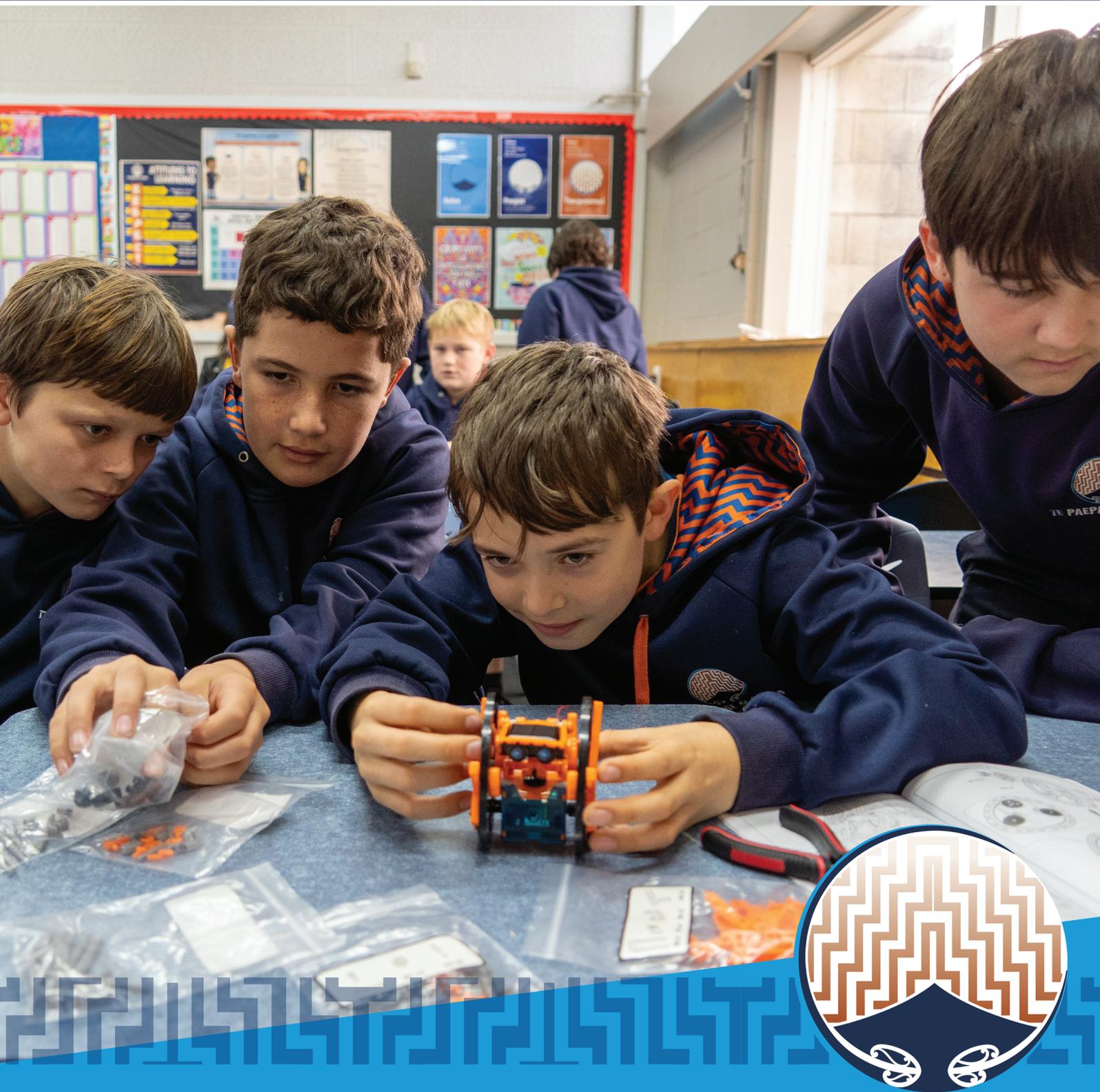


TE PAEPAE O AOTEA

Kia eke atu ki Taupaenui o te tangata

People reaching their full potential

Strategic Plan 2024-2026





Our Story

Te Paepae o Aotea is a school of approximately 1000 students which opened at the start of the 2023 school year. We are a co-educational state school catering for students from Year 7-15. Te Paepae o Aotea was formed in response to the closure of Hāwera High School and Hāwera Intermediate at the end of the 2022 school year.

The Ministry of Education at the beginning of 2020 when they received the education building briefs from Hāwera High School and Hāwera Intermediate recognised that they both needed major building works. A period of community consultation led by the Ministry of Education started in 2020 and continued into 2021. This consultation focused on the community having their say on future schooling provisions for Hāwera. The Minister of Education, Hon Chris Hipkins announced in November 2021 that both Hāwera High School and Hāwera Intermediate were due to be closed and a new Year 7-15 school would be opened.

The Establishment Board were appointed on 21 December 2021 and were given eleven months to get the 'Hāwera New School' ready for students and staff for the beginning of 2023.

A school-wide culturally responsive pedagogy builds a family-like context, in which restorative practice promotes a healthy community and maintains authentic relationships.

"Te Paepae o Aotea is a member of the South Taranaki Kahui Ako. The current learning priorities of our Kahui Ako are Relationship-Based Learning (RBL), wellbeing and pathways. We are committed to working alongside the other 16 schools in our Kahui Ako to bring the following whakatauaikī to life: Whakaraupō i a koutou e te iwi. In the words of Te Whiti" we are stronger when we grow together as one."



Ko wai Mātou?

Who are we?

