

PAPAKOWHAI SCHOOL STRATEGIC PLAN

Kua ura to ao te kōwhai



The kindling of kōwhai blazes



GROWING TOGETHER - IGNITING POTENTIAL

Kua ura to
ao te kōwhai



The kindling
of kōwhai blazes



GROWING TOGETHER
IGNITING POTENTIAL

Whakamana
We are engaged and empowered

NGĀ ARONGA / INTENTIONS
Provide a range of creative and collaborative ako opportunities
Grow social and emotional learning to promote hauora
Enhance staff hauora and job satisfaction

NGĀ HUA / OUTCOMES

- High levels of ākonga engagement.
- Excellence and equity in Literacy and Maths achievement.
- High levels of satisfaction with the range of learning opportunities.
- High levels of ākonga hauora.
- Negative behaviour is decreased and impacts less on others.
- High levels of staff hauora.
- High levels of staff retention and personal development.
- Reduced levels of staff absence.

Whakawhanaungatanga
We are connected

NGĀ ARONGA / INTENTIONS
Strengthen relationships with our community
Celebrate our learning and talents
Develop our understanding of who we are, where we are from and how we belong – turangawaewae

NGĀ HUA / OUTCOMES

- Whānau lead and support a wide range of sports, learning, social and cultural experiences.
- There is clear and effective communication and connection with whānau.
- High levels of whānau engagement at sports, learning, social and cultural events.
- Increased levels of ākonga participation in sports, learning, social and cultural events.
- Ākonga from all backgrounds and abilities experience success in areas that are meaningful to them.
- All ākonga have a strong sense of belonging at our kura.

Whakataka
We are prepared

NGĀ ARONGA / INTENTIONS
Empower ākonga with practical skills
Begin to implement Te Mātaiaho
Increase our understanding of Mātauranga Māori and give effect to Te Tiriti o Waitangi

NGĀ HUA / OUTCOMES

- Ākonga demonstrate increased future-focused skills.
- There is evidence of a wide range of authentic learning experiences.
- There is a greater knowledge and application of digital citizenship.
- There is evidence of Te Mātaiaho and the Common Practice Model in our planning and our review of learning for Literacy, communication and Pāngarau/Maths.
- There is evidence of the progression model and Understand, Know and Do (UKD) elements in the design of our existing ako programmes.
- There is regular ako/learning of te reo Māori and evidence of ākonga progress.
- There is a high completion rate of kōiako at Level 1 or 2 of Te Ahu o te reo Māori.

TE MAHERE RAUTAKI - STRATEGIC PLAN

2024 - 2025

Papakōwhai School

Te Moemoeā / Vision

Growing Together - Igniting Potential

Whakataukī / Proverb

Kua ura to ao te kōwhai - The kindling of kōwhai blazes.

Ngā Whakaarotau Rautaki / Strategic Priorities

WHAKAMANA WE ARE ENGAGED AND EMPOWERED

*Provide a range of creative and collaborative learning opportunities.
Grow social and emotional learning to promote hauora.
Enhance staff hauora and job satisfaction.*

WHAKAWHANAUNGATANGA WE ARE CONNECTED

*Strengthen relationships with our community.
Celebrate our learning and talents.
Develop our understanding of who we are, where we are from and how we belong - turangawaewae.*

WHAKATAKA

WE ARE PREPARED

*Empower ākonga with practical skills.
Begin to implement Te Mātaiaho.
Increase our understanding of Mātauranga Māori and give effect to Te Tiriti o Waitangi.*

Ā Mātou Uara / Our Values

Excellence

Enjoying Success now and in the future.

This is about high achievement, quality learning, consistency, challenge across a broad curriculum, continuous improvement with positive attitude and effort.

Whanaungatanga

Everything in our world is connected
This is about relationships, belonging, a sense of whānau connection. Connections through shared experiences and working together which provide people with a sense of belonging. It develops as a result of knowing our rights and responsibilities and serving to strengthen each member of the group.

Fairness

We value diversity, difference and equity.

This is about sustainability, equality, valuing the contribution of others and compromise.

Manaakitanga

Respecting and honouring the mana of people.

This is about hospitality, kindness, generosity, support, empathy and caring for others. It increases the mauri (or well-being) of our place, community and environment.

PRIORITY 1: WHAKAMANA / WE ARE ENGAGED AND EMPOWERED

This priority recognises the mana of tamariki, staff and whānau and challenges us to consider how our approach to learning and care might enhance this mana. Mana is a Māori concept for the power of being. It means supporting ākonga, staff and whānau to be the best they can be, or to meet their potential. It also means that ākonga, staff and whānau act in ways that are respectful and supportive. Mana aligns closely with the concept of children's rights, such as rights to have their hauora protected and nurtured, to have equitable access to learning and to have agency over some decisions that concern them. We want our kura to be a place where staff thrive personally and professionally.

Ngā Aronga / Intentions		
1a. Provide a range of creative and collaborative ako opportunities. - High levels of ākonga engagement. - Excellence and equity in Literacy and Maths achievement. - High levels of satisfaction with the range of learning opportunities.	1b. Grow social and emotional learning to promote hauora. - High levels of ākonga hauora. - Negative behaviour is decreased and impacts less on others.	1c. Enhance staff hauora and job satisfaction - High levels of staff hauora. - High levels of staff retention and personal development. - Reduced levels of staff absence.
Ngā Hua / Outcomes		
Ākonga: - Experience joy and fun in their learning. - Actively participate and engage in learning activities. - Demonstrate increased motivation and confidence. - Express excitement about their learning. - Engage in creative activities and collaborative projects. - Have opportunities to work together and choose electives. - Personalise their learning experiences and presentations. Environment: - Greater differentiation of learning experiences. - A wide range of learning experiences and extension opportunities - A wider range of Ngā Toi /Arts opportunities - Encouragement of clubs and competitions. - Emphasis on STEM learning opportunities. - Ako/Integration of reciprocal teaching principles.	Ākonga: - Have the tools for self-regulation and readiness to learn. - Demonstrate emotional intelligence in processing emotions. - Navigate disappointment and adversity safely. - Practice mindfulness and develop a growth mindset. - Are active in their learning and make choices. Kaiako: - Demonstrate open-mindedness and flexibility in trying new behaviour approaches (e.g., Ross Green - Lost in School). - Utilise positive and restorative behaviour management strategies. - Identify and address issues impacting learning early. - Foster a mana-enhancing approach in the learning environment. - Promote consistency in ākonga behaviour. - Explicitly teach emotions and social skills. - Incorporate regular physical activity into the timetable.	Kaiako: - Experience increased agency in their roles - e.g., by making choices about how best to meet the needs of their ākonga. - Feel more competent and capable in managing their mahi. - Enjoy a stronger sense of connection and support from colleagues. - Feel strengthened and confident in their professional capacities. - Find satisfaction and enjoyment in their work. - Follow a coherent professional learning plan. Environment: - Simplify and streamline kura processes. - Revisit planning methods, emphasising subject integration. - Allow optional hui for flexibility. - Provide quality Professional Learning and Development (PLD). - There is dedicated hauora time and a hauora team. - Create space for one-off projects and teachable moments. - There is a forward planning team for event coordination throughout the year.

PRIORITY 2: WHAKAWHANAUNGATANGA / WE ARE CONNECTED

This priority is about making and maintaining connections. These relationships create a sense of belonging, support, Outcome and roles. These relationships are not necessarily about whānau; the focus is on cohesive community connections that result in benefits to the wider group. Whakawhanaungatanga is about the process by which these relationships occur. It includes aspects of whakapapa and practices such as manaakitanga.

