



TE PAEPAE O AOTEA

Kia eke atu ki Taupaenui o te tangata
People reaching their full potential



Annual Plan

2024

Annual Plan

Strategic Goal 1

Strategic Goal 1: Engage ākongā successfully in learning within a culturally rich, inclusive environment where community partnerships are valued. NELP 1 and 2.

3 Year Goal (End of 2026)

- Increase students who attend school regularly (more than 90%) to over 70%
- Decrease the number of stand downs and suspensions to the national average.
- Board of Trustees who serves, and effectively works collaboratively with the school community to set, monitor and prioritise the school's strategic direction.
- Wellbeing data improved from the 2024 baseline.
- Increase in the number of students participating in extra-curricular activities from 2023 baseline data (Voice of Rangatahi)
- My Mahi points have a positive impact school-wide on the PB4L indicators (eg number of pastoral entries, types of behaviour)
- Quality leadership opportunities available to students from Year 7-13.

2024 Annual Targets

- Increase students who attend school regularly (more than 90%) to over 50%
- Decrease the number of stand downs and suspensions to the same level as our school equity index group.
- Elected board of trustees in place.
- Collect wellbeing data.
- Increase in the number of students participating in extra-curricular activities from 2023 baseline data (Voice of Rangatahi)
- My Mahi points system embedded across the school.
- Increased number of opportunities for students to display and develop their leadership opportunities.

Where are we currently at?

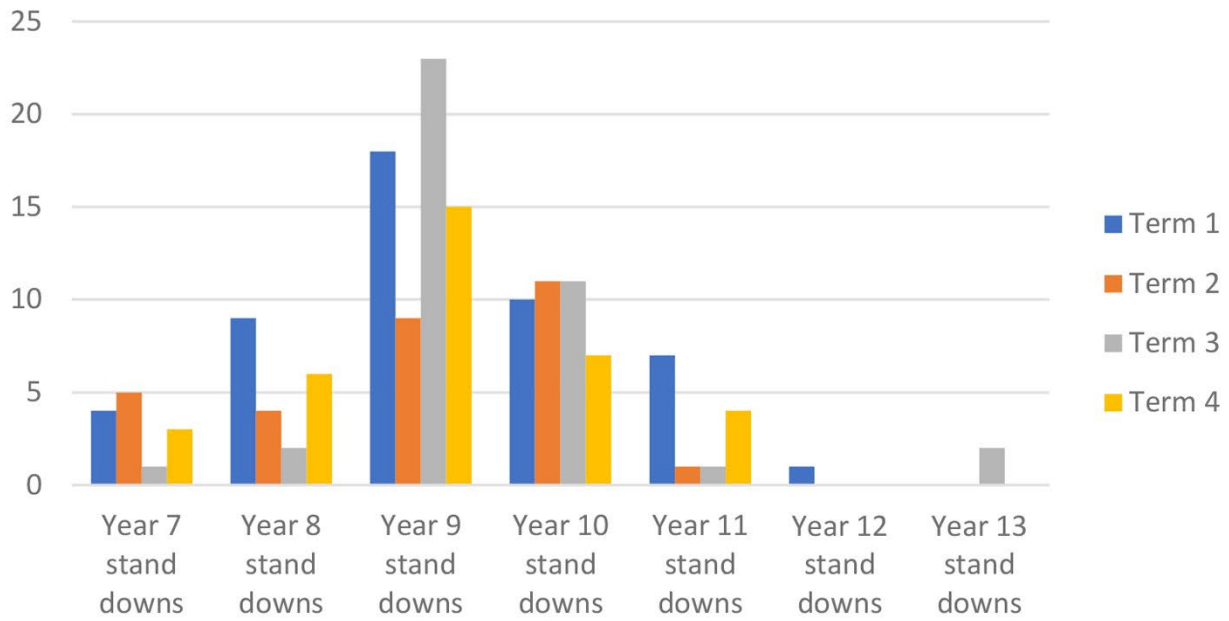
- In 2023 we had 29% of students at Te Paepae o Aotea attending school regularly (90% or more). For Māori students this dropped to 18%. 156 students were stood down or suspended in 2023; of these 156, 19 were suspended to the board. Two students were excluded from Te Paepae o Aotea in 2023.
- Currently we have an establishment board in place appointed by the Minister of Education in December 2021. On this board we have a representative from each of Te Rūnanga o Ngāti Ruanui and Te Korowai o Ngāruahine. There are also three members who were co-opted on in January 2022.
- In 2023 we did not collect any specific wellbeing data, student voice was collected on an adhoc basis.
- The Voice of Rangatahi data was collected in 2023, the Te Paepae o Aotea data was then compared to Taranaki and national data. Our data shows that we had a lower percentages of students being satisfied, very satisfied or extremely satisfied than other schools in Taranaki and nationally. Our school data compares favourably with the number of students who do 7 days of physical activity but we have a larger percentage of students doing no or 1 day of physical activity a week compared to the Taranaki and national data.
- PB4L implementation has been underpinned by our school values of Aotea, Taupaenui and Paepae. Rewards systems were in place within each awa in 2023 but it was not consistent across the school. The establishment of the PB4L team late in 2023 meant that a school-wide reward system could be researched and trialled ready for school-wide implementation in 2024.
- Student leadership structure was developed in 2022 by the senior leadership team and middle leaders and this was implemented in 2023. A review of this structure was completed at the end of 2024 with amendments made for the following year.



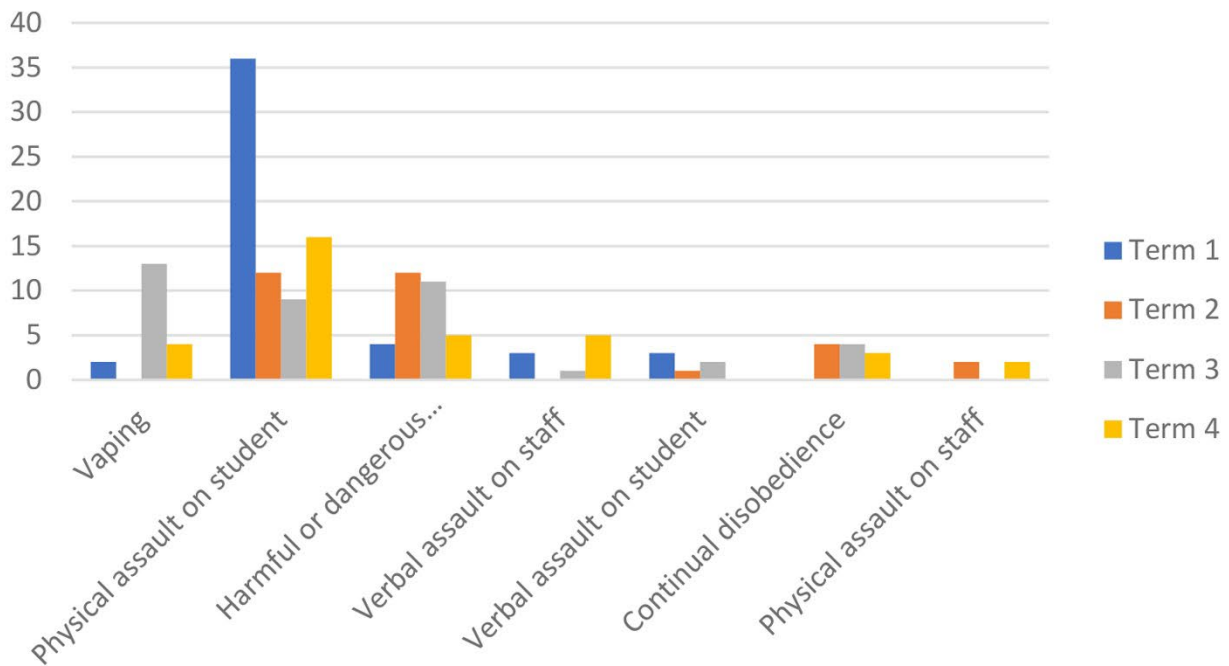
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Strategic Goal 1

Stand downs and Suspensions by Year Level



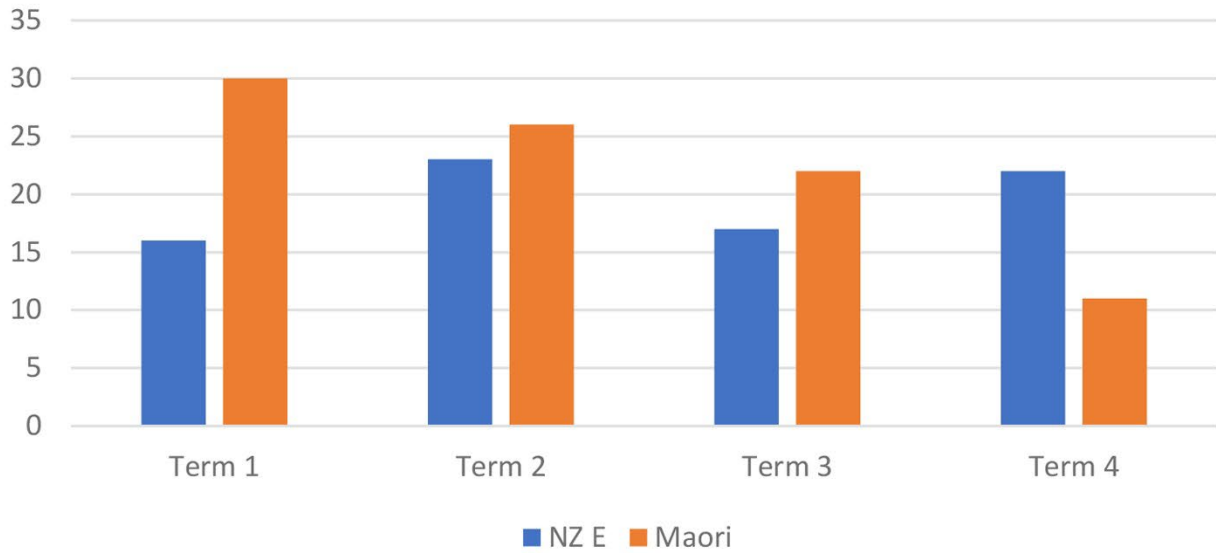
Stand downs and Suspensions by behaviour



