos of our ākonga.

Our ākonga often face significant challenges: many are young offenders, and up to 80% have a care and protection history. In youth justice, there is a 600% annual churn, and around 50% are suspected to have undiagnosed Fetal Alcohol Spectrum Disorder (FASD) in addition to other comorbidities such as: Traumatic Brain Injury (TBI); Dyslexia; Autism Spectrum Disorder (ASD); Intellectual Disability (ID); Communication, speech or language disorders; Attention-Deficit/Hyperactivity Disorder (ADHD), exacerbated by experiences of complex trauma and attachment issues.

Almost all have been disengaged from education since Year 7 due to suspension, exclusion, or truancy. The majority of our ākonga are Māori.

Kingslea School is a specialist composite school (ages 7-19 years) operating across eight campuses nationwide. These include four youth justice residences, one care and protection residence, and three community campuses for rangatahi on the edge of care.

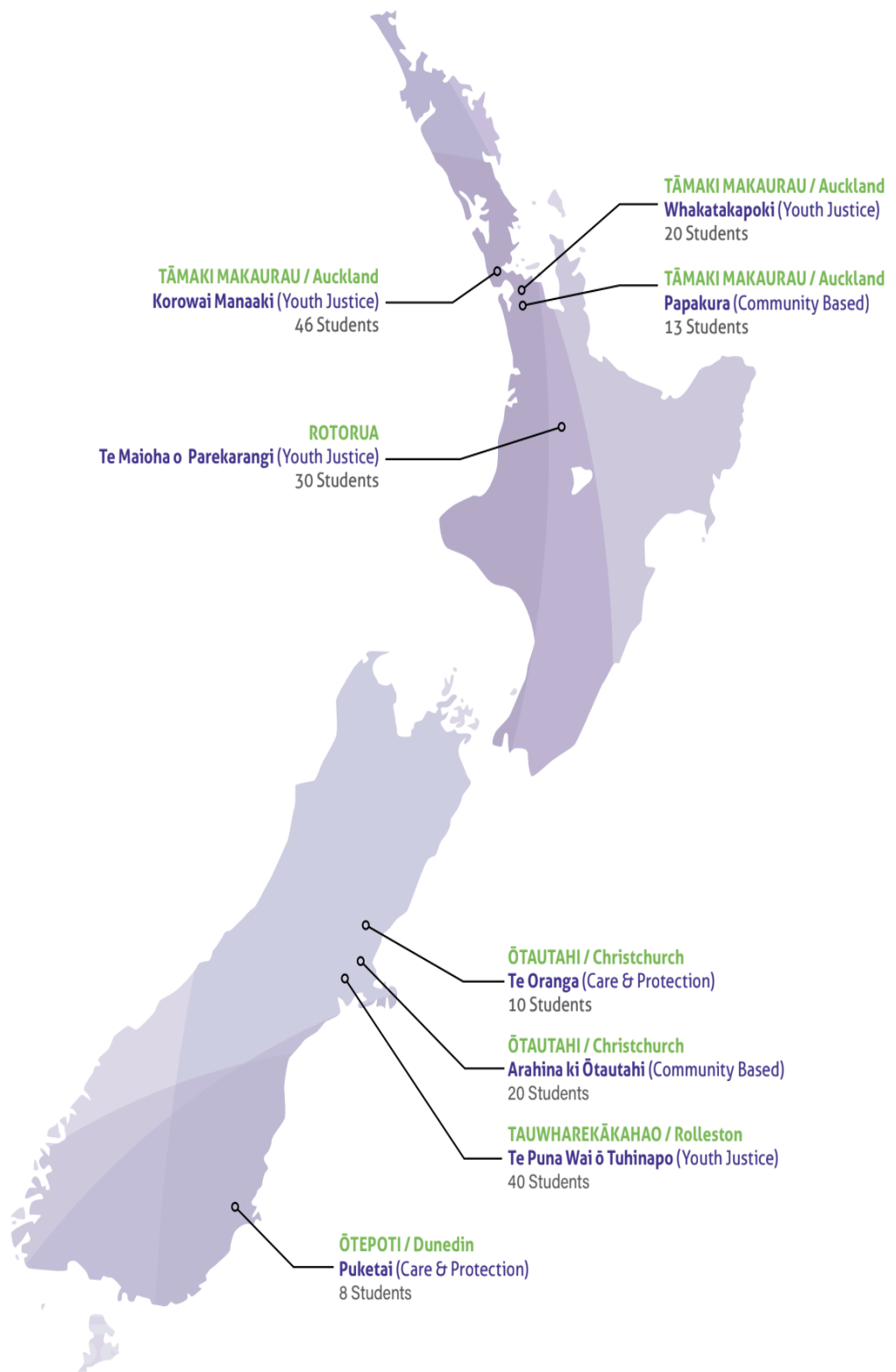
Our youth justice residences serve the top 1-2% of youth offenders in Aotearoa, with stays ranging from 4-6 months although the average stay is less than 40 days. Classrooms cater to a wide range of abilities, from below NZC Level 1 to NCEA Level 3. For many, this is their last chance to engage in education.

