



# Te Papapa School

## STRATEGIC GOALS 2020

We value at Te Papapa School:

*Whakawhanaungatanga, Mana,  
Manaakitanga, Mahi Tahi and Hiranga*

*Nothing Great Is Easily Won*

*Kahore taku toa i te toa takitahi, he toa takitini*

*We cannot succeed without the support of those around us.*

*Waiho i te toipoto, kua i te toira*

*“Let us keep close together, not far apart”*

# Charter

**Mission Statement:** *Together at Te Papapa School we nurture enthusiastic, confident and responsible learners, where culture and diversity is valued and success celebrated.*

**Vision Statement:**

**We learn together**

**We achieve together**

**We celebrate together**

**We are successful lifelong learners**

Vision	Values	Goals
<p><b>When students leave Te Papapa School we want them to be:</b></p> <ul style="list-style-type: none"> <li>• Achieving beyond expected curriculum levels in literacy and mathematics</li> <li>• Capable and confident communicators and curious and critical thinkers</li> <li>• Self-motivated and self-regulated learners</li> <li>• Displaying a 'growth mindset' in life</li> <li>• Value and recognise Māori and Pakeha as full partners of Te Tiriti o Waitangi in Aotearoa</li> </ul>	<p><b>Whakawhanaungatanga:</b> At Te Papapa School we aspire for whakawhanaungatanga. In partnership with whanau, manaaki and manaakitanga will be embedded in the Te Papapa School culture and success of our school</p> <p><b>Mana</b> We will earn our mana by showing pride in our school, by respecting ourselves, each other and our visitors, by acting responsibly and by being honest and polite.</p> <p><b>Manaakitanga</b> At Te Papapa School we respect and care for each other and those in our school community. It is a place where everyone is welcome and where we act as kaitiaki for our environment.</p> <p><b>Mahi Tahī</b> We have a personal as well as a shared responsibility for all of our learning and wellbeing, as together we will succeed as one</p> <p><b>Hiranga</b> A personal and shared commitment for us all to be confident and self-determined learners and leaders with an aim to achieve the best we can in all we do.</p>	<p><b>Strategic Goals 2020-2022</b> <b>Te Papapa School aims:</b></p> <ul style="list-style-type: none"> <li>• To provide programmes and teaching that enable students to achieve at or above expected curriculum levels, or to make accelerated progress towards this as self-regulated learner</li> <li>• To be a learning focussed school where everyone is expected to think, challenge themselves and learn.</li> <li>• To be at the leading edge of education initiatives for Māori and Pasifika students that will result in improved student outcomes through effective culturally responsive pedagogy</li> <li>• To foster educationally powerful relationships and partnership with whānau through robust consultation, communication and inclusion.</li> <li>• To ensure all Te Papapa School students attend school regularly in a safe, nurturing and attractive learning environment</li> <li>• Staff, students and community will work to create a school in which Maori and Pakeha recognise each other as full treaty partners and where all cultures are valued for the contributions, they bring to Te Papapa School</li> </ul>
<p><b>Charter Undertaking:</b></p> <p>This charter was ratified by Board of Trustees on 21 February 2020 and will be submitted to the Ministry of Education 1 March 2020.</p>	<p><b>Consultation process:</b></p> <p>The vision is a working document and therefore we are reflecting on how best it meets our community's needs through a regular self- review process. This has resulted in some modifications to the vision.</p>	
<p><b>Chairperson, Board of Trustees</b></p>	<p><b>Date:</b></p> <p>In 2020 we will be finalising our new vision following substantial community consultation in 2019.</p>	

# Commitment to principles of Te Tiriti o Waitangi and the cultural Diversity of Te Papapa School

*Te Papapa School recognises the unique position of Māori in all strategic areas and practices*

Te Papapa School students are confident in their identity, language and culture as citizens of Aotearoa New Zealand.

