



## Vision Statement

We are all about growing our tamariki to be kind people (atawhai), and to see themselves as courageous, lifelong learners (ākonga). We are focussed on building our kid's resilience so that they have the tools to face life's challenges (aumangea) as well as developing the mindset to always strive to achieve their personal best (eke panuku).

## Summary of information used to develop this plan/How did you create this plan?

Throughout 2023 we have gathered information and feedback from ākonga, kiamahi and whānau and have a strong understanding of their preferred priorities. We have analysed our ākonga progress and achievement data to determine the areas where support is needed. We have completed internal evaluations as well as referring to recent School improvement framework analysis completed alongside ERO. Finally we have used our professional judgement from our observations of where we are and where we are striving to get to. The board and leadership team then analysed all of this information and have decided on the following strategic goals for 2024 and 2025.

## Strategic Goals 2024-2025

### Goal 1 - **Ākonga learning**

- ★ The Papanui Primary School curriculum will be strengthened to reflect and embed current best practice.

### Goal 2 - **Cultural Responsiveness**

- ★ To ensure Papanui Primary School reflects our diverse community.

## Goal 1 - Ākonga learning

★ The Papanui Primary School curriculum will be strengthened to reflect and embed current best practice.

What are we working to achieve over the next two years?	How will we achieve or make progress towards our strategic goals?	How will we measure success?	Which Board Primary Objectives does this strategic goal work towards meeting?	Links to Educational requirements
<p>1</p> <ol style="list-style-type: none"> <li>1. Consistent teaching and learning practices and programmes across the school that reflect Te Mātaiaho.</li> <li>2. Increased confidence in teacher's practice.</li> <li>3. Improved progress and achievement outcomes for all ākonga.</li> <li>4. A Papanui Primary School curriculum framework which has been developed collaboratively, reflecting best practice.</li> <li>5. Happy, healthy learners who have strategies to regulate emotions.</li> <li>6. Te Reo Māori, Tikanga Māori and Mātauranga Māori continues to be strengthened.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have a clear understanding of where we are and where we are aiming to get to.</li> <li>2. Take part in Professional Development.</li> <li>3. Observe teacher practice and give feedback and feedforward.</li> <li>4. Develop a clear teaching and learning progression framework and monitor implementation.</li> <li>5. Clearly track our target groups, creating a Raising Achievement Plan.</li> <li>6. Dedicate people and resources to undertake key projects.</li> </ol>	<ol style="list-style-type: none"> <li>1. The leadership team will document the progress and outcomes of the Professional development we are taking part in.</li> <li>2. Teachers and the leadership team will analyse ākonga progress each term/half year/year by using key assessment tools.</li> <li>3. Teachers will gather evidence throughout the year.</li> <li>4. The leadership team will complete internal evaluations each year and share back to teachers.</li> <li>5. The Papanui Primary Curriculum framework will be developed and it will be easy to follow and relevant to our Kura.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enables every student to attain their highest possible standard in educational achievement.</li> <li>2. 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.</li> <li>3. Is inclusive of and caters for students with differing needs.</li> <li>4. Gives effect to Te Tiriti o Waitangi.</li> </ol>	<p>NELPS 1,2,3,4,5</p> <p>Section 127 NZ education training act</p>

## Goal 2 - Cultural Responsiveness

★ To ensure Papanui Primary School reflects our diverse community.

2	What are we working to achieve over the next two years?	How will we achieve or make progress towards our strategic goals?	How will we measure success?	Which Board Primary Objectives does this strategic goal work towards meeting?	Links to Educational requirements
	<ol style="list-style-type: none"> <li>1. A vision that is aspirational and represents our diverse community.</li> <li>2. Improved teacher confidence in weaving our learners' culture into teaching and learning programmes.</li> <li>3. Continue to strengthen our Te Reo Māori, Tikanga Māori and Mātauranga Māori programmes.</li> <li>3. A stronger connection with all of our diverse community groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask our community if our current vision/whakataukī represents what we want to strive for as a community.</li> <li>2. Take part in professional development focussed on inclusive and culturally responsive practices.</li> <li>3. Identify and consult with different cultural groups asking them what opportunities there are to include their culture within our school.</li> <li>4. Dedicate a Within School teacher role to this mahi</li> </ol>	<ol style="list-style-type: none"> <li>1. Consult with our community before reflecting on the effectiveness of the changes.</li> <li>2. Observe the change in practice by asking teachers, observing practice and consulting with our ākonga and whānau.</li> <li>3. Observe an increase in events that showcase and celebrate different cultures.</li> <li>4. Ākonga feedback on wellbeing and connectedness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enables every student to attain their highest possible standard in educational achievement.</li> <li>2. 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.</li> <li>3. Is inclusive of and caters for students with differing needs.</li> <li>4. Gives effect to Te Tiriti o Waitangi.</li> </ol>	<p>NELPS 1,2,3,4,5</p> <p>Section 127 NZ education training act</p>

