



Te Papapa School Strategic Plan

2024-2025

Kia Māia - We Can

(Te Papapa School Vision)

‘Nothing Great is Easily Won’

This document sets out our school values, principles and how we support student achievement. It reflects the values and aspirations of our Te Papapa Community.



OUR VALUES Whakawhanaungatanga

Mana

We will earn mana by showing pride in our school, by respecting ourselves, each other and our visitors, by acting responsibly and by being honest and polite.

Manaakitanga

We respect and care for each other and those in our school community. This is a place where everyone is welcome and where we act as kaitiaki for our environment

Mahi Tahī

We have a personal as well as a shared responsibility for all our learning and wellbeing, where together, we will succeed as one

Hiranga

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



Our Commitment to the Principles of Te Tiriti o Waitangi

We recognise the treaty by incorporating it into all aspects of Te Papapa School including governance, structure and practices.

Te Papapa School recognises the unique position of Māori in all strategic areas and practices and will contribute in a meaningful way to improving the achievement of Māori students. We will create opportunities for the whole school to experience, understand and celebrate Te Reo Māori me ōna tikanga as an inherent part of our community.

We are committed to working in genuine partnership with Māori in order to ensure that Māori students at Te Papapa School are able to successfully reach the educational and cultural aspirations of themselves and their whānau.

At Te Papapa School, we have high expectations for all our students in their educational progress and achievement. We ensure that Māori can effectively achieve educational success as Māori, regularly reporting achievement of Māori students to the Board.

Te Papapa Principles

We value language, culture, and identity

We make decisions that are right for our students

We are caring and challenging

We have high expectations

We believe in people and their capacity to succeed

We have fun together and celebrate success



MĀORI ACHIEVEMENT



To further develop Te Ao Māori and cultural competence in our school, and to grow the capacity, understanding and application of Tikanga and Te Reo across our Kura, we will endeavour to:

- Provide opportunities for all students to respect and understand Te Reo and Tikanga Māori
- Grow the use of, and correct pronunciation of Te Reo throughout our school, creating language progressions from Year 1 - 8
- Engage and involve our whānau through hui and community events, including whānau in decision making and planning
- Improve reporting and whānau understanding of ākongā progress
- Partner with whānau and iwi, including our local iwi Ngāti Whātua Ōrākei, to strengthen the support ākongā need to realise their aspirations
- Continue to develop and celebrate our Kapa Haka group
- Continue to explore and meet the aims of Ka Hikitia and Tātaiako
- Work with our Kāhui Ako to develop our local stories in relation to Te Marautanga o Aotearoa
- Achievement of all Māori students will be regularly reported to the Board of Trustees



PASIFIKA ACHIEVEMENT

At Te Papapa School, we adhere to the principles of the New Zealand Curriculum and value the rich Pasifika diversity present in our school. We are proud of the Pasifika community within Te Papapa School and aim to achieve the best we can for our Pasifika learners.

We have high expectations for all our learners in their educational progression and achievement. With this, we aim to build stronger learning relationships with our Pasifika community to better reflect the goals and aspirations for their children.

We adhere to the Tapasā framework and goals from the Action Plan for Pacific Education 2020-2030, which describe what we are striving to achieve at Te Papapa School, namely to:

- Confront systemic racism and discrimination in education
- Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners
- Partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and future employment can be met
- Grow, retain and value highly competent teachers, leaders and educational professionals with diverse Pasifika whakapapa.
- Achievement of our Pasifika students is regularly reported to the Board of Trustees, and we will maintain our focus on lifting the achievement of our Pasifika learners.