Ngā Aronga / Intentions		
2a. Strengthen relationships with our community. - Whānau lead and support a wide range of sports, learning, social and cultural experiences. - There is clear and effective communication and connection with whānau.	2b. Celebrate our learning and talents. - High levels of whānau engagement at sports, learning, social and cultural events. - Increased levels of ākonga participation in sports, learning, social and cultural events.	2c. Develop our understanding of who we are, where we are from and how we belong - turangawaewae. - Ākonga from all backgrounds and abilities experience success in areas that are meaningful to them. - All ākonga have a strong sense of belonging at our kura.
Ngā Hua / Outcomes		
Whānau: - Have "a voice" in kura-related matters. - Feel well-informed about their child's learning. - Feel welcome at our kura. - Know the staff and other members of the community. - Establish a strong relationship with their child's kaiako. - Are actively invited to contribute and assist in activities at our kura. - Have multiple ways to connect with our kura. Environment: - Parents and kaiako value meeting together on-site. - Advance notice and inclusion of parents in sports, ako, social, and cultural experiences. - Improved opportunities for the community to come together for meaningful engagement. - Establishment of partnerships with tangata whenua, ākonga, whānau, and the community to collectively shape the curriculum.	Environment: - Improved invitational approach with parents. - Closer ties established with Rangikura School. - Successful Ngā Toi/Arts Shows, food festivals, and cultural performances. - Increased opportunities for sports and social events. - Successful implementation of "Celebration of Ako/Learning" syndicate events. - Reinvented assemblies, performances, and sports events. - Successful introduction of Grandparent and Open Days. - Enhanced parent hui and planned cultural celebrations. - Successful partnerships with local kura for sports and cultural opportunities.	Whānau: - Experience Papakōwhai School as inclusive, culturally responsive, and mana-enhancing. - Develop a connection to the kura as their turangawaewae. Ākonga: - Understand the importance of whakapapa and whenua for their identity. - Develop a connection to the kura as their turangawaewae. - Experience a sense of belonging - Make positive contributions to the local environment. - ESOL ākonga demonstrate increased proficiency and confidence. - Feel proud to be part of Papakōwhai School. - Know their cultural identity and are proud to share it. Environment - Strengthened ties and meaningful engagement with Ngāti Toa. - Inclusive practices are embedded in teaching and learning.

PRIORITY 3: WHAKATAKA / WE ARE PREPARED

This priority highlights the importance of creating an environment that will prepare tamariki to reach their potential. Whakataka can mean both 'prepare for' and 'make a change in direction'. He pai te tirohanga ki ngā mahara mō ngā rā pahemo engari ka puta te māramatanga i runga i te titiro whakamua. It is fine to have recollections of the past, but wisdom comes from being able to prepare opportunities for the future.

Ngā Aronga / Intentions		
3a. Empower ākonga with practical skills. • Ākonga demonstrate increased future-focused skills. • There is evidence of a wide range of authentic learning experiences. • There is a greater knowledge and application of digital citizenship.	3b. Begin to implement Te Mātaiaho. • There is evidence of Te Mātaiaho and the Common Practice Model in our planning and our review of learning for Literacy, communication and Pāngarau/Maths. • There is evidence of the progression model and Understand, Know and Do (UKD) elements in the design of our existing ako programmes.	3c. Increase our understanding of Mātauranga Māori and give effect to Te Tiriti o Waitangi. • There is regular ako/learning of te reo Māori and evidence of ākonga progress. • There is a high completion rate of kaiako at Level 1 or 2 of Te Ahu o te reo Māori.
Ngā Hua / Outcomes		
Ākonga: • Actively contribute to group projects, effectively communicating ideas and using problem-solving skills to tackle challenges with creativity and critical thinking. • Learn through a variety of hands-on experiences. • Show increased curiosity about different subjects and careers. • Recognise the application of classroom learning to real-world scenarios. • Demonstrate practical financial skills and recognise the importance of financial literacy • Show responsible and safe online behaviour. They are aware of potential risks and effective strategies for maintaining digital safety.	Kaiako: • Start using the English, Pāngarau/Maths and statistics, and te ao tangata Social Sciences learning areas. • Use the progression model and Understand, Know and Do (UKD) elements to design topics and tasks. • Explore and become familiar with the Common Practice Model to support the ako of Literacy, communication and Pāngarau/Maths.	Environment: • School plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori – e.g., by consulting with our school's whānau and making sure teachers have training opportunities to support them to correctly teach and practice te reo Māori me ngā tikanga Māori. • Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori – e.g., by having a te reo Māori curriculum. • Ensure Māori and all ākonga achieve success in their learning. This could involve providing extra support to Māori learners if they need it. Kaiako: • Know how to serve the needs of Māori and all ākonga, by enabling identities and cultural backgrounds to be included, and expressed through learning contexts. • Use te reo correctly and often in class. • Teach the history of Aotearoa New Zealand effectively. • Use fair and equitable educational processes and outcomes for Māori and for all ākonga Ākonga: • Are encouraged to use te reo in the classroom • Know local history. • Explore whakapapa in their learning.

Ngā Aronga / Intentions 2024-2025

WHAKAMANA / WE ARE ENGAGED AND EMPOWERED

1a. Provide a range of creative and collaborative ako opportunities.

- High levels of ākonga engagement.
- Excellence and equity in Literacy and Maths achievement.
- High levels of satisfaction with the range of learning opportunities.

1b. Grow social and emotional learning to promote hauora.

- High levels of ākonga hauora.
- Negative behaviour is decreased and impacts less on others.

1c. Enhance staff hauora and job satisfaction

- High levels of staff hauora.
- High levels of staff retention and personal development.
- Reduced levels of staff absence.

WHAKAWHANAUNGATANGA / WE ARE CONNECTED

2a. Strengthen relationships with our community.

- Whānau lead and support a wide range of sports, learning, social and cultural experiences.
- There is clear and effective communication and connection with whānau.

2b. Celebrate our learning and talents.

- High levels of whānau engagement at sports, learning, social and cultural events.
- Increased levels of ākonga participation in sports, learning, social and cultural events.

2c. Develop our understanding of who we are, where we are from and how we belong - turangawaewae.

- Ākonga from all backgrounds and abilities experience success in areas that are meaningful to them.
- All ākonga have a strong sense of belonging at our kura.

WHAKATAKA / WE ARE PREPARED

3a. Empower ākonga with practical skills.

- Ākonga demonstrate increased future-focused skills.
- There is evidence of a wide range of authentic learning experiences.
- There is a greater knowledge and application of digital citizenship.

3b. Begin to implement Te Mātaiaho.

- There is evidence of Te Mātaiaho and the Common Practice Model in our planning and our review of learning for Literacy, communication and Pāngarau/Maths.
- There is evidence of the progression model and Understand, Know and Do (UKD) elements in the design of our existing ako programmes.

3c. Increase our understanding of Mātauranga Māori and give effect to Te Tiriti o Waitangi.

- There is regular ako/learning of te reo Māori and evidence of ākonga progress.
- There is a high completion rate of kaiako at Level 1 or 2 of Te Ahu o te reo Māori.

Te Aronga / Intention: **1a. Provide a range of creative and collaborative learning opportunities.**

This aronga is about creating a dynamic learning environment where diversity, collaboration, and creativity flourish. By aligning key competencies with our values, fostering creativity, addressing digital device usage, and enhancing inquiry learning, we strive to achieve excellence and equity in our kura.

- High levels of ākonga engagement.
- Excellence and equity in Literacy and Maths achievement.
- High levels of satisfaction with the range of learning opportunities.

Ngā Hua / Outcomes

Ākonga:

- Experience joy and fun in their learning.
- Actively participate and engage in learning activities.
- Demonstrate increased motivation and confidence.
- Express excitement about their learning.
- Engage in creative activities and collaborative projects.
- Have opportunities to work together and choose electives.
- Personalise their learning experiences and presentations.

Environment:

- Greater differentiation of learning experiences.
- A wide range of learning experiences and extension opportunities
- A wider range of Ngā Toi /Arts opportunities
- Encouragement of clubs and competitions.
- Emphasis on STEM learning opportunities.
- Ako/Integration of reciprocal teaching principles.

Ngā Mahi Rautaki / Outputs

2024

2025

Key Competencies

Refresh the application of key competencies and align them with our kura values.

- Initiate discussions and leadership planning sessions to align Key Competencies with kura values.
- Conduct staff hui to revisit and enhance the application of Key Competencies.

- Review assessment of Key Competencies.
- Kaiako ensure sustained alignment of Key Competencies with the values of our kura.

Creativity and Critical Thinking

Place a greater focus on inquiry learning with a tangible "so what?" outcome.

- Initiate discussions for the development of creativity and critical thinking.
- Develop a framework for enhanced inquiry learning.

- Launch new opportunities for creativity and critical thinking.
- Regularly assess and evaluate the effectiveness of the inquiry ako programmes.

Digital Device Usage

Implement measures to reduce tamariki's time on digital devices during kura hours.

- Develop and communicate new guidelines for digital device usage.

- Roll out reduced digital device measures.
- Monitor the impact on ākonga engagement.

Monitoring and Evaluation

- Regular assessment of ākonga engagement through surveys and feedback.
- Ongoing evaluation of Literacy and Pāngarau/Maths achievement.
- Continuous assessment of satisfaction levels with ako opportunities.
- Periodic reviews to ensure alignment with renewed focus areas.

Te Aronga / Intention: **1b. Grow social and emotional learning to promote hauora.**

This aronga is about a positive and emotionally intelligent ako environment. By focusing on social and emotional ako, we aim to empower both ākonga and kaiako in a holistic way that is supportive of their ako.