All cultures within the school will be valued and celebrated and all students regardless of culture, with teacher support, will achieve highly

<p>New Zealand's Cultural Diversity - acknowledging the important place of our Pasifika community within Te Papapa School and New Zealand's growing globalisation and relationships with the peoples of Asia and Europe</p>	<p>The Unique Position of Māori as tangata whenua – Our vision is that Te Papapa School will contribute in a meaningful way to improving the achievement of Māori students and create opportunities for the whole school to experience, understand and celebrate te reo Māori me ona tikanga as an inherent part of our community.</p> <p>IMPLEMENTING TE TIRITI O WAITANGI -Te Papapa School is committed to meeting Treaty obligations and the bi-cultural expectations established by the Treaty by working in genuine partnership with Māori in order to ensure that Māori students at TPS are enabled to achieve the highest standards of success and to reach the educational and cultural aspirations of Māori students and their whanau:</p> <p>The partnership involves:</p>
<ul style="list-style-type: none"> <li>✘ Respecting, recognising and celebrating all diverse cultural backgrounds</li> <li>✘ Using child's first language regularly and encouraging students to use it</li> <li>✘ Ensuring Tapasā as a guiding document for teachers and leaders and an integral document impacting on the strategic direction of Te Papapa School</li> <li>✘ Consulting with Pasifika aiga regularly through talanoa and fono</li> <li>✘ Ensure 'culture counts' is embedded in all classrooms</li> <li>✘ Ensuring Pasifika student achievement is reported to the Board of Trustees and to Pasifika talanoa and fono regularly.</li> <li>✘ Teachers providing culturally responsive environments and authentic learning opportunities for every child</li> <li>✘ To encourage and promote the presence, participation and engagement for the Pasifika aiga of Te Papapa School</li> <li>✘ Ensuring that students who are currently accessing or have previously accessed ESOL funding are provided with the resources and teaching to support their learning</li> <li>✘ Ensuring students, staff and community have high expectations for the achievement of all Pasifika and other ethnic diverse students</li> <li>✘ The successful continuation of Le Manumea -Samoa bi-lingual class for students aged year 4-8</li> </ul>	<ul style="list-style-type: none"> <li>• Māori school community's participation in decision-making at all levels of school governance</li> <li>• Senior leaders reflecting this partnership in day-to-day practices, procedures and decisions made</li> <li>• Teaching and support staff reflecting the partnership in their practice and participation in school life</li> <li>• Acknowledging the unique place of Māori</li> <li>• Increasing participation and success on the part of Māori through the advancement of Māori education initiatives, including education in Te Reo Māori</li> <li>• Collaborating with, and regularly reporting to, the school's Māori community concerning plans and targets for improving Māori student achievement</li> <li>• Ensuring that Māori students find TPS a safe and supportive environment</li> <li>• Profiling and promoting Māori stories of success</li> <li>• The Board of Trustees will implement and develop policies which give effect to our obligations under the Te Tiriti o Waitangi</li> <li>• School environment reflects the biculturalism of Aotearoa including the use of te reo and strong tikanga school-wide</li> <li>• Ensuring success for Māori as Māori through use of preferred learning pedagogies</li> <li>• Schools commitment to Ka Hikitia and Tātaiako as guiding documents for teachers and leaders</li> <li>• Ongoing staff development including te reo Maori, tikanga Maori and culturally responsive pedagogy</li> <li>• A bi-lingual unit- Te Rito (level 2-51% te reo) that offers quality education for students up to year 8</li> </ul>

- A bi-lingual unit for children years 1-3 – level 2
- The collation of Māori student achievement data and developing plans to address learning needs
- Beginning each day with school karakia and waiata
- Promoting the Kapa Haka group for all children
- Yearly self-review against Tātaiako – Cultural Competencies for teachers of Māori learners that supports the implementation of Ka Hikitia
- A powhiri held to welcome new children and whanau termly and important visitors to our kura as required
- Regular twice termly community led whānau hui

**What are some areas which make our school unique and are important to the community?**

- Supportive learning focussed environment
- An emphasis on partnership
- Positive Behaviour for Learning programme / Restorative Practice/ Trauma -based school
- Wastewise School
- 1:1 or- 1:2 devices in senior school-
- Culture counts strongly evident across the school
- Te Rito our Bilingual Maori unit catering for years 4 – 8 and Te Purapura for years 1-3
- Le Manumea- our bilingual Samoan unit for students’ years 4-8
- A staff who reflect the cultural diversity of our students
- Social worker in school (SWiS)
- Before and after school care offered (SKiDs)
- Breakfast club/KidsCan/Variety/Milk in Schools/Eat My Lunch
- Onsite Pre-School for Te Papapa School community
- Strong relationships with Early Childhood Education centres and a quality transition to school programme “Little Learners - Akonga Iti”
- Mutukāroa home/school partnership
- Member of Te iti Kahurangi Kahui Ako

# Te Papapa School

Mission Statement: Te Papapa School is a learning community that nurtures enthusiastic, confident and responsible learners, where culture and diversity is valued, and success celebrated.