TE PAEPAE O AOTEA

Understanding our name

Te Paepae o Aotea is a state co-educational school for Year 7-15 students based in Hāwera, South Taranaki. Te Rūnanga o Ngāti Ruanui and Te Korowai o Ngāruahine have gifted the name of our school informed by the aspirations of our community. It is intended that the name will be clearly South Taranaki, be inclusive and relevant to the whole community and reflect our history and ambitions for the future.

There are two major components to the name. In summary: **Paepae** refers to people who fill formal roles during pōwhiri including kaikaranga and kaikōrero. 'Paepae' represents the contest of ideas, enhancement of mana, the search for commonalities, the lifelong pursuit of improvement and excellence. 'Paepae' in this context is used as a metaphor for school, a place of learning. This connects with the 'Aotea' and journey narratives, but also to the terms 'pae tata' (near horizons or short-term goals) and 'pae tawhiti' (distant horizons or long-term goals).

Aotea While the name 'Aotea' refers to the origins of local iwi, it is an invitation to all students, staff, whānau and community to explore their own origins and history and thus their identity. It is anticipated that a secure local identity will provide a sound foundation for life's journey whether that unfolds locally, in other parts of Aotearoa, or beyond. It conveys courage, adventure, strength, persistence and the pursuit of knowledge.

Understanding our Whakatauaikī

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People reaching their full potential

Taupaenui is drawn from the pure (purification karakia) 'Te Hā Oranganui' composed by Huirangi Waikerepuru in 1998. Te Hā Oranganui was first recited at the rising of the sun each day during a series of wānanga led by Huirangi in 1998 at Taiporohenui Marae. Simply expressed, Taupaenui refers to the attainment of human potential.

Our school will succeed if it instills in students the tools to help them achieve their potential in the pursuits they and their whānau deem important. The addition of 'o te tangata' is an explicit statement that this whakatauaikī is for all members of the school community, not only students. Whānau, community and staff will not only support students to reach their potential, but challenge themselves to do the same.



DISCOVER OUR LOGO



PUANGA

The elliptical form that encompasses the whole design. This is representative of Puanga and an understanding of Taranaki specific and Aotea knowledge. It is representative of the wrap around care students will receive at Te Paepae o Aotea.



TE ARA Ā TAWHAKI

Tawhaki features in Taranaki kōrero regarding the ascension to gather the three baskets of knowledge. The symmetry represents the cohesion of cultures working together. The concept of partnership, participation and protection of Te Tiriti o Waitangi.



MANGOPARE

Mirrored to represent strength, kaha and mana of the school as a whole. Facing each other on the Paepae, this represents the two iwi affiliated with the ingoa.



AWA

The mangopare are a contemporary representation of Awa that flow around Taranaki, also depicting the Mangopare that journeyed along with Aotea waka.



MAUNGA TARANAKI

The single peak is the view of our maunga from Te Hāwera. This represents the strength to overcome challenges and new beginnings.

MAIN COLOURS



ORANGE is taken from the narrative of how Te Hāwera was named, reminiscent of burnt embers.

NAVY BLUE is associated with Awa, confidence, intelligence, stability and unity.

BRIGHT BLUE depicts the blue super giant Puanga. It is attention grabbing, bright, adventurous and courageous.





Our Awa

Te Paepae o Aotea students are placed in one of four house groups, named after four of the Awa (rivers) in South Taranaki that connect us with Maunga Taranaki, land and ocean.

Our four Awa compete against each other in our Inter-Awa Competition in all aspects of school life - sport, cultural, arts and academic events.

Each Awa has students from the junior and the senior school and a buddy system in place. Our four Awa are

Pātea

Tangahoe

Waingongoro

Kaūpokonui

Students will explore the significance of their Awa during their time at Te Paepae o Aotea.





TE PAEPAE O AOTEA

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

The following values are the way we do things at Te Paepae o Aotea



AOTEA

Our value of Aotea represents a caring environment for all students, staff, whānau and community, to explore identity.

- We create safe and caring learning environments.
- We value and celebrate Individual mana.
- We develop authentic Relationships.



TAUPAENUI

Our value of Taupaenui supports the attainment of human potential, the pursuit of knowledge and striving for excellence.

- We uphold a learning culture that is inclusive and diverse.
- We strive for personal excellence.
- We have a positive attitude and a growth mindset.



PAEPAE

Our value of Paepae supports courage, adventure, strength, persistence and the pursuit of knowledge in the learning environment.

- We are courageous and visionary.
- We challenge with confidence, where appropriate. We support each other to overcome obstacles and build resilience.



Our Guiding Principles



Culturally Inclusive

Knowing and respecting all students and their culture (beliefs and behaviours) is important to us. We use our name and our whakatauaiki to teach our local history. Local Tikanga and Te Reo are integrated across the curriculum.

Personalised Learning Journey

Students at Te Paepae o Aotea have an Individual Learning Programme. Students plan, track and review their journal, alongside their teachers and whānau.

Social, Physical and Emotional Curriculum

A family-like context underpins everything we do at Te Paepae o Aotea. Students are guided through a learning programme that supports their hauora/wellbeing. Students will become independent and resilient. Physical wellbeing through sport and regular activity promotes achievement.

Restorative practices are used to build and maintain positive, respectful relationships across our school.

Authentic Connections

Relationships are vital for both the academic achievement and the wellbeing of all our students. Teachers develop a deep understanding of students and their learning and this is documented in their ILP (Individual Learning Programmes).

Future-Focused Curriculum

Students become lifelong learners who demonstrate the following key competencies: thinking, relating to others, using language, symbols and texts, managing self and participating and contributing. Students plan their learning programmes and have choice. Students are encouraged to investigate areas of interest - this encourages innovation and growth mindsets.

Expert Teaching

Students cover the full curriculum. Specialist teachers deