



# Kingslea School

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

## Strategic Plan 2025 - 2028

*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.

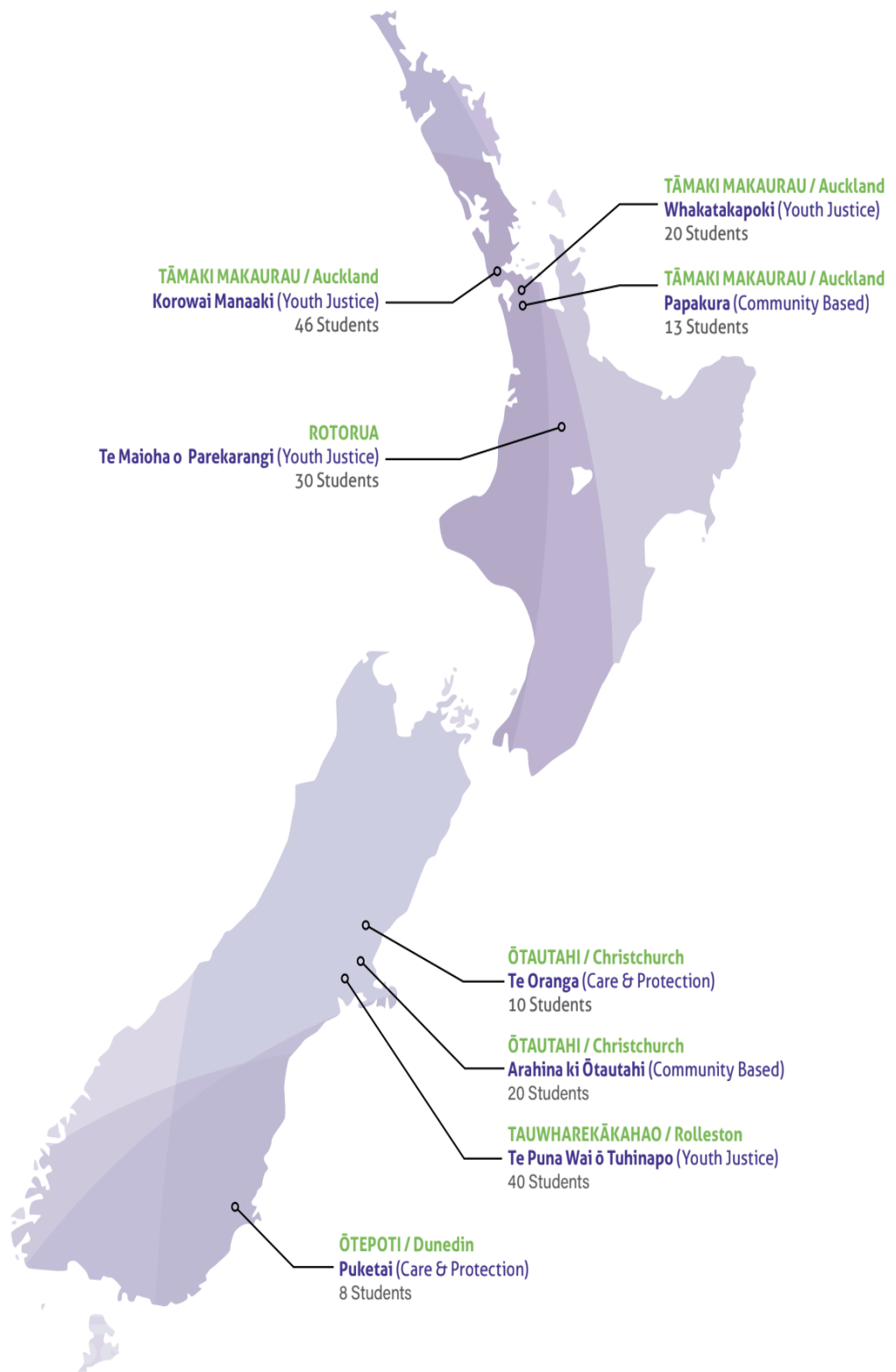
Our youth justice residences serve the top 1-2% of youth offenders in Aotearoa, with stays ranging from 4-6 months although the average stay is less than 40 days. Classrooms cater to a wide range of abilities, from below NZC Level 1 to NCEA Level 3. For many, this is their last chance to engage in education.

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.



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

## 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"> <li>Review and embed our Mana Ako Practice Framework</li> <li>Enhance staff capacity and capability in assessing and teaching English and Mathematics</li> </ul>	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"> <li>Create and execute a regional stakeholder engagement plan</li> <li>Implement a social and emotional learning curriculum</li> <li>Develop support systems for ākonga transitioning to mainstream education</li> </ul>	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"> <li>Create and execute a national and international stakeholder engagement plan</li> <li>Develop educational solutions for reducing youth offending</li> </ul>	Ākonga in care and on the edge of care are well-supported in achieving sustainable educational placements within their community



## Kingslea School

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### OUR VALUES