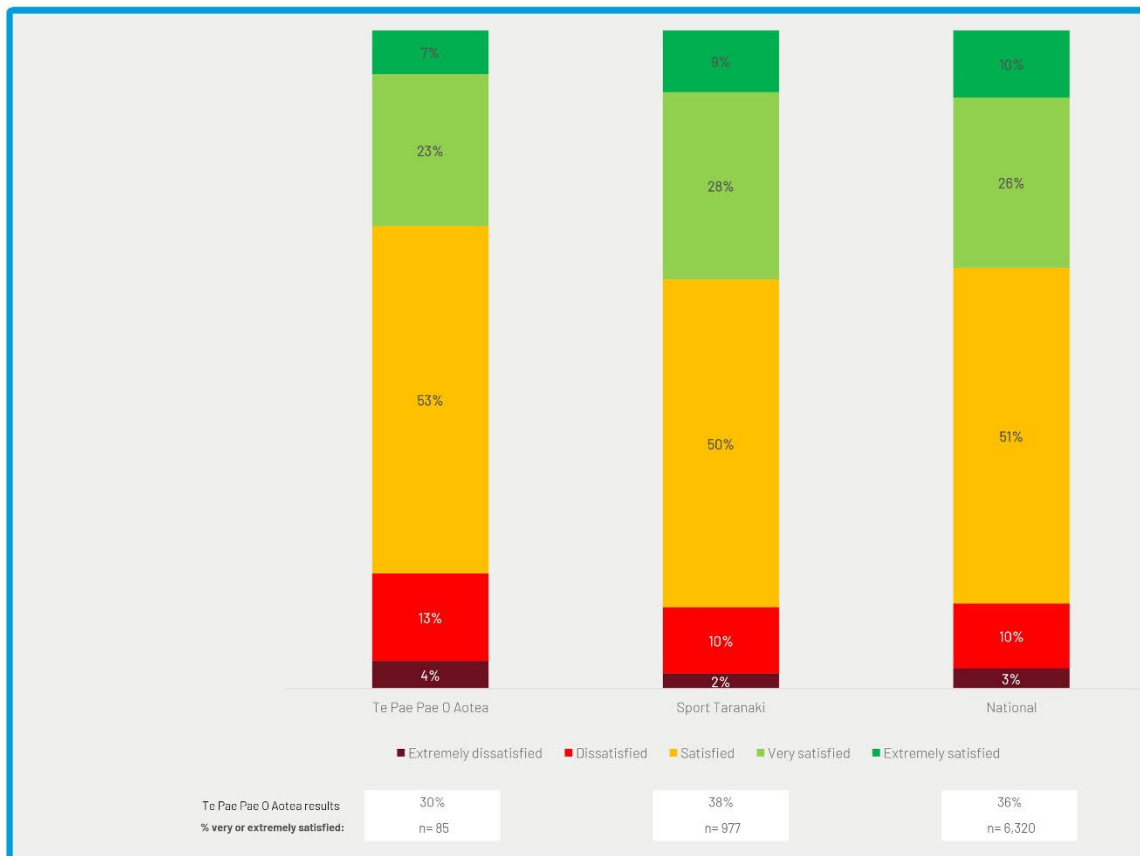
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Strategic Goal 1

Stand downs and Suspensions by ethnicity



Overall Satisfaction with Physical Activity at School

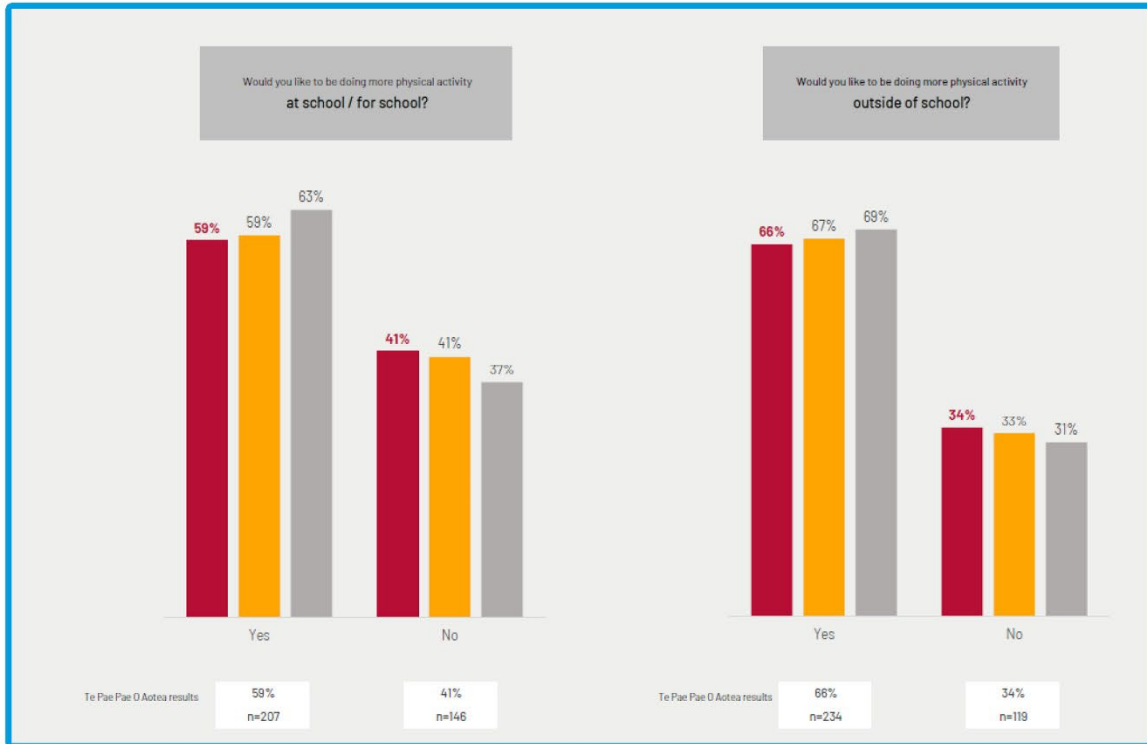


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Strategic Goal 1

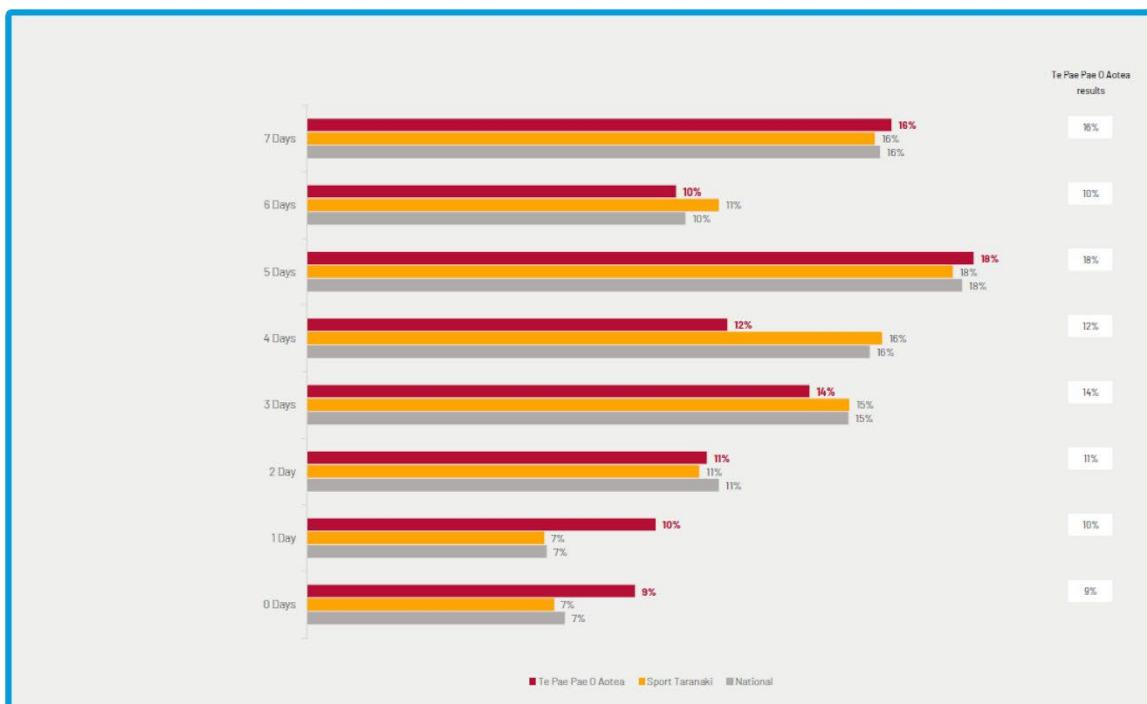
TE PAEPAE O AOTEA - Survey Support

Appetite for More Physical Activity in School and Outside of School



TE PAEPAE O AOTEA - Survey Support

Amount of Physical Activity





Leadership Opportunities

Te Paepae o Aotea encourages student leadership.

We are committed to being a student-led, student-centred school. Students are given leadership training opportunities and are encouraged to take on positions as role models for other students. Head Students as well as Awa, Whānau and Service Leaders contribute to the leadership of our school. There are opportunities for both senior and junior students to be leaders.

All leaders display and role model our values, as set in Te Paepae o Aotea values.