It warms my heart to see our ākonga happy at school. Our teachers, the right teachers, are our greatest resource. At interviews, I often tell applicants that I need them to love our ākonga. At times, they can be challenging in the classroom, but we embrace each day as an opportunity to start anew, demonstrating unwavering commitment and understanding towards them.

We never underestimate the power of keeping tamariki and rangatahi engaged in education. Not being in education is a major driver of crime. The ability for ākonga to reach their potential in the education system is a protective factor for positive lifelong outcomes.

We focus on creating safe, predictable environments that help our ākonga feel secure, self-regulate, and reconnect with learning, fulfilling our vision: 'Rediscover the magic of learning.'

Kingslea School Locations



Vision, Values and Principles

Our Vision

Rediscovering the magic of learning

Our Principles

The principles set out below embody our beliefs about what is important and desirable in the Kingslea School curriculum. They underpin all of our decision-making.

These principles put our students at the centre of teaching and learning, our curriculum is engaging, challenging, future focussed, inclusive, and affirming of New Zealand's unique identity.

These principles are particularly relevant to the processes of planning, prioritising, and review.

Student Wellbeing

Our curriculum recognises the importance of hauora for our students; which encompasses the physical, mental and emotional, social, and spiritual dimensions of health.

High Expectations

Our curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi

Our curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of te reo Māori me ona tikanga.

Cultural Diversity

Our curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all people.

Inclusion

Our curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Learning to Learn

Our curriculum encourages all students to reflect on their own learning processes and to learn how to learn. In rediscovering the magic of learning our students travel a pathway to lifelong learning.

Community Engagement

Our curriculum has meaning for students, connects with their wider lives, and engages the support of their whānau, agencies, and communities.

Coherence

Our curriculum offers our students individualised learning programmes that make links within and across learning areas, providing for coherent transitions, and opens up pathways to further learning. Policies, practices and initiatives are integrated and cohesive, contributing to a seamless approach to meeting the needs of our students.

Future Focus

Our curriculum encourages our students to look to their future by exploring such significant future focused issues as sustainability, citizenship, enterprise, and globalisation.

Our Values

Our curriculum is value based. Differentiated learning is vital, with a focus on successful transitional pathways. The **Key Competencies** are integrated throughout our values. Our values stated below are promoted, modelled, and explored on a daily basis by all ākonga, staff and board.



Tū Pono	<ul style="list-style-type: none"> • Knowing one's identity, abilities and talents • Strong self-efficacy • Responsible • Resilient • Mana motuhake • Managing self
Manaaki and Awhi	<ul style="list-style-type: none"> • Respectful of self, others and the environment • Strong relationships • Tolerant and accepting of others • Skilled communicators • Relating to others
Porianga	<ul style="list-style-type: none"> • A sense of belonging and connection to their community • Participating and engaging in learning • Building caring and inclusive learning communities • Mana whenua • Participating and contributing
Wairua Auaha, Wairua Uiui	<ul style="list-style-type: none"> • Learning through innovation, inquiry and curiosity • Critical, creative and reflective thinkers • Entrepreneurs • Challenging ourselves and others • Thinking
Ako	<ul style="list-style-type: none"> • Learning through reciprocity • Self-actualisation • Successful • A valued student voice • Understanding Language, Symbols and Text

Te Tiriti o Waitangi

Kingslea School acknowledges that a purpose of the Education and Training Act 2020 (s 4) is to establish and regulate an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We recognise our responsibility to give effect to Te Tiriti o Waitangi and are guided by the articles of Te Tiriti o Waitangi in fulfilling this responsibility.

- **Article 1: Kāwanatanga | Honourable governance**

We are committed to equitable partnerships and genuine collaboration. We undertake governance, leadership, and decision making that is equitable and collective.