National Education and Learning Priorities – NELP

Learners at the Centre

1. Ensure places of learning are safe, inclusive, and free from racism, discrimination, and bullying
2. Have high aspirations for every ākonga (learner), supported by partnerships with their whānau and communities to design and deliver education

Barrier-Free Access

3. Reduce barriers to education for all
4. Ensure every ākonga gains sound foundation skills, including language, literacy, and numeracy

Quality Teaching and Leadership

5. Meaningfully incorporate Te Reo Māori and Tikanga Māori into everyday life
6. Develop staff to strengthen teaching, leadership, and learner support capability

Future of Learning and Work

7. Collaborate with industries and employers to ensure ākonga have the skills, knowledge, and pathways to succeed in work

Board of Trustees Primary Objectives

To ensure that Te Papapa School:

- Enables every student to attain their highest possible standard in educational achievement
- Is a physically and emotionally safe place for students and staff, gives effect to relevant student human rights, and takes all reasonable steps to eliminate discrimination
- Is inclusive of and caters for students with differing needs, and
- Gives effect to Te Tiriti o Waitangi



VISION
OUR WHY
Kia Māia
We Can!

GOALS
HOW
We Will Achieve
Our Vision

INITIATIVES
WHAT
We Will Do
To Achieve
Our Goals

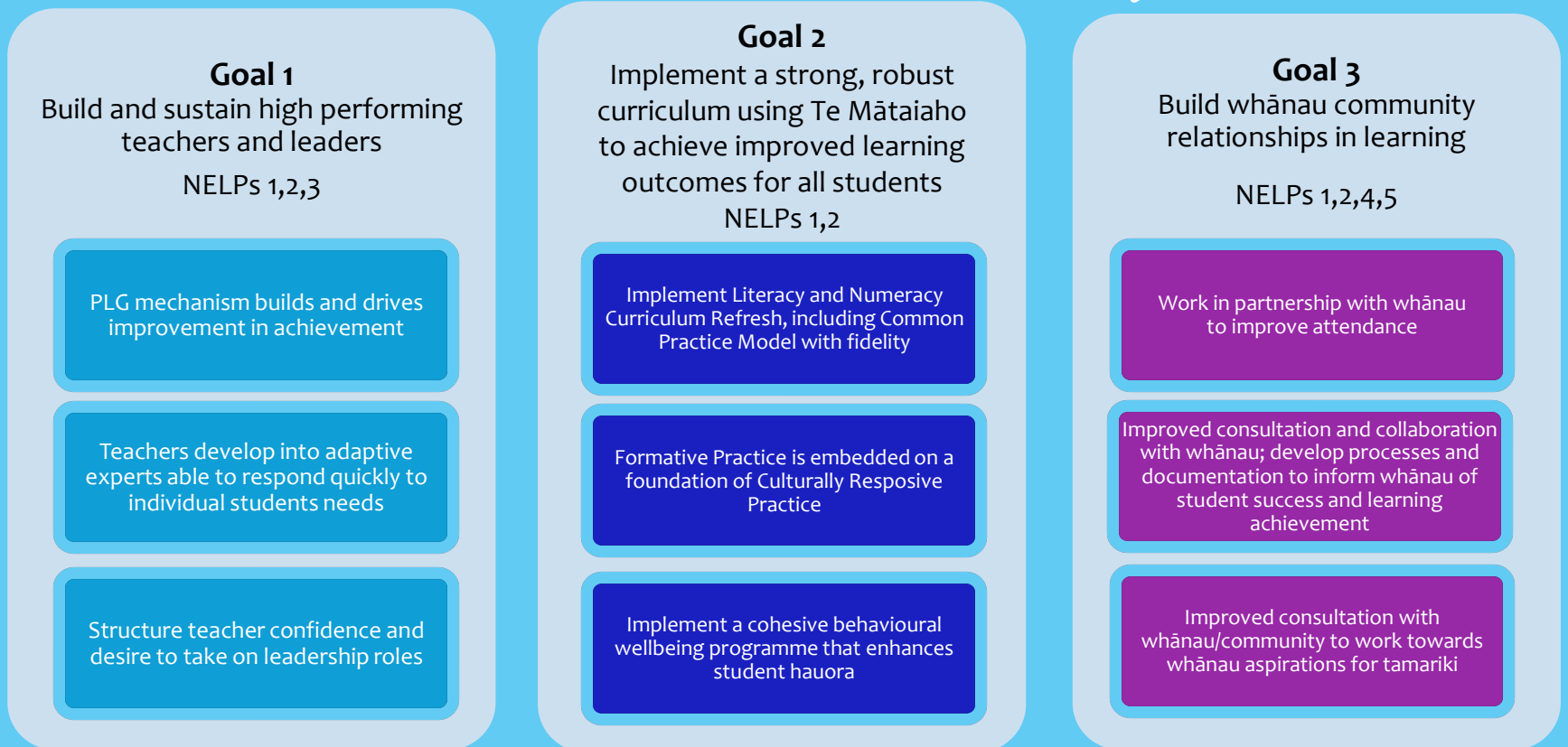


Expeded Strategic Outcomes : 2024 - 2025

To grow exceptional teachers that support all students to make accelerated progress in a safe, inclusive and cultrally responsive enviroment. Each strategic goal will have a core focus area that will be monitored to deliver the various NELPs and now embedded in our curriculum.

2024

2025



Te Papapa School Whakawhanaungatanga



Raranga

The *raranga* is the matting which weaves everything together. The raranga represents the key competencies: thinking; relating to others; understanding language, symbols and texts; managing self and; participating and contributing.

Tui

The *tui* is what we want our children to fly away with when they leave Te Papapa School - This is our school vision

Roots

The *roots* of the harakeke represent our values: Mana (integrity); Manaakitanga (caring for each other and environment) and; Mahi tahi (working and learning together).



Rito

The *rito* of harakeke is the heart. The rito symbolises the children at Te Papapa School who are at the centre of learning.

Leaves

The *leaves* of the harakeke support and surround the rito. Each leaf represents the different support systems for our children, whanau, school, local and global communities which work harmoniously to strengthen the rito.

Soil