- High levels of satisfaction on hauora indicators.
- Negative behaviour is decreased and impacts less on others

Ngā Hua / Outcomes

Ākonga:

- Have the tools for self-regulation and readiness to learn.
- Demonstrate emotional intelligence in processing emotions.
- Navigate disappointment and adversity safely.
- Practice mindfulness and develop a growth mindset.
- Are active in their learning and make choices.
-

Kaiako:

- Demonstrate open-mindedness and flexibility in trying new behaviour approaches (e.g., Ross Green - Lost in School).
- Utilise positive and restorative behaviour management strategies.
- Identify and address issues impacting learning early.
- Foster a mana-enhancing approach in the learning environment.
- Promote consistency in ākonga behaviour.
- Explicitly teach emotions and social skills.
- Incorporate regular physical activity into the timetable.

Ngā Mahi Rautaki / Outputs

2024

2025

Professional Learning and Development (PLD)

Collaborate with external providers and empower in-house experts for professional development on self-regulation.

- Begin professional ako sessions with external providers.(e.g., Kathryn Berkett, Mark Sweeney, Trauma-Informed Practitioners, RTLB, and Learning Support).
- Initiate in-house professional development on self-regulation.
- Begin sharing success stories with behaviour plans.

- Continue and expand professional learning initiatives
- Continue to develop and enhance behaviour plans.

Mitey Programme Implementation

Mitey is for Years 1-8 and is an approach to embedding mental health education across the whole kura. It is not prescriptive. Mitey is designed to be flexible and wide enough in scope to suit our kura setting.

- Launch the Mitey programme from Term 3, 2024.

- Continue and expand Mitey Programme

Monitoring and Evaluation

- Regular assessment of hauora indicators.
- Continuous evaluation of behaviour data to measure the impact on others.
- Periodic reviews of ākonga and kaiako practices related to social and emotional learning.
- Adjustments to actions based on ongoing evaluations and emerging needs.

Te Aronga / Intention: **1c. Enhance staff hauora and job satisfaction.**

This aronga is about ensuring we enhance staff hauora and job satisfaction by creating a positive and sustainable work environment.

- High levels of staff hauora.
- High levels of staff retention and personal development.
- Reduced levels of staff absence.

Ngā Hua / Outcomes

Kaiako:

- Experience increased agency in their roles - e.g., by making choices about how best to meet the needs of their ākonga.
- Feel more competent and capable in managing their mahi.
- Enjoy a stronger sense of connection and support from colleagues.
- Feel strengthened and confident in their professional capacities.
- Find satisfaction and enjoyment in their work.
- Follow a coherent professional learning plan.

Environment:

- Simplify and streamline kura processes.
- Revisit planning methods, emphasising subject integration.
- Allow optional hui for flexibility.
- Provide quality Professional Learning and Development (PLD).
- There is dedicated hauora time and a hauora team.
- Create space for one-off projects and teachable moments.
- There is a forward planning team for event coordination throughout the year.

Ngā Mahi Rautaki / Outputs	2024	2025
Collaborative Teaching Practices	• Revisit and enhance collaborative teaching practices in syndicate teams	• Sustain and optimise collaborative teaching practices.
Staff Self-Care	• Implement sessions focusing on self-care for staff. • Establish a hauora time and a hauora team at school. • Establish a forward planning team to mitigate overload in the school calendar. • Provide opportunities for staff to strengthen areas where they wish to feel more competent.	• Continue providing learning opportunities on self-care. • Continue hauora time and team initiatives. • Continue forward planning team. • Maintain and expand opportunities for staff to strengthen specific areas of practice.

Monitoring and Evaluation

- Regular assessments of staff hauora.
- Periodic reviews of staff retention and personal development.
- Continuous monitoring of staff absence levels, with follow up and support
- Feedback and assessment of ongoing and new actions.

Te Aronga / Intention: **2a. Strengthen relationships with our community.**

This aronga prioritises the strengthening of relationships to ensure sustained engagement and positive outcomes. Through targeted initiatives and ongoing improvements, our kura aims to create a welcoming and inclusive environment for all members of our community.

- Whānau lead and support a wide range of sports, learning, social and cultural experiences.
- There is clear and effective communication and connection with whānau.

Ngā Hua / Outcomes

Whānau: • Have agency in kura-related matters. • Feel well-informed about their child's ako. • Feel welcome at our kura. • Know the staff and other members of the community. • Establish a strong relationship with their child's kaiako. • Are actively invited to contribute and assist in activities at our kura. • Have multiple ways to connect with our kura.	Environment: • Increased confidence among parents and kaiako regarding on-site hui. • Advance notice and inclusion of parents in sports, ako, social, and cultural experiences. • Improved opportunities for our kura community to come together for meaningful engagement. • Establishment of partnerships with tangata whenua, ākonga, whānau, and the community to collectively shape the curriculum.
---	--

Ngā Mahi Rautaki / Outputs	2024	2025
Whānau Engagement Strategy	• Develop and implement a strategy for engaging whānau, Pacific families, and Asian families. • Increase engagement with ESOL families. • Invite whānau and community members to speak and teach on relevant subjects. • Involve whānau in career education. • Establish a parent-run walking school bus service. • Plan events and celebrations well in advance, emphasising whānau engagement.	• Evaluate and develop the Whānau Engagement Strategy based on feedback and outcomes. • Maintain and enhance engagement with ESOL families. • Continue inviting a diverse range of parents and community members to speak and teach. • Maintain and expand parental involvement in career education. • Ensure the stability and effectiveness of the walking kura bus service. • Further refine the process of planning events and celebrations well in advance for optimal whānau engagement.
Parent Education Opportunities	• Provide opportunities for parent education on various relevant topics.	• Ensure the sustainability of parent education initiatives with a focus on relevance and engagement.
Strengthen Transitions	• Strengthen links with Kindy and Early Childhood Education (ECE) and with Aotea College.	• Consolidate and deepen links with Kindy and ECE and with Aotea College for sustained collaboration.

Monitoring and Evaluation

- Regularly collect feedback from whānau through surveys to understand their experiences and satisfaction.
- Monitor the attendance and participation of whānau in kura events and activities to gauge the effectiveness of engagement strategies.
- Track whānau involvement in sports, learning, and cultural experiences.
- Conduct simple interviews or discussions with whānau, and staff to gather deeper insights into the qualitative aspects of relationships and collaboration within the kura community.

Te Aronga / Intention: **2b. Celebrate our learning and talents.**

This aronga is about creating a vibrant kura that celebrates the diverse talents of ākonga and fosters strong connections with whānau and the broader community.

- High levels of whānau engagement at sports, learning, social and cultural events.
- Increased levels of ākonga participation in sports, learning, social and cultural events.

Ngā Hua / Outcomes

Environment:

- Improved invitational approach with parents.
- Closer ties established with Rangikura School.
- Successful Ngā Toi/Arts Shows, food festivals, and cultural performances.
- Increased opportunities for sports and social events.
- Successful implementation of "Celebration of Ako/Learning" syndicate events.
- Reinvented assemblies, performances, and sports events.
- Successful introduction of Grandparent and Open Days.
- Enhanced parent hui and planned cultural celebrations.
- Successful partnerships with local kura for sports and cultural opportunities.

Ngā Mahi Rautaki / Outputs	2024	2025
Celebrating Sports	• Increase participation at AIMS games • Re-imagine kura-wide sports events	• Continue to strengthen within school and across school sports events.
Celebrating Ako/Learning	• Re-imagine assemblies • Enhance parent hui • Plan cultural celebrations • Introduce Grandparent/Open Days. • Syndicate Ngā Toi/Arts celebrations	• Implement "Celebration of Ako" syndicate events. • Organise Ngā Toi/Arts Shows and food festivals. • Participation in Show Quest and Artsplash.
Community Connection Building	• Foster closer ties with Rangikura School for cultural and sporting opportunities • Increase connections and opportunities for student whānau groups.	• Strengthen ties with Rangikura School for cultural and sporting opportunities • Strengthen connections and opportunities with student whānau groups.
Monitoring and Evaluation • Regularly gather feedback from whānau, staff, and ākonga on their level of engagement and satisfaction. • Track attendance at key events to measure community participation and identify trends. • Conduct simple discussions to gather insights from whānau on the impact of initiatives. • Monitor academic performance and social indicators to assess the broader impact of community engagement efforts.		

Te Aronga / Intention: **2c. Develop our understanding of who we are, where we are from and how we belong - turangawaewae.**

This aronga is about creating an environment where ākonga, regardless of their background, feel a strong sense of identity, belonging, and pride in their kura. It is about deepening our commitment to inclusivity and cultural responsiveness.

- Ākonga from all backgrounds and abilities experience success in areas that are meaningful to them.
- All ākonga have a strong sense of belonging at our kura.

Ngā Hua / Outcomes

Ākonga:

- Understand the importance of whakapapa and whenua for their identity.
- Develop a connection to the kura as their turangawaewae.
- Experience a sense of belonging
- Make positive contributions to the local environment.
- ESOL ākonga demonstrate increased proficiency and confidence.
- Feel proud to be part of Papakōwhai School.
- Know their cultural identity and are proud to share it.

Whānau:

- Experience Papakōwhai School as inclusive, culturally responsive, and mana-enhancing.
- Develop a connection to the kura as their turangawaewae.

Environment

- Strengthened ties and meaningful engagement with Ngāti Toa.
- Inclusive practices are embedded in teaching and learning.

Ngā Mahi Rautaki / Outputs	2024	2025
ESOL Provision and Capability	• Expand ESOL provision and capabilities.	• Enhance pastoral care for ESOL ākonga to foster a positive and inclusive environment
Aotearoa New Zealand Histories	• Develop culturally relevant approaches to learning Porirua history, Ngāti Toa stories, and kura history. • Continue to develop relationships with Ngāti Toa through the Kāhui Ako. • Begin emphasising the significance of whakapapa and whenua in shaping identity.	• Deepen integration of diverse perspectives into Aotearoa New Zealand histories. • Ensure historical narratives align with Ngāti Toa. • Develop ako that promotes a sense of turangawaewae for all ākonga.
Community Service	• Grow community service initiatives to strengthen pride and connection.	• Evaluate and potentially reinvigorate participation in the Enviroschool programme.
Inclusive Practices	• Conduct a review of inclusive practices to ensure alignment with goals and identify areas for improvement.	• Increase staff capability in inclusive practices.
Monitoring and Evaluation • Assess changes in perceptions of belonging and inclusivity from community feedback. • Evaluate the impact of expanded ESOL provision on ākonga outcomes. • Measure the impact of community service initiatives on ākonga pride and connection. • Monitor changes in inclusive practice.		

Te Aronga / Intention: **3a. Empower ākonga with practical skills**

This aronga is about ākonga preparing for success now and in the future through practical skills, including collaboration, communication, financial literacy, and digital citizenship.

- Ākonga demonstrate increased future-focused skills.
- There is evidence of a wide range of authentic learning experiences.
- There is a greater knowledge and application of digital citizenship.

Ngā Hua / Outcomes

Ākonga:

- Actively contribute to group projects, effectively communicating ideas and using problem-solving skills to tackle challenges with creativity and critical thinking.
- Learn through a variety of hands-on experiences.
- Show increased curiosity about different subjects and careers.
- Recognise the application of classroom learning to real-world scenarios.
- Demonstrate practical financial skills and recognise the importance of financial literacy
- Show responsible and safe online behaviour. They are aware of potential risks and effective strategies for maintaining digital safety.

Ngā Mahi Rautaki / Outputs	2024	2025
Practical Learning Experiences	• Foster creativity and critical thinking and future-focussed skills through a range of practical, “hands on” experiences across subjects.	• Explicitly teach collaboration, communication, and problem-solving skills by developing practical, “hands on” experiences.
Financial Literacy	• Re-establish partnerships with a financial literacy provider.	• Develop a financial literacy programme to equip ākonga with practical knowledge.
Digital Citizenship	• Hold workshops and use online training sessions to enhance kaiako and whānau skills in navigating digital challenges.	• Continue to refine our digital citizenship programme.

Monitoring and Evaluation

- Regular assessments measuring ākonga progress in collaboration, communication, problem-solving, and critical thinking skills.
- Use of surveys and feedback to gather input from ākonga, kaiako, and whānau regarding the impact of practical experiences, financial literacy, and digital citizenship.
- Ākonga SeeSaw accounts show hands-on experiences, financial Literacy projects, and reflections on digital citizenship.

Te Aronga / Intention: **3b. Begin to implement Te Mātaiaho**

This aronga is about the refresh of The New Zealand Curriculum (Te Mātaiaho). Schools have until the beginning of 2027 to start using the fully refreshed curriculum, although they must use the refreshed Maths and statistics and English learning areas from the start of 2025. Te ao tangata | Social Sciences was released in November 2022, and the new Aotearoa New Zealand's histories must now be taught in all kura.

- There is evidence of Te Mātaiaho and the Common Practice Model in our planning and our review of learning for Literacy, communication and Pāngarau/Maths.
- There is evidence of the progression model and Understand, Know and Do (UKD) elements in the design of our existing ako programmes.

Ngā Hua / Outcomes

Kaiako:

- Start using the English, Pāngarau/Maths and statistics, and te ao tangata | Social Sciences learning areas.
- Use the progression model and Understand, Know and Do (UKD) elements to design topics and tasks.
- Explore and become familiar with the Common Practice Model to support the ako of Literacy, communication and Pāngarau/Maths.

Ngā Mahi Rautaki / Outputs	2024	2025
Introduction to Te Mātaiaho and the Common Practice Model	• Provide professional development sessions introducing kaiako to the principles and applications of Te Mātaiaho and the Common Practice Model. • Support kaiako to explore resources and examples.	• Develop a comprehensive plan for implementation of Te Mātaiaho and the Common Practice Model at Papakōwhai School. • Include targeted training sessions during Teacher only days, ongoing support and curriculum kaitiaki to implement change.
Learning Areas	• Separate kaiako into three ako groups to look at specific areas (English, Pāngarau/Maths and statistics, and Te ao Tangata Social Sciences) for initial implementation. • Collaboratively design and implement pilot lessons that incorporate the UKD elements.	• Develop a comprehensive plan for ako in English, Pāngarau/Maths and statistics, and Te ao Tangata Social Sciences at Papakōwhai School. • Extend the application of Te Mātaiaho and Common Practice Model to additional learning areas.
Monitoring and Evaluation • Regular classroom observations to assess the incorporation of Te Mātaiaho and the Common Practice Model. • Documentation of lesson plans, highlighting the intentional use of the progression model and UKD elements. • Evaluation of kaiako feedback on the effectiveness and challenges of integrating Te Mātaiaho and the Common Practice Model.		

Te Aronga / Intention: **3c. Increase our understanding of Mātauranga Māori and give effect to Te Tiriti o Waitangi.**

This aronga is about giving importance to local history and tikanga Māori, improving our ako/learning of te reo Māori and tikanga Māori, and achieving equitable outcomes for ākonga Māori.

- There is regular ako/learning of te reo Māori and evidence of ākonga progress.
- There is a high completion rate of kaiako at Level 1 or 2 of Te Ahu o te reo Māori.

Ngā Hua / Outcomes

Environment:

- School plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori – e.g., by consulting with our school's whānau and making sure teachers have training opportunities to support them to correctly teach and practice te reo Māori me ngā tikanga Māori.
- Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori – e.g., by having a te reo Māori curriculum.
- Ensure Māori and all ākonga achieve success in their learning. This could involve providing extra support to Māori learners if they need it.

Kaiako:

- Know how to serve the needs of Māori and all ākonga, by enabling identities and cultural backgrounds to be included, and expressed through learning contexts.
- Use te reo correctly and often in class.
- Teach the history of Aotearoa New Zealand effectively.
- Use fair and equitable educational processes and outcomes for Māori and for all ākonga

Ākonga:

- Are encouraged to use te reo in the classroom
- Know local history.
- Explore whakapapa in their learning.

Ngā Mahi Rautaki / Outputs	2024	2025
Te Takitini Programme Te Takitini programme provides comprehensive Māori cultural competency training for kaiako, support staff, and whānau. It integrates te reo Māori learning opportunities within the professional development sessions.	• Launch Te Takitini programme in Term 2 • Support kaiako to complete Level 1 or 2 of Te Ahu o te reo Māori.	• Continue Te Takitini Programme and Te Reo learning. • Provide ongoing sessions of the Te Takitini programme, allowing for deeper exploration of Mātauranga Māori. • Expand te reo Māori learning opportunities for support staff, and whānau.
Culturally Responsive Practice	• Through Te Takitini workshops, focus on culturally responsive practices. • Use Kāhui Ako leadership roles to support kaiako in integrating te reo Māori and te ao Māori into lesson planning.	• Integrate Māori cultural competency as a key component in kaiako evaluations and professional development plans. • Implement a system for ongoing self-assessment and reflection on cultural responsiveness.
Monitoring and Evaluation • Evaluate the impact of the Te Takitini programme on cultural understanding and teaching practices. • Assess progress in te reo Māori proficiency among kaiako and support staff.		

Ngā Mahi Rautaki / Outputs 2024

Te Aronga / Intention: **1a. Provide a range of creative and collaborative learning opportunities.**

This aronga is about creating a dynamic learning environment where diversity, collaboration, and creativity flourish. By aligning key competencies with our values, fostering creativity, addressing digital device usage, and enhancing inquiry learning, we strive to achieve excellence and equity in our kura.

- High levels of ākonga engagement.
- Excellence and equity in Literacy and Maths achievement.
- High levels of satisfaction with the range of learning opportunities.

Ngā Hua / Outcomes

Ākonga:

- Experience joy and fun in their learning.
- Actively participate and engage in learning activities.
- Demonstrate increased motivation and confidence.
- Express excitement about their learning.
- Engage in creative activities and collaborative projects.
- Have opportunities to work together and choose electives.
- Personalise their learning experiences and presentations.

Environment:

- Greater differentiation of learning experiences.
- A wide range of learning experiences and extension opportunities
- A wider range of Ngā Toi /Arts opportunities
- Encouragement of clubs and competitions.
- Emphasis on STEM learning opportunities.
- Ako/Integration of reciprocal teaching principles.

Ngā Mahi Rautaki / Outputs

		Timing	Outcome	Next steps
Digital Device Usage Implement measures to reduce tamariki's time on digital devices during kura hours.	• Develop and communicate new guidelines for digital device usage.	Term 1		
Creativity and Critical Thinking Place a greater focus on inquiry learning with a tangible "so what?" outcome.	• Initiate discussions for the development of creativity and critical thinking. • Develop a framework for enhanced inquiry learning.	Term 2		
Key Competencies Refresh the application of key competencies and align them with our kura values.	• Initiate discussions and leadership planning sessions to align Key Competencies with kura values. • Conduct staff hui to revisit and enhance the application of Key Competencies.	Term 3		

Monitoring and Evaluation

- Regular assessment of ākonga engagement through surveys and feedback.
- Ongoing evaluation of Literacy and Pāngarau/Maths achievement.
- Continuous assessment of satisfaction levels with ako opportunities.
- Periodic reviews to ensure alignment with renewed focus areas.

Te Aronga / Intention: **1b. Grow social and emotional learning to promote hauora.**

This aronga is about a positive and emotionally intelligent ako environment. By focusing on social and emotional ako, we aim to empower both ākonga and kaiako in a holistic way that is supportive of their ako.

- High levels of satisfaction on hauora indicators.
- Negative behaviour is decreased and impacts less on others

Ngā Hua / Outcomes

Ākonga:

- Have the tools for self-regulation and readiness to learn.
- Demonstrate emotional intelligence in processing emotions.
- Navigate disappointment and adversity safely.
- Practice mindfulness and develop a growth mindset.
- Are active in their learning and make choices.

Kaiako:

- Demonstrate open-mindedness and flexibility in trying new behaviour approaches (e.g., Ross Green - Lost in School).
- Utilise positive and restorative behaviour management strategies.
- Identify and address issues impacting learning early.
- Foster a mana-enhancing approach in the learning environment.
- Promote consistency in ākonga behaviour.
- Explicitly teach emotions and social skills.
- Incorporate regular physical activity into the timetable.

Ngā Mahi Rautaki / Outputs

		Timing	Outcome	Next Steps
Professional Learning and Development (PLD) Collaborate with external providers and empower in-house experts for professional development on self-regulation.	• Begin professional ako sessions with external providers.(e.g., Kathryn Berkett, Mark Sweeney, Trauma-Informed Practitioners, RTLB, and Learning Support). • Initiate in-house professional development on self-regulation. • Begin sharing success stories with behaviour plans.	Term 1 and 2		
Mitey Programme Implementation Mitey is for Years 1-8 and is an approach to embedding mental health education across the whole kura. It is not prescriptive. Mitey is designed to be flexible and wide enough in scope to suit our kura setting.	• Launch the Mitey programme from Term 3, 2024.	Term 3 and 4		

Monitoring and Evaluation

- Regular assessment of hauora indicators.
- Continuous evaluation of behaviour data to measure the impact on others.
- Periodic reviews of ākonga and kaiako practices related to social and emotional learning.
- Adjustments to actions based on ongoing evaluations and emerging needs.

Te Aronga / Intention: **1c. Enhance staff hauora and job satisfaction.**

This aronga is about ensuring we enhance staff hauora and job satisfaction by creating a positive and sustainable work environment.

- High levels of staff hauora.
- High levels of staff retention and personal development.
- Reduced levels of staff absence.

Ngā Hua / Outcomes

Kaiako:

- Experience increased agency in their roles - e.g., by making choices about how best to meet the needs of their ākonga.
- Feel more competent and capable in managing their mahi.
- Enjoy a stronger sense of connection and support from colleagues.
- Feel strengthened and confident in their professional capacities.
- Find satisfaction and enjoyment in their work.
- Follow a coherent professional learning plan.

Environment:

- Simplify and streamline kura processes.
- Revisit planning methods, emphasising subject integration.
- Allow optional hui for flexibility.
- Provide quality Professional Learning and Development (PLD).
- There is dedicated hauora time and a hauora team.
- Create space for one-off projects and teachable moments.
- There is a forward planning team for event coordination throughout the year.

Ngā Mahi Rautaki / Outputs		Timing	Outcome	Next Steps
Collaborative Teaching Practices	• Revisit and enhance collaborative teaching practices in syndicate teams	Term 1		
Staff Self-Care	• Implement sessions focusing on self-care for staff. • Establish a hauora time and a hauora team at school. • Establish a forward planning team to mitigate overload in the school calendar. • Provide opportunities for staff to strengthen areas where they wish to feel more competent.	Starts Term 1 Ongoing		
Monitoring and Evaluation • Regular assessments of staff hauora. • Periodic reviews of staff retention and personal development. • Continuous monitoring of staff absence levels, with follow up and support • Feedback and assessment of ongoing and new actions.				

Te Aronga / Intention: 2a. Strengthen relationships with our community.

This aronga prioritises the strengthening of relationships to ensure sustained engagement and positive outcomes. Through targeted initiatives and ongoing improvements, our kura aims to create a welcoming and inclusive environment for all members of our community.

- Whānau lead and support a wide range of sports, learning, social and cultural experiences.
- There is clear and effective communication and connection with whānau.

Ngā Hua / Outcomes

Whānau: • Have agency in kura-related matters. • Feel well-informed about their child's ako. • Feel welcome at our kura. • Know the staff and other members of the community. • Establish a strong relationship with their child's kaiako. • Are actively invited to contribute and assist in activities at our kura. • Have multiple ways to connect with our kura.	Environment: • Increased confidence among parents and kaiako regarding on-site hui. • Advance notice and inclusion of parents in sports, ako, social, and cultural experiences. • Improved opportunities for our kura community to come together for meaningful engagement. • Establishment of partnerships with tangata whenua, ākonga, whānau, and the community to collectively shape the curriculum.
---	--

Ngā Mahi Rautaki / Outputs

		Timing	Outcome	Next Steps
Whānau Engagement Strategy	• Develop and implement a strategy for engaging whānau, Pacific families, and Asian families. • Increase engagement with ESOL families. • Invite whānau and community members to speak and teach on relevant subjects. • Involve whānau in career education. • Establish a parent-run walking school bus service. • Plan events and celebrations well in advance, emphasising whānau engagement.	Starts Term 1 Ongoing		
Parent Education Opportunities	• Provide opportunities for parent education on various relevant topics.	Term 2		
Strengthen Transitions	• Strengthen links with Kindy and Early Childhood Education (ECE) and with Aotea College.	Term 3 Ongoing		

Monitoring and Evaluation

- Regularly collect feedback from whānau through surveys to understand their experiences and satisfaction.
- Monitor the attendance and participation of whānau in kura events and activities to gauge the effectiveness of engagement strategies.
- Track whānau involvement in sports, learning, and cultural experiences.
- Conduct simple interviews or discussions with whānau, and staff to gather deeper insights into the qualitative aspects of relationships and collaboration within the kura community.

Te Aronga / Intention: **2b. Celebrate our learning and talents.**

This aronga is about creating a vibrant kura that celebrates the diverse talents of ākonga and fosters strong connections with whānau and the broader community.

- High levels of whānau engagement at sports, learning, social and cultural events.
- Increased levels of ākonga participation in sports, learning, social and cultural events.