- **Article 2: Rangatiratanga | Māori self-determination**

We affirm tino rangatiratanga and mana motuhake. We honour the tikanga and kawa of mana whenua and ensure they are active participants in decisions that impact Māori in their takiwā (area).

- **Article 3: Ōritetanga | Equity**

We seek out and remove barriers and bias from systems, structures, and processes. We give status and mana to all aspects of te ao Māori. We pursue equity for all. We actively revitalise te reo Māori and appropriately observe tikanga Māori.

- **Te Ritenga | Spiritual and religious freedom**

We ensure people have the right to and freedom of their spiritual and religious beliefs. We honour Māori spirituality and integrate mātauranga Māori appropriately into school programmes.

We have particular regard to the National Education and Learning Priorities (NELP), which align with the education and learning objectives set out in the Education and Training Act (s 5.4). These objectives include instilling in each tamariki and rangatahi an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori.

Board responsibility

Under the Education and Training Act (s 127), a primary objective of the board in governing the school is to give effect to Te Tiriti o Waitangi by:

- working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and Te Ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students.

The board also operates an employment policy that complies with the principles of being a good employer. This includes our responsibility under the Education and Training Act (s 597) to recognise:

- the aims and aspirations of Māori
- the employment requirements of Māori
- the need for greater involvement of Māori in the education service.

Engaging with mana whenua

Kingslea School is committed to establishing and strengthening our relationships with mana whenua. We seek to provide educational content that supports students to learn about the history, stories, and tikanga of our local hapū and iwi.

Community partnership

We build relationships and partner with Māori to support rangatiratanga and Māori educational success as Māori (NELP Priority 2).

We engage regularly with our school community and we aim to include our Māori community in decision making by:

- creating opportunities for whānau Māori to meet together with school representatives
- having appropriate and accessible ways that whānau Māori can communicate with the school.

Strategic planning

Strategic planning at Kingslea School underpins all school programmes and allows us to plan and evaluate how we are achieving our objectives and fulfilling our responsibilities. We seek to understand, consider, and respond to the needs and aspirations of our Māori community when developing our strategic goals.

- Our **strategic plan** includes strategies for giving effect to Te Tiriti o Waitangi.
- Our **annual implementation plan** includes how targets and actions will support Te Tiriti o Waitangi obligations.
- Our **annual report** includes how the school has given effect to Te Tiriti o Waitangi.

As part of our strategic planning, we consider the aspirations our Māori community have for empowering their tamariki to be successful as Māori. We seek to support the educational success of Māori students in ways that include, but are not limited to, academic achievement. In 2023 we adopted a whakatauki that speaks to our aspirations for all tamariki and rangatahi; ‘Hera tē waka ki te whetū, kāorw ki te titiwai’, tie your waka to a star, not a glow. The meaning is to try harder, strive for me.

School programmes

Kingslea School aims to instill in each tamariki and rangatahi an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori (Education and Training Act, s 5.4 and s 127). Kingslea School works to localise our school curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

Our school curriculum aligns with Te Tiriti o Waitangi as a guiding principle of The New Zealand Curriculum and Te Marautanga o Aotearoa. We engage with Ka Hikitia Ka Hāpaitia (Māori Education Strategy) as a framework to ensure Māori students achieve success as Māori.

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching capability, knowledge, and skills to meet the needs of Māori students (NELP Priority 6).

Equitable outcomes

As a board, our objectives include ensuring every ākonga is able to attain their highest possible standard in educational achievement, and giving effect to Te Tiriti o Waitangi by achieving equitable outcomes for Māori students (Education and Training Act, s 127).

We have high aspirations for every student and aim to identify and reduce barriers that prevent students from accessing, participating in, or remaining engaged in school. We partner with families and whānau to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures (NELP Priorities 2 and 3).

