



PAPAMOA

PRIMARY SCHOOL

Innovative Learning Growing Success

STRATEGIC PLAN

2019 – 2021



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Innovative Learning Growing Success

Our Decile 6 School has around 660 students who come from a range of socio-economic backgrounds. Approximately 20% are of Maori heritage. A further 5% are from other ethnic backgrounds including Asian and Pasifika. Most students will move on to attend Papamoa College.

The school curriculum aims to encourage students to understand and respect the different cultures that make up New Zealand Society, while recognizing and valuing the unique position of Maori.

Papamoa School will take all reasonable steps to provide Tikanga and Te Reo Maori by consulting with the community when appropriate, providing staff professional development where required, inclusive of the use of local iwi and seeking advice from local Kura Kaupapa or dual enrolment for these programmes.

**Our
Purpose**

Collaboration
Communication
Creativity
Self Manager
Problem Solver

**Our
Values**

Community
Care
Commitment
Courage

Charter was prepared by the Board of Trustees, Staff and Community, through consultation.

Each year our Strategic Aims are reviewed to facilitate continuous improvement in student performance in relation to school achievement benchmarks, the NZ Curriculum, N.E.G.s and N.A.G.s. The Board facilitates community consultation to obtain feedback on; the quality of learning and teaching, the strength and future direction of community partnerships, the level of provision of plant / facilities and perceptions of school performance in relation to established goals with all sectors of the community and specifically with Maori and parents of students with special needs. The Board develops and ensures currency of all documentation including but not limited to Performance Reporting, Strategic Review, Policy and Procedures, Budgets, Property Plans [10YPP / 5YA], Replacement & Future Purchasing Schedules.

Goal 1: All students (inclusive of priority learners: Maori, Pasifika, Asia; learners with special learning needs and students 'at risk')

are able to access the New Zealand Curriculum and achieve towards the established Standards

Aim	Strategies	Resources	Timeframe	Responsibility
<p>1.1 To increase the number of students achieving at and above the Standards/NZ Curriculum Level /NZ Curriculum Level in Writing</p>	<ul style="list-style-type: none"> ▪ Use evaluative data to inform teaching and learning programmes and student performance against Writing Progressions/NZ Curriculum Level ▪ Teach students in needs-based groups as learning needs are identified during workshops (including students with Special Needs/IEP/GATE). ▪ Provide learning support for students with identified learning needs and access support agencies where required. ▪ Establish regular professional reflection and moderation that supports the scaffolding of teacher knowledge in evaluating student writing against Writing Progressions/NZ Curriculum Level ▪ Build teacher capability and capacity in writing. ▪ Extend the rapport between parents and the school by informing them of student next learning steps towards achievement of Writing Progressions/NZ Curriculum Level. ▪ Develop Whanau Education Action Plans (WEAP's) as appropriate to grow learning partnerships. ▪ Provide individual and whole school professional development inclusive of expectations of students with special learning needs. ▪ Continue embedding the 'teaching as inquiry' model with specific focus on strategies to improve writing achievement. ▪ Share 'best practice' across Cluster Schools. 	<p>Teacher time for planning Budgeting for Teacher release Participation in cluster school professional learning SENCO release as appropriate to support goal Iwi Collaboration for WEAP's Budgeting for collaborative learning support (learning tutor)</p>	<p>Feb 2019 – October 2021</p>	<p>Principal, BOT, Senior Leaders, Literacy Curriculum leaders, RT Lit, SENCo, Staff, Contracted accelerated learning teachers and external facilitator.</p>
<p>1.2 To increase the number of students achieving at and above the Standards/NZ Curriculum Level in Reading.</p>	<ul style="list-style-type: none"> ▪ Teach students in needs-based groups as learning needs are identified during workshops (including students with special needs/IEP/GATE). ▪ Provide learning support for students with identified learning needs and access support agencies where required. ▪ Collaborate with parents / caregivers to support focussed continued learning opportunities out of school hours. ▪ Develop Whanau Education Action Plans (WEAP's) as appropriate to grow learning partnerships. ▪ Build student knowledge that supports a readiness to read. ▪ Ensure consistency when using assessment tools. ▪ Use student data to inform teaching and learning. ▪ Share 'best practice' across Cluster Schools. ▪ Reflect on student achievement in relation to Reading Progressions/NZ Curriculum Level. ▪ Continue opportunities for the delivery of accelerated learning in Literacy (Literacy / Oracy groups). ▪ Continue to embed the 'teaching as inquiry' model with a specific focus on strategies for improved reading. 	<p>Teacher time for planning Budgeting for Literacy Accelerated Learning Staff Iwi Collaboration for WEAP's Participation in cluster school professional learning SENCO release as appropriate to support goal</p>	<p>Feb 2019 – October 2021</p>	<p>Principal, BOT, Senior Leaders, Literacy curriculum leaders, RT Lit, SENCo, Staff, Contracted external facilitator.</p>
<p>1.3 To increase the</p>	<ul style="list-style-type: none"> ▪ Operate robust student performance tracking processes to develop 	<p>Teacher time for planning</p>	<p>Feb 2019 – October 2021</p>	<p>Principal, BOT,</p>