## Goals

The goals of Te Papapa School will aim to give effect to the school's mission values and vision and to national educational priorities, referenced to the National Education Guidelines i.e.

- ❖ National Educational Goals
- ❖ National Administration Guidelines
- ❖ New Zealand Curriculum

These goals will be articulated in a regularly updated Strategic plan developed by the Board of Trustees in consultation with the staff and community

The following documentation supports us in improving student achievement;

- ❖ Te Papapa School Curriculum
- ❖ Strategic Plan
- ❖ Curriculum action plans
- ❖ Assessment folder
- ❖ Policies and Procedures
- ❖ Professional Development Plan

The following documentation supports us in developing good management practices and effective organisational systems:

- ❖ Performance Management System (appraisal)
- ❖ Annual budget
- ❖ Ten-year property plan
- ❖ Strategic/Annual Plan
- ❖ E-Learning (ICT) Plan/literacy plan/mathematics plan/Māori in mainstream plan/Whanaungatanga-PB4L plan- all align with strategic plan
- ❖ All leaders holding MU's develop a plan to support their leadership role and to align with the annual plan

## Procedural Information

- ❖ School will lodge a copy of its annually updated charter with the Ministry of Education by March 1st each year
- ❖ School will lodge a copy of its Reports on Student Achievement Targets against curriculum levels with the Ministry of Education along with the Annual Report
- ❖ School consults with its community, including Māori and Pasifika whanau, regularly as a part of its cycle of self-review
- ❖ Targets for student achievement will be identified by staff in consultation with community and the Board of Trustees and in relation to curriculum levels
- ❖ A copy of the school's charter is available to parents at the school office.

# Te Papapa School Strategic Goals: 2020-2022

Expected Strategic Outcome over a Three-Year Period Starting in 2020 –

There will be a significant improvement in achievement for all students from that achieved in 2019 as we work towards 85% of students achieving at expected curriculum levels in reading, writing and mathematics by December 2020.

*At Te Papapa School 85% of students will be achieving at or above expected curriculum levels in literacy and numeracy in December 2020 (95% of our students are priority learners - Māori, Pasifika, English Language Learners and/or Special Needs).*

- Literacy and numeracy will form the foundation of inquiry learning through which all other learning areas will be accessed.
- All students at Te Papapa School will successfully access the New Zealand Curriculum as evidenced by every students' individual progress and achievement in relation to their expected curriculum levels (including the Māori and Samoan bi-lingual units)
- Teachers at Te Papapa School are consistently evaluating their impact on student learning and adapting their practice and programmes as required to best meet the needs of students- developing into “adaptive experts”
- Decisions made by leadership and teachers at Te Papapa School will always be considered in the context of “How will it help my students learn?” and “What is best for our students?”
- We will have developed a shared understanding of ‘effective TPS learner qualities’ across the school and community. This will form a student learner’s profile
- A rich, balanced and responsive local curriculum for future focused Te Papapa School learners will be delivered through the process of inquiry which will encompass all learning areas as appropriate
- “Teaching as Inquiry - Spiral of Inquiry” will be used routinely to improve teacher practice and student achievement
- Learning will be rich, authentic, personalised and evidence based using formative and summative data to inform teacher practice and differentiation of learning
- All learners at Te Papapa School will be confident self-regulated learners- teachers and students
- Whanau work in partnership with school, with both taking shared responsibility for the child’s learning.
- All students will stand strongly in their own culture alongside a school-wide commitment to Te Tiriti o Waitangi
- Culturally responsive pedagogy will be evident and embedded across the school
- Te Papapa School staff and students will develop a strong culture of ‘Growth Mindset’
- Quality teachers will want to teach at Te Papapa School
- Te Papapa School will be the school of choice for Māori and Pasifika students in the Onehunga / Te Papapa area
- Our Māori bi-lingual units will provide quality level two Māori immersion education for students from years 1-8
- Our Samoan bi-lingual class will provide quality education using NZC but encouraging the use of conversational Samoan language at an appropriate level for the needs of individual students
- Te Tiriti o Waitangi is clearly visible and valued across Te Papapa School and community
- There will be a strong commitment to equity for all students regardless of any barriers they may encounter outside school
- Children will be confident in their identity, language and culture
- Te Papapa School will be pro-active members of Te Iti Kahurangi - Kahui Ako

# Te Papapa School Strategic Plan: 2020 – 2022

**For ALL students to make significant progress in their levels of achievement in reading, writing and mathematics within a culturally responsive and safe learning environment**