HEAD STUDENTS

Four Head Students work together to lead our school. Each Head Student holds responsibility for one of the following aspects of school life: sport, culture/arts, academic and community.

Head Students report to our Tumuaki and meet regularly.

AWA LEADERS

Each Awa is led by four Junior Awa Leaders and four Senior Awa Leaders. Awa Leaders lead and work with their Whare Pastoral Leaders to organise their students in the inter-house activities/competitions throughout the year. They are responsible for developing and driving the culture of their Awa.

Senior and Junior Awa Leaders take on an additional responsibility in one aspect of school life; sport, arts/culture, academic or the community.

Junior Awa Leaders work with their Senior Awa Leader buddies.

Awa Leaders report to and work with their Whare Pastoral Leaders to run their Awa assemblies and build their culture and identity. Senior Awa Leaders will work with their Head Student with the same area of responsibility.

WHĀNAU LEADERS

There are two Whānau Leaders within each Whānau Class. Their responsibilities include promoting and organising school and Awa activities. They also support the Whānau teacher with regular duties. They ensure Awa culture is strong and evident in their class.

Whānau Leaders report to their Whānau teacher and Awa Leaders.

SERVICE LEADERSHIP

In 2025 a Service Leadership Group will be formed. These students will hold responsibilities in important areas that support our students around the school. Service Leadership roles include:

Resource Hub, bus, lunchtime recreation equipment distribution, kai duties, school environment, plus any others needed.

Leaders of service areas work alongside staff in charge and the Community Head Student to ensure the smooth running of daily life at Te Paepae o Aotea. This leadership group will meet regularly to plan, problem solve and support each other in their roles.



Improvement Plan

Strategic Goal 1

Objective	Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Use students, whānau and community voice to inform curriculum an pastoral support systems.	Collect whānau, student, staff voice using Relationship based Learning (RbL) methodology.	Ongoing throughout the year.	Trained RbL voice collectors Senior Leaders	Training for staff Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	Procedures and practices throughout the school reflect the needs and aspirations of the community.
	Collect community, whānau, student, staff voice to review learning programmes.	Term 3	Trained RbL voice collectors Senior Leaders Curriculum Leads	Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	Learning programmes that met the needs and aspirations of the community.
	Student voice built into review of learning modules.	Ongoing throughout the year.	Senior Leaders Curriculum Leads	Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	Ensure that learning modules are relevant to the needs and interests of students.
	Collect community, whānau, student, staff voice to review pastoral systems.	Term 4	Senior Leaders Pastoral Leads	Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	A pastoral system that is well resourced and meets the needs of the community.
	Complete Health curriculum survey.	Term 4	Within School Teacher with responsibility for Social and Emotional curriculum.	Allocation of time to design, administer and collate survey.	Gain a greater understanding of what the school community would like in the Health curriculum delivery.



Improvement Plan

Strategic Goal 1

Connect with our Kahui Ako to establish attendance initiatives.	Connect with other principals to gain a better understanding of the Kahui Ako wide need.	Term 1	Principal	Time	Principals attending meetings to discuss attendance strategies.
	Establish a working party across the Kahui Ako to focus on attendance.	Term 1	Principal	Time	Select group of principals to progress attendance strategies.
	Design new attendance initiatives Kahui Ako wide.	Term 2	Principal	Time	New initiatives designed for use in Term 3 and beyond.
	Implement new attendance initiatives Kahui Ako wide.	Term 3	Senior Leaders Attendance officer Pastoral leads	Teacher staffing to pay for interventions. Kahui ako funding for attendance. Bus to get students to activities. Certificates to celebrate success. Rewards for students. Joint School Initiative Fund. In school attendance officer.	New initiatives up and running across the Kahui Ako.
	Review new attendance initiatives Kahui Ako wide.	Term 4	Senior Leaders Attendance officer Pastoral leads	Senior Leaders Attendance officer Pastoral leads	Improvement of student attendance 70 –89% to 90% plus.



Improvement Plan

Strategic Goal 1

Develop the capability of staff to use data to identify learners who are not engaged or attending.	Develop the capability of staff to use PB4L data on KAMAR.	Ongoing throughout 2024	Senior Leaders PB4L leads Pastoral Leads	PD time	Identification of trends to inform practice allowing interventions to be put in place in a timely manner.
	Collect and review data connected to the Pastoral Hub. 1. Referrals to guidance internally 2. Referrals to social workers internally 3. Referrals to external agencies.	Ongoing throughout 2024	Pastoral Hub staff Senior Leaders	Time	Gather baseline data on the referrals being seen in the pastoral hub to inform next steps in this area of the school.
	Develop the capability of staff to use attendance data on KAMAR.	Term 1 and 2	Senior Leaders Pastoral Leads	PD time	Whānau teachers effectively monitoring student attendance. Increase in the number of students attending school regularly (90% plus) from 29%.
	Develop the capability of staff to use school wide junior school data on KAMAR. Eg PAT, eAsTTle, OTJs.	Ongoing throughout 2024	Senior Leaders Curriculum Leads	PD time	Whānau and subject teachers effectively monitoring student progress to enable accelerated progress.
	Develop the capability of staff to use NCEA data on kamar.	Term 2 - 4	Senior Leaders Curriculum Leads	PD time	Whānau teachers effectively monitoring NCEA data to improve Level 1 - 54%, Level 2 - 67% and Level 3 - 52%.
	Investigate options for collection of wellbeing data.	Term 1 and 2	Pastoral Hub Staff Pastoral Leads Senior Leaders	Time to explore options	An appropriate wellbeing tool selected for use.
	Provide professional development for staff to collect wellbeing data.	Term 3	Pastoral Hub Staff Pastoral Leads Senior Leaders	PD time	Staff are confident to collect wellbeing data. Wellbeing data collected accurately so results are valid.
	Collect school wide wellbeing data.	Term 4	All staff	Time during whānau hui.	Collection of wellbeing data. Wellbeing data used to inform next steps within the school.



Improvement Plan

Strategic Goal 1

<p>Ensure that social and emotional learning programmes are robust and effective.</p>	<p>Development of the Social and Emotional learning programmes school wide.</p>	<p>Ongoing throughout the year.</p>	<p>Pastoral leads Hauora Lead Within School Teacher with responsibility for Social and Emotional curriculum.</p>	<p>Learning resources for the Social and Emotional curriculum. Time for development of resources.</p>	<p>A consistent Social and Emotional programme available for staff use across the school that is age appropriate for each year level.</p>
	<p>Professional development for staff to enable them to successfully deliver the Social and Emotional curriculum.</p>	<p>Ongoing throughout the year.</p>	<p>Senior Leaders Within School Teacher with responsibility for Social and Emotional curriculum.</p>	<p>Time on Monday and Friday morning meetings.</p>	<p>Staff capable of delivering the Social and Emotional curriculum effectively, this will be evidenced through student voice and lesson observations.</p>
	<p>Review of the Social and Emotional curriculum</p>	<p>Term 4</p>	<p>Senior Leaders Within School Teacher with responsibility for Social and Emotional curriculum.</p>	<p>Time to collect student, whānau and teacher voice.</p>	<p>Review of 2024 practices to inform planning for 2025.</p>
<p>Develop and maintain a strong school culture through the explicit teaching of Te Paepae o Aotea values using the Huakina Mai resources.</p>	<p>Explicit teaching in whānau hui and awa assemblies of school values.</p>	<p>Ongoing during whānau hui and Tuakana Teina time.</p>	<p>All staff</p>	<p>Teaching resources and time to develop TPOA-specific resources</p>	<p>All students know, understand and can demonstrate the school values.</p>
	<p>Develop school-wide opportunities to demonstrate school values eg haka competition</p>	<p>Ongoing during whānau hui and Tuakana Teina time.</p>	<p>Senior and middle leaders</p>	<p>Time to develop resources to use school-wide</p>	<p>Successful school-wide events led by students.</p>
	<p>Staff development to support the teaching of school values.</p>	<p>Monday and Friday mornings before school throughout the year.</p>	<p>All staff</p>	<p>PD time</p>	<p>Staff know, understand and demonstrate the school values.</p>
	<p>Implement a PB4L school-wide strategy.</p>	<p>Launch in Term 1. Review in Term 4 for the following year.</p>	<p>PB4L team and senior leaders</p>	<p>Time for PB4L team PD time for staff</p>	<p>PB4L strategy is evident throughout the school. PB4L indicators eg pastoral entries, stand downs, suspensions decrease in numbers.</p>



Improvement Plan

Strategic Goal 1

Maintain and develop relationships with external agencies to support the wellbeing of our students.	Connect with external agencies in our area.	Term 1	Senior Leaders Pastoral Hub Staff.	Time to form and/or develop these connections.	Have a school register of what external agencies are available to students and whānau.
	Communicate to the school community resources that are available from external providers.	Ongoing throughout the year	Senior Leaders Pastoral Hub Staff.	Time	Use of social media platforms and newsletters to deliver key wellbeing messages to the school community.
	Maintain relationships with external agencies in our area.	Term 2- 4	Senior Leaders Pastoral Hub Staff.	Time	Seamless service in operation where students are supported effectively by TPOA and external services.
	Review the external agency relationships and services.	Term 4	Senior Leaders Pastoral Hub Staff.	Time	Clear direction for 2025 as to what services will be used and for what purpose.
Continue to develop student leadership capabilities.	Develop and review a formal leadership structure.	Develop Term 1 Review Term 4	Senior Leaders Pastoral Leads Whānau teachers	Time	Structure in place and students appointed. Review of Leadership complete.
	Provide multiple opportunities across the school environment eg Community Contribution, Tuakana Teina, Lunchtime Recreation Activities.	Ongoing throughout 2024	Senior Leaders Pastoral Leads Sports and Arts Coordinators	Time Equipment eg. sports, arts, Trophies for competitions Prizes for competitions	Students participating in school wide events. Friday afternoon attendance improves (Tuakana Teina time). Increased numbers of students being involved in physical activity for a longer period of time each week.
	Investigate, develop and implement a leadership development programme.	Investigate Term 1 Develop and implement Term 2-4	Senior Leaders Pastoral Leads	Time Resources to allow students to attend leadership courses.	Students attend internal and external leadership courses.