Ngā Hua / Outcomes

Environment:

- Improved invitational approach with parents.
- Closer ties established with Rangikura School.
- Successful Ngā Toi/Arts Shows, food festivals, and cultural performances.
- Increased opportunities for sports and social events.
- Successful implementation of "Celebration of Ako/Learning" syndicate events.
- Reinvented assemblies, performances, and sports events.
- Successful introduction of Grandparent and Open Days.
- Enhanced parent hui and planned cultural celebrations.
- Successful partnerships with local kura for sports and cultural opportunities.

Ngā Mahi Rautaki / Outputs		Timing	Outcome	Next Steps
Celebrating Sports	• Increase participation at AIMS games • Re-imagine kura-wide sports events	Starts Term 1 Ongoing		
Celebrating Ako/Learning	• Re-imagine assemblies • Enhance parent hui • Plan cultural celebrations • Introduce Grandparent/Open Days. • Syndicate Ngā Toi/Arts celebrations	Starts Term 1 Ongoing		
Community Connection Building	• Foster closer ties with Rangikura School for cultural and sporting opportunities • Increase connections and opportunities for student whānau groups.	Starts Term 1 Ongoing		

Monitoring and Evaluation

- Regularly gather feedback from whānau, staff, and ākonga on their level of engagement and satisfaction.
- Track attendance at key events to measure community participation and identify trends.
- Conduct simple discussions to gather insights from whānau on the impact of initiatives.
- Monitor academic performance and social indicators to assess the broader impact of community engagement efforts.

Te Aronga / Intention: **2c. Develop our understanding of who we are, where we are from and how we belong - turangawaewae.**

This aronga is about creating an environment where ākonga, regardless of their background, feel a strong sense of identity, belonging, and pride in their kura. It is about deepening our commitment to inclusivity and cultural responsiveness.

- Ākonga from all backgrounds and abilities experience success in areas that are meaningful to them.
- All ākonga have a strong sense of belonging at our kura.

Ngā Hua / Outcomes

Ākonga:

- Understand the importance of whakapapa and whenua for their identity.
- Develop a connection to the kura as their turangawaewae.
- Experience a sense of belonging
- Make positive contributions to the local environment.
- ESOL ākonga demonstrate increased proficiency and confidence.
- Feel proud to be part of Papakōwhai School.
- Know their cultural identity and are proud to share it.

Whānau:

- Experience Papakōwhai School as inclusive, culturally responsive, and mana-enhancing.
- Develop a connection to the kura as their turangawaewae.

Environment

- Strengthened ties and meaningful engagement with Ngāti Toa.
- Inclusive practices are embedded in teaching and learning.

Ngā Mahi Rautaki / Outputs

		Timing	Outcome	Next Steps
ESOL Provision and Capability	• Expand ESOL provision and capabilities.	Term 1		
Aotearoa New Zealand Histories	• Develop culturally relevant approaches to learning Porirua history, Ngāti Toa stories, and kura history. • Continue to develop relationships with Ngāti Toa through the Kāhui Ako. • Begin emphasising the significance of whakapapa and whenua in shaping identity.	Term 2		
Community Service	• Grow community service initiatives to strengthen pride and connection.	Term 3		
Inclusive Practices	• Conduct a review of inclusive practices to ensure alignment with goals and identify areas for improvement.	Term 4		

Monitoring and Evaluation

- Assess changes in perceptions of belonging and inclusivity from community feedback.
- Evaluate the impact of expanded ESOL provision on ākonga outcomes.
- Measure the impact of community service initiatives on ākonga pride and connection.
- Monitor changes in inclusive practice.

Te Aronga / Intention: **3a. Empower ākonga with practical skills**

This aronga is about ākonga preparing for success now and in the future through practical skills, including collaboration, communication, financial literacy, and digital citizenship.

- Ākonga demonstrate increased future-focused skills.
- There is evidence of a wide range of authentic learning experiences.
- There is a greater knowledge and application of digital citizenship.

Ngā Hua / Outcomes

Ākonga:

- Actively contribute to group projects, effectively communicating ideas and using problem-solving skills to tackle challenges with creativity and critical thinking.
- Learn through a variety of hands-on experiences.
- Show increased curiosity about different subjects and careers.
- Recognise the application of classroom learning to real-world scenarios.
- Demonstrate practical financial skills and recognise the importance of financial literacy
- Show responsible and safe online behaviour. They are aware of potential risks and effective strategies for maintaining digital safety.

Ngā Mahi Rautaki / Outputs

		Timing	Outcome	Next Steps
Practical Learning Experiences	• Foster creativity and critical thinking and future-focussed skills through a range of practical, “hands on” experiences across subjects.	Term 2		
Financial Literacy	• Re-establish partnerships with a financial literacy provider.	Term 3		
Digital Citizenship	• Hold workshops and use online training sessions to enhance kaiako and whānau skills in navigating digital challenges.	Term 4		

Monitoring and Evaluation

- Regular assessments measuring ākonga progress in collaboration, communication, problem-solving, and critical thinking skills.
- Use of surveys and feedback to gather input from ākonga, kaiako, and whānau regarding the impact of practical experiences, financial literacy, and digital citizenship.
- Ākonga SeeSaw accounts show hands-on experiences, financial Literacy projects, and reflections on digital citizenship.

Te Aronga / Intention: **3b. Begin to implement Te Mātaiaho**

This aronga is about the refresh of The New Zealand Curriculum (Te Mātaiaho). Schools have until the beginning of 2027 to start using the fully refreshed curriculum, although they must use the refreshed Maths and statistics and English learning areas from the start of 2025. Te ao tangata | Social Sciences was released in November 2022, and the new Aotearoa New Zealand's histories must now be taught in all kura.

- There is evidence of Te Mātaiaho and the Common Practice Model in our planning and our review of learning for Literacy, communication and Pāngarau/Maths.
- There is evidence of the progression model and Understand, Know and Do (UKD) elements in the design of our existing ako programmes.

Ngā Hua / Outcomes

Kaiako:

- Start using the English, Pāngarau/Maths and statistics, and te ao tangata | Social Sciences learning areas.
- Use the progression model and Understand, Know and Do (UKD) elements to design topics and tasks.
- Explore and become familiar with the Common Practice Model to support the ako of Literacy, communication and Pāngarau/Maths.

Ngā Mahi Rautaki / Outputs		Timing	Outcome	Next Steps
Introduction to Te Mātaiaho and the Common Practice Model	• Provide professional development sessions introducing kaiako to the principles and applications of Te Mātaiaho and the Common Practice Model. • Support kaiako to explore resources and examples.	Term 1 Ongoing		
Learning Areas	• Separate kaiako into three ako groups to look at specific areas (English, Pāngarau/Maths and statistics, and Te ao Tangata Social Sciences) for initial implementation. • Collaboratively design and implement pilot lessons that incorporate the UKD elements.	Term 1 Ongoing		

Monitoring and Evaluation

- Regular classroom observations to assess the incorporation of Te Mātaiaho and the Common Practice Model.
- Documentation of lesson plans, highlighting the intentional use of the progression model and UKD elements.
- Evaluation of kaiako feedback on the effectiveness and challenges of integrating Te Mātaiaho and the Common Practice Model.

Te Aronga / Intention: **3c. Increase our understanding of Mātauranga Māori and give effect to Te Tiriti o Waitangi.**

This aronga is about giving importance to local history and tikanga Māori, improving our ako/learning of te reo Māori and tikanga Māori, and achieving equitable outcomes for ākonga Māori.

- There is regular ako/learning of te reo Māori and evidence of ākonga progress.
- There is a high completion rate of kaiako at Level 1 or 2 of Te Ahu o te reo Māori.

Ngā Hua / Outcomes

Environment:

- School plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori – e.g., by consulting with our school's whānau and making sure teachers have training opportunities to support them to correctly teach and practice te reo Māori me ngā tikanga Māori.
- Take all reasonable steps to make instruction available in tikanga Māori and te reo Māori – e.g., by having a te reo Māori curriculum.
- Ensure Māori and all ākonga achieve success in their learning. This could involve providing extra support to Māori learners if they need it.

Kaiako:

- Know how to serve the needs of Māori and all ākonga, by enabling identities and cultural backgrounds to be included, and expressed through learning contexts.
- Use te reo correctly and often in class.
- Teach the history of Aotearoa New Zealand effectively.
- Use fair and equitable educational processes and outcomes for Māori and for all ākonga

Ākonga:

- Are encouraged to use te reo in the classroom
- Know local history.
- Explore whakapapa in their learning.

