



# TE PAERAPE O AOTEA

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



# Annual Plan

## 2025

# Annual Plan

## Strategic Goal 1

**Strategic Goal 1: Engage ākonga 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 Huakina Mai indicators (eg number of pastoral entries, types of behaviour)
- Quality leadership opportunities available to students from Year 7-13.

### 2025 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 2024 we had 31% of students at Te Paepae o Aotea attending school regularly (90% or more) up from 29% the previous year. For Māori students this dropped to 21% (up from 18% the previous year). 193 students were stood down or suspended in 2024; of these, 6 were suspended to the board. There were no excluded students in 2024. The number of stand downs increased from 2023, but the number of suspensions decreased.



# Annual Plan

## Strategic Goal 1

- 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 2024 we collected specific wellbeing data for the first time. This data was collected via five forms, one for senior and one for each of our four awa in the junior school. Students were given a 5-point scale for each of the indicators. The average for all groups was above 5 except Pātea juniors at 2.98. The percentage of students wanting a follow up conversation on their wellbeing ranged from 2 – 12 across the five groups.
- 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 PB4L team was established late in 2023 and meant that the school wide reward system was in place for 2024. Term 4, 2024 saw Te Paepae o Aotea sign up to Huakina Mai. An audit of the PB4L under the Huakina Mai lens was completed and results were shared with staff. An action plan for Huakina Mai for 2025 and 2026 has been developed.
- 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.





# Annual Plan

## Strategic Goal 1

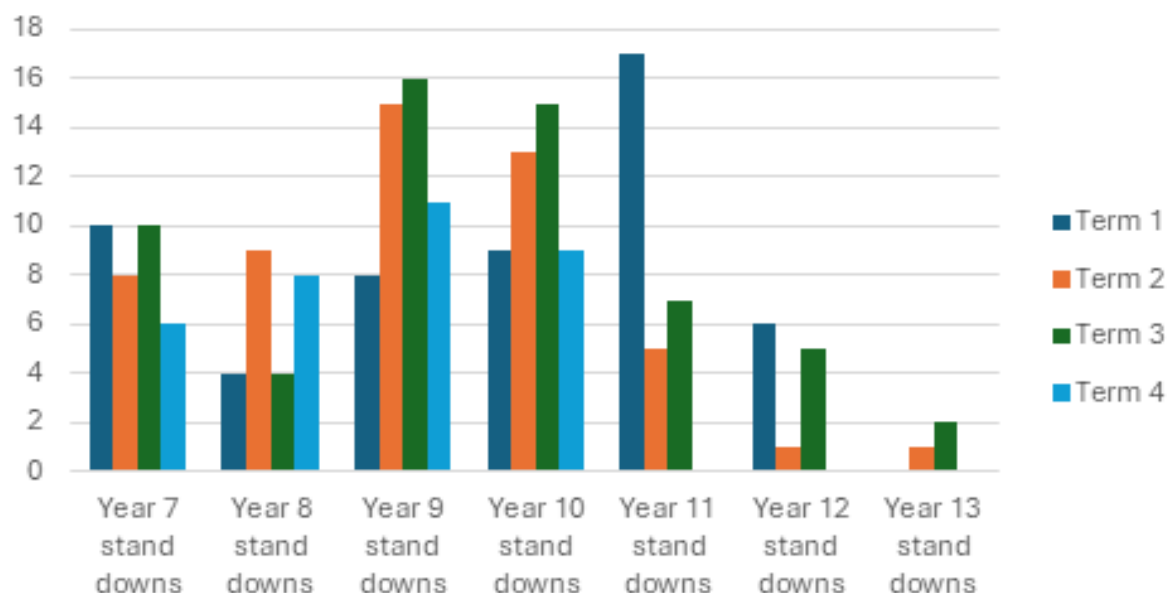
	Regularly attending (Attending more than 90%)		Irregular absence (Attending more than 80% and up to 90%)		Moderately absent (Attending more than 70% and up to 80%)		Chronically absent (Attending 70% or less)	
Type	Number	%	Number	%	Number	%	Number	%
All	314	31%	288	28%	146	14%	268	26%
Asian	19	42%	12	27%	7	16%	7	16%
European	185	37%	148	30%	63	13%	101	20%
Māori	93	21%	119	27%	73	17%	155	35%
MELAA	6	60%	3	30%	0	0%	1	10%
Other	1	100%	0	0%	0	0%	0	0%
Pasifika	10	43%	6	26%	3	13%	4	17%
Level 7	62	44%	50	35%	14	10%	15	11%
Level 8	68	42%	59	36%	22	13%	14	9%
Level 9	53	31%	51	30%	20	12%	45	27%
Level 10	31	19%	41	26%	29	18%	59	37%
Level 11	49	31%	35	22%	21	13%	54	34%
Level 12	35	25%	29	21%	26	18%	51	36%
Level 13	16	19%	23	28%	14	17%	30	36%
Another Gender	3	38%	1	13%	1	13%	3	38%
Female	138	29%	140	29%	67	14%	133	28%
Male	173	33%	147	28%	78	15%	132	25%