<p>number of students achieving at and above the Standards/NZ Curriculum Level in Maths</p>	<p>sound OTJ's based on Maths Progressions/NZ Curriculum Level.</p> <ul style="list-style-type: none"> ▪ Teach students in needs-based groups as learning needs are identified during workshops (including students with special needs/IEP/GATE). ▪ Provide learning support for students with identified learning needs (ALiM, MST, Extension) and access support agencies where required. ▪ Evaluate and clearly report student achievement against Standards/NZ Curriculum Level. ▪ Provide regular and effective teaching and learning of basic facts and number knowledge. ▪ Continue to foster learning partnerships with parents. ▪ Develop Whanau Education Action Plans (WEAP's) as appropriate to grow learning partnerships. ▪ Share 'best practice' within and across schools. ▪ Provide students with an effective balance of knowledge and strategies to facilitate problem solving. ▪ Continue to embed the 'teaching as inquiry' model with a specific focus on the mastery of strategies to accelerate specific student attainment. ▪ Build teacher capability through engaging teachers in a Community of Mathematics Inquiry at PPS. 	<p>Budgeting for Maths Accelerated Learning Staff Participation in cluster school professional learning SENCO release as appropriate to support goal Iwi Collaboration for WEAP's Budgeting for external facilitator</p>		<p>Senior Leaders, Maths leaders, SENCO</p>
<p>1.4 To provide strategic resourcing to support accelerated learning achievement in Literacy and Maths</p>	<ul style="list-style-type: none"> ▪ Identify specific groups of students who require accelerated learning opportunities in Reading, Writing and Mathematics. ▪ Provide accelerated learning intervention opportunities in Reading, Writing and Maths. ▪ Work collaboratively with other partnerships to provide accelerated learning opportunities for identified groups (eg. iwi/whanau). ▪ Provide necessary support staff to enable modification of learning programmes and extend learning opportunities through ALL, ALiM, MST, Oracy and Literacy Tutoring. ▪ Access additional support from RTLb, Special Education, GATe Learning Communities, Occupational Therapist, Physio, etc. in support of student engagement in learning. 	<p>Teacher time Support staff SENCO release as appropriate</p>	<p>Feb 2019 – October 2021</p>	<p>Principal, Senior Leaders, Literacy and Maths Leaders, SENCO</p>
<p>1.5 To strengthen school-home partnerships in the interests of successful student learning</p>	<ul style="list-style-type: none"> ▪ Ensure individual teacher liaison with parents and whanau – both informal (i.e. day-to-day interactions) and formal (e.g. notices/emails/phone calls home). ▪ Review communication processes and frequency regularly. ▪ Report student performance in plain language and in relation to Progressions/Progressions/NZ Curriculum Level. ▪ Ensure that parents and whanau know that they can meet with staff at any time should they have a concern or wish to discuss something. ▪ Plan teacher-parent meetings as per current practice: <ul style="list-style-type: none"> Meet the Teachers meeting - February Goal-setting interviews – March 	<p>Staff time SENCO E-learning Action Team Budgeting for digital communication platforms</p>	<p>Feb 2019 – October 2021</p>	<p>Principal, Senior Leaders, Team and Pod Leaders, Teachers, SENCO, E-learning Curriculum Leader</p>

	<p>Progress interviews – July</p> <p>Continue to grow student agency for learning through student led conferences</p> <ul style="list-style-type: none"> ▪ Ensure school personnel are approachable and address parent concerns effectively and efficiently. ▪ Run IEP's for students with specific learning needs. ▪ Extend the use of digital options for strengthening home school partnerships e.g. email, website, Seesaw allowing secure access to share student learning. 			
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Goal 2: Students achieve as Active Inquirers across the New Zealand Curriculum and Papamoa Primary School Curriculum.