<b>Overarching Strategic Goal outcomes- 2020</b>			
There will be a significant improvement in achievement for all students from that achieved in 2019 as we work towards 85% of students achieving at the expected curriculum achievement level for their age in reading, writing and mathematics by the end of 2020.			
<ul style="list-style-type: none"> <li>All students and teachers will feel valued and safe in the school environment.</li> <li>All teachers will have a collective and significant impact on student learning progress</li> <li>A Te Papapa School local curriculum will be developed and begun to be implemented</li> <li>Te Papapa School (teachers, leaders, whanau and students) will continue to develop a culture of continuous self-improvement</li> </ul>			
		<b>Specific Expected Outcomes / Key Activities</b>	
		<b>2020</b>	<b>2021</b>
		<b>2022</b>	
<b>GOAL 1: STUDENTS</b>			
<b>All learners will be active participants in their learning who strive to achieve personal excellence</b>	<b>1:1 All students are assessment capable</b>	<ul style="list-style-type: none"> <li>Students can talk confidently about their learning – what they are doing now, how they are doing and where to next.</li> <li>They will be able to evaluate their progress using a variety of tools and they will be able to independently set their own learning goals based on this knowledge</li> <li>They can share this learning using evidence with teacher, peers and whanau</li> <li>Will seek feedback and give feedback from and to others (peers, teacher, whanau)</li> <li>Will be able to identify, use and self-assess against the developed ‘qualities of an effective learner at Te Papapa School’</li> </ul>	
	<b>1:2 Will develop the skills and competencies to become innovative creators of digital solutions</b>	<ul style="list-style-type: none"> <li>Will develop strong interpersonal and self-management skills to learn both independently and/or collaboratively across a range of contexts</li> <li>Will use the key competencies confidently across a range of contexts</li> <li>Will be able to self-assess against a key competencies rubric to evaluate strengths and areas for development</li> <li>Will be able to identify their individual ways of learning</li> <li>Will use ICT to support their own learning, to collaborate with others and to share learning. They will be able to design their own digital solutions and become creators of, and not just users of, digital technologies (Digital Technology NZC)</li> </ul>	

	<p><b>1:3 Will participate in an environment in which it feels safe to take risks and make errors where this is seen as an opportunity for learning</b></p> <ul style="list-style-type: none"> <li>• Will participate confidently in mixed ability group activities to provide students with cognitive challenge and opportunities for deep learning</li> <li>• Will use and implement their whanaungatanga (P B for L) learning to ensure all students have a safe learning environment.</li> <li>• Have developed an understanding of 'The Learning Pit' and the strategies to use when they get stuck in the pit as a part of a learning Growth Mindset</li> <li>• Will participate in a range of physical, social and cultural activities across the curriculum that supports their physical, social and emotional wellbeing</li> <li>• Will be able to solve conflict using a restorative model</li> </ul>
<b>GOAL 1: STUDENTS REVIEW</b>	