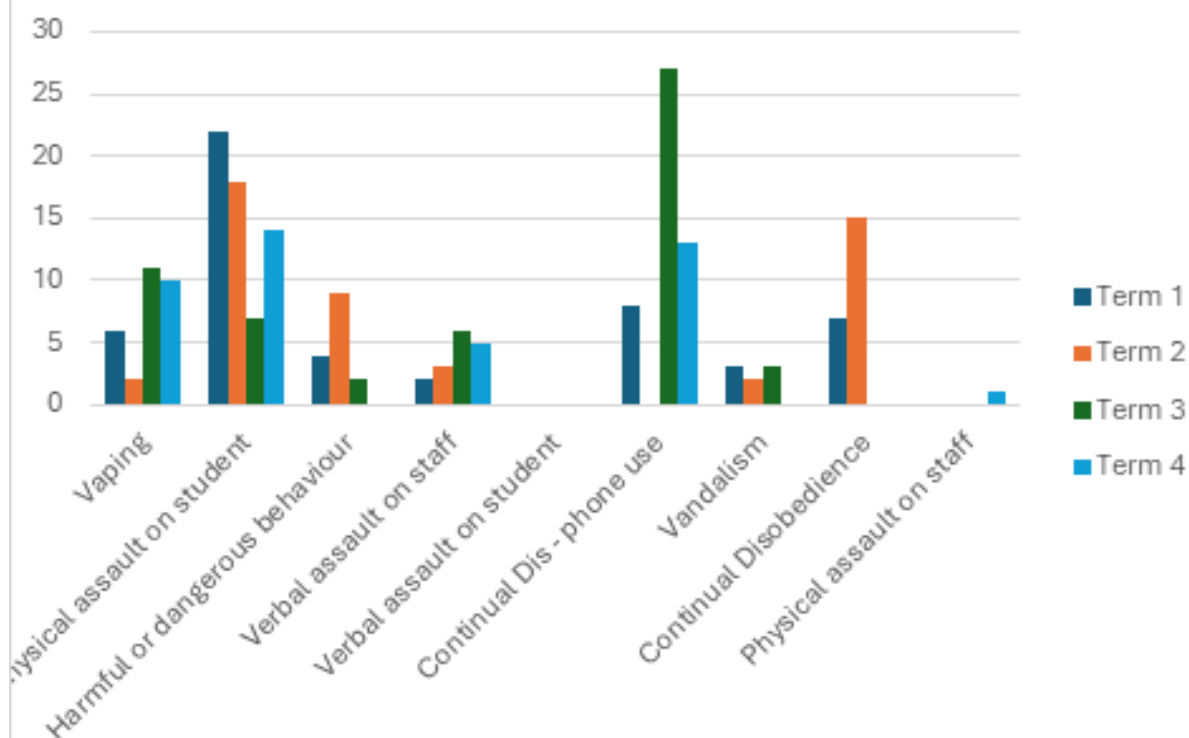
# Annual Plan

## Strategic Goal 1

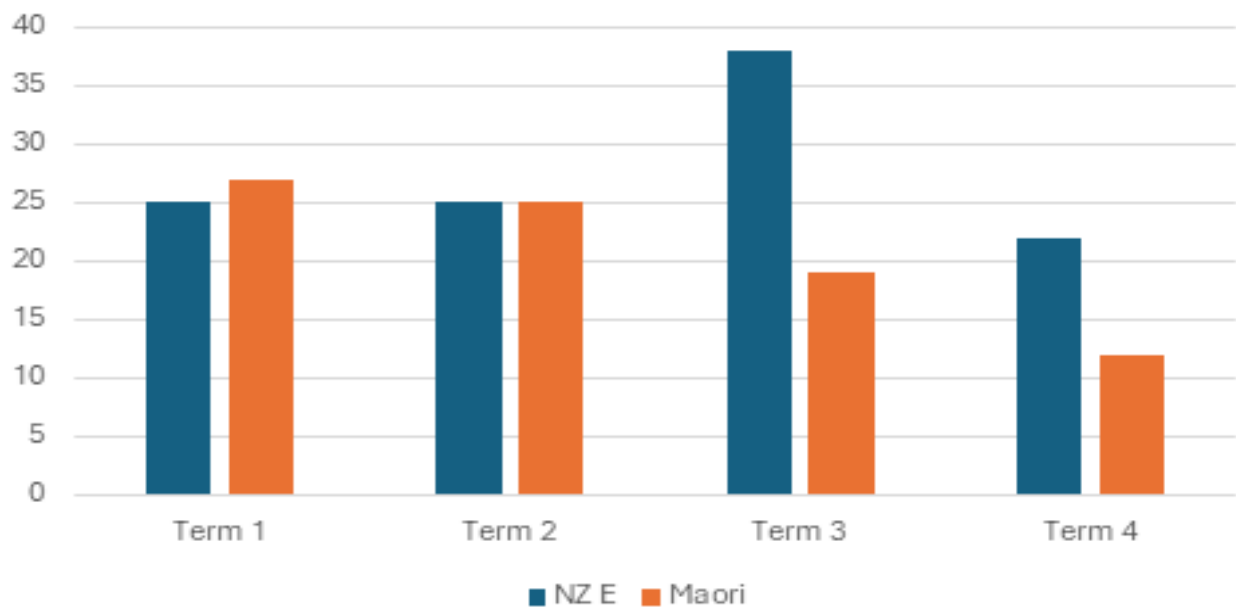
Stand downs and Suspensions by Year Level



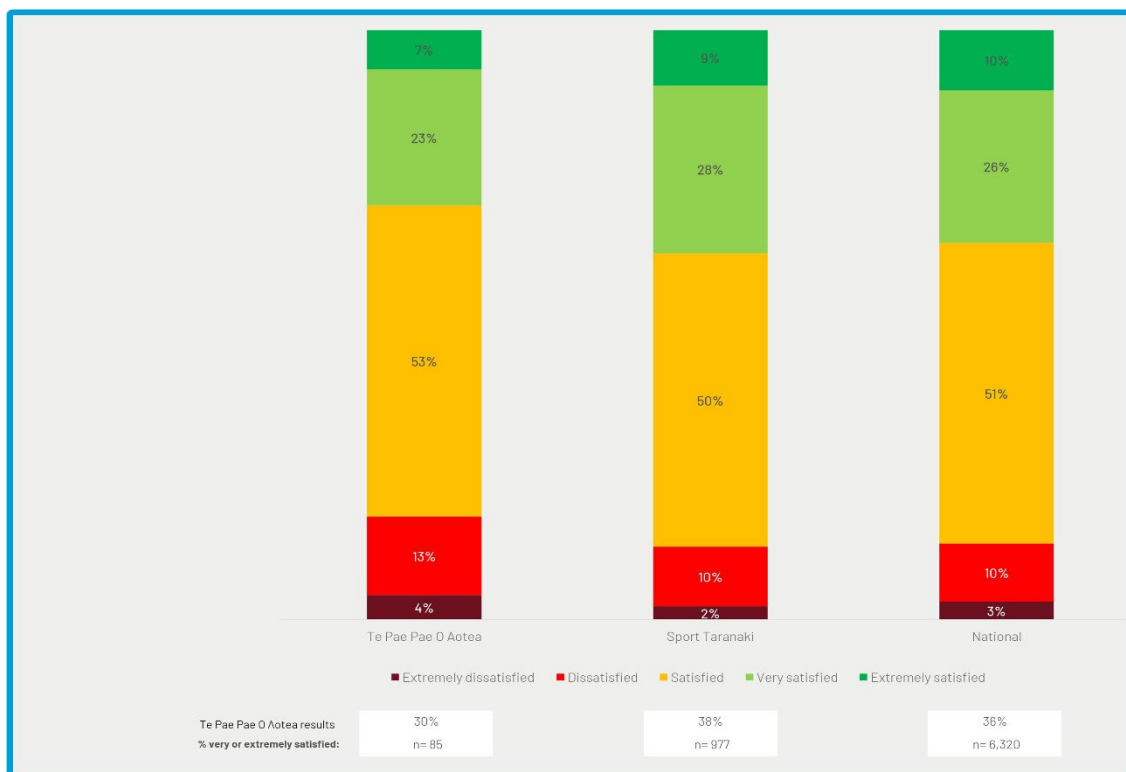
Stand downs and Suspensions by behaviour

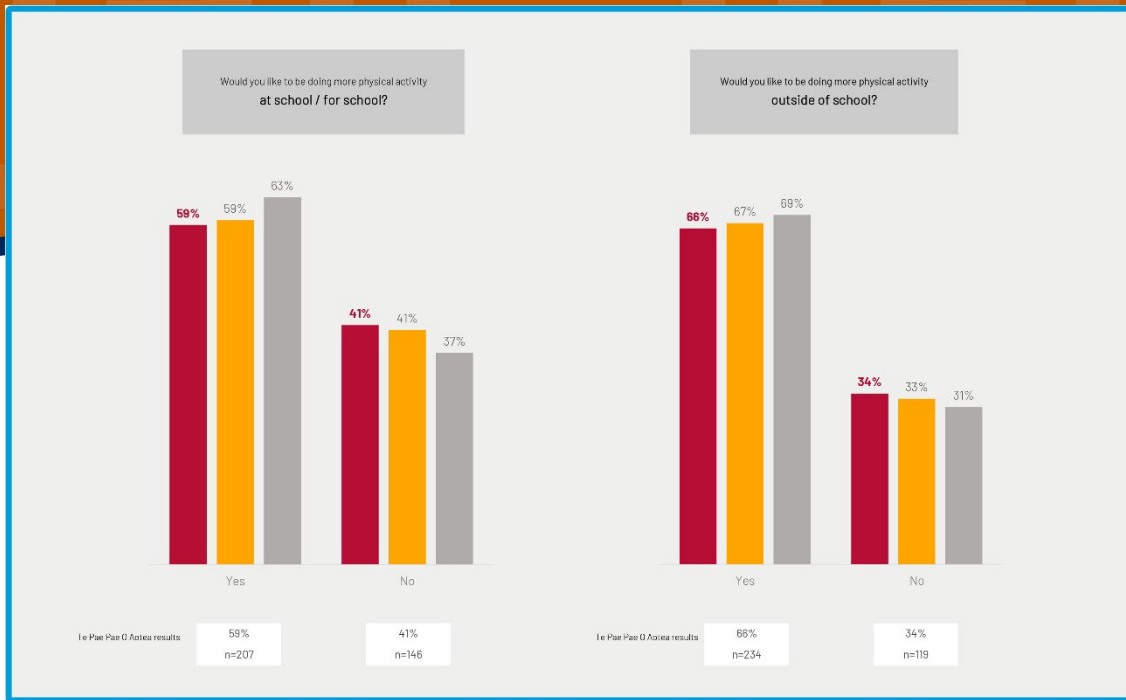


## Stand downs and Suspensions by ethnicity



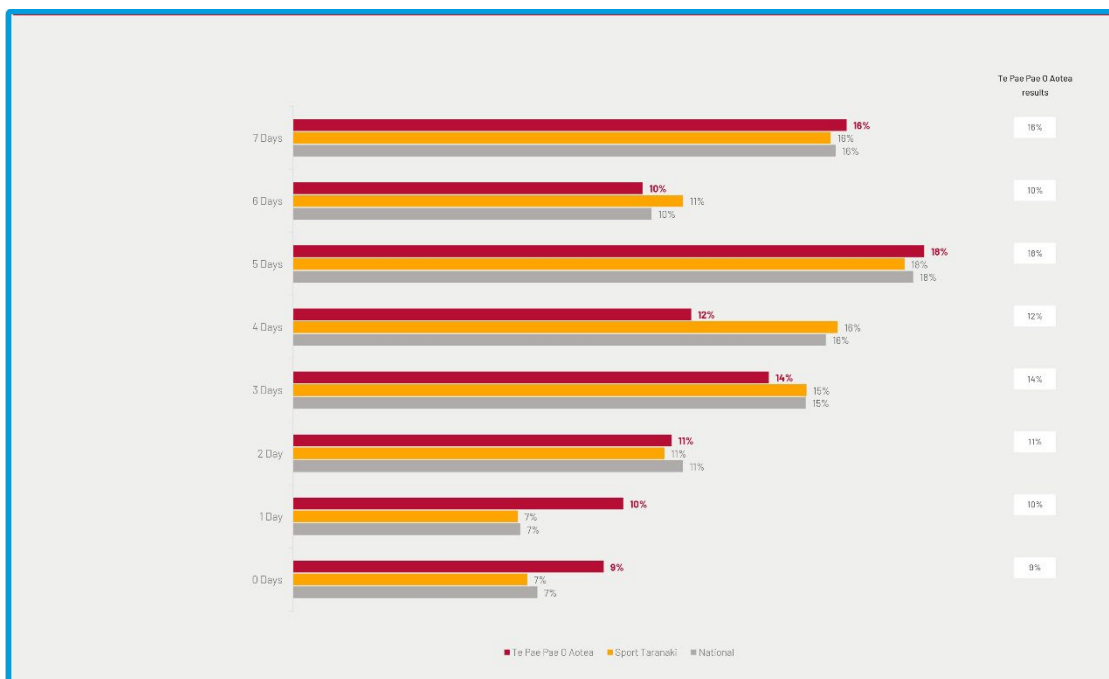
## Overall Satisfaction with Physical Activity at School





### TE PAEPAE O AOTEA – Survey Support

#### Appetite for More Physical Activity in School and Outside of School



### TE PAEPAE O AOTEA – Survey Support

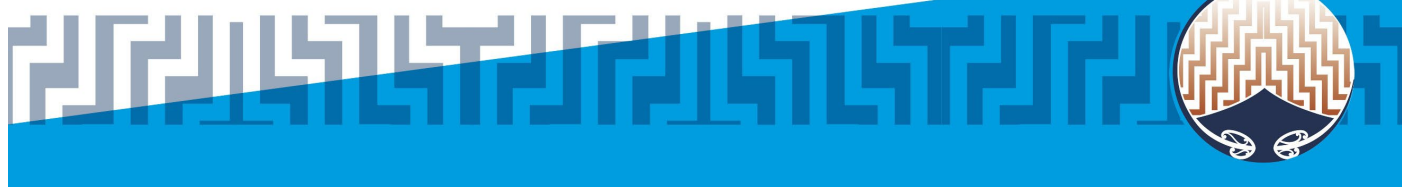
#### Amount of Physical Activity



# Annual Plan

## Strategic Goal 1

Questions	Seniors	Pātea	Tangahoe	Waingongoro	Kaūpokonui
I ask for help when I need it.	3.12	2.11	3.15	3.23	3.1
I believe I can learn things that are difficult	3.5	1.79	3.28	3.36	3.22
I bounce back quickly after something bad happens	3.12	3.09	3.22	3.14	3.04
I keep trying even when my school work is difficult	3.18	3.15	3.24	3.29	3.34
I believe things will work out for the best	3.33	3.14	3.31	3.4	3.13
I feel I belong at school	3.09	3.03	3.38	3.08	2.98
I look forward to going to school	2.65	2.25	2.52	2.35	2.52
Students at my school care about me	3.08	3.14	3.19	3.14	2.98
I have friends at school I trust	3.9	4.01	3.96	3.91	4.1
I can talk to an adult at my school when I have a problem	3.17	2.62	2.82	2.88	2.97
My school is a safe place for me	3.12	2.65	3.07	2.81	2.9
People at school respect my personal boundaries	3.05	2.95	2.99	2.73	2.89
I feel safe from bullying at my school	3.31	3.2	3.26	3.2	3.28
I can be myself at school	3.19	3.22	3.48	3.5	3.34
I feel safe online from bullying	4.05	3.83	3.91	3.93	3.92
How succesful do you feel in your learning?	3.13	3.19	3.34	3.41	3.23
Do you think your teachers think you are a good learner?	3.1	3.25	3.39	3.45	3.3
How challenging do you find your classes?	3.12	2.96	2.88	2.97	2.99
How well are your learning needs being met at school?	3	3.02	3.3	3	3.13
Average	3.22	2.98	3.25	3.20	3.18
	Percentage of students wanting a follow up conversation.				
	8	9	12	10	2