Our school planning addresses how we can support students whose needs have not yet been well met. Kingslea School regularly reviews our progress towards achieving equitable outcomes, as set out in our strategic plan. We monitor achievement to provide support (including learning support) or extension programmes as required, and we are accountable and responsive to ākonga and community needs through regular reporting and review

Kingslea School Strategic Plan 2025—2028

Rediscovering the magic of learning

Goals	Initiatives	Success Statement
1. Ākonga are engaged and achieving	<ul style="list-style-type: none"> Review and embed our Mana Ako Practice Framework Enhance staff capacity and capability in assessing and teaching English and Mathematics 	Ākonga are actively engaged in learning and are succeeding at Kingslea School
2. Increased numbers of ākonga are transitioned to education, training or work.	<ul style="list-style-type: none"> Create and execute a regional stakeholder engagement plan Implement a social and emotional learning curriculum Develop support systems for ākonga transitioning to mainstream education 	Ākonga are successfully transitioned from Kingslea School to education, training or work.
3. Progress our continuum of educational delivery for tamariki and rangatahi in Oranga Tamariki care / and edge of care	<ul style="list-style-type: none"> Create and execute a national and international stakeholder engagement plan Develop educational solutions for reducing youth offending 	Ākonga in care and on the edge of care are well-supported in achieving sustainable educational placements within their community



Kingslea School

'Herea tō waka ki te whetū, kāore ki te titiwai'

OUR VALUES





Kingslea School

CONTINUUM OF EDUCATION DELIVERY FOR TAMARIKI & RANGATAHI IN CARE & EDGE OF CARE (2024)

KEY

- Current service
- Planned new service

ORANGA TAMARIKI RESIDENCES

CARE AND PROTECTION

- Kahui Whetu
- Puketai

YOUTH JUSTICE

- Te Maioha o Parekarangi
- Te Puna Wai o Tuhinapo
- Korowai Manaaki
- Whakatakapokai

COMMUNITY-BASED

Arahina ki Ōtautahi (prototype)

- ex residence C&P or YJ, SGH's

Papakura—Te Kotahi Whakaro Pilot SGH's

Arahina replicated in other regions

Discovering Opportunities (Interventions)

Te Oranga—13-18+ years excluded from education and edge of care and youth justice

Rotorua Supervised Remand Home (SRH's)

Discovering Opportunities

Supervised Remand Homes replicated in other regions

MAINSTREAM/TERTIARY

Maximising Mainstream

Tamariki & Rangatahi in care are 6 x more likely to be stood down, suspended or excluded from mainstream compared with the general population.

Monitoring and supporting tamariki in care who attend mainstream schools through Outreach Services to support school to maintain their attendance through building staff capability & capacity & triage when issues arise to maintain placement

NATIONAL MODEL

Kingslea School is a highly regarded **national service** providing education to some of Aotearoa's most vulnerable and complex learners in care / edge of care. A multi-campus, state, specialist school with centralised policies, HR, and Governance (Ministerial educational appointees and Oranga Tamariki appointees). Mana Ako Practice Frameworks for responding authentically to Culture, Trauma and Neurodiversity

FOUNDATIONS OF PRACTICE

Responding Authentically to Culture

Responding Authentically to Trauma

Responding Authentically to Neurodiversity

Robust systems of internal self review & evaluation

Collaborative multi-agency approach

High expectations for all akonga

Continuous Improvement & Innovation

Values based curriculum

Expert qualified staff

Annual Plan 2025: Goal 1

Annual Plan Goal 1: Ākonga are engaged and achieving NELPS: 1,2,3,4	Initiative 1: Review and embed our Mana Ako Practice Framework					
Goal Success statement / outcome: Ākonga are actively engaged in learning and are succeeding at Kingslea School.	Measures: <ul style="list-style-type: none"> Improved attendance data Decreased incident reporting in Kamar and/or ThinkSafe Improved ākonga voice and wellbeing data. 					
Key Actions:	Accountability	Responsible	Resources	Start By	Complete By	Status
Kaimahi read Mana Ako Practice Frameworks	All	SLT		April 25		
Ensure Mana Ako Self Review rubrics are embedded within the PGC goal setting process for teachers in 2025.	Teachers	SLT		Feb 25	Dec 25	
Appoint two Responding Authentically to Culture: Te Ika a Maui Leads	SLT	SLT		Jan 25	March 25	
Review and update Responding Authentically to Culture Pou.	GP	SLT	Contract writer	Mar 25	Oct 25	
Support and guide building Cultural Capability across the motu	GP	SLT		Feb 25	Dec 25	
Mana Ako Practice Frameworks presentation at International Childhood Trauma Conference, August 2025 in Melbourne.	Principal	Principal		July 25	Aug 25	
Ākonga wellbeing data collated week 5 once a term on Survey Monkey	Executive Manager	SLT		May 25	Ongoing	

Annual Plan 2025: Goal 2

Annual Plan Goal 2: Increased numbers of ākonga are transitioned to education, training or work NELPS: 1,2,4.	Initiative 1: Implement a social and emotional learning curriculum					
Goal Success statement / outcome: Ākonga successfully transitioned from Kingslea School to education, training or work	Measures: <ul style="list-style-type: none"> • Ākonga are better prepared for their transitions to education training or work • Once transitioned to mainstream, less standdowns or exclusions. • Less incidents reported on Kamar and ThinkSafe 					
Key Actions:	Accountability	Responsible	Resources	Start By	Complete By	Status
Investigate the purchase of a customised Social and Emotional Learning (SEL) curriculum for Kingslea School with the Australian Childhood Foundation	SEL Lead SLT	Principal	Budget allocation \$30k 2025 \$30k 2026	Jan 25	Mar 25	
Customise the SEL curriculum to ensure it is culturally responsive	Cultural Leads SEL Lead	SLT		April 25		
Determine the PLD needs to train and support kaimahi in implementing the SEL curriculum	SEL Lead	SLT		April 25	Jan 2026	
Ensure the SEL curriculum is integrated into our collaborative planning process	SEL Lead Middle Leaders	SLT		Jun 25	Jan 2026	
Investigate ways to assess ākonga social and emotional	SEL Lead	SLT				

development				Jun 25		
Gather feedback from ākonga, kaimahi and whanau on the effectiveness of the SEL curriculum	SEL Lead	SLT		Nov 25		
Collect data to evaluate the impact of the SEL curriculum on ākonga behaviour, achievement and emotional well-being	SEL Lead	SLT		Nov 25		

Annual Plan Goal 2: Increased numbers of ākonga are transitioned to education, training or work NELPS: 1,2,4.	Initiative 2: Create and execute a regional engagement plan					
Goal Success statement / outcome: Ākonga successfully transitioned from Kingslea School to education, training or work	Measures: <ul style="list-style-type: none"> • More schools are willing to accept our younger ākonga • Schools are accepting help from our Transition Service. • More rangatahi are transitioning into vocational training or work. • Improved stakeholder engagement 					
Key Actions:	Accountability	Responsible	Resources	Start By	Complete By	Status
Identify key stakeholders e.g. MOE, ITO providers, potential employers, mana whenua, local schools, Police-Youth Aid, NGOs, Health etc	STAR/Gateway Co-ordinators Campus Leads SLT Middle Leaders	SLT		May 25		
Identify and create opportunities to recognise and showcase Kingslea School and our ākonga achievements.	Middle Leaders SLT	SLT		Mar 25		
Create engagement opportunities e.g. meetings, online forums etc	SLT	SLT		Mar 25		
Collect feedback from stakeholders: Improved relationships and involvement.	SLT	SLT		Oct 25		
Review and evaluate ways to strengthen stakeholder relationships	SLT	SLT		Oct 25		

<p>Annual Plan Goal 2:</p> <p>Increased numbers of ākonga are transitioned to education, training or work</p> <p>NELPS: 1,2,3,4.</p>	<p>Initiative 3:</p> <p>Develop support systems for ākonga transitioning to mainstream education</p>					
<p>Goal Success statement / outcome:</p> <p>Ākonga successfully transitioned from Kingslea School to education, training or work</p>	<p>Measures:</p> <ul style="list-style-type: none"> • Attendance data • Engagement data • Achievement data • School Readiness Tool • Transition data • Survey Monkeys for ākonga 					
Key Actions:	Accountability	Responsible	Resources	Start By	Complete By	Status
<p>Develop survey for ākonga attending community campuses. e.g. Why do you come to school? How can we help you stay a full day? What would you like more of at school?</p>				March 25		
<p>Introduction to staff of assessment of ākonga readiness to attend a mainstream school, identifying learning gaps, support needs, emotional regulation triggers and needs, behaviour challenges, neurodiversity profile</p>				2026		
<p>Develop a school readiness assessment. Are they equipped to meet the needs of our ākonga?</p>				2026		
<p>Develop transition plans for ākonga re-integrating into a mainstream school. What support can we provide? e.g. Gradual reintegration from an Arahina Service into mainstream school; Outreach</p>				2026		

Teachers supporting trauma informed practice, responding authentically to culture and neurodiversity, managing challenging behaviour etc						
Regularly survey and check in with ākonga for their perceptions of our ideas.				April 25		
Ensure transitions are culturally responsive, respecting and integrating Te Ao Māori worldview				2026		
Monitoring ākonga progress on a regular basis by seeking regular feedback from ākonga, teachers and whānau				2026		
Build and maintain international connections to support education for tamariki and rangatahi in care.				2026		