<p><b>GOAL 2: TEACHERS</b></p> <p><b>To create innovative, responsive learning environments to improve student outcomes and wellbeing</b></p>	<p><b>2:1 Formative visible learning practice will ensure learning is deliberate, explicit and purposeful for every child</b></p> <ul style="list-style-type: none"> <li>• Strong respectful learning relationships between teachers and students are evident where students feel safe asking for help, giving teachers feedback and sharing learning</li> <li>• Teachers will become adaptive experts where they have sufficient curriculum content knowledge to be able to notice, recognize and respond to student learning</li> <li>• Formative learning will ensure there is a clear link between today and tomorrows learning (connections for students).</li> <li>• The students will be supported in their learning to become independent learners through use of LI, SC, exemplars, rubrics etc. (classroom as third teacher)</li> <li>• Teachers will involve their students in ongoing self-assessment which will enable them to know: where they are headed in their learning; where they are now in relation to those expectations; how they, the student, can close the gap between the two</li> <li>• Will enable students to develop the language and metacognitive skills to discuss and reflect on their own learning</li> <li>• Will plan formatively clearly able to show links between formative / summative assessment, learning steps, follow up and practice tasks</li> <li>• Will listen and respond to feedback from the students on their learning</li> <li>• Play-based learning will be extended in the junior classes as an intervention to develop oral language and provide increased opportunities for student agency and authentic learning opportunities</li> <li>• PACT tool is used as a moderation tool for making OTJ's in maths and writing in 2020</li> <li>• PACT tool is used as a moderation tool for making OTJ's in maths, writing and reading in 2021</li> <li>• Detailed curriculum action plans are written, shared and reviewed and evaluated yearly to support strategic plan</li> </ul>
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	<p><b>2:2 Students will have effective culturally responsive pedagogy to promote student learning</b></p> <ul style="list-style-type: none"> <li>• Teachers will use a student-centred approach to teaching in which the students’ unique cultural strengths are identified and nurtured within the classroom environment</li> <li>• Continue to develop Te Papapa School expectations for effective learning and teaching of student inquiry ensuring authentic contexts for learning and where student agency is a crucial component of inquiry</li> <li>• The classroom programme is creative, innovative and relevant to our students</li> <li>• Te Papapa School teachers are effective at embedding the principles of the Treaty of Waitangi in their classrooms</li> <li>• Maori and Pasifika students feel culturally acknowledged, recognized and valued in all classrooms and where classrooms are safe, organized and culturally inclusive learning environments</li> <li>• All teachers will develop improved proficiency in Te Reo Māori and tikanga</li> <li>• The supporting document ‘Tapasā’ will be implemented to support building effective responsive pedagogy for diverse Pasifika learners</li> <li>• Teachers and leaders will self-assess against cultural competencies of Tātaiako</li> <li>• Whanaungatanga positive behaviour management programme is implemented schoolwide with a commitment from all</li> <li>• Whanaungatanga is reviewed and following consultation adapted and changed to better meet student needs</li> <li>• Tātaiako will be guiding document for teachers and leaders to review their cultural competencies against for improving learning for Maori learners</li> <li>• To explore the best assessment tools for our Māori medium context</li> <li>• Teaching practices such as wait time, questioning and development of meta-cognitive thinking is evident in everyday practice</li> </ul>
	<p><b>2:3 Teachers will routinely evaluate their impact on student learning to ensure improved student achievement</b></p> <ul style="list-style-type: none"> <li>• Teachers engage in focused, purposeful collaborative activities with the core aim of improving student outcomes</li> <li>• The learning environment is managed in ways that support participation, engagement, and student agency in learning</li> <li>• Teachers have strong and relevant curriculum, assessment and pedagogical knowledge to be able to measure impact accurately</li> <li>• Teachers will identify what their own ongoing learning needs are in order to help their students as a part of inquiry process or appraisal Will use ‘Teaching as Inquiry’, ‘Spiral of Inquiry’ models as framework for reflective practice in improving teaching and outcomes for students</li> <li>• The curriculum makes connections to learners’ lives, prior understandings, out of school experiences and real-world contexts</li> <li>• Will participate in collaborative planning using one note ‘Teams’ to share planning, receive feedback etc</li> <li>• Teachers engage in PLD that will enhance deeper understanding of these focus areas. They will participate in observations, appraisal goals, learning conversation etc, related to the PLD</li> <li>• A model of ‘Acceleration’ not ‘Remediation’ is clearly visible for all students below or at risk of not achieving at expected curriculum level.</li> <li>• Qualities of Te Papapa School learner is developed and embedded</li> <li>• All students progress will be monitored and tracked and used in planning and evaluating impact (data wall, learning journeys)</li> </ul>

	<ul style="list-style-type: none"> <li>• Modern learning environment pedagogy is student centred and fluid to best meet student needs and development as independent learners</li> <li>• PLGs occur on a three-weekly cycle (reading, writing, and maths) where student learning evidence is evaluated against teacher impact. This critical reflection is considering robust evidence of student learning</li> <li>• Appraisal goals will be linked to strategic goals and student achievement as well as collecting evidence against the new “Code of Practice for the Teaching Profession”</li> <li>• PRTs and new teachers will receive in-depth induction and ongoing intensive support to quickly settle into Te Papapa School high expectations for learning</li> <li>• The achievement and teacher practice progress made in 2019 in writing, reading and mathematics is maintained and improved</li> <li>• Te Papapa School will actively engage in the collaborative work of our Kahui Ako - Te Iti Kahurangi with a focus on Culturally Responsive Pedagogy, assessment, wellbeing and the curriculum areas of writing and mathematics</li> <li>• In-school Kahui Ako teachers will use inquiry to investigate an area related to the Kahui Ako drivers</li> <li>• SLT will support teachers to use PACT tool as a moderation tool for tracking student progress</li> <li>• Oral language will be PLD focus in 2020</li> </ul>
	<p><b>2:4 School leaders use a range of evidence from evaluation, inquiry and self-review for the purpose of developing and reviewing strategies for improvement</b></p> <ul style="list-style-type: none"> <li>• Allocation of resources is clearly aligned to Te Papapa School vision, values, goals and targets- plus Te Iti Kahurangi achievement plan</li> <li>• Teachers will be involved in Te Iti Kahurangi focus groups to develop local curriculum frame- work for Kahui Ako</li> <li>• PLD in oral language and mathematics will impact on student learning outcomes and teacher capability in these curriculum areas</li> <li>• Schoolwide targets are tracked closely to ensure required support is implemented and leaders will evaluate their impact using improved tracking of student data as measurable outcome</li> <li>• Learning partnerships across schools and with professional organisations are built on including external appraisal of SLT</li> <li>• Te Papapa School leaders effectively model Open to learning Leadership creating high trust relationships across all contexts of the school including practice analysis conversations (PAC)</li> <li>• Regular collection of target student evidence of progress and their voice will occur to inform leaders on effectiveness of interventions</li> <li>• Leaders provide multiple opportunities for students to provide feedback on the quality of the teaching they receive and the impact on their learning and wellbeing</li> <li>• Reporting to whanau format is reviewed including end of year reports/ student led conferences recognising that parents have diverse needs and a range of effective communication methods is essential for building educationally powerful partnerships in learning</li> </ul>
	<p><b>2:5 To design and begin to implement a local curriculum that is responsive to student learning needs and results in improved learning and wellbeing outcomes for every student</b></p> <ul style="list-style-type: none"> <li>• Our local curriculum should be unique and responsive to the priorities, preferences, and issues of our community and our students</li> </ul>

	<ul style="list-style-type: none"> <li>• our local curriculum will include a strong focus in the areas of: student agency, authentic learning opportunities outlined in the Digital Technologies Curriculum, learning dispositions, TPS values, students being kaitiaki/guardians of our local environment and engaging in community activities reflecting this</li> <li>• To develop and define quality learning experiences that support the strategic plan goals aims and outcomes of TPS local curriculum</li> <li>• Inquiry learning as a part of the LC is driven by students' curiosity about the world around them encouraging the use of the key competencies and collaboration by allowing students to pose and solve problems together and with their communities, in shared, authentic learning experiences across the curriculum learning areas</li> <li>• The Digital Technology Curriculum is implemented in 2020 and embedded in 2021 and 2022, ensuring teachers and students are using digital tools authentically to enhance learning and to design their own digital solutions and become creators of, not just users of, digital technologies</li> <li>• Quality oral language will support students with learning across the curriculum. It will help them to explore and affirm their culture and to develop effective communication skills and to build strong relationships</li> </ul>
<b>GOAL 2: TEACHERS REVIEW</b>	

<p><b>GOAL 3: WHĀNAU</b></p> <p><b>School partnership connectedness with whānau/community will improve to strengthen our shared responsibility for student achievement and wellbeing</b></p>	<p><b>3:1 Parents, whanau and the community are welcomed and involved in school activities as respected and valued partners in learning</b></p> <ul style="list-style-type: none"> <li>• Communication with home is improved using a variety of methods including newsletters, website/Facebook, teacher interactions, assemblies, online</li> <li>• Regular whanau hui with Māori are held, well attended and focus on learning</li> <li>• A Māori strategic plan is developed with whanau and implemented in 2020</li> <li>• Regular Pasifika fono are regularly held, well attended and focus on learning</li> <li>• Te Papapa School Whanaungatanga (PB4L) is the common framework for supporting the school culture of learning in a safe respectful community where teachers, community and students have a shared belief in the values that underpin it</li> <li>• We will broaden the measures of success and share these regularly with whanau- sport, arts etc.</li> <li>• PLD in developing alternative assessments for students in Māori bi-lingual units will support student outcomes</li> <li>• Community members are routinely invited to become involved in school activities in person as appropriate and at least two community newsletters sent via a letterbox drop</li> <li>• Whanau and community will see the Treaty of Waitangi being actively implemented across the school and school community</li> <li>• Community collaborations will enrich opportunities for students including the collaboration as a part of Te Iti Kahurangi like cultural festival and whanau hui</li> <li>• Newsletters will have developed to include more learning and will be accessible online</li> <li>• Student, staff and community staff surveys on leadership, school climate and school capability completed</li> <li>• Student Well-being Survey completed, and results shared with whanau to develop collaborative plan</li> <li>• As a part of Te Iti Kahurangi the wellbeing model Te Hiranga Tamariki is developed as a tool to be used for evaluating student wellbeing</li> <li>• Increased numbers of parents/community are supporting in classrooms</li> <li>• Whanau/community are actively involved in reviewing school vision and developing TPS learner profile</li> </ul>
	<p><b>3:2 Whanau have the opportunity to become partners in their children’s learning and become assessment capable</b></p> <ul style="list-style-type: none"> <li>• Mutukāroa continues to expand and diversify to include children’s whanau from all teams who are achieving below expected levels in reading, writing and maths</li> <li>• Little Learners is recognised as a highly effective transition programme and developed to be more inclusive of bi-lingual children</li> <li>• Students, parents, whanau and teachers have a shared understanding of curriculum goals and the teaching and learning process, and are able to engage in productive conversations about this</li> <li>• More regular opportunities for whanau/community to interact with students and staff in school across the curriculum- e.g. frequent open mornings</li> <li>• Student led conferences are 95% attended and fully student –led- improved use of ICT as a tool for sharing learning</li> <li>• Ensure whanau/community/students and all staff have a clear understanding of the school strategic goals for 2020 and each year after</li> <li>• Learning is articulated and shared by students across a variety of contexts including school assemblies, online, newsletters etc.</li> </ul>