Annual Plan

Strategic Goal 2

Strategic Goal 2: Engage each ākonga to pursue knowledge and strive for excellence through culturally responsive quality teaching practices. NELP 4,5 and 6.

3 Year Goal (End of 2026)

- Increase Numeracy and Literacy achievements of students so that 75% of students are at or above expected curriculum level for Year 7-10 students.
- Increase Numeracy and Literacy achievements of students so that 95% of students gain Numeracy and Literacy co-requisites for Year 11-13 students.
- Increase Level 1 NCEA pass rate to 75% for Year 11 students.
- Increase Level 2 NCEA pass rate to 80% for Year 12 students.
- Increase Level 3 NCEA pass rate to 75% for Year 13 students.
- Increase University Entrance pass rate to 35% for Year 13 students.
- Equitable achievement for Māori and Non-Māori.

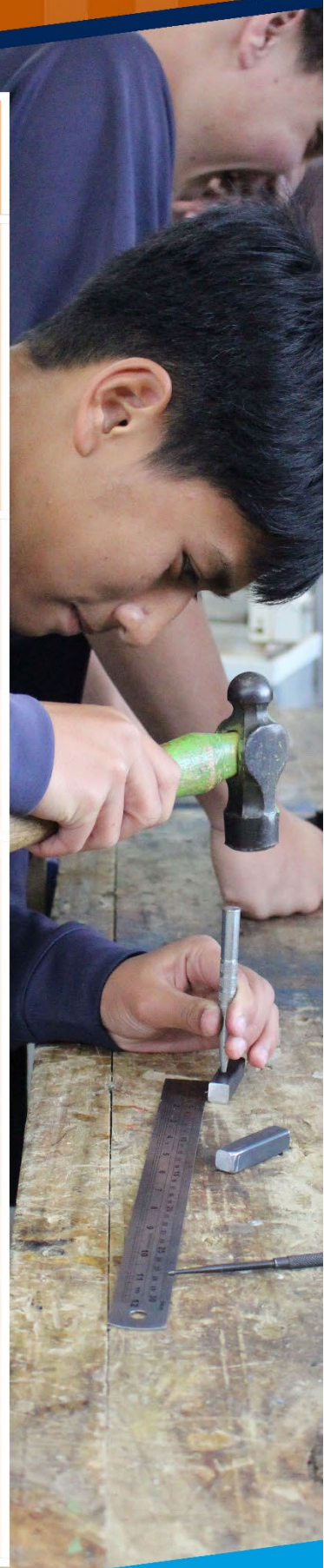
2024 Targets

- Increase Numeracy and Literacy achievements of students so that 60% of students are at or above expected curriculum level for Year 7-10 students.
- Increase Numeracy and Literacy achievements of students so that 90% of students gain Numeracy and Literacy co-requisites for Year 11-13 students.
- Increase Level 1 NCEA pass rate to 70% for Year 11 students.
- Increase Level 2 NCEA pass rate to 75% for Year 12 students.
- Increase Level 3 NCEA pass rate to 70% for Year 13 students.
- Increase University Entrance pass rate to 30% for Year 13 students.
- Reduce disparity for Māori and Non-Māori to less than 5%.

Where are we currently at?

In 2023 we had the following data for Year 7 – 10 students in reading, writing and numeracy. This data is based on Overall Teacher Judgements, triangulated with PAT and eAsTTle data. At most year levels for reading, writing and maths we are below our 2024 target of 60%. The disparity seen between all students and Māori students is variable across reading, writing and maths, up to 15% for some indicators. In Year 9 and 10 the percentage of Māori students at or above expected level is actually higher than all students.

2023 Baseline – End of Year % of students at or above expected level	All Students	Māori Students
Reading	Year 7 72.5% Year 8 51.7% Year 9 29% Year 10 28%	Year 7 67.6% Year 8 40.5% Year 9 44% Year 10 32.7%
Writing	Year 7 65% Year 8 44.5% Year 9 40.3% Year 10 38.7%	Year 7 62.6% Year 8 34.2% Year 9 26.6% Year 10 25.4%
Numeracy	Year 7 66.4% Year 8 46.2% Year 9 50% Year 10 35.5%	Year 7 62.8% Year 8 36.4% Year 9 35.2% Year 10 21.5%



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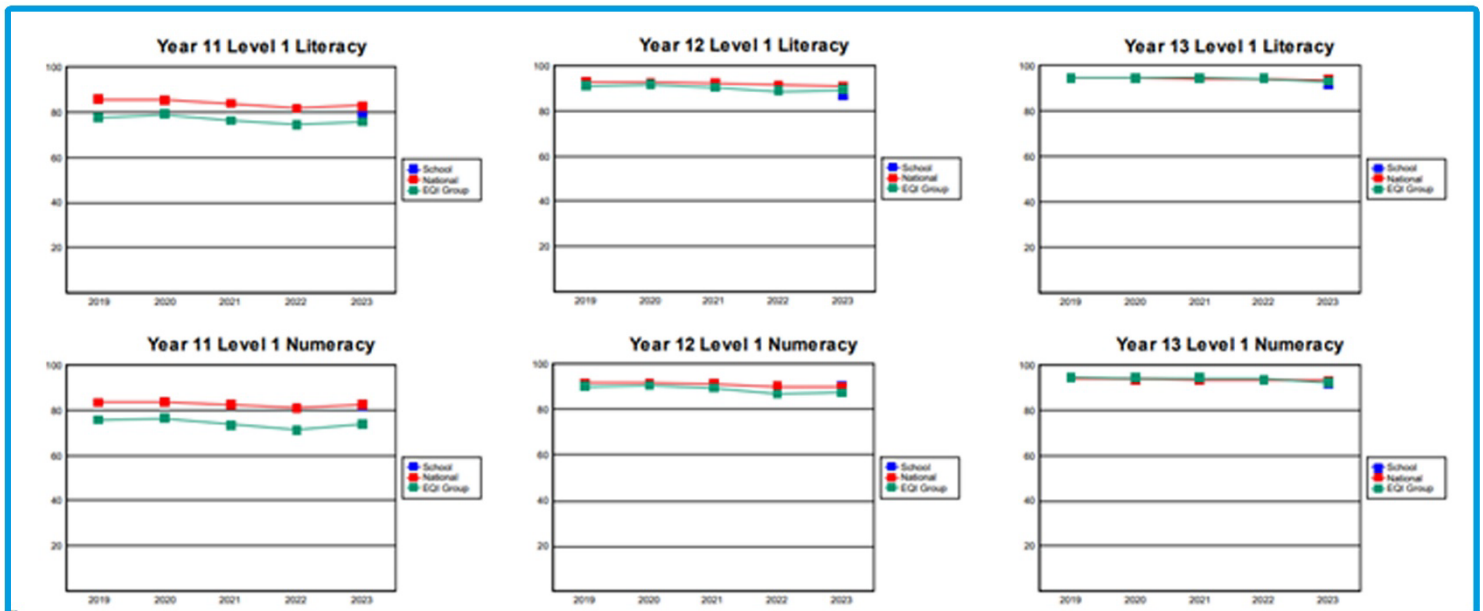
Strategic Goal 2

The 2023 Literacy and Numeracy pass rates can be seen below, only the Year 13 cohort is at our 2024 target of 90%. The disparity seen between all students and Māori students is between 1.5% - 4.9%.

% Pass Rate	All Students	Māori Students
Literacy	Year 11 79.2% Year 12 86.6% Year 13 91.5%	Year 11 75% Year 12 82.1% Year 13 90%
Numeracy	Year 11 81.5% Year 12 90.2% Year 13 91.5%	Year 11 76.6% Year 12 87.2% Year 13 90%

Our Year 11 Māori students have pass rates for literacy which are at the national average and for numeracy that are above the national average for Māori students. Our Year 12 Māori students have pass rates for literacy which are below the national average and for numeracy that are at the national average for Māori students. Our Year 13 Māori students have pass rates for literacy which are just below the national average and for numeracy that are also just below the national average for Māori students.

Te Paepae o Aotea is below the national average for literacy and numeracy pass rates for all year levels except numeracy at Level 2. When compared with the average of other schools in our Social Equity Index Group we are above the average in all areas except Year 13 for both literacy and numeracy and Year 12 literacy.