Ngā Mahi Rautaki / Outputs

		Timing	Outcome	Next Steps
Te Takitini Programme Te Takitini programme provides comprehensive Māori cultural competency training for kaiako, support staff, and whānau. It integrates te reo Māori learning opportunities within the professional development sessions.	• Launch Te Takitini programme in Term 2 • Support kaiako to complete Level 1 or 2 of Te Ahu o te reo Māori.	Term 2 and 3		
Culturally Responsive Practice	• Through Te Takitini workshops, focus on culturally responsive practices. • Use Kāhui Ako leadership roles to support kaiako in integrating te reo Māori and te ao Māori into lesson planning.	Term 2 and 3		

Monitoring and Evaluation

- Evaluate the impact of the Te Takitini programme on cultural understanding and teaching practices.
- Assess progress in te reo Māori proficiency among kaiako and support staff.

Continuous learning and improvement
Te mātauranga me te whakapai tonu
2024

Te Aronga / Intention: **4a. Increase equity and excellence in Pānui/Reading.****2023 Results**

- 91% of students are within or above expected curriculum levels. 8% are up to one year below. 2% are more than a year below expectation.
- The overall achievement results in Reading are at expectation, with most cohorts working within a curriculum level reaching expected benchmarks. There has been an 11% increase in children working at least one curriculum level above expectation.
- Years 3 and 7 are the year groups that have not made expected progress.
- Boys and girls are achieving at similar levels with boys achieving 90% at or above expectation and girls 92%. There are also similar numbers in the above expectation group.
- NZ European students are the highest performing group, with 93% at or above expectation. Māori and Asian are achieving 89% and 91% at or above expectation respectively. MELAA and Pacific are the lowest performing groups with 5/24 and 9/32 achieving below expectations respectively.

Ngā Hua / Outcomes

- 90% of students at Papakōwhai School will achieve within the expected curriculum level.
- 90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level.

Ngā Mahi Rautaki / Outputs**In-Class Actions****Additional Support**

Accelerate the progress of children in Year 4 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.

- Use a Structured Literacy approach
- Use a blended approach once students have reached Set 4.
- Have a clear learning intention for guided and shared reading and choose appropriate material for the lesson.
- Explicitly teach decoding and comprehension strategies.
- Group children based on levels and needs and do not limit reading levels to children's spelling level.
- Read in a small group with children twice a week. (Year 1/2 – three times per week) and regularly use a shared reading approach.
- Systematically plan reading groups and organise reading material in an easy to access way.
- Give children opportunities to read independently and select books in class and from the library.
- Make links to oral language and writing.
- Ensure reading responses are meaningful and creative
- Give children access to texts that include a range of cultures, backgrounds and languages, including te reo Māori.
- Set up a home reading log to be completed 4-5 times per week.

- Literacy support with teaching assistants in Years 2-4.
- Reading Recovery trained teacher to support Year 3-4 classes with literacy (0.3 FTTE). Each class will have support for four learners for 1.5 hours per week. Priority given to Year 4's.
- ELL support (0.3 FTTE) + 4 days of teaching assistant time.
- Encourage parents to check vision and hearing
- Engage external support through our SENCO.

Monitoring and Evaluation: Jemma and Lesley

- **Current:** Year 3 (2023): 11/73 children are below expectations.
- **Target:** Year 4 (2024): Less than 7 children are below expectations.
- **Monitoring:** All children in Years 1- 4 below expectations on a termly basis.

Ngā Mahi Rautaki / Outputs	In-Class Actions	Additional Support
Accelerate the progress of children in Year 8 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.	• Ensure a sensible balance between reading digital texts and books. • Use a structured literacy approach. • Teach reading consistently in groups • Work in a targeted way with a clear and specific focus. • Give students visual reminders of their next learning step and/or success criteria • Use “Think alouds” –so children can hear what the teacher is thinking. • Use current and engaging texts • Find resources that really hook boys into reading, by knowing our learners and their interests. • Use open ended questioning. • Target vocabulary specifically in discussions and in shared and guided reading. • Revisit resources so they know they are using a wide range of comprehension skills. • Tell and read stories to children • In group learning sessions students will: • Know what they are learning about and be able to verbalise their next learning step. • Have opportunities for sustained reading time almost every day. • Provide some choice about what they read so they are more engaged • Strongly promote library use and regularly change books in class.	• Literacy support with teaching assistants in Years 5-8. • SENCO to support Year 5 -8 classes with literacy (0.6 FTTE). Each class will have support for four learners for 1.5 hours per week. Priority given to Year 8's. • ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing • Engage external support through our SENCO.
Monitoring and Evaluation: Chris • Current: Year 7 (2023): 20/66 children are below expectations. • Target: Year 8 (2024): Less than 6 children are below expectations. • Monitoring: All children in Years 5-8 below expectations on a termly basis.		

Ngā Mahi Rautaki / Outputs	In-Class Actions	Additional Support
Accelerate the progress of Pacific children to make more than one year's progress in 2024.	● Culturally Responsive Teaching Materials: Use reading materials that reflect the cultural diversity of Pacific children in New Zealand. Incorporate texts written by Pasifika authors, or those that feature Pasifika characters and themes. This helps students see themselves reflected in the literature, making reading more engaging and relatable. ● Community Engagement and Involvement: Foster strong connections with Rangikura School. Engage parents and caregivers with reading at home. ● Learning Plans: Prioritise Pacific children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring reading interventions accordingly. ● Teacher Professional Development: Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding the Pacific Education Action plan 2020.	● Early Intervention and Literacy Support: Implement early intervention programs to identify and address reading difficulties at an early stage. Use community members for this initiative. ● Pasifika Innovation Fund supports Pasifika Learners with Teddy the Dog for 3 hours per week to build confidence and reading mileage. ● ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing ● Engage external support through our SENCO.
Monitoring and Evaluation: Mark ● Current: Pacific (2023): 9/32 children are below expectations. ● Target: Pacific (2024): Less than 3 children are below expectations. ● Monitoring: All pacific children in Years 1-8 on a termly basis.		

Te Aronga / Intention: **4b. Increase equity and excellence in Tuhituhi/Writing.****2023 Results**

- 86% of students are within or above expected curriculum levels. 11% are up to one year below. 4% are more than a year below expectations.
- The overall achievement results in Writing are at expectation, with many cohorts working within a curriculum level reaching expected benchmarks. There has been a 7% increase in children working at least one curriculum level above expectation.
- Years 3, 5 and 7 are the year groups that have not made expected progress.
- Girls are achieving at a higher level than boys with girls achieving 90% at or above expectation and boys 84%.
- NZ European students are the highest performing group, with 88% at or above expectation. MELAA and Asian are achieving 83% and 85% at or above expectation respectively. Māori students are achieving at 75% at or above expectation. Pacific students are the lowest performing group with 11/31 achieving below expectations.

Ngā Hua / Outcomes

- 90% of students at Papakōwhai School will achieve within the expected curriculum level.
- 90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level.

Ngā Mahi Rautaki / Outputs	In-Class Actions	Additional Support
Accelerate the progress of children in Year 4 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.	• Model writing using “think alouds”. Modelling time is kept as short as possible. • There is a visual record of modelling and links to models in texts they are reading. • Give time for children to plan their writing and brainstorm ideas using “Think pair share” • Use success criteria for children to reflect on. • Support children to recraft and edit their writing. • Plan writing collaboratively with the team but don't make tasks prescriptive. • Have a clear learning intention for guided writing and choose appropriate material for the lesson. • Explicitly teach writing skills and structure. • Emergent writers should not be writing independently • Engage children in shared and guided writing in a range of genres. • Make links to reading and oral language. • There are clear purposes for writing and authentic writing experiences. • Celebration and share writing. (Seesaw, publishing, reading aloud) • Access contexts that include a range of cultures, backgrounds and languages, including Te Reo Māori. • Children will write 4-5 times per week. • Use Helen Walls' writing goals and fast feedback.	• Literacy support with teaching assistants in Years 2-4. • Reading Recovery trained teacher to support Year 3-4 classes with literacy (0.3 FTTE). Each class will have support for four learners for 1.5 hours per week. Priority given to Year 4's. • ELL support (0.3 FTTE) + 4 days of teaching assistant time. • Encourage parents to check vision and hearing • Engage external support through our SENCO.

Monitoring and Evaluation: Jemma/Lesley

- **Current:** Year 3 (2023): 16/73 children are below expectations.
- **Target:** Year 4 (2024): Less than 10 children are below expectations.
- **Monitoring:** All children in Years 1- 4 below expectations on a termly basis.