## Strategies to give effect to Te Tiriti o Waitangi

One of the primary objectives for Boards is to give effect to Te Tiriti o Waitangi by:

- working to ensure their plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
  - taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori and
  - achieving equitable outcomes for Māori students.

**Papanui Primary gives effect to the Treaty of Waitangi by:**

- Being committed to the spirit of partnership, participation and protection embodied by the Treaty of Waitangi. Our goal is for our tamariki to engage with daily tikanga practices around the school. We want them to grow their knowledge and use of te reo Māori within the classroom and the playground, normalising its everyday use.
- Having frequent and genuine consultation with whānau and ākonga at hui ā whānau Māori.
- Actively encouraging and supporting our Māori whānau and community to be involved in the life of the school, and the use of community expertise – e.g. Kapa Haka.
- Teaching and integrating Te Reo Māori in every class, every week. Singing waiata in hui
- Integrating Tikanga Māori into the running of the school e.g. restorative practice, whānau groupings for school activities - tuakana-teina – mihimihi and mihi whakatau
- Using resources in the curriculum which recognise New Zealand's dual cultural heritage and integrating a Māori perspective through all curriculum areas and the school environment.
- Responsive and inclusive teaching and learning practice. PLD for staff and Pou Reo -a sustainability plan to support this.
- Weekly Junior and Senior kapa haka groups who have the opportunity to perform in festivals and competitions.
- Biannual visit to local marae for senior students.
- Culturally responsive teaching practices in all curriculum areas (including Matauranga Māori).
- Increased Te reo Māori around the school - signage, newsletters, community events, classroom and office displays, emails etc.
- The creation of an annual sustainability plan to continue to practise and grow kaiako knowledge and use of te reo Māori within the classroom, building the learning from Te Ahu o Te reo Māori courses that many staff have attended.
- If a higher level of Tikanga and/or Te Reo Māori is needed that is not provided within the school's programme, the school and whānau will work in partnership to explore options and opportunities.

## Strategies for identifying and catering to students whose needs have not yet been well met

### Learners needing extra support

- Use effective assessment tools to assess our learners
- Identify those learners who have not made expected progress or are below or well below
- Add these learners to a Raising achievement plan
- Add to this plan how we will support and cater for these learners
- These plans may include approaches in the classroom such as differentiated programmes. They may also include intervention plans (Individual learning or behaviour plans) delivered by the teacher/teacher aide/SENCO/LSC/RTLB/Mana Ake etc
- Meet with key people e.g. Whānau, teachers, specialists
- This plan is reflected on throughout the year and updated when needed

### Learners needing extension

- Use effective assessment tools to assess our learners
- Identify those learners who require extension, adding them to the Gifted Register.
- Identify opportunities firstly in the class for extension.
- Identify other opportunities outside the classroom for extension
- Communicate with key people - Whānau, outside agencies

# Annual Plan 2024

## Strategic Goal 1 - Ākonga learning

★ The Papanui Primary School curriculum will be strengthened to reflect and embed current best practice.