	<ul style="list-style-type: none"><li>• Whanau/community will confidently use the language of learning used at Te Papapa School including the 'qualities of a good learner at Te Papapa School</li><li>• Explore other cultural frameworks to evaluate wellbeing of students - Te Hiranga Tamariki</li><li>• The attendance percentages will increase each year to be at 90% by 2022.</li><li>• Unexplained and regular but intermittent absences often explained as sickness will decrease</li></ul>
<b>GOAL3: WHANAU REVIEW</b>	

**Te Papapa School**  
**Business as Usual Annual Plan 2020**

NAG	FOCUS AREA	PLANNED STRATEGIES FOR 2020	ACTIONED
NAG 1	Other curriculum area initiatives	Teachers with fixed term and management units will lead staff meetings, report to staff and Board of Trustees regularly, and lead specific curriculum learning school wide with a focus on achievement PLD in oral language and mathematics Implementation of the Digital Technology curriculum	
	Inquiry learning	Includes all Learning areas through an integrated approach including new Digital Technology curriculum Inquiry process will become increasingly student led	
	Students at risk	Provide a budget linked to all children at risk of not achieving national standards Build shared responsibility for all SNC including SENCO, teachers, parents, whanau 2x termly SN meetings held with other agencies involved SENCO as a shared position will ensure new students are having needs identified and catered for quickly in all classrooms A culture of inclusiveness is practiced with fidelity across school with all barriers to participation, presence and achievement are removed 'Success for all' is self-reviewed against expected outcomes annually Ensure Special Needs Register is up to date, appropriate records of interventions kept, and it is maintained as a working document All SNC's progress will be closely monitored and impact of interventions routinely evaluated Planning for tier 3 children will be based on collaborative Learning Plans, Crisis Prevention and Management Plans and trauma Based Schools framework SNC will all make learning progress at an appropriate level Transition programme to Intermediate to continue as this is highly successful All teachers will identify target students in reading, writing and mathematics ICT and E-learning will support SN students learning Whanaungatanga supports all students to access learning in a safe environment Focus students are identified and tracked with fidelity	
	GATE and ESOL programmes	Identify GATE students Teachers/AP/Carol to ensure GATE students are being catered for Review our ESOL programmes, and evaluation of impact Effectively use ELLP as assessment and teaching tool	