Ngā Mahi Rautaki / Outputs	In-Class Actions	Additional Support
Accelerate the progress of children in Year 6 and 8 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.	• Encourage children to read widely and develop an interest in vocabulary • Tell and read stories to children • Have high expectations • Know what specific writing skill to teach next, breaking it down into specific steps. • Focus on teaching correct sentences. • Use whole class writing warm ups to teach specific skills or vocabulary • Challenge students but they also provide sufficient opportunities to experience success • Consistently work in groups, in a targeted way with a clear and specific focus. Use flexibility in groups to target needs • Spend a short amount of time modelling writing • Give students visual reminders of their next learning step and/or success criteria • Use "Think alouds" –so children can hear what the teacher is thinking. • Make time to practise handwriting • Plan writing collaboratively but don't make tasks prescriptive. • Use Helen Walls writing goals and fast feedback. • Carefully balance the amount of writing on digital devices and in books.	• Literacy support with teaching assistants in Years 5-8. • SENCO to support Year 5 -8 classes with literacy (0.6 FTTE). Each class will have support for four learners for 1.5 hours per week. Priority given to Year 8's. • ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing • Engage external support through our SENCO.
Monitoring and Evaluation: Chris • Current: Year 5 (2023): 11/54 children are below expectations. Year 7 (2023): 29/63 children are below expectations. • Target: Year 6 (2024): Less than 7 children are below expectations. Year 8 (2024): Less than 9 children are below expectations. • Monitoring: All children in Years 5-8 below expectations on a termly basis.		

Ngā Mahi Rautaki / Outputs	In-Class Actions	Additional Support
Accelerate the progress of Pacific children to make more than one year's progress in 2024.	Culturally Responsive Teaching Materials: Use teaching materials that reflect the cultural diversity of Pacific children in New Zealand. Incorporate texts written by Pasifika authors, or those that feature Pasifika characters and themes. This helps students see themselves reflected in the literature, making reading more engaging and relatable. Community Engagement and Involvement: Foster strong connections with Rangikura School. Engage parents and caregivers with how they can help with writing at home. Learning Plans: Prioritise Pacific children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring reading interventions accordingly. Teacher Professional Development: Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding the Pacific Education Action plan 2020.	- Early Intervention and Literacy Support: Implement early intervention programs to identify and address reading difficulties at an early stage. Use community members for this initiative. - Pasifika Innovation Fund supports Pasifika Learners with Teddy the Dog for 3 hours per week to build confidence and reading mileage. - ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing - Engage external support through our SENCO.
Monitoring and Evaluation: Mark Current: Pacific (2023): 9/32 children are below expectations. Target: Pacific (2024): Less than 5 children are below expectations. Monitoring: All pacific children in Years 1-8 on a termly basis.		

Ngā Mahi Rautaki / Outputs	In-Class Actions	Additional Support
Accelerate the progress of Māori children to make more than one year's progress in 2024.	• Culturally Responsive Pedagogy: Implement teaching practices that acknowledge and integrate Māori culture into the curriculum. This includes incorporating Māori perspectives, values, and language into writing activities. Use texts and examples that reflect mātauranga Māori. Encourage the use of both English and te reo Māori in writing tasks. • Learning Plans: Prioritise Māori children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring reading interventions accordingly. • Teacher Professional Development: Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding of Te Mātaiaho.	• Prioritise Māori learners with teaching assistant time. • Prioritise Māori learners with literacy support groups. • Engage external support through our SENCO.
Monitoring and Evaluation: Mark • Current: Māori (2023): 7/28 children are below expectations. • Target: Māori (2024): Less than 5 children are below expectations. • Monitoring: All Māori children in Years 1-8 on a termly basis.		

Te Aronga / Intention: **4c. Increase equity and excellence in Pāngarau/Maths.****2023 Results**

- 89% of students are within or above expected curriculum levels. 9% are up to one year below. 2% are more than a year below expectation.
- The overall achievement result in Maths is at expectation, with cohorts in the second year of working within a curriculum level reaching expected benchmarks. There has been a 10% increase in children working at least one curriculum level above expectation.
- Years 3, 5 and 7 are the year groups that have not made expected progress.
- Boys and girls are achieving at similar levels with boys achieving 90% at or above expectation and girls 87%. There are however more boys in the above expectation group, 24% compared to 12% of girls.
- Asian students are the highest performing group, with 91% at or above expectation. Māori and NZ European are achieving 89% and 91% at or above expectation respectively. MELAA and Pacific are the lowest performing groups with 7/24 and 8/31 achieving below expectations respectively. This is an increase in the overall performance of Pacific peoples.

Ngā Hua / Outcomes

- 90% of students at Papakōwhai School will achieve within the expected curriculum level.
- 90% of Māori and Pasifika students at Papakōwhai School will achieve within the expected curriculum level.

Ngā Mahi Rautaki / Outputs	In-Class Actions	Additional Support
Accelerate the progress of Year 4 students (2024), who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.	• Model specific strategies using equipment. • There is a visual record of modelling. • Children are flexibly grouped, based on levels and needs. • Children work in a small group with their teacher at least twice a week. • Promote the sharing of ideas and strategies, including the use of "Talk Moves". • Have a clear learning intention for guided lessons and independent work and choose appropriate material to support it. • There are whole class and group sessions to teach number knowledge, with emphasis on learning basic facts and place value. • Give opportunities to work independently and collaboratively. • Children at all levels will record their thinking to show how they worked out a problem. • Set basic facts homework • Give opportunities to engage with rich mathematical problems • Set purposeful independent activities and games that enhance what has been taught in guided lessons. • Include a range of cultures, backgrounds and languages, including Te Reo Māori. • Support children to access prior learning in preparation for new learning.	• Continue Numicon support with teaching assistants in Years 3-4. • Engage external support for teachers through the Kāhui Ako and Curriculum Refresh PLD.

Monitoring and Evaluation: Lesley/Jemma

- **Current:** Year 3 (2023): 11/73 children are below expectations.
- **Target:** Year 4 (2024): Less than 7 children are below expectations.
- **Monitoring:** All children in Years 1- 4 below expectations on a termly basis.

Ngā Mahi Rautaki / Outputs	In-Class Actions	Additional Support
Accelerate the progress of children in Year 6 and 8 (2024) who were below expected curriculum levels in 2023 to make more than one year's progress in 2024.	• Work in a targeted way with a clear and specific focus. • Use flexibility in groups to target needs • Use “Talk Moves” strategies so enable all children to share their thinking in Maths • Use authentic contexts wherever possible to promote connections with literacy and inquiry topics • Use rich mathematical tasks • Share the strategy students need to use to be at the next level. • Be explicit with “Think alouds” • Actively teach place value and basic facts in class and set for homework. • Challenge students but also provide sufficient opportunities to experience success • Ensure students know what they are learning about and articulate their next learning step. • Use equipment to increase confidence • Use digital tools to provide further practice at school and at home • Ensure digital tools being used are fit for purpose.	• Maths support with teaching assistants in Years 5-8. • Engage external support for teachers through the Kāhui Ako and Curriculum Refresh PLD.
Monitoring and Evaluation: Chris • Current: Year 5 (2023) – 14/54 children are below expectations. Year 7 (2023): 21/64 children are below expectations. • Target: Year 6 (2024): Less than 5 children are below expectations. Year 8 (2024): Less than 6 children are below expectations. • Monitoring: All children in Years 5-8 below expectations on a termly basis.		

Ngā Mahi Rautaki / Outputs	In-Class Actions	Additional Support
Accelerate the progress of Pacific children to make more than one year's progress in 2024.	• Culturally Responsive Teaching: Use contexts that reflect the cultural diversity of Pacific children in New Zealand. This helps students see themselves as mathematicians, making Maths more engaging and relatable. • Community Engagement and Involvement: Foster strong connections with Rangikura School. Engage parents and caregivers with Maths at home. • Learning Plans: Prioritise Pacific children with learning plans. Conduct regular assessments to identify strengths and areas for improvement, tailoring Maths interventions accordingly. • Teacher Professional Development: Provide ongoing professional development for teachers focused on culturally responsive teaching practices. This includes understanding the Pacific Education Action plan 2020.	• Early Intervention and Maths Support: Identify and address Maths difficulties at an early stage. Use community members for this initiative. • Pasifika Innovation Fund supports Pasifika Learners with Teddy the Dog for 3 hours per week to build confidence and oral language. • ELL support (0.3 FTTE) + 4 days of teaching assistant time. Encourage parents to check vision and hearing
Monitoring and Evaluation: Mark • Current: Pacific (2023): 8/31 children are below expectations. • Target: Pacific (2024): Less than 3 children are below expectations. • Monitoring: All pacific children in Years 1-8 on a termly basis.		