### Implementation (What will we do?)

### Measurement (How will we know?)

Annual Goals for 2024	Action	Resources	How will we measure progress?	What do we expect to see?
1. For all staff to become more confident implementing the Structured Literacy approach.	Take part in Structured Literacy Professional Development delivered by Literacy Connections	PD with Literacy Connections and key teaching and learning resources required.	Teacher reflections.  Monitoring and assessing the progress of our learners.	Increased staff confidence in teaching Structured Literacy.  Learners successfully using Structured Literacy strategies.
2. Collaboratively develop Papanui Primary School's curriculum framework, alongside the refreshed curriculum Te Mātaiaho.	Follow our <a href="#">implementation plan</a> for 2024.  Running staff meetings.  Collaboratively create an essence statement for Literacy.  Create a school wide progression for Reading and Writing.  Research and develop effective assessment tools for Reading and Writing.	Te Mātaiaho  Key readings on effective practise	Throughout the year we will see the development of a framework for Maths and English.  By the end of 2024 we will have a clear framework in place in order to implement both our Maths and English curriculum areas in 2025.  By asking teachers if they feel they have contributed.	We will see the following  1. An essence statement  2. School wide progression of key knowledge and skills  3. Resources  4. Assessment toolkit
3. Develop a school wide programme to teach our tamariki emotional regulation skills.	We will take part in the MOE pilot "Engage" and develop a sustainable plan to teach emotional regulation across all year levels.	Engage resources  Zones of Regulation resources  Circle time resources	Emotional regulation skills being taught at the appropriate level across the Kura.  Observing tamariki more often being able to self regulate	A framework linked to our school curriculum showing "how we teach" self regulation skills at our Kura.  Tamariki using strategies which they have been taught.
4. Improve outcomes for the following groups, identified in the end of year progress and achievement data.  <b>Reading target:</b> Year 2,3 and 6  <b>Writing target:</b> Year 2,3 and our targeted Pasifika learners	Create a Raising achievement plan that identifies these learners and what supports we are putting in place to boost their learning.  Create intervention plans for each group.  Intervention plans implemented by teacher and teacher aide.	Specific interventions and resources to match the needs of the group.  These will include a specific Structured Literacy scope and sequence as well as accompanying resources.	We will track progress each week for these learners, setting new goals when required depending on progress.	Learners will learn specific skills allowing them to progress through the next curriculum level/progress outcome.

## Goal 2 - Culturally Responsiveness

★ To ensure Papanui Primary School reflects our diverse community.

### Implementation (What will we do?)

### Measurement (How will we know?)

Annual Goals for 2024	Action	Resources	How will we measure progress?	What do we expect to see?
1. To ensure our Vision represents everyone in our diverse community.	Create a vision review plan.	Possibly partner with Evaluation Associate liaison.	Gather voice and feedback during the process before gathering feedback on the final decision.	A high percentage of the community feel that the Vision represents them and their aspirations for their tamariki.
2. Continue to strengthen our Te Reo Māori, Tikanga Māori and Mātauranga Māori programmes.	Build on the Te Reo Māori sustainability plan and update it to include to include Te Ao Māori, Tikanga Māori and Mātauranga Māori.  Rapaki Marae visit for senior learners.	Ngai Tahu education strategy  Tuahiwi resources and contacts  Rāpaki marae  Maaka Tau - tikanga	Observe programmes in place and gather feedback from our Māori whānau.	A plan that details how Te Reo Māori, Tikanga Māori and Mātauranga Māori are acknowledged, applied and improved.
3. To build stronger connections with all of our diverse community groups.	Dedicate our Within School teacher role to begin creating a Community connection plan that includes 1. how we celebrate the different cultures of our community in our school 2. how we weave our learners' culture into our classrooms.  To use the HERO student management system to share examples of ākonga learning, their goals, as well as what our teaching and learning programmes look like.	The Education Hub - What is Culturally Responsive teaching        HERO professional development	Within school teachers will gather our communities ideas around how Papanui Primary can genuinely celebrate their culture at our Kura.  We will see a plan coming together in 2024 with the focus on it being implemented in 2025.  We will gather our community's voice to see if they feel they have had a chance to share their ideas.	The plan being put into action. Positive feedback from our community about feeling valued and connected with our Kura.

### How targets and actions will support Te Tiriti o Waitangi obligations.

- Building stronger connections with our community and asking for their input will ensure our Vision, plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori.
- The Te Ao Māori/tikanga and te reo sustainability plan demonstrates that we are committed to teaching successful tikanga Māori and te reo Māori programmes.
- Strengthening our curriculum alongside the refreshed Te Mātaiaho will ensure we are consistently focussed on achieving equitable outcomes for Māori learners.