Aim	Strategies	Resources	Timeframe	Responsibility
<p>2.1a. To provide learning opportunities that promote participation, appreciation and inquiry into a holistic and exploratory based curriculum</p> <p>2.1b. To provide learning opportunities that promote and celebrate our learning competencies.</p>	<ul style="list-style-type: none"> ▪ Through the PPS Conceptual Curriculum Guide, reflect the aspirations of the PPS vision. ▪ Integrate and make explicit powerful learning skills that focus on learning to learn ▪ Continue to embed the foundations and principles of Discovery learning in the junior school ▪ Integrate and make explicit PPS learning competencies. ▪ Provide a wide range of opportunities for all students to engage as invested learners. ▪ Provide students opportunities to engage in appreciating the talents of others. ▪ Grow an understanding of appropriate aspects of nutrition, health, personal care and wellbeing. ▪ Continue to provide a wide range of sporting challenges and pursuits that both challenge and extend student skills and function. ▪ Maintain a 'future focus' using core concepts of Sustainability, Enterprise, Globalisation and Citizenship. NZC p 39. ▪ Explore the development of maker opportunities through coding, robotics, design and creation. ▪ Showcase and celebrate student capability and attainment within classrooms, Learning Teams and across the wider school. ▪ Provide opportunities for capable students to extend their abilities (authentic/global learning opportunities and audiences). ▪ Source external support where required that facilitates a culture of learning. ▪ Ensure appropriate learning pathways for all students. 	<p>Teacher time for planning, Professional Development as appropriate, External facilitators, school space/storage</p>	<p>Feb 2019 – October 2021</p>	<p>Principal, Senior Leaders, Team and Pod Leaders, Teachers Curriculum Leaders, TIC Library, Librarian.</p>
<p>2.2 To extend opportunities beyond the school in The Arts.</p>	<ul style="list-style-type: none"> ▪ Provide parents (user pays) opportunities for students to engage in extending artistic passions where possible e.g. out of class; music, drama and art lessons etc. ▪ Source external support as required. 	<p>External experts, teacher time</p>	<p>Feb 2019 – October 2021</p>	<p>Senior Leader (Relational), Arts Curriculum Leader, Office Staff</p>

Goal 3: To celebrate and participate in Te Ao Maori, and the world of Pasifika developing culturally responsive practices