# 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.

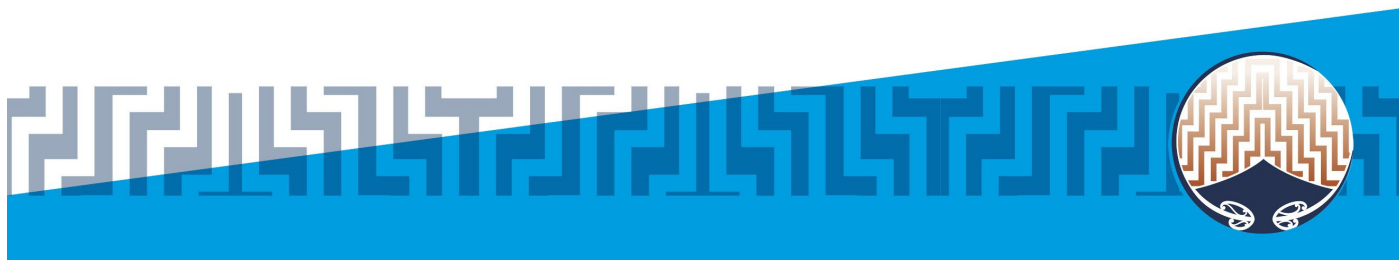
Whānau Leaders report to their Whānau teacher and Awa Leaders.

## 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 and pastoral support.	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 1	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.
	Engage in attendance initiatives Kahui Ako wide.	Ongoing	Principal, Attendance Staff.	Time	New initiatives up and running across the Kahui Ako.
	Implement new attendance initiatives Kahui Ako wide.	Ongoing	Senior Leaders Attendance staff, 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 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.



**Develop the capability of staff to use data to identify learners who are not engaged or attending.**

Develop the capability of staff to use Huakina Mai data on Kamar.	Ongoing throughout 2025	Senior Leaders PB4L leads Pastoral Leads	PLD 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	Ongoing throughout 2025	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	PLD time	Whānau teachers effectively monitoring student attendance. Increase in the number of students attending school regularly (90% plus) from 31%.
Develop the capability of staff to use school wide junior school data on kamar. Eg PAT, eAsTTle, OTJs.	Ongoing throughout 2025	Senior Leaders Curriculum Leads	PLD 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	PLD time	Whānau teachers effectively monitoring NCEA data to improve Level 1 – 53%, Level 2 – 74% and Level 3 74%.
Collect wellbeing data on a twice a term basis.	Ongoing throughout 2025	Pastoral Leads Senior Leaders	Whānau time data analysis time.	Wellbeing tool used to inform practice and referrals.
Provide professional development for staff to collect wellbeing data.	Ongoing throughout 2025	Pastoral leads Senior Leaders	PD time	Staff are confident to collect wellbeing data. Wellbeing data collected accurately so results are valid.





**Ensure that social and emotional learning programmes are robust and effective.**

Consistent implementation of the social and emotional learning programmes school wide.	Ongoing throughout the year.	Pastoral leads Hauora Lead Within School Teacher with responsibility for Social and Emotional curriculum.	Learning resources for the social and emotional curriculum. Time for development of resources.	A consistent social and emotional programme available for staff use across the school that is age appropriate for each year level.
Professional development for staff to enable them to successfully deliver the social and emotional curriculum.	Ongoing throughout the year.	Senior Leaders Within School Teacher with responsibility for Social and Emotional curriculum.	PLD time	Staff capable of delivering the social and emotional curriculum effectively, this will be evidenced through student voice and lesson observations.
Review of the social and emotional curriculum.	Term 4	Senior Leaders Within School Teacher with responsibility for Social and Emotional curriculum.	Time to collect student, whānau and teacher voice.	Review of 2025 practices to inform planning for 2026.

**Develop and maintain a strong school culture through the explicit teaching of Te Paepae o Aotearoa values using the Huakina Mai**

Explicit teaching in whānau hui and awa assemblies of school values.	Ongoing during whānau hui and tuakana teina time.	All staff	Teaching resources and time to develop TPOA specific resources	All students know, understand and can demonstrate the school values.
Develop school wide opportunities to demonstrate school values eg haka competition.	Ongoing during whānau hui and	Senior and Middle Leaders.	Time to develop resources to use school wide .	Successful school wide events led by students.
Staff development to support the teaching of school values.	Monday and Friday mornings before school throughout the year.	All staff	PLD time	Staff know, understand and demonstrate the school values.
Implement a Huakina Mai school wide strategy.	Launch in Term 1. Review in Term 4 for the following year.	Huakina Mai team and senior leaders	Time for Huakina Mai team PLD time for staff	Huakina Mai strategy is evident throughout the school. PB4L indicators eg pastoral entries, stand downs, suspensions decrease in





<b>Maintain and develop relationships with external agencies to support the wellbeing of our students.</b>	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 2026 as to what services will be used and for what purpose.
<b>Continue to develop student leadership capabilities.</b>	Appoint student leaders.	Term 1	Senior Leaders Pastoral Leads Whānau Teachers	Time	Structure in place and students appointed.
	Provide multiple opportunities across the school environment eg community contribution, tuakana teina, lunchtime recreation activities.	Ongoing throughout 2025	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.		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.

### 2025 Targets

- Increase Numeracy and Literacy achievements of students so that 65% 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 75% 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 2024 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.