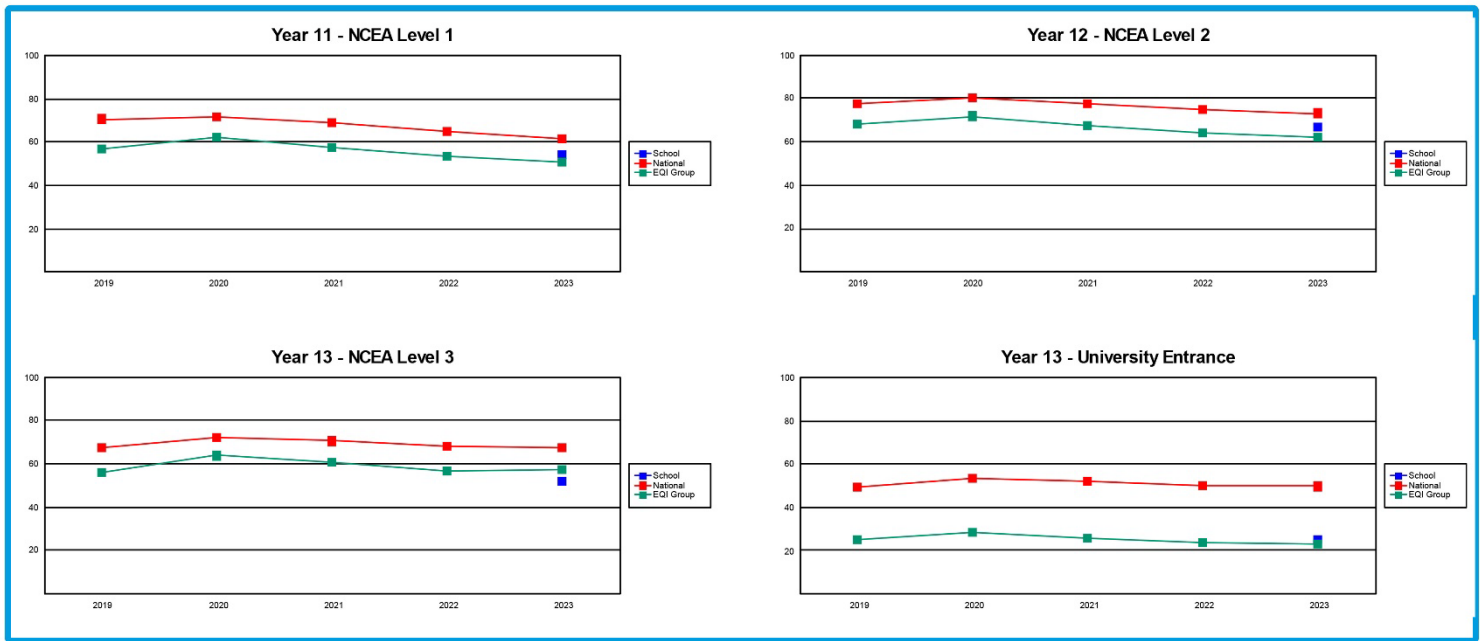
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Strategic Goal 2

The NCEA pass rates can be seen in the table below, none of which are at the targets set for 2024.

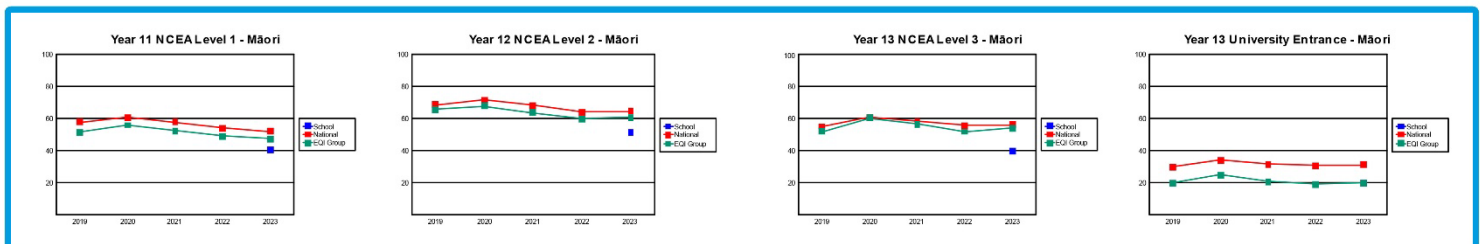
% Pass Rate	All Students	Māori Students
NCEA	Level 1 54.2% Level 2 67% Level 3 52.1% UE 25.4%	Level 1 40.6% Level 2 51.3% Level 3 40.0% UE 20.0%

Te Paepae o Aotea is below the national average pass rate for NCEA Level 1, 2 and 3 and University Entrance. When compared with the average of other schools in our Social Equity Index Group we are above the average in Level 1, 2 and for University Entrance.



Māori Students NCEA data

Te Paepae o Aotea is below the national average pass rate for NCEA Level 1, 2 and 3 and University Entrance. When compared with the average of other schools in our Social Equity Index Group we are below for all three NCEA levels but are at the average pass rate for University Entrance.



Annual Plan

Strategic Goal 2

Objective	Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Use student, whānau and community voice to inform curriculum and pastoral support systems.	Collect whānau, student, staff voice using Relationship-based Learning (RbL) methodology.	Ongoing throughout the year.	Trained RbL voice collectors Senior Leaders	Training for staff Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	Procedures and practices throughout the school reflect the needs and aspirations of the community.
	Collect community, whānau, student, staff voice to review learning programmes.	Term 3	Trained RbL voice collectors Senior Leaders Curriculum Leads	Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	Learning programmes that meet the needs and aspirations of the community.
	Student voice built into review of learning modules.	Ongoing throughout the year.	Senior Leaders Curriculum Leads	Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	Ensure that learning modules are relevant to the needs and interests of students.
	Collect community, whānau, student, staff voice to review pastoral systems.	Term 4	Senior Leaders Pastoral Leads	Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	A pastoral system that is well resourced and meets the needs of the community.
	Complete Health curriculum survey.	Term 4	Within School Teacher with responsibility for Social and Emotional Learning curriculum.	Allocation of time to design, administer and collate survey.	Gain a greater understanding of what the school community would like in the Health curriculum delivery.

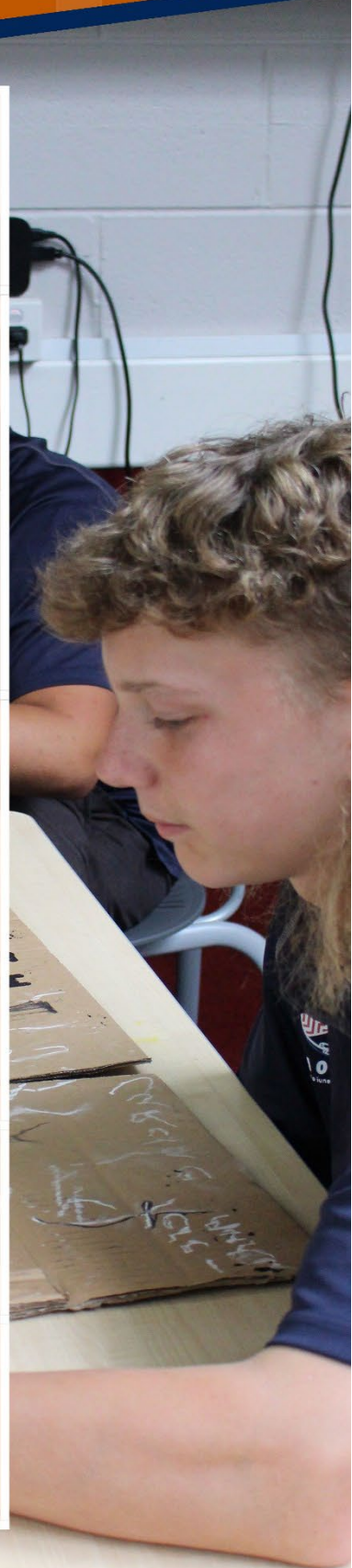


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Strategic Goal 2

Connect with our Kahui Ako to develop our Within School Teachers to deliver high quality support for colleagues and establish attendance initiatives.

Goals set for Te Paepae o Aotea Within School Teachers.	Term 1	Senior Leaders Within School Teachers Kahui Ako personnel	Meeting time	Goals set that are aligned with the school's strategic plan and the Kahui Ako Achievement Challenge.
Goals monitored throughout the year.	Term 2 - 4	Senior Leaders Within School Teachers	Review time	Meet the goals set around <ul style="list-style-type: none"> • Cultural competency • NCEA change • Social and Emotional Curriculum • Relationship based Learning • Digital competency
Position descriptions reviewed and set for the year.	Term 1	Senior Leaders Within School Teachers Kahui Ako personnel	Meeting time	Clear job descriptions which allow Within School Teachers to be effective in their role.
Within School Teachers to provide professional development for staff.	Ongoing 2024	Within School Teachers	PD time	Staff increase their capability across the following areas. <ul style="list-style-type: none"> • Cultural competency • NCEA change • Social and Emotional Curriculum • Relationship based Learning • Digital competency
Support Te Paepae o Aotea staff to take opportunities provided by the Kahui Ako including leadership opportunities.	Ongoing 2024	Teaching staff	Release time	Te Paepae o Aotea staff involved and facilitating professional development across the Kahui Ako.
Engage at all levels within the Kahui Ako.	Ongoing 2024	Teaching staff	Release time	Improved outcomes for students in our key indicators. <ul style="list-style-type: none"> • Attendance • Literacy/Numeracy • NCEA • PB4L • Stand down/suspensions