Aim	Strategies	Resources	Timeframe	Responsibility
3.1 To extend student understanding and practice of Te Reo; Tikanga and Taha Maori; and Pasifika culture across the school	<ul style="list-style-type: none"> ▪ Strengthen the profile of Maori across the school. ▪ Strengthen the delivery of Te Reo Maori in classrooms and across the school. ▪ Celebrate contemporary Maori Arts to promote the delivery of Te Reo Maori. ▪ Identify and utilize human resources within the whanau, hapu and iwi in Tauranga Moana. ▪ Immerse students in Marae protocol and extend individual understanding and engagement (including practical experiences). ▪ Ensure learning resources are organised so teachers know what is available and where to find it. ▪ Maintain the profile of Kapa Haka and related Tikanga Maori for all students. ▪ Build learning partnerships with local iwi groups – Iwi Maori partnerships. ▪ Strengthen the profile of Pasifika across the school. ▪ Celebrate contemporary Pasifika Arts and promote the language. ▪ Identify and utilize human resources within our community. ▪ Introduce students to Pasifika protocol and extend individual understanding. ▪ Build learning partnerships with local Pasifika groups. 	Teacher Time & PD, Whanau Support, Local Iwi and Marae visits, community	Feb 2019 - October 2021	Leader of Maori, Te Roopu Team and Staff
3.2 To provide high quality learning opportunities for Maori students (Ka Hikitia, Tātaiako); and Pasifika students (Pasifika Education Plan 2013-2018)	<ul style="list-style-type: none"> ▪ Evaluate data to inform teaching and learning in all curriculum areas. ▪ Utilise key Ministry resources (Ka Hikitia, Tātaiako, He Reo Kupu, he Reo ora) to ensure Maori success as Maori. ▪ Increase opportunities to share progress and aspects of student achievement with Iwi. ▪ Develop a visible forum for celebrating Whakawhanaungatanga ▪ Evaluate data to inform teaching and learning in all curriculum areas. ▪ Provide accelerated learning support for those Maori students underachieving. ▪ Utilise key Ministry resources to support Pasifika student success with a specific focus on Literacy & Numeracy. ▪ Celebrate language and culture through learning and teaching activities and programmes. ▪ Provide opportunities to share progress and aspects of student achievement with our Pasifika community. ▪ Provide accelerated learning support for those Pasifika students underachieving. 	Teacher Time & PD, Whanau, Local Iwi representatives Pasifika Community, Local Pasifika representatives	Feb 2019 - October 2021	Principal, Senior Leaders, ALC Committee, Leader of Maori, Iwi representatives/Kau matua Local Pasifika representative
3.3 To enhance teacher	<ul style="list-style-type: none"> ▪ Reflect on our PLC cycle documentation to ensure culturally inclusive 	Teacher Time & PD, Whanau,	Feb 2019 - October 2021	Principal, Senior

capabilities and capacity through the development of culturally responsive pedagogy.	<p>and responsive practice is evident (RTC).</p> <ul style="list-style-type: none"> Provide staff meetings with a focus on culturally responsive practice. 	Local Iwi representatives Local Pasifika representatives		Leaders, ALCC Leader, Maori Leader, Team Leaders, teachers, Kaumatua, Pasifika Reps.
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Goal 4: To implement effective e-Learning practices

Aim	Strategies	Resources	Timeframe	Responsibility
4.1 To provide the necessary IT and equipment to enhance classroom practice	<ul style="list-style-type: none"> Resource the school infrastructure with appropriate, up-to-date equipment. 	Budgeting for Hardware/Software Budget for network provider	Feb 2019 - October 2021	Principal, BOT, PTA, E-Learning curriculum team
4.2 To build teaching and learning capacity to implement quality e-learning practices	<ul style="list-style-type: none"> Ensure the Digital Technologies Curriculum is understood. Develop staff knowledge and utilise their expertise. Provide opportunities for learners to use digital technology. Build understanding of 'fit for purpose' device selection. Regularly review the utilization of IT within teaching programmes to ensure its effective use. Budget for and build capacity in Ancillary staff to format, organise and maintain IT Resources. Develop and provide innovative opportunities for Ancillary staff to support learning utilising digital technology. 	Teacher release/time, External facilitators/experts/Provision of Ancillary Staff	Feb 2019 - October 2021	Principal, BOT, Senior Leaders, Senior leaders, staff, E-Learning curriculum team
4.3 To utilise IT tools to enhance effective home, school, whanau and community partnerships.	<ul style="list-style-type: none"> Continue the updating/growth of the school website and Facebook page. Use apps such as Seesaw to create authentic online learning forums that engage parents/whanau/community meaningfully. 	Teacher time, network provider, website developer, eLearning Action team, office staff,	Feb 2019 - October 2021	Principal, BOT, Senior Leaders, Senior Leaders, Staff, E-Learning curriculum team, parents/whanau

Goal 5: To develop a visionary professional learning community with a culture of achievement

Aim	Strategies	Resources	Timeframe	Responsibility
5.1 To nurture a school culture built on vision, values and competencies	<ul style="list-style-type: none"> Embed the school vision, values and learning competencies within teams, pods, learning environments, and the community. Respect and support the inclusion of all students in all activities. Provide a range of contexts where children can develop and demonstrate mastery of our core values e.g. EOTC events, assemblies etc. Develop strategies of inclusion across the school – family (hapu), community (iwi). Build learner agency. 	Teacher Time, Budgeting for visual representative and marketing	Feb 2019 - October 2021	Principal, Senior Leaders, Senior Leaders, Staff, Design team

