

Kapakapanui School Strategic Plan - 2024-2026



Kapakapanui
School

Maranga a whiti – Rise and shine

Maranga a Whiti - Rise and Shine
-The Learning Journey

February 2026

Section 1-Ko wai tātou? Who we are?

Introduction

Kapakapanui School is a full primary school (Years 1-8) with a student roll which ranges from 520/530 students at the beginning of the year to around 600 by the end of the year. We have between 21-23 classes and operate in 4 syndicates/teams. We pride ourselves on our caring, inclusive, diverse, accepting and community/family and whānau based school where children enjoy learning and staff enjoy working!

School Name and History - Kapanui to Kapakapanui

Kapakapanui School is named after the maunga Kapakapanui-the dominant mountain of the area. Legend has it that when Māui fished up the North Island-Te Ika a Māui his brothers were angry and they wanted some of the fish. They began to chop up the giant fish which created the valleys, river and mountains of the North Island.

Our maunga Kapakapanui is where the heart of the giant fish would have been. In Te Reo Māori 'Kapakapa' means to quiver, pulsate or beat' and 'Nui' means large. Kapakapanui can be translated to be the large beating heart of Te Ika a Māui-the North Island.

Our school opened in 1978 under the name Kapanui School. In short this name was shortened from Kapakapanui. Over time we have used Kapakapanui in our school waiata, haka and mihi. Kapanui has no te reo translation and is literally an abbreviated name with no meaning! In 2019 we launched a consultative process of dialogue with Whakarongotai Marae-Ati Awa and our school community. The marae trustees were in full support of the change and our survey also supported the change.

We contacted the Ministry of Education and in February 2020 our school name officially became **Kapakapanui School**. We redesigned our school logo in 2020 and in 2021. In 2023 we installed and blessed a waharoa carving which has been handcrafted by one of our fathers at the entrance to our school. This gateway is for manuhiri (visitors) to walk under when being welcomed onto our school during our termly powhiri.

Vision Statement

To develop and inspire our tamariki culturally, socially and academically. Kia pai ake tātou - be the best we can be!

Purpose Statements

The teachers at Kapakapanui have agreed on the following four overarching statements which summarise our teaching and learning beliefs:

Relationships

We come here to connect and create strong relationships across our school and local community.

Develop Learning Dispositions

We come here to inspire curious and creative minds, achieve success and value self and others as life-long learners.

Value Diversity

We come here to nurture and celebrate diversity, including all the people in our community, so that all can thrive.

Identity

We come here to foster cultural identity, waiora and hauora of children, to enable a holistic approach to education.

Kapakapanui School Values

These values are embedded into Kapakapanui School's everyday actions, curriculum and the whānau (house) system.

- **Manaakitanga (kindness, caring)**
- **Whanaungatanga (relationships, sense of belonging, family / whānau)**
- **Whakaute (respect)**
- **Manawanui (perseverance)**

Commitment to Principles of Te Tiriti o Waitangi -The Treaty of Waitangi

In alignment with the principles of **Te Tiriti o Waitangi**, Kapakapanui School's strategic plan is firmly rooted in fostering a culturally responsive and inclusive learning environment. Our commitment to honoring the principles of partnership, participation, and protection involves actively engaging with our local Māori community, incorporating Te Reo Māori and tikanga Māori into our curriculum, and respecting the unique cultural perspectives of our students and their whānau. We prioritise equity and seek to eliminate disparities in educational outcomes, ensuring that the aspirations and needs of Māori learners are recognized and met. Our strategic plan underscores the importance of ongoing professional development for staff to enhance cultural competence, promoting a shared understanding and celebration of the rich cultural heritage that shapes the identity of our school community.

Section 2 - Kapakapanui School Strategic Priorities 2024-2026

Strategic Priorities

Strategic Priority 1

Relationships, sense of family connection (Whanaungatanga)

We will:

1. welcome, celebrate, and value our cultural diversity at Kapakapanui School.
2. harness and apply the strengths, knowledge, and expertise of parents, whānau and the wider community.
3. maintain and enhance positive, meaningful and respectful relationships across the school and wider school community.
4. provide welcoming and inclusive classes that are safe for all ākonga and whānau.
5. foster and support ākonga and kaiako well being/hauora.