2024 Baseline – End of Year % of students at or above expected level	All Students	Māori Students
<b>Reading</b>	Year 7 58.2% Year 8 60.6% Year 9 46.8% Year 10 41.3%	Year 7 61.2% Year 8 65.2% Year 9 40% Year 10 34.3%
<b>Writing</b>	Year 7 58.3% Year 8 57.2% Year 9 34% Year 10 35%	Year 7 50% Year 8 52.3% Year 9 27.8% Year 10 24%
<b>Numeracy</b>	Year 7 62.2% Year 8 67.1% Year 9 62.5% Year 10 57.2%	Year 7 61.5% Year 8 65.6% Year 9 45.8% Year 10 56.9%



# Annual Plan

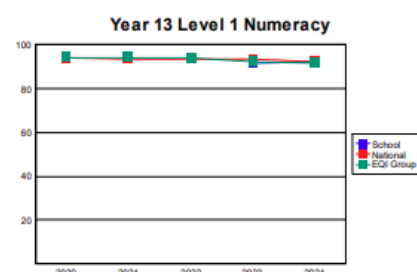
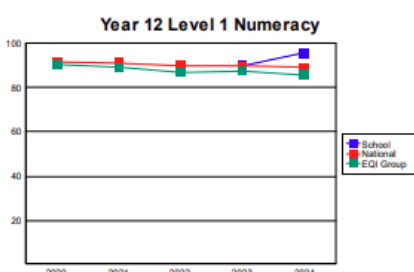
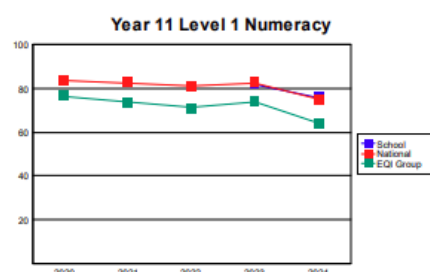
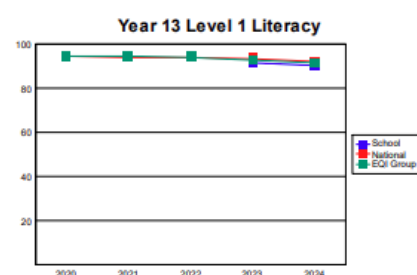
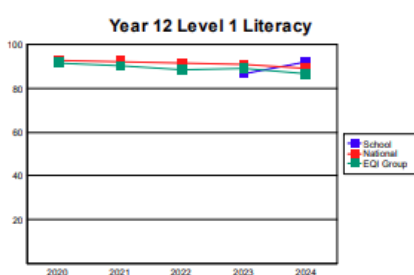
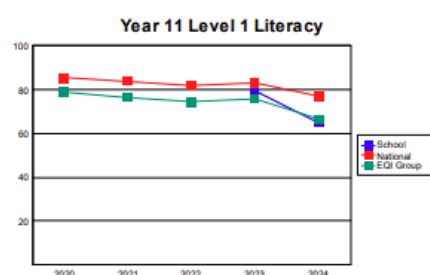
## Strategic Goal 2

The 2024 Literacy and Numeracy pass rates can be seen below, our Year 12 and 13 cohorts are both at our 2024 target of 90%. The disparity seen between all students and Māori students is between 0.5% - 13.2%. The biggest disparity can be seen in the Year 11 cohort.

% Pass Rate	All Students	Māori Students
<b>Literacy</b>	Year 11 64.9% Year 12 91.8% Year 13 90.4%	Year 11 56.3% Year 12 90.9% Year 13 87%
<b>Numeracy</b>	Year 11 75.7% Year 12 95.9% Year 13 91.8%	Year 11 62.5% Year 12 93.2% Year 13 91.3%

Our Māori students at Te Paepae o Aotea are above the national Māori students average for literacy and numeracy pass rates for Year 12 literacy Year 12 numeracy and Year 13 numeracy. Māori students at Te Paepae o Aotea are below the national Māori students average for literacy and numeracy pass rates for Year 11 literacy, Year 11 numeracy and Year 13 literacy.

Te Paepae o Aotea is above the national average for literacy and numeracy pass rates for Year 12 literacy Year 11 numeracy and Year 12 numeracy. Te Paepae o Aotea is below the national average for literacy and numeracy pass rates for Year 11 literacy, Year 13 numeracy and Year 13 literacy. When compared with the average of other schools in our Social Equity Index Group we are above the average in all areas except Literacy for Year 11 and Year 13. The difference is 1.7% and 1.2% respectively.