	<ul style="list-style-type: none"> Continue to enhance school culture by celebrating success and personal effort through: Individual teacher recognition in the classroom, at Learning Team and school assemblies, inter-school venues / activities and in newsletters. Provide opportunities for students to compete both in school and across 'the coastal strip schools' with their peers in a range of curriculum areas and disciplines. Establish and maintain aspirations of high achievement. Set and exhibit appropriate role modelling. 			
5.2 To engage in professional learning that enhances a collaborative educational community	<ul style="list-style-type: none"> Enhance our school culture by building relational trust, collaboration and open learning and teaching practice. Extend the use of 'Teaching as Inquiry' throughout the school. Ground expectations around working collaboratively within innovative learning environments. Provide opportunities to grow pedagogy in innovative learning and teaching and to extend practise within and across learning teams. To continue to work toward the establishment of a Papamoa East Kahui Ako or hybrid 'Partnership in Learning and Teaching'. 	Teacher time, external facilitator, Learning tutors	Feb 2019 - October 2021	Principal, Senior Leaders, Senior Leaders, Staff, External Facilitators as required.

Goal 6: To provide an educational environment that supports quality teaching and learning opportunities

Aim	Strategies	Resources	Timeframe	Responsibility
6.1 To maintain a school environment where students achieve as safe and secure learners	<ul style="list-style-type: none"> Plan carefully and have in place a current 10YPP and 5YA. Employ effective behaviour management strategies. Ensure effective behaviour management communication with parents/caregivers and effective systems for follow up actions. Promote awareness of our values and appropriate aspects of respect and social interaction. Develop students' conflict resolution skills so they are able to better manage instances where there is conflict. Foster and extend the 'buddy' support systems throughout the school. Extend opportunities for 'student voice'. Continue establishing, training and supporting student leaders. Provide modified facilities to support inclusion of students with special needs. Adopt safe practice that meets the current Health & Safety Act and empowers all staff to maintain a safe and healthy environment. 	Teacher time, student resources (mediators, leaders) KiwiCan	Feb 2019 - October 2021	Principal, DP's, BOT, Senior Leaders, Staff

<p>6.2 To maintain a functional, attractive physical environment that enhances learning</p>	<ul style="list-style-type: none"> ▪ Provide school facilities that are well-maintained and up-to-date in order to best serve the interests of student learning and general safety, through: <ul style="list-style-type: none"> - Prudent budgeting - Effective cleaning and plant maintenance - Liaison with local MoE office as needed ▪ Encourage student pride in caring for the school and environment, through: the effective operation of the school student leadership structure; Learning activities; whole-school initiatives. ▪ Provision of attractive learning environments designed to enhance 21st Century learning. ▪ Promotion of an 'environment conscious' culture. 	<p>Caretaker and Maintenance support team, Ministry Property Advisor, Project Manager, Architect</p>	<p>Feb 2019 - October 2021</p>	<p>M.o.E, Principal, BOT, Senior Leaders, Team Leaders, Staff, caretaker, and external experts for construction activities.</p>
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PAPAMOA PRIMARY STRATEGIC SELF REVIEW 2019-2021