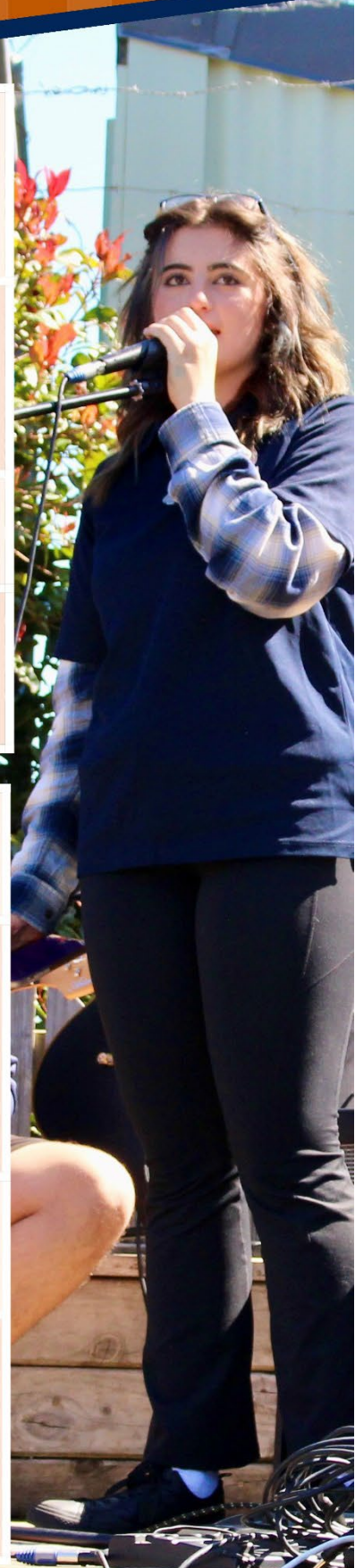


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Strategic Goal 2

Develop staff competency in Te Reo and Te Ao Māori	Te Reo Māori Professional Development offered to staff internally and externally	Ongoing throughout 2024 on Tuesday mornings and opt in sessions on Wednesday afternoon.	Senior Leaders Within School Teachers with responsibility for cultural competency.	PD time	Staff using Te Reo Māori authentically within the school inside and outside of the classroom environment.
	Te Ao Māori Professional Development offered to staff internally and externally	Ongoing throughout 2024 on Tuesday mornings.	Senior Leaders Within School Teachers with responsibility for cultural competency.	PD time	Staff gaining a deeper understanding of Te Ao Māori concepts and displaying appropriate tikanga across the school environment.
	Create a safe time and space for staff to learn and practice.	Ongoing for 2024.	All staff have the responsibility to create a safe environment.	Time	Staff increase confidence and capability with Te Reo Māori.
	Coconstruction of taonga to be shared with staff through the guiding coalition.	Ongoing for 2024.	Guiding coalition	Time Kai for meetings	Staff learn appropriate local dialect and tikanga.

Develop staff competency in teaching literacy and numeracy.	Literacy and numeracy goals set and shared.	Term 1	Senior leaders Literacy and numeracy leads	PD time	Baseline data collected and collated for 2023. Baseline data used to inform practice for 2024.
	Literacy and numeracy Professional Development offered to staff internally and externally	Ongoing throughout 2024 on Thursday mornings	Senior leaders Literacy and numeracy leads	PD time	Staff increase their competency in teaching literacy and numeracy.
	Literacy and numeracy goals monitored.	Ongoing 2024	Senior leaders Literacy and numeracy leads	Time to monitor	The number of students who are at or above the expected level increases throughout the year.
	Literacy and numeracy goals reviewed.	Term 4	All staff who teach literacy and numeracy	Time to review	The number of students that are at or above expected curriculum level for Year 7-10 students is over 60%. The number of students that have numeracy and literacy co-requisites is over 90% for Year 11-13 students.

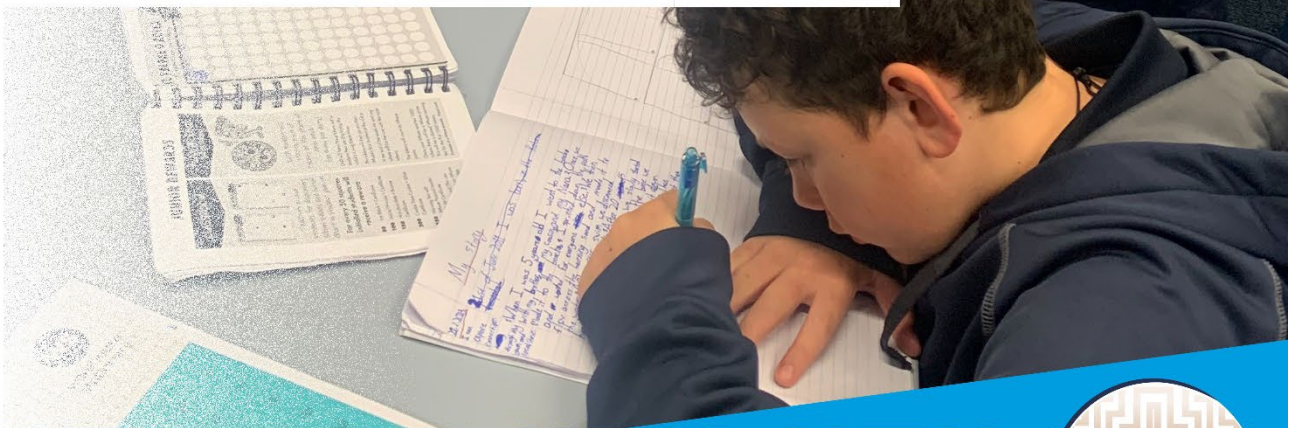
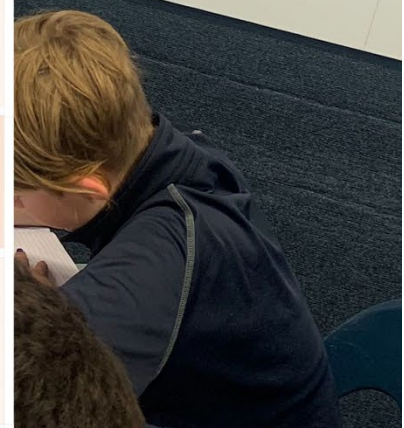
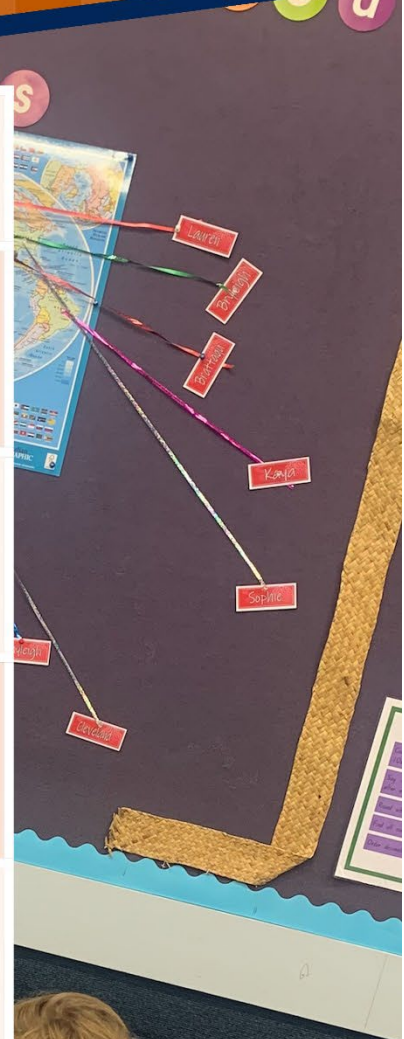


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Strategic Goal 2

Develop staff capability through professional development that focuses on Relation-based Learning strategies.

Identify and train Relationship based Learning Champions	Term 1	Teaching staff	Time to train staff	Champions of Relationship-based Learning are identified and have appropriate training.
Provide professional development for staff on Relationship-based Learning	Ongoing 2024	Senior leaders Within School Teacher with responsibility for Relationship based Learning.	Morning PD time.	Classroom observations show evidence of Relationship-based Learning strategies.
Classroom observations using the Relationship-based Learning framework	Term 3 and 4	Relationship based Learning Champions.	Release time for staff	Classroom observations show evidence of Relationship-based Learning strategies.
Review and implement the Individual Learning Plan Template	Term 1	Teaching staff	Time to review Whānau meetings at the start of the year.	All students from Year 7 – 13 have an Individual Learning Plan in place for 2024 which includes SMART goals.
Monitoring of Individual Learning Plans	Ongoing 2024	Teaching staff	Teacher/student/whānau meetings.	Teachers, students and whānau aware of the progress students are making throughout the year towards reaching their goals.
Review of Individual Learning Plans	Term 4	Teaching staff	Teacher/student/whānau meetings.	95% of students school wide reach their Individual Learning Plan goals.
Teachers use student achievement data to inform practice.	Ongoing 2024	Teaching staff	Time	Teachers are aware of the areas of strength and the next steps for each learner.



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Strategic Goal 2

Develop staff capability to work in a flexible and digitally enabled learning environment.	Digital technology professional development offered to staff.	Ongoing 2024	Senior Leaders Within School Teachers with responsibility for Digital competency.	PD time	Staff improve their digital competency, this will be seen through appropriate use of digital technology in classrooms.
	Staff engaged in the schools digital strategy.	Ongoing 2024	All staff	Time Appropriate devices for staff	Staff use technology appropriately and effectively in their role within the school. Staff use technology in their classroom in line with the schools digital strategy.
	Staff engage in professional development that allows students to use technology safely for their learning.	Ongoing 2024	Teaching staff	PD time	Students use technology safely for their learning.
	Staff engage in the master planning phase of the building redevelopment.	Term 3 and 4	All staff	Time to meet and feed back to planners.	Master planning completed that is informed by staff voice.
Ensure learners have equitable access to the New Zealand Curriculum.	Use of baseline data from 2023 to determine appropriate learning programmes for all students.	Term 1	SENCO Senior leaders Teaching staff	Time	All students have an appropriate learning programme that meets their needs, abilities and interests.
	Monitor learning programmes of students with additional needs including gifted and talented.	Ongoing 2024	SENCO Senior leaders Teaching staff	Release time Extension classes Remedial small groups Supported Learning class	All students in the school able to access the New Zealand Curriculum at the appropriate level for their developmental stage.
	Special assessment conditions applied for.	Term 1	Principal's Nominee Learning Assistants Teaching staff	Testing time Time to complete applications.	Special assessment applications completed for students who need them.
	Special assessment conditions used for assessments.	Ongoing 2024	Principal's Nominee Learning Assistants	Learning Assistants and technology to ensure special assessment conditions can be used.	Students are supported to make the most of the special assessment conditions allocated.



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Strategic Goal 3

Strategic Goal 3: Ensure that ākonga have rich and coherent pathways. NELP 3 and 7.

3 Year Goal (End of 2026)

- Students have meaningful pathways.
- Students are successfully transitioned to work or further study.
- All school leavers enrol in further study or gain employment.
- Destination known for all of school leavers.
- Improve retention rate of students staying until they complete their Level 2 qualification.