The *soil*, in which the harakeke grows, is our teaching and learning philosophies: teaching as inquiry; formative assessment; Positive behaviour for learning (PB4L) and; inquiry learning. Like soil needs water, our teaching needs consistent watering and nurturing.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4	OBJECTIVE 5
	LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable

PRIORITIES	1	2	3	4	5	6	7	8
	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)

* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.





Te Papapa School Annual Implementation Plan 2024



Strategic Goals 2024

Strategic Goal 1: Build and sustain high performing teachers and leaders

NELP: 1:2; 2: 3,4; 3 :6; 5: 8

Initiatives	Actions	Measurable Outcomes
<ul style="list-style-type: none"> • PLG mechanism continues to build and drive collective achievement of change for students. • Develop adaptive expertise amongst teachers so they are highly responsive to all individual student need • Stimulate teacher confidence and desire to take on leadership roles 	<ul style="list-style-type: none"> • Tracking of student data based on LPF's and Structured Literacy to inform OTJ's • PLGs held weekly with evidence informing student progress discussions • Robust open to learning/practice analysis conversations between teachers based on evidence held as a part of growth cycle 2x term • Teachers in leadership roles lead staff meetings/report to BOT 2x year • Release teachers in leadership roles to enable them to work with SLT to develop action plan and ongoing evaluation of their leadership role • Focus on teaching strategies to support students with diverse needs (incl. ESOL TESSOL strategies) • Teachers will be implementing tier 2 interventions within their classrooms • SLT use 'leading to the North East as a guiding book to support improved outcomes for all students • That all teachers use Ka Hikitia and The Pacific Education Plan as guiding documents to inform teaching and planning 	<ul style="list-style-type: none"> • All students identified with additional needs make progress in their learning • Leaders report to BOT twice yearly to show impact of their leadership • Teacher observations show robust formative practice and culturally responsive practice • Focus students show accelerated learning progress • Teachers will have an improved understanding of structured literacy and be implementing The Code in all classrooms • Achievement data improves (literacy and maths to 80%) • Student voice collected regularly to check clarity of learning and engagement • All teachers have at least one leadership responsibility



Strategic Goal 2: Implement a strong robust Curriculum using Te Mātaiaho to achieve improved learning outcomes for all students