Annual Plan 2025: Goal 3

Annual Plan Goal 3: Progress a continuum of educational delivery for tamariki rangatahi in Oranga Tamariki care / edge of care NELPS: 1,2,3,4.	Initiative 1: Create and execute a national and international stakeholder engagement plan					
Goal Success statement / outcome: Ākonga in care and on the edge of care are well-supported in achieving sustainable educational placements within their community	Measures: <ul style="list-style-type: none"> • Growth of Kingslea School's profile nationally and internationally. • Increase in the number of government allies (ministers and departments) actively championing our ākonga. 					
Key Actions:	Accountability	Responsible	Resources	Start By	Complete By	Status
Identify key stakeholders	Principal Executive Manager	Principal		Mar 25		
Conduct a stakeholder analysis	Principal Executive Manager	Principal		Mar 25		
Develop a communication strategy	Principal Executive Manager	Principal		April 25		
Build relationships and networks	Principal	Principal		Mar 25	ongoing	
Schedule meetings with relevant Ministers and government department leadership to promote Kingslea School.	Principal	Principal	Travel budget	Mar 25	ongoing	
Build and maintain international relationships in Australia, Canada, USA and Spain (Diagrama Foundation) through attending and presenting at	Principal	Principal	Travel budget	Feb 25	ongoing	

conferences; visiting youth justice and care facilities; attending webinars and online forums.eg. NPJS (National Partnership for Juvenile Services).						
Regularly monitor changes in government policies, priorities and personnel that could impact us	SLT	Principal		Jan 25	ongoing	
Evaluate the success of engagement efforts.	Principal	Principal		Oct 25	Nov 25	
Use social media and media releases to highlight successes publicly	Principal Executive Manager	Principal		Mar 25	Ongoing	
Regularly review and refine the plan to adapt to new challenges and opportunities as they arise	Principal Executive Manager	Principal		Aug 25	Ongoing	

<p>Annual Plan Goal 3:</p> <p>Progress a continuum of educational delivery for tamariki rangatahi in Oranga Tamariki care / edge of care</p> <p>NELPS: 1,2,3,4.</p>	<p>Initiative 2:</p> <p>Develop potential educational solutions for reducing youth offending.</p>					
<p>Goal Success statement / outcome:</p> <p>Ākonga in care and on the edge of care are well-supported in achieving sustainable educational placements within their community.</p>	<p>Measures:</p> <p>Tamariki in care are 6 x more likely to be stood down, suspended or excluded from mainstream compared to the general populations. Collect data from:</p> <ul style="list-style-type: none"> • Ākonga transitions to mainstream education. • Attendance data • Ākonga admission information • Follow up meetings with ākonga who have left • Youth Justice survey data collected on entry 					
Key Actions:	Accountability	Responsibility	Resources	Start By	Complete By	Status
Collate transition data from 2024.	TS	SLT		April 25		
Collect youth justice ākonga survey data on mainstream experiences prior to admission.	Principal Executive Manager VOYCE Whakaronga Mai	SLT		Mar 25		
Collect and collate data and stories as case studies, ākonga and whānau voice on successful and unsuccessful transitions to mainstream.	Principal Executive Manager VOYCE Whakaronga Mai	SLT		Mar 25		
Supporting The University of Auckland in their research on 'Exploring the Educational Experiences of Taiohi in Care in Aotearoa.'	SLT	SLT		Mar 25		
Conduct interviews with focus groups to gather insights: Schools, Police etc	Principal Executive Manager	SLT		July 25		
Collate NCEA data from 2025 as case studies.	SLT	SLT		Feb 25		
Research and review successful interventions internationally that have reduced youth offending.	Principal	Principal	Budget allocation	Mar 25		

Research and review successful interventions within Kingslea School that have reduced youth offending. eg. Arahina, Papakura and Te Oranga	Campus Leads GP RP TL			Sep 25		
Based on data and research, propose educational programmes that could be implemented or expanded that have reduced youth offending.	SLT	Principal	Budget allocation	Sep 25		
Outline the potential educational solutions, supported by data and case studies. Highlight the expected outcomes and benefits of each solution.	SLT	Principal	Budget allocation	Sep 25		
Revise the Arahina Key Operating Procedures	Principal GP	Principal		Aug 25		
Brief key stakeholders to build support.	Principal	Principal		Ongoing		