2024 Annual Targets

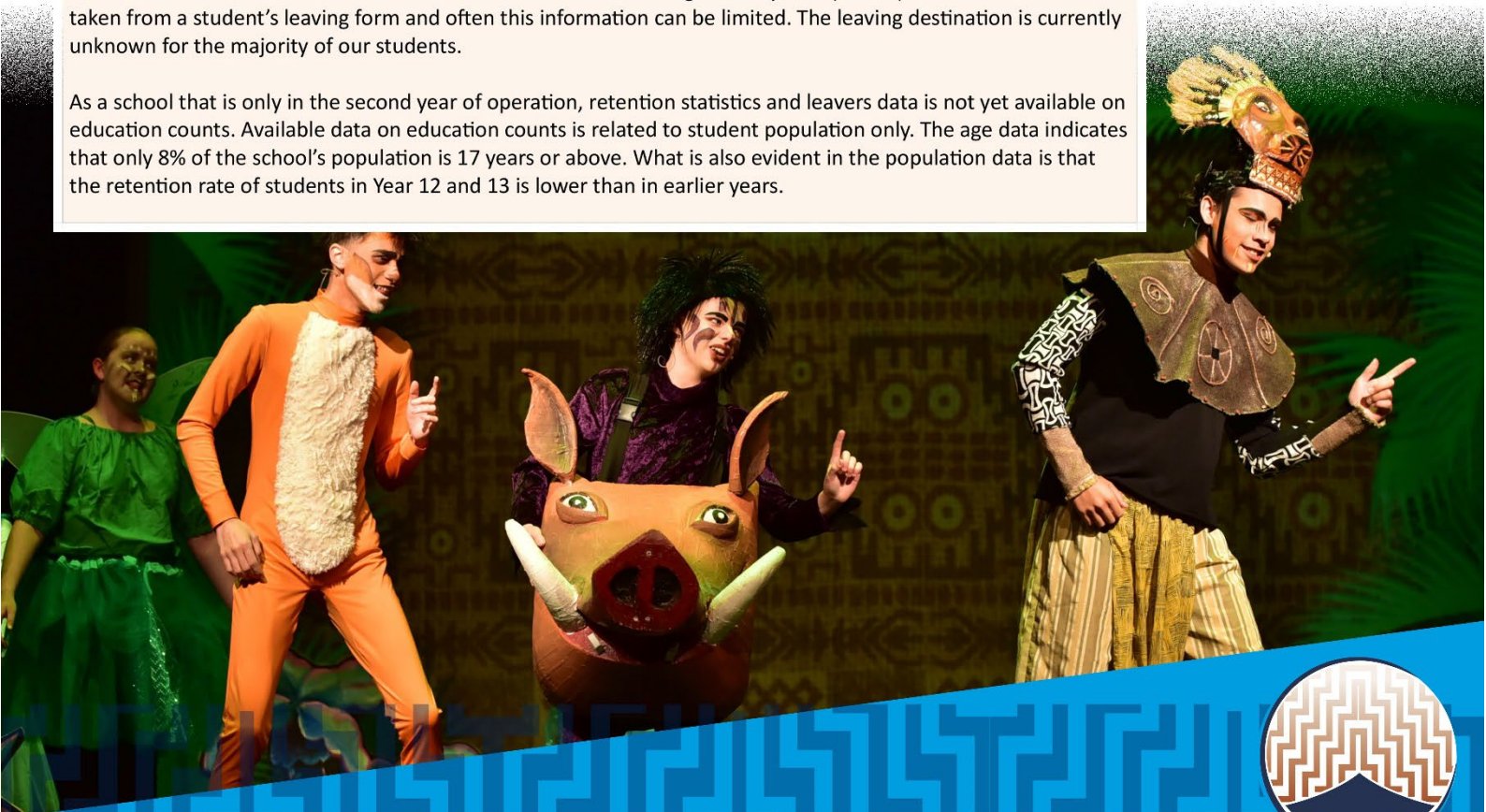
- Students transition successfully to Te Paepae o Aotea from feeder schools at Year 6 and 8.
- Students transition successfully from the Junior school to the Senior School.
- 90% of school leavers enrol in further study or gain employment.
- Destination known for 90% of school leavers.
- Improve retention rate of students staying until they complete their Level 2 qualification.

Where are we currently at?

Our junior school programmes (Year 7 – 10) are designed to prepare our students to be successful in the senior school. The junior school has a massive focus on teaching literacy and numeracy foundational skills to enable students to be successful in the senior school. Students are tracked in the junior school to ensure that they have covered the breadth of the New Zealand Curriculum. Currently the alignment between the senior and junior learning programmes is fairly cohesive but we have identified some specific areas that need further alignment in 2024. Transition from students from the junior school to the senior school can be challenging and we observed students in 2023 that struggled with this transition. In Term 1 2023 we observed that a large percentage of our students struggled with the transition into the new school. Modifications were made at the end of 2023 to the transition process and the 2024 data should inform us as to whether our transition programme was successful or still in need of modification.

School leaver information is recorded on our school student management system (Kamar). Leaver information is taken from a student's leaving form and often this information can be limited. The leaving destination is currently unknown for the majority of our students.

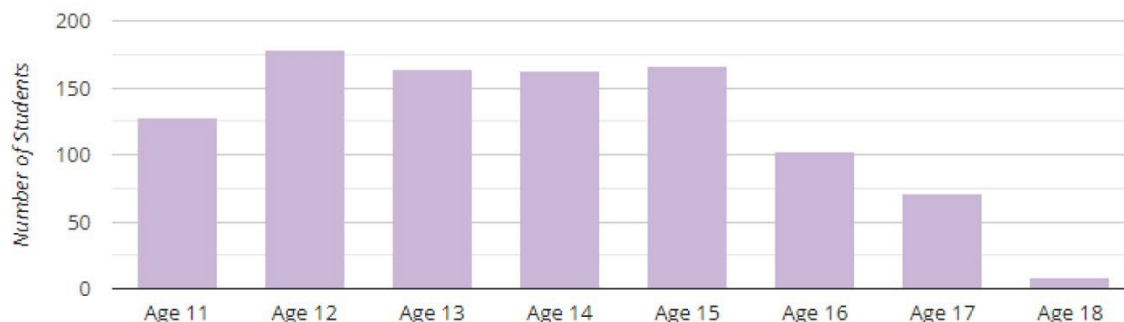
As a school that is only in the second year of operation, retention statistics and leavers data is not yet available on education counts. Available data on education counts is related to student population only. The age data indicates that only 8% of the school's population is 17 years or above. What is also evident in the population data is that the retention rate of students in Year 12 and 13 is lower than in earlier years.



Annual Plan

Strategic Goal 3

Roll by age, as at 1 July 2023



Roll by year level and ethnic group, as at 1 July 2023

Funding year level	Māori	Pacific	Asian	MELAA	Other	European/Pākehā	International students	Total
Year 07	67	4	6	1	0	108	0	153
Year 08	78	7	4	1	0	141	0	176
Year 09	72	5	2	4	0	128	0	164
Year 10	77	4	7	1	2	129	0	169
Year 11	65	3	6	2	1	130	0	160
Year 12	35	2	4	0	2	88	0	103
Year 13+	16	1	6	1	1	42	0	57
Total	410	26	35	10	6	766	0	982

Te Paepae o Aotea Leavers 2023

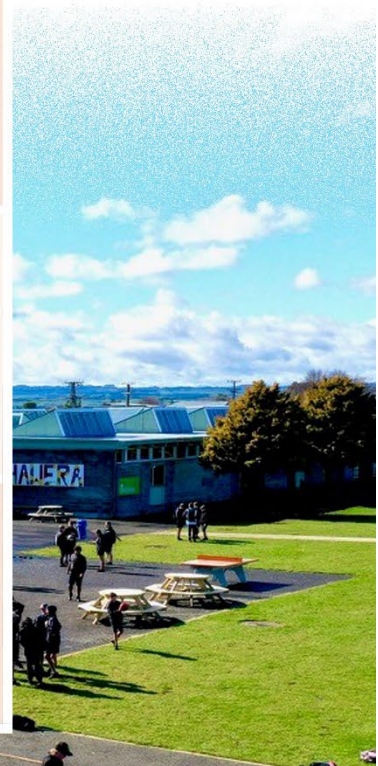
	Year 11	Year 12	Year 13
Total number of leavers throughout the year	31	45	69
Tertiary study	1	3	19
Known work place	7	16	14
Unknown destination	23	26	36



Annual Plan

Strategic Goal 3

Objective	Actions	Timing	Responsibility	Resources	Outcomes What will we see?
Use student, whānau and community voice to inform curriculum and pastoral support systems.	Collect whānau, student, staff voice using Relationship based Learning (RbL) methodology.	Ongoing throughout the year.	Trained RbL voice collectors Senior Leaders	Training for staff Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	Procedures and practices throughout the school reflect the needs and aspirations of the community.
	Collect community, whānau, student, staff voice to review learning programmes.	Term 3	Trained RbL voice collectors Senior Leaders Curriculum Leads	Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	Learning programmes that meet the needs and aspirations of the community.
	Student voice built into review of learning modules.	Ongoing throughout the year.	Senior Leaders Curriculum Leads	Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	Ensure that learning modules are relevant to the needs and interests of students.
	Collect community, whānau, student, staff voice to review pastoral systems.	Term 4	Senior Leaders Pastoral Leads	Allocation of time to collect voice Kai for meetings Allocation of time to collate voice.	A pastoral system that is well resourced and meets the needs of the community.
	Complete Health curriculum survey.	Term 4	Within School Teacher with responsibility for Social and Emotional Learning curriculum.	Allocation of time to design, administer and collate survey.	Gain a greater understanding of what the school community would like in the Health curriculum delivery.