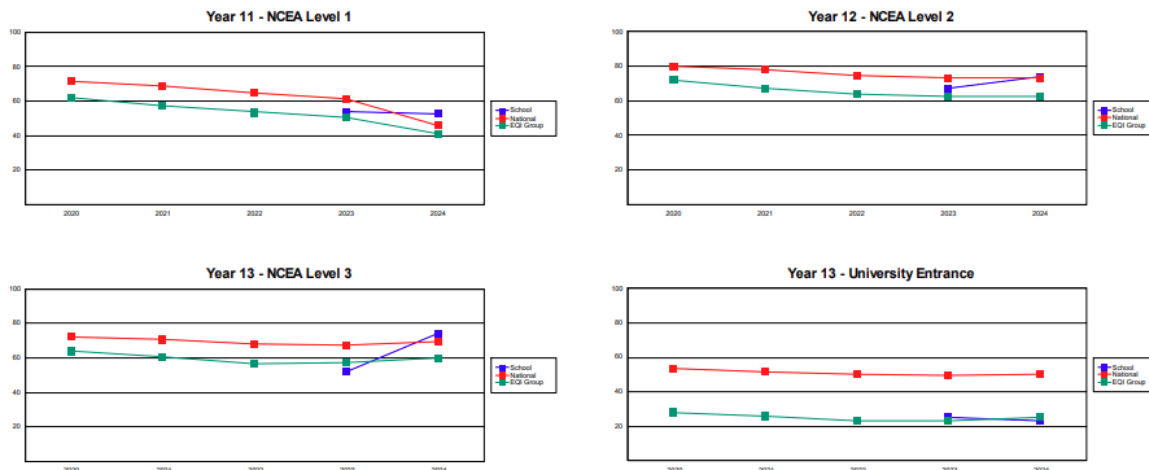
# Annual Plan

## Strategic Goal 2

The NCEA pass rates can be seen in the table below, our targets for our Year 11, 12 and 13 cohorts were 70%, 75% and 70% respectively.

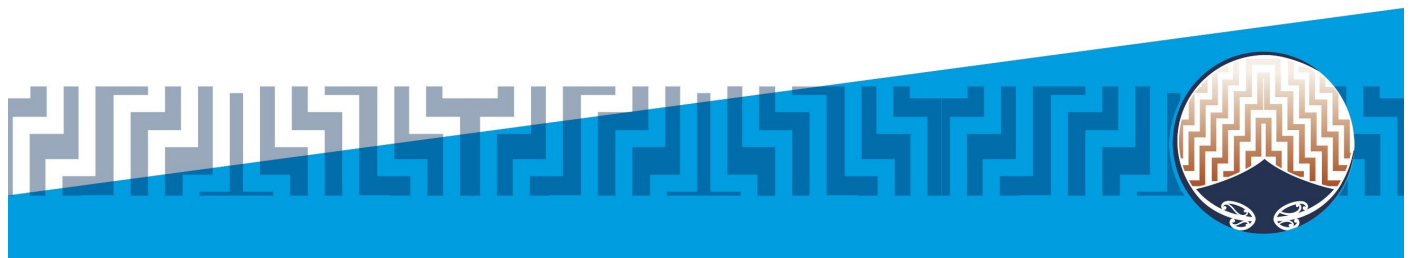
% Pass Rate	All Students	Māori Students
<b>NCEA</b>	Year 11 52.7% Year 12 73.8% Year 13 74% UE 23.3%	Year 11 39.1% Year 12 63.6% Year 13 69.6% UE 17.4%

Te Paepae o Aotea is above the national average pass rate for NCEA Level 1, 2 and 3 but are below the national average pass rate for 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 3.



### Māori Students NCEA Data

Te Paepae o Aotea is above the national average pass rate for NCEA Level 3 but are below the national average pass rate for Level 1, Level 2 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 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 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 1	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.





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

Goals set for Te Paepae o Aotea Within School Teachers.	Term 1	Senior Leaders Windin 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"> <li>Cultural competency</li> <li>NCEA change</li> <li>Social and Emotional Curriculum</li> <li>Relationship based Learning</li> <li>Digital competency</li> </ul>
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 2025	Within School Teachers	PD time	Staff increase their capability across the following areas <ul style="list-style-type: none"> <li>Cultural capabilities</li> <li>Social and Emotional Curriculum</li> <li>Relationship based Learning</li> <li>Digital competency</li> <li>Educational pedagogy</li> <li>Curriculum</li> </ul>
Support Te Pae3pae o Aotea staff to take opportunities provided by the Kahui Ako including leadership opportunities.	Ongoing 2025	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 2025	Teaching staff	Release time	Improved outcomes for students in our key indicators. Attendance Literacy/Numeracy NCEA PB4L Standdown/suspensions



## Develop staff competency in Te Reo and Te Ao Māori

Te Reo Māori Professional Development offered to staff internally and externally.	Ongoing throughout 2025 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 2025 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 2025.	All staff have the responsibility to create a safe environment.	Time	Staff increase confidence and capability with Te Reo Māori.
Construction of taonga to be shared with staff through the guiding coalition.	Ongoing for 2025.	Guiding coalition.	Time Kai for meetings twice a term.	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 leaders.	PD time	Baseline data collected and collated for 2024. Baseline data used to inform practice for 2025.
Literacy and numeracy Professional Development offered to staff internally and externally.	Ongoing throughout 2025 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 2025.	Senior Leaders Literacy and Numeracy Leads.	Time to monitor.	The number of students who are at or above the expected level increased 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 65%. The number of students that have numeracy and literacy co-requisites is over 90% for Year 11-13 students.



**Develop staff capability through professional development that focuses on Relationship-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 2025	Senior Leaders Within School Teacher with responsibilities for Relationship based Learning.	Morning PD time.	Classroom observations show evidence of Relationship-based Learning strategies.
Classroom observations using the Relationship-based Learning framework.	Ongoing for 2025.	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 2025 which includes SMART goals.
Monitoring of Individual Learning Plans.	Ongoing 2025.	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 students' achievement data to inform practice.	Ongoing 2025.	Teaching staff.	Time	Teachers are aware of the areas of strength and the next steps for each learner.