Strategic Priority 2

Te Ao Māori, Te Reo Māori

We will:

1. enhance teachers' skills to increase the use of Te Reo Māori in the classroom.
2. enhance students' skills in Te Reo Māori, Tikanga Māori, their own whakapapa, the pōwhiri process, kapahaka and the tīkanga of Te Atiawa ki Kāpiti.
3. maintain and enhance links with whānau and Whakarongotai Marae.
4. maintain and enhance the use of Te Reo Māori in all school communication.

Strategic Priority 3

Think Globally, Act Locally - Kaitiakitanga

We will:

1. explore and create opportunities for shared learning of our local, Māori and wider Aotearoa history.
2. develop the role of Kapakapanui School in the guardianship and sustainability of the Waikanae environment.
3. improve our understanding of the environmental and social issues affecting Aotearoa/New Zealand and the wider world, including the positive impact we can have.
4. embrace other cultures and contribute positively as global citizens.

Strategic Priority 4
Maranga a Whiti - Rise and Shine - The Learning Journey

We will:

1. inspire students to be *Curious, Creative and Confident* learners.
2. recognise and provide for the individual needs of each student.
3. ensure every ākonga/learner gains sound foundation skills, in literacy and numeracy through high quality teaching practices including BSLA to delivering the curriculum that includes the Arts, Education Outside the Classroom (EOTC), Science, Technology, Engineering, Maths (STEM), Financial Literacy etc.
4. develop how we deliver the curriculum e.g. through play-based learning, project-based learning, active learning, rich learning tasks, student voice and collaborative / team teaching and practical technology.
5. explore and deepen our understanding of our values and ensure they are embedded into actions, local curriculum and whānau system through our Te Ara pathway key competencies and pathways throughout the school.
6. maintain and enhance student agency and collaboration (mahi tahi).
7. create a shared understanding within the school of the student journey from preschool right through to Year 8, including a graduate student profile for Year 8 school leavers.
8. engage parents as partners in the learning journey and improve communication about learning.
9. ensure effective teaching practices to improve equity for marginalised students/ākonga

Strategic Priority 1
Relationships, sense of family connection (Whanaungatanga)

We will.....	Actions/Indicators	How will we measure success?	Progress Updates
<ol style="list-style-type: none"> 1. Welcome, celebrate, and value our cultural diversity at Kapakapanui School. 2. Harness and apply the strengths, knowledge, and expertise of parents, whānau and the wider community. 3. Maintain and enhance positive, meaningful and respectful relationships across the school and wider school community. 4. Provide welcoming and inclusive classes that are safe for all ākonga and whānau. 5. Foster and support ākonga and kaiako well being/hauora. 	<ul style="list-style-type: none"> ● Tamariki feel part of, and are proud to belong to, Kapakapanui School. ● Ensure we are open, welcoming and inviting, letters to children, SLCs, Whānau Kōrero Afternoon/Evening at start of the year, regular emails, open classes, end of term celebrations/sharing of learning. ● Calendar of cultural celebrations for the school. ● Continue to actively reach out to our ESOL and new migrant families. ● Invite parents and whānau to come into school and share their experiences / culture in the classroom. ● Shared kai evenings. ● Continue to support students wellbeing through specific programmes, such as Art Therapy, ngā hoa, lego programmes. ● Ensure correct 	<ul style="list-style-type: none"> ● Review progress mid year ● Whānau feedback / student voice surveys demonstrates tamariki feel part of, and are proud to belong to, Kapakapanui School ● Cultural understanding is embedded in all areas of school life with staff understanding what this means eg Tapasa ● Active participation and engagement in classrooms, staffroom, cultural performances, shared kai evenings, and school events ● Staff make & maintain contacts/links within school and community groups ● Relationships with wider community are strong eg Menz Shed, Rotary, Whakarongotai Marae, Rest homes etc ● Tamariki have a greater understanding of their 	<ul style="list-style-type: none"> ● Letters to tamariki end of 2025 ● Whānau kōrero -week 3 ● Kapahaka for Rangatahi syndicate term 1 ● Refresh of whānau time and activities ● Ngā kākano kete is underway and going well! ● Purchase new country flags ● Art therapy and Ngā hoa and other support programmes up and running ● Whānau system has been reviewed for 2026.