NELP: 1:1,2 ; 2:3,4; 3: 5,6; 5:,8

Initiatives	Actions	Measurable Outcomes
<ul style="list-style-type: none"> • Implement literacy and numeracy curriculum refresh, including common practice model with fidelity • Develop improved tracking and assessment processes of student achievement to inform teachers and students • Formative practice is embedded on a bed of culturally responsive practice across the school • Implement a cohesive behavioural programme that enhances students mental health/ hauora using a holistic approach (mental, physical, social and spiritual wellbeing) • TPS will actively participate in Te Iti Kahurangi Kāhui Ako initiatives 	<ul style="list-style-type: none"> • PLD support to ensure we have clear understanding of the common practice model and curriculum refresh in literacy and mathematics • Student Te Whare Tapu o Te Ngākau Māori learner profile developed for all students • Confident consistent use of LPFs and PACT as formative tool • Develop a new assessment map for tracking year 1-3 students • A progressive tool is developed for Māoritanga and te reo in Te Rito and mainstream classes • PLD in implementing Te Marautanga o Aotearoa in Te Rito classes • Implement culturally responsive effective teaching practices that results in improved learning outcomes for all Māori learners • Development of visual student learning journey using curium refresh and LPFs • Develop a student profile using Te Whare Tapu o Te Ngākau Māori • To develop and implement a behavioural guide that includes Mitey, restorative practice and trauma informed practice • Inschool leaders of kāhui Ako will lead the common practice model/Curriculum refresh alongside senior leadership team 	<ul style="list-style-type: none"> • Increased student achievement in literacy and mathematics – move to 80% at or above • Student voice in bi-lingual units report a strong sense of belonging, cultural identity and all students are progressing in their learning • 80% students in Tonga bi-lingual classes are achieving at expected curriculum level • Te Ao Māori is embedded and evident in our pedagogy • Students will know our local stories that connect us to our whenua and history • Improved learning outcomes for all Māori learners- 85% • All classes are meeting criteria for a level 4 bi-lingual class • 80% students in Tongan bi-lingual classes are achieving at expected curriculum level • The school environment will be more inclusive and safer with less behavioural issues being recorded on edge • student voice reports they feel safer and better able to deal with conflict and their emotions in a safe supportive way



Strategic Goal 3: Build whānau/ Community relationships in learning

NELP: 1:1; 2: 3,4; 3 :5; 5: 7,8



Initiatives	Actions	Measurable Outcomes
<ul style="list-style-type: none"> • To work in partnership with whānau to increase school attendance and to help school community better understand the importance of school attendance. • Change the reporting to whānau processes and documentation to inform them of student success and learning achievement • Through community consultation identify and respond to learners, strengths, progress and needs as well as whānau aspirations • To build on our relationship with Ngāti Whātua to develop a partnership based on improved outcomes for our Māori students 	<ul style="list-style-type: none"> • Improve systems for quickly recognising frequent absenteeism and providing a quick successful intervention • To implement the attendance and engagement plan • • Provide more opportunities for whānau involvement in students learning <ul style="list-style-type: none"> • Workshops on curriculum • Tautoru conversations for all 5-year-olds • Increased fono and hui • Increased opportunities for parents to come to school to share their expertise and knowledge in formal and informal ways • Develop improved reporting to parents systems/processes • Tongan bi-lingual classes are implemented with whānau support • Bilingual units are highly inclusive of whānau • Implement and evaluate the attendance and engagement plan • Work in partnership with Te Tira Kaitautiki on a range of community engagement initiatives • Redevelop the school website 	<ul style="list-style-type: none"> • All students in year 0/1 are attending 90% • Improved participation in Tautoru conversations to 80% • All students improve attendance across all year levels- 85% • 50% improvement in whānau attendance at workshops • Whānau report they are feeling informed, clear about their child’s learning • Learning conversations are held focussing on older ages of students at risk of not achieving – focus students • Increased responses from whānau survey • Whānau feel informed about school information (including via school website) • Te Tira Kaitautiki increases by 50% in membership across a variety of initiatives • Regular fono and hui held to build on community engagement 2x termly • Increased attendance at student led conferences. • Increased attendance at whānau hui and fono where whānau voice is collected and actioned on