<b>Develop staff capability to work in a flexible and digitally enabled learning environment.</b>	Digital technology professional development offered to staff.	Ongoing 2025.q	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 school's digital strategy.	Ongoing 2025.	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 school's digital strategy.
	Staff engage in professional development that allows students to use technology safely for their learning.	Ongoing 2025	Teaching staff	PD time	Students use technology safely for their learning.
	Staff engage in the master planning phase of the building redevelopment.	Term 1.	All staff.	Time to meet and feed back to planners.	Master planning completed that is informed by staff voice.
<b>Ensure learners have equitable access to the New Zealand Curriculum</b>	Use of baseline data from 2024 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 2025.	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 2025.	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.



# Annual Plan

## 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.

### 2025 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 has only completed two years of operation, retention statistics and leavers data is not yet wholly 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.

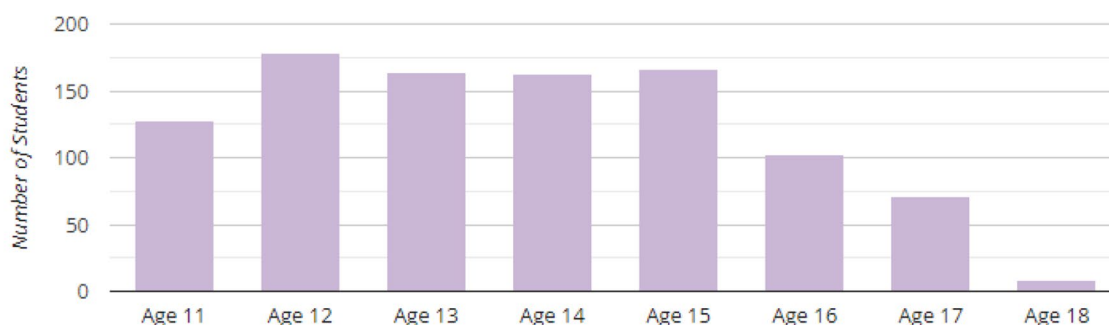




# Annual Plan

## 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 2024

	Year 11	Year 12	Year 13
Total number of leavers throughout the year	31	52	80
Tertiary study	8	11	20
Known workplace	3	7	20
Unknown destination	12	29	44
Transferred to another school	8	8	4 (one on exchange overseas)



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 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 1	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.



**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 junior school and 2024 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 2025 which are informed by data.
Plan and deliver professional development in the following areas: <ul style="list-style-type: none"> <li>Localised curriculum</li> <li>Aoteroa NZ Histories</li> <li>Matauranga Māori</li> <li>Integrated Curriculum Planner</li> <li>New Zealand Curriculum refresh</li> <li>Literacy and numeracy</li> </ul>	Ongoing 2025	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"> <li>Teacher planning is underpinned by this professional development and teachers use the school wide planners effectively.</li> </ul>
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 Leaders	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 transition programme ion Term 4 and then engage in Year 11 programmes in Term 1, 2026.
Deliver career education throughout the Year 7-10 learning programmes.	Ongoing 2025	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.



**Develop and refine coherent and meaningful learning programmes for Year 11-13 students that build on prior knowledge and lead to success in the senior school. Establish attendance initiatives.**

Use data from feeder schools and 2024 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 2025 which are informed by data.
Plan and deliver professional development in the following areas: <ul style="list-style-type: none"> <li>Localised curriculum</li> <li>Aoteroa NZ Histories</li> <li>Matauranga Māori</li> <li>Integrated Curriculum Planner</li> <li>New Zealand Curriculum refresh</li> <li>NCEA refresh</li> <li>Literacy and numeracy</li> </ul>	Ongoing 2025.	Senior Leaders Within School Teachers Kahui Ako personnel Senior Learning Designers	PD time	Learning Programmes in Year11-13 that are relevant and meaningful for students. <ul style="list-style-type: none"> <li>Teacher planning is underpinned by this professional development and teachers use the school wide planners effectively.</li> </ul>
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.
Transition programme developed for Year 11-13 students into the senior school.	Ongoing 2025.	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 2025.	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 2024 Year 12 and 13 leavers to determine accurately where they have transitioned to.	Ongoing 2025.	Transition Staff	Time	Accurate destination information.



# Annual Plan

## 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 2025.	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 2025.	Teaching staff	Administration time	Students are successful in gaining their NCEA qualification. An increased number of students leaving with their Level 2 qualification.





## 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 event are planned and delivered.	Ongoing 2025	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 2025	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 2026 are able to engage successfully in the transition programme in Term 4 and then engage successfully in their learning in Term 1, 2026.
Prizegiving's and honours badge system needs to be reviewed.	Term 3	All staff.	Administration time	Improve on the delivery of prizegiving from our baseline of 2024 practices.



<b>Ensure learning programmes are connected To the local community.</b>	Develop connections with external organisations eg BAS, Gateway, Careers, CATE, Community contribution providers.	Ongoing 2025.	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 2025	Senior Leaders Transition Staff	Transitions 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 place programme.	Ongoing 2025	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.
<b>Ensure learning programmes focus on identity, belonging and purpose.</b>	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 2025	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*



ENROL HERE



**Phone 06 223 2000 - 13 Camberwell Road**

PO Box 135, Hāwera 4640, New Zealand

Email: [enquiries@tepaepaeoaotea.school.nz](mailto:enquiries@tepaepaeoaotea.school.nz)

**[www.tepaepaeoaotea.school.nz](http://www.tepaepaeoaotea.school.nz)**