	TERM 1	TERM 2	TERM 3	TERM 4
2019	<p>Personnel Complaints Personal Grievances Appointments EEO</p> <p>Finance Fundraising Audit Procedures Curriculum Spending</p> <p>Reporting Month: March Achievement Reporting:</p> <p>Policy Reviews: Delegations - <i>annual</i> Health and Safety - <i>triennial</i> Committee Principles - <i>triennial</i></p>	<p>Property Building Fitness Caretaking & Cleaning</p> <p>Curriculum Essential Skills Student Achievement Attitudes & Values</p> <p>Reporting Month: April Achievement Reporting: <i>OTJ Read/Write/Maths</i></p> <p>Policy Reviews: Role of Principal - <i>triennial</i> Chairperson/Principal Relationship - <i>annual</i> Principal/Board Relationship - <i>annual</i></p>	<p>Health & Safety Plant Safety Hazard Checks Behaviour Hazards Check</p> <p>Legislative Requirements BOT Training Enrolment Procedures Closing the School Comm. Consult - Health</p> <p>Reporting Month: July Achievement Reporting: <i>OTJ Read/Write/Maths+Read Rec/Oracy/Lit/Num</i></p> <p>Policy Reviews: Principal's Performance Appraisal - <i>triennial</i> Curriculum Delivery - <i>triennial</i></p>	<p>Reporting to the BoT: Reports & Recommendations Review Strategic Plan Documentation</p> <p>Reporting Month: October & November Achievement Reporting: <i>OTJ Read/Write/Maths Oct</i> <i>OTJ Read/Write/Maths+Read Rec/Oracy/Lit/Num Nov</i></p> <p>Policy Reviews: Trustee and Chairperson - <i>annual</i> Governance - <i>triennial</i> Annual Timetable - <i>set time of year</i></p>
2020	<p>Personnel Staff Leave Employment Conditions</p> <p>Finance Daily Monitoring SEG Asset Register</p> <p>Reporting Month: March Achievement Reporting:</p> <p>Policy Reviews: Delegations - <i>annual</i> Conflict of Interest - <i>triennial</i> Chairperson's Role - <i>triennial</i></p>	<p>Property Use of Facilities Access</p> <p>Curriculum Local Goals Curriculum Balance</p> <p>Reporting Month: April Achievement Reporting: <i>OTJ Read/Write/Maths</i></p> <p>Policy Reviews: Financial Condition - <i>triennial</i> Financial Planning - <i>triennial</i> Chairperson/Principal Relationship - <i>annual</i></p>	<p>Health & Safety First Aid Accident Procedures</p> <p>Legislative Requirements Student Attendance BoT Mtg Procedures Consultation– General</p> <p>Reporting Month: July Achievement Reporting: <i>OTJ Read/Write/Maths+Read Rec/Oracy/Lit/Num</i></p> <p>Policy Reviews: Principal/Board Relationship- <i>annual</i> Principal Professional Expenses - <i>triennial</i> Discipline and Complaints - <i>triennial</i></p>	<p>Reporting to the BoT: Reports & Recommendations Review Strategic Plan Documentation</p> <p>Reporting Month: October & November Achievement Reporting: <i>OTJ Read/Write/Maths Oct</i> <i>OTJ Read/Write/Maths+Read Rec/Oracy/Lit/Num Nov</i></p> <p>Policy Reviews: Trustee and Chairperson - <i>annual</i> Personnel and Appointments - <i>triennial</i></p>

	TERM 1	TERM 2	TERM 3	TERM 4
2021	<p>Personnel Staff Development Programmes Employment Contracts</p> <p>Finance Budget Development ORS funding School Fees / Donations</p> <p>Reporting Month: March Achievement Reporting:</p> <p>Policy Reviews: Delegations - <i>annual</i> Meeting Process and Agenda - <i>triennial</i> Chairperson/Principal Relationship - <i>annual</i></p>	<p>Property Occupancy Schedule</p> <p>Curriculum Barriers to Learning Reporting on Student Progress Numeracy Literacy & Oracy</p> <p>Reporting Month: April Achievement Reporting: <i>OTJ Read/Write/Maths</i></p> <p>Policy Reviews: Principal/Board Relationship - <i>annual</i> Reporting to Board - <i>triennial</i> Board Roles and Responsibilities - <i>triennial</i></p>	<p>Health & Safety Evacuation Systems School Trips</p> <p>Legislative Requirements BoT Mtg Procedures Length of School Year Privacy Provisions Consultation – General</p> <p>Reporting Month: July Achievement Reporting: <i>OTJ Read/Write/Maths+Read Rec/Oracy/Lit/Num</i></p> <p>Policy Reviews: Trustee Code of Behaviour - <i>triennial</i> Planning and Reviewing - <i>triennial</i></p>	<p>Reporting to the BoT: Reports & Recommendations Review Strategic Plan Documentation</p> <p>Reporting Month: October & November Achievement Reporting: <i>OTJ Read/Write/Maths Oct</i> <i>OTJ Read/Write/Maths+Read Rec/Oracy/Lit/Num Nov</i></p> <p>Policy Reviews: Trustee and Chairperson - <i>annual</i> Asset Protection - <i>triennial</i> Annual Timetable - <i>set time of year</i></p>