	<p>pronunciation of student names.</p> <ul style="list-style-type: none"> ● Designated staff to oversee and coordinate ESOL, Māori & Pasifika strategy-management units. ● Continue with Kapakapanui School traditions-mediators, whānau, art panel, prizegiving and ngā hoa (buddy classes) ● School wide events to connect our school-pakanga wai, whakapau kaha/cross country, swimming carnival etc. ● Develop trauma informed behaviour plans (as required) to ensure we are meeting the needs of our ākonga. TOD 2025 trauma PD -Dr Chris Bowden 	<p>peers and diversity of the school community.</p> <ul style="list-style-type: none"> ● Increased achievement outcomes as a result of tamariki feeling a strong sense of belonging to school. 	
--	--	---	--

Strategic Priority 2
Te Ao Māori, Te Reo Māori

We will.....	Actions/Indicators	How will we measure success?	Progress Updates
<ol style="list-style-type: none"> 1. Enhance teachers'/kaiako skills to increase the use of Te Reo Māori in the classroom. 2. Enhance students'/ākonga skills in Te Reo Māori, Tikanga Māori, their own whakapapa and the tikanga of Te Atiawa ki Kāpiti. 3. Maintain and enhance links with whānau and Whakarongotai Marae. 4. Maintain and enhance the use of Te Reo Māori in all school communication. 	<ul style="list-style-type: none"> ● Continue to build on Whakarongotai relationships-connections, invitations, advice and support ● Teacher PD on tikanga, TOW - Term 1 school wide topic, NZ history, translations in English/Te Reo in classrooms. ● Continue to develop and teach correct Te Reo Māori pronunciation to staff and tamariki, including keywords relevant to Kapakapanui School and the local area. ● Purchase of new Te Reo resource to teacher Te Reo ● Staff meetings to begin with karakia, waiata and pronunciation mahi ● Unpack te reo progressions/curriculum throughout the school. ● House of Science kits have bilingual versions to 	<ul style="list-style-type: none"> ● Whakarongotai Marae is an extension of school on an informal basis. Students know marae as part of 'their' place. ● Kapahaka performances, support from whānau, engagement via social media insights ● Ngā hau e whā (Senior Kapahaka rōpū) Noho (stay over) and hangī at Whakarongotai Marae ● Continued high participation in school hāngī with Whakarongotai Marae. ● Kawa (customs) understood by all, observable in practice. ● Local stories known by staff and students. ● Improvements in Staff and tamariki pronunciation of Te Reo Māori. ● Wider use of Te Reo Māori across 	<ul style="list-style-type: none"> ● Staff continuing to learn new waiata-Ki Kāpiti, E Honoria and school karakia ● Sing and waiata at admin hui ● Term 1 pōwhiri ● Tō Whakapapa (Thursdays) run by Mātua Ngatai ● Continuing to employ kaiārahi who is studying this year to be a kaiako (teacher) ● Purchase of new te reo cards ● Te Ao Māori staff team (5)

	<p>support use of Te Reo Māori in teaching science.</p> <ul style="list-style-type: none"> ● Supporting Kaiārahi tutor to teach Te Ao Māori across school, learn new waiata, karakia, local/ stories etc. ● Teach and play traditional Māori games - Kī-o-rahi etc. ● Further development of ngā hau e whā rōpu - kapa haka, pōwhiri, tikanga, history working with Kaiārahi. ● Staff use shared resources - planning, waiata, karakia, progressions ● Continuation of commemorating and learning about Parihaka at Whakarongotai Marae. ● Whānau evenings specifically for Māori and Pasifika families to provide feedback and share ideas and concerns. ● Offer Tō Whakapapa classes for Years 5-8 Māori tamariki (Thursdays for 60 min) ● Implement the Tō Whakapapa and Kapa Haka programme survey to evaluate engagement, cultural connection, and impact on attendance for 	<p>school-staff/students. Te Reo Māori is normalised.</p> <ul style="list-style-type: none"> ● Increasing numbers of tamariki involved in kapahaka ● Strengthen cultural identity and school engagement through ongoing support and development of Kapa Haka and Tō whakapapa programmes ● Increased attendance 	
--	--	--	--

	our Māori tamariki.		
--	---------------------	--	--

Strategic Priority 3
[Think Globally, Act Locally - Kaitiakitanga](#)

We will.....	Actions/Indicators	How will we measure success?	Progress Updates
<ol style="list-style-type: none"> 1. Explore and create opportunities for shared learning of our local, Māori and wider Aotearoa history. 2. Develop the role of Kapakapanui School in the guardianship and sustainability of the Waikanae environment. 3. Improve our understanding of the environmental and social issues affecting Aotearoa/New Zealand and the wider world, including the positive impact we can have. 4. Embrace other cultures and contribute positively as global citizens. 	<ul style="list-style-type: none"> ● Authentic and relevant local EOTC trips /experiences including Parihaka day, Matariki, Ngā Manu visit, hills to sea, camp, school waiata/haka, local stories, Toi Mahara, marae visits, Pharazyn Reserve planting, bush reserves, Hemi Matenga, Waikanae awa, visits to museums including Pataka, Te Papa, Waikanae Museum. ● Ngā Kākano trips to Russell Reserve ● Continue to develop 'Greenthumbs' garden group. ● Identify issues, curriculum links/activities, community connections/sustainable practices. ● Build on relationships with the wider community e.g. rest homes, community gardens, pre schools. 	<ul style="list-style-type: none"> ● Authentic learning experiences involving project based/action inquiry developing out of children's curiosity. ● Clean school, no rubbish/litter around school. ● NZ history is taught and embedded into school curriculum. Children know their NZ history. ● Flourishing school garden - continued engagement in Greenthumbs group. ● More local EOTC trips/experiences. ● School and wider Community engagement and support at events 	<ul style="list-style-type: none"> ● Greenthumbs garden group ● Discussions in classes about climate change due to recent weather events ●

	<ul style="list-style-type: none">• Predator Free Waikanae-working with Lions Club• Continue school tradition to hang flags from every nation represented at KKS-currently over 50!		
--	--	--	--

Strategic Priority 4
[Maranga a Whiti - Rise and Shine - The Learning Journey](#)

We will.....	Actions/Indicators	How will we measure success?	Progress Updates
<ol style="list-style-type: none"> 1. Inspire students to be <i>Curious, Creative and Confident</i> learners. 2. Recognise and provide for the individual needs of each student. 3. Ensure every ākonga/learner gains sound foundation skills, in literacy and numeracy through high quality teaching practices including BSLA to delivering the curriculum that includes the Arts, Education Outside the Classroom (EOTC), Science, Technology, Engineering, Maths (STEM), Financial Literacy etc. 4. Develop how we deliver the curriculum e.g. through play-based learning, 	<ul style="list-style-type: none"> ● Continue hands on and diverse programmes taught in a collaborative / team teaching environment. ● Continue to implement google read and write, use of lucid testing (for teachers to help identify Dyslexic tendencies) steps web and investigate programmes/tools that will support dyslexia/diverse learning including multi sensory learning. ● Writers Toolbox (Years 5-8). ● Implement Local Curriculum for 2026 - build on previous years' mahi, ensure school revised values are embedded in classes by direct teaching of them through the local curriculum and general classroom programme. ● Continue to incorporate 	<ul style="list-style-type: none"> ● Improved teacher practice and student outcomes and ākonga needs are met through a shared understanding and use of teachers' strengths. ● Students are curious, creative and confident learners, excited and motivated about learning. ● Opportunities for learning collaboratively throughout syndicates/whānau, communities based projects, play across school. ● Streamlined assessment and reporting practices throughout school. Improved student outcomes. ● Improved learning outcomes for students-particularly ESOL and those with Identified Learning Difficulties such as dyslexia through the use 	<ul style="list-style-type: none"> ● Term 1 theme-TOW+Click here to read our Local Curriculum overview for 2026, term 1 focus on science ● Writers Toolbox in Years 5-8 ● Full time TA, Lesley, continues to support ESOL tamariki ● BSLA Years 1-4 and Yrs 5- 8 ● Ngā Kākano Kete has begun, collaborative teaching ● Kindy visits to NE kete ● Purchase of new EPRO8 kits which are being used in classrooms-Yr 5 + ● Whānau kōrero ● Attendance management plan ● BoT funded junior literacy teacher -\$25k ● 2 Additional literacy support teachers for Year 3-8 ● Unpacking values in classes, hui. Working with parent artist to create new design-using feedback from tamariki and staff. ● Attendance plan on website, messages in newsletter

<p>project-based learning, active learning, rich learning tasks, student voice and collaborative / team teaching and practical technology.</p> <p>5. Explore and deepen our understanding of our values and ensure they are embedded into actions, local curriculum and whānau system through our Te Ara pathway.</p> <p>6. Maintain and enhance student agency and collaboration (mahi tahi).</p> <p>7. Create a shared understanding within the school of the student journey from preschool right through to Year 8, including a graduate student profile for Year 8 school leavers.</p> <p>8. Engage parents as partners in the learning journey and improve communication about learning.</p> <p>9. Ensure effective teaching practices to improve equity</p>	<p>mindfulness practices into classrooms including zones of regulation, sensory desks, green reset cards.</p> <ul style="list-style-type: none"> ● Continue Learning through Play (Ngā Kākanō) and collaborative/ team teaching, effective STEAM programmes across school. ● Continue with enrichment programmes - EPro8, Otago Maths, writing enrichment, ukulele, bands, Tournament of Minds, etc. ● Continue to implement BSLA and Oxford Maths programmes. ● Writing enrichment groups run to target students of concern in writing Years 5-8. ● Continue implementation of our Kapakapanui School maths curriculum progressions and use of number exemplars. ● Implement values into all aspects of school life. New signage. ● Implement attendance management plan to raise attendance ● Unpack the revised 2025/6 NZ curriculum 	<p>of Google Read and Write, writers tool box and literacy support. Consistent approach to teaching and adapting programmes for students with dyslexia and other identified learning needs.</p> <ul style="list-style-type: none"> ● Consistent approach to teaching reading across the school, improved teacher practice, Improved literacy outcomes. ● Improved attendance ● School values are visible throughout school, understood by all and used in celebrations, classroom/playground language and behaviours ● Improved learning outcomes throughout the school 	
--	---	---	--

for marginalised students/ākonga.			
-----------------------------------	--	--	--

[Section 3-Annual Goals-\(Click here to access separate document\)](#)

Proposed Planning and Reporting Timetables

Deliverable	Responsible	Timeframe
Charter/Annual Plan/A.O.V	Principal	January/February
Publish annual plan & send annual financial statements auditor	Principal	March 31
Data Collection	School wide	Term 2/Term 4
Analysis of Data	School wide	Term 2/Term 4
Reporting to B.o.T./Community	Principal	Monthly + Weekly Newsletters
Achievement Targets for following year	Principal/Staff	December/February
Annual Plan prepared for	Principal/Staff	February
Budget	B.o.T. Treasurer/Principal	February and November/December

Adopted by Kapakapanui School BOT February 2025

Appendices

National Education and Learning Priorities (NELPs)

About the NELPs

The Statement of National Education and Learning Priorities (NELP) set out the Government's priorities for education that will ensure the success and wellbeing of all learners.

They are statutory documents issued under the Education and Training Act 2020 that direct government and education sector activities towards the actions that will make the biggest difference, and ensure that we are able to strengthen the education system to deliver successful outcomes for all learners/ākonga.

The NELP priorities will help create education environments that are learner-centred, and where more of our learners, and especially more of our Māori and Pacific learners, are successful.

Therefore, they encourage all places of learning to focus on:

- ensuring that they are safe and inclusive and free from racism, discrimination, and bullying
- strengthening the quality of teaching our learners receive to give our learners the skills they need to succeed in education, work and life
- collaborating more with whānau, employers, industry and communities
- taking account of learners' needs, identities, languages and cultures in their practice, and
- incorporating Te Reo Māori and tikanga Māori into everyday activities.

[Click here for The Statement of National Education and Learning Priorities \(NELP\)](#)

Strategic Priorities	Links to NELP
Relationships, sense of family connection (Whanaungatanga)	<p>Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p> <p>Priority 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.</p>
Te Ao Māori, Te Reo Māori	<p>Priority 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.</p>

	<p>Priority 3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.</p> <p>Priority 4 - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p> <p>Priority 5 - Meaningfully incorporate Te Reo Māori and tikanga Māori into the everyday life of the place of learning.</p>
Think Globally, Act Locally - Kaitiakitanga	<p>Priority 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.</p> <p>Priority 5 - Meaningfully incorporate Te Reo Māori and tikanga Māori into the everyday life of the place of learning.</p>
Maranga a Whiti - Rise and Shine - The Learning Journey	<p>Priority 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.</p> <p>Priority 4 - Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.</p> <p>Priority 5 - Meaningfully incorporate Te Reo Māori and tikanga Māori into the everyday life of the place of learning.</p> <p>Priority 7 - Collaborate to ensure learners/ ākonga have the skills, knowledge and pathways to succeed.</p>

Kāhui Ako

Kapakapanui School belongs to the Kāpiti North Kāhui Ako. [Click here to read the 2023-2024 Achievement Plan](#) Below is a summary of the KA plan. Links to our strategic priorities are included in each of our strategic goals.

	Progress Aspiration 1: Enhancing Hauora	Progress Aspiration 2: Educational Success for all Ākonga
Culturally responsive pedagogy & Improving transition	<p>To develop mana-enhancing practice so all ākonga can thrive.</p> <p>Develop common strategies to embed a model of wellbeing into our learning environments to meet the needs of a diverse range of learners.</p> <p>Build Kaiako self-efficacy to use the tools of trauma informed practices, social emotional learning, restorative and relational-based learning.</p> <p>Enhancing transitions of care.</p>	<p>Design inclusive learning environments that anticipate and value diversity and the open-ended potential of every learner.</p> <p>Develop a whole schooling pathway that includes the overarching focus and pedagogies for kaiako and kaimahi at each 'phase of learning'.</p> <p>To support improvement in Literacy and Numeracy.</p> <p>Developing cohesion around the Aotearoa NZ Histories curriculum.</p>

Strategic Priorities	Links to Kāhui Ako
Relationships, sense of family connection (Whanaungatanga)	<p>Culturally responsive pedagogy</p> <ul style="list-style-type: none"> ● Design inclusive learning environments that anticipate and value diversity and the open-ended potential of every learner. ● Enhancing transitions of care. <p>Enhancing Hauora</p> <ul style="list-style-type: none"> ● To develop mana-enhancing practice so all ākonga can thrive.

	<ul style="list-style-type: none"> ● Build Kaiako self-efficacy to use the tools of trauma informed practices, social emotional learning, restorative and relational-based learning. ● Develop common strategies to embed a model of wellbeing into our learning environments to meet the needs of a diverse range of learners.
Te Ao Māori, Te Reo Māori	<p>Culturally responsive pedagogy</p> <ul style="list-style-type: none"> ● Developing cohesion around the Aotearoa NZ Histories curriculum. <p>Enhancing Hauora</p> <ul style="list-style-type: none"> ● To develop mana-enhancing practice so all ākonga can thrive. <p>Educational Success for all ākonga</p> <ul style="list-style-type: none"> ● Design inclusive learning environments that anticipate and value diversity and the open-ended potential of every learner. ● To support improvement in Literacy and Numeracy.
Think Globally, Act Locally - Kaitiakitanga	<p>Enhancing Hauora</p> <ul style="list-style-type: none"> ● To develop mana-enhancing practice so all ākonga can thrive.
Maranga a Whiti - Rise and Shine - The Learning Journey	<p>Educational Success for All</p> <ul style="list-style-type: none"> ● To support improvement in Literacy and Numeracy. ● To develop mana-enhancing practice so all ākonga can thrive. <p>Improving Transitions</p> <ul style="list-style-type: none"> ● Enhancing transitions of care. <p>Enhancing Hauora</p> <ul style="list-style-type: none"> ● To develop mana-enhancing practice so all ākonga can thrive.