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Strategic Goal 3

Develop and refine coherent and meaningful learning programmes for Year 7 – 10 students that build on prior knowledge and lead to success in the senior school. establish attendance initiatives.

Use data from feeder schools and 2023 baseline data to inform each student's individual learning plan.	Term 1	Teaching staff	Administration time and whānau meeting time	Students have appropriate Individual Learning Plans set for 2024 which are informed by data.
Plan and deliver professional development in the following areas: <ul style="list-style-type: none"> Localised curriculum Aotearoa NZ histories Matauranga Māori Integrated Curriculum Planner New Zealand Curriculum refresh NCEA refresh Literacy and numeracy 	Ongoing 2024	Senior Leaders Within School Teachers Kahui Ako personnel Curriculum leads	PD time	Learning programmes in Year 7 – 10 that are relevant and meaningful for students. <ul style="list-style-type: none"> Teacher planning is underpinned by this professional development and teachers use the school wide planners effectively.
Review of Year 7 – 10 learning programmes.	Term 4	Teaching staff	Planning time when seniors go on study break	Learning programmes reviewed thoroughly using accurate, reliable data.
Transition programme developed for Year 10 students into the senior school.	Term 3	Senior leaders Curriculum leads	Planning time Term 3	Transition programme developed that supports Year 10 students to experience life in the senior school in a safe environment.
Transition programme delivered for students heading into the senior school.	Term 4	Teaching staff	Staff to deliver this programme. Additional learning resources.	Year 10 students heading into Year 11 being able to engage successfully in the transition programme in Term 4 and then engage in Year 11 programmes in Term 1 2025.
Deliver career education throughout the Year 7 – 10 learning programmes.	Ongoing 2024	Careers lead Careers assistant Teaching staff	Time to plan and deliver Transport to key events Other associated costs to key events Purchase of appropriate learning resources.	Students who are aware of school pathways that lead to further study and work opportunities.

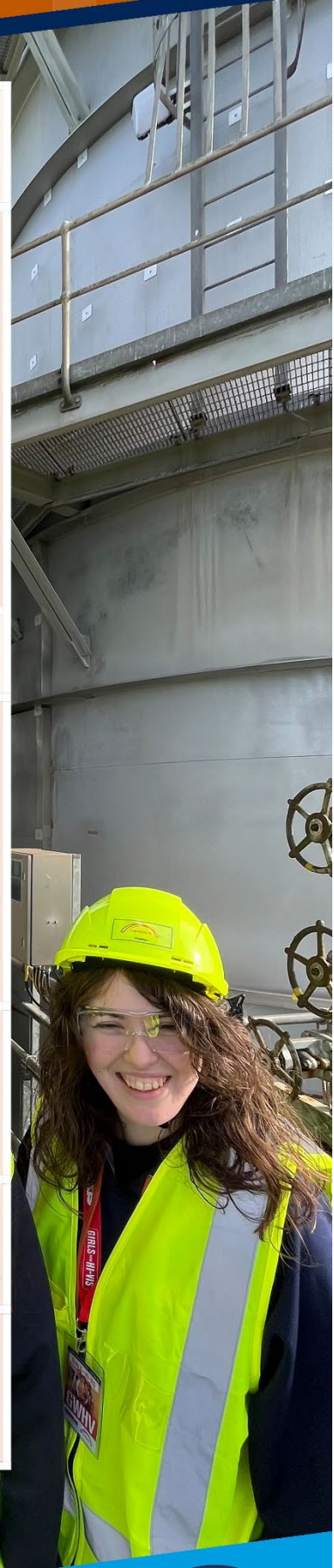


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Strategic Goal 3

Develop and refine coherent and meaningful learning programmes for Year 11-13 students that build on prior knowledge and lead to successful transition to work or further study.

Use data from 2023 baseline data to inform each student's individual learning plan.	Term 1	Teaching staff	Administration time and whānau meeting time	Students have appropriate Individual Learning Plans set for 2024 which are informed by data.
Plan and deliver professional development in the following areas: <ul style="list-style-type: none"> Localised curriculum Aotearoa NZ histories Matauranga Māori Integrated Curriculum Planner New Zealand Curriculum refresh NCEA refresh Literacy and numeracy 	Ongoing 2024	Senior Leaders Within School Teachers Kahui Ako personnel Senior Learning Designers	PD time	Learning programmes in Year 11 – 13 that are relevant and meaningful for students. Teacher planning is underpinned by this professional development and teachers use the school wide planners effectively.
Review of Year 11 – 13 learning programmes.	Term 4	Teaching staff	Planning time when seniors go on study break	Learning programmes reviewed thoroughly using accurate, reliable data.
Deliver career education throughout the Year 11 – 13 learning programmes.	Ongoing 2024	Careers lead Careers assistant Teaching staff	Time to plan and deliver Transport to key events Other associated costs to key events Purchase of appropriate learning resources.	Students are aware of school pathways that lead to further study and work opportunities.
Provide Year 11-13 specific careers guidance.	Ongoing 2024	Careers lead Careers assistant Teaching staff	Release time for careers lead Full time careers assistant appointed	Students transition from school to further study and work successfully.
Develop a survey for all school leavers to fill in.	Term 1	Senior leaders	Time	Accurate information about why students are leaving and what the school could do to improve.
Connect with all 2023 Year 12 and 13 leavers to determine accurately where they have transitioned to.	Ongoing 2024	Transition staff	Time	Accurate destination information.



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Strategic Goal 3

Use assessment data to monitor student outcomes and provide next steps for learning.

Implement the use of PaT and eAsTtle assessment tools to track student progress for Year 7 -10 students.	Term 1	Senior leaders Curriculum leads Teaching staff	PD time	PAT and eAsTtle data is used to inform next steps for students learning.
Monitor student progress using Overall Teacher Judgements, PAT and eAsTtle data for Year 7 – 10 students.	Ongoing 2024	Teaching staff	Administration time	Accelerated progress is seen in student achievement.
Implement the use of NCEA and milestone assessment data to track student progress for Year 11 -13 students.	Term 1	Senior leaders Senior Learning Designers Teaching staff	PD time	NCEA and milestone assessment data is used to inform next steps for students learning.
Monitor student progress NCEA assessments data for Year 11 – 13 students.	Ongoing 2024	Teaching staff	Administration time	Students are successful in gaining their NCEA qualification. An increased number of students leaving with their Level 2 qualification.

Cuban Jones 8
2nd Equal in Year 8 Literacy

Lachlan Wilks 8
2nd Equal in Year 8 Literacy

Tamamihata Edwards 8
1st in Year 8

Bridget Bone 7
Literacy - 2nd in Year 7 Literacy

Zoe Atkinson 7
1st in Year 7 Literacy



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Strategic Goal 3

Promote academic achievement across the school.

Set the school calendar to allow for school wide and awa celebrations.	Term 1	Senior leaders	Administration time	School calendar has three whole school assembly times set each term. Awa assemblies are on the calendar for all weeks that we do not have whole school assemblies during whānau time.
School wide events are planned and delivered.	Ongoing 2024	Senior leaders Awa leaders Student leaders	Tuakana Teina time Whānau hui	Students are rewarded for the success they have both within the school and outside of school.
Social media/newspaper/website platforms are all used to celebrate success	Ongoing 2024	All staff Creative design assistant	Administration time	Student success is shared with the wider community.
Open days are made available for the wider community.	Term 4	Senior leaders Teaching staff	Staff to deliver this programme. Additional learning resources.	Community feels welcomed into the school and can share the success students are having with the wider community.
Transition days are made available for students looking to transition into Te Paepae o Aotea.	Term 4	Senior leaders Teaching staff	Staff to deliver this programme. Additional learning resources.	Students starting at Te Paepae o Aotea in 2025 are able to engage successfully in the transition programme in Term 4 and then engage successfully in their learning in Term 1 2025.
Prizegivings and honours badge system needs to be reviewed.	Term 3	All staff	Administration time	Improve on the delivery of prizegivings from our baseline of 2023 practices.



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Strategic Goal 3

Ensure learning programmes are connected to the local community.	Develop connections with external organisations eg BA5, Gateway, Careers, CATE, Community Contribution providers.	Ongoing 2024	Senior Leaders Transition staff	Transition staff time	Staff are aware of the connections to outside organisations to help transition our students successfully. Staff are able to use the relationships formed with outside organisations to help transition our students successfully.
	Develop connections with WITT, FEATS and other education providers.	Ongoing 2024	Senior Leaders Transition staff	Transition staff time	Staff are aware of the connections to other education providers to help transition our students successfully. Staff are able to use the relationships formed with other education providers to help transition our students successfully.
	Develop connections with local business/industry to develop a strong Gateway/work placement programme	Ongoing 2024	Senior Leaders Transition staff	Transition staff time	Staff are aware of the connections to local businesses to help transition our students successfully. Staff are able to use the relationships formed with local businesses to help transition our students successfully.
Ensure learning programmes focus on identity, belonging and purpose.	Review and refine learning programmes that promote social, physical and emotional curriculum.	Term 1	Teaching staff	Time	Learning programmes set for students that are meaningful and developmentally appropriate to deliver in whānau hui time.
	Review and refine learning programmes that focus on our school identity through utilising our school narrative and local identity.	Term 1	Teaching staff	Time	Learning programmes set for students that are meaningful and developmentally appropriate to deliver in whānau hui and Tuakana Teina time.
	Review and refine Community Contribution and Taupaenui programmes that connect with our local community.	Ongoing 2024	Teaching staff	Time	Learning programmes delivered during Community Contribution and Taupaenui time set for students that are meaningful and connected to our local community.





TE PAEPAE O AOTEA

Kia eke atu ki Taupaenui o te tangata



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