	Consultation with Pasifika re: achievement	<p>Liaise and consult with Pasifika families regularly</p> <p>Report accurate achievement data to parents against curriculum levels</p> <p>Pasifika fono /Talanoa to be held termly (MU)</p>	
	Tikanga and Te Reo Māori programmes	<p>Lead teacher to take responsibility for ensuring implementation of te reo, tikanga, and building on teacher knowledge and confidence in te reo</p> <p>Māori bi-lingual class to build on the use of te reo as a part of level 2 immersion class</p> <p>Te Pura Pura is successfully established and functioning as a level 2 class</p> <p>Te reo will be taught explicitly in all classes</p> <p>Regular whanau hui held termly (minimum)</p> <p>Kapa haka group strongly established</p>	
<b>NAG 2</b>	School self-review	Will occur regularly with curriculum teams, year teams, and SLT.	
	Policy and procedure review	<p>Develop and implement annual policy review cycle.</p> <p>Policies are clearly stated, shared and understood by our whole school community and shared on website</p>	
	Develop annual plan	Principal to complete this by beginning March and report to Board of Trustees against it each term	
	Develop student achievement targets	<p>Mathematics target to be identified and monitored closely.</p> <p>Reading target to be identified and monitored closely</p> <p>Writing target to be identified and monitored closely</p>	
	Reports to BoT (general)	Principal reports to Board of Trustees at each meeting against nags/annual plan	
	Reports to BoT – student achievement	Report to Board re student achievement against expected curriculum levels 3x year in Reading, Writing and numeracy – other curriculum areas twice a year	
	Reports to BoT re Māori and Pasifika achievement	<p>As above with Māori students identified.</p> <p>As above with Pasifika students identified.</p>	
	Home School Partnership	<p>Ongoing development Mutukāroa schoolwide to include all new children and groups of targeted students and whanau</p> <p>‘Little Learners’</p> <p>Introduce additional whanau engagement initiatives</p>	
	Reporting to parents	<p>Continued refinement of student led learning conversations with improved student advocacy/voice</p> <p>Two written reports to parents. Termly student led learning conversations</p> <p>Conversations to include reporting against curriculum levels in simple format</p>	

<b>NAG 3</b>	Professional development programme	Leadership development for Principal – conference allowance PLD focus on embedding culturally responsive practice/pedagogy across curriculum areas 2020 PLD- Maths and oral language PLD programme to align with strategic goals including Teaching and Leading as Inquiry Collaboration with other schools as a part of Te Iti Kahurangi	
	Staff appraisal – teaching and non-teaching	Review expectations of performance/action plan for unit holders Investigate new appraisal and attestation tool for all teachers and leaders which will include a system for collecting evidence against indicators for Certified Teacher’s Criteria Review teacher appraisal system to ensure teacher impact is being measured using a variety of criteria Ensure all non-teaching staff are appraised against job descriptions. Teacher appraisal goals to align with school targets/ goals/ PLD Principal / APs appraised by external appraiser	
	Board of Trustees training	Board of Trustees to identify what training they would like to access	
<b>NAG 4</b>	Prepare annual budget	Annual budget that reflects charter/strategic goals and has Board of Trustees approval	
	Regular reviewing of financial situation with Board of Trustees	Financial reports to Board of Trustees at each meeting	
	Maintenance of school buildings and grounds (10 YPP)	10-year property plan approved in 2019 and begin to be implemented in 2020	
	Develop property to reflect charter goals (5 YPP)	New 5-year plan begin to be implemented as set down in 2020 Development of rooms 1 and 2 as maori bi-lingual whanau space to be completed	
	Transition to school	Work with building relationships with contributing ECE’s to continue to be developed	
	Property	2 classrooms to receive new furniture and upgrading of physical environment Sandpit upgraded	
<b>NAG 5</b>	Provide a safe physical and emotional environment	Tier 2 & 3 implementation of Positive Behaviour for Learning further developed Wellbeing survey to be completed for staff, students and community Purchasing of new PE/sport equipment as required Participate in Sport Auckland in-school initiatives each term	
	Student management	Continue to build focus on preventative strategies, e.g. organised lunchtime games, reward systems including houses Restorative practice, Trauma Based Schools, Circle Time Schoolwide	



		Review of Whanaungatanga rewards and processes reviewed	
	Community health consultation (every two years)	To be completed in 2021	
	Healthy eating	Water only for students to drink (PUMP water business relationship developed) Fruit in school. KidsCan school Variety Milk in schools Actively encourage children to eat healthy food Continuation of breakfast club Wastewise school Matariki garden/orchard upgrade Student gardens Travelwise school 'Eat my lunch'	
<b>NAG 6</b>	Attendance initiatives	Ensure attendance procedures are adhered to, and unexplained absences are followed up to reduce truancy	
	Ensure that correct procedures are followed	Re: <ul style="list-style-type: none"> <li>• Stand downs and/or suspensions</li> <li>• Management of truancy</li> <li>• Teacher registration</li> <li>• Staff salary increments</li> <li>• Police vetting of non-teaching staff and contractors</li> <li>• Mandatory reporting to Education Council re competency and/or serious misconduct</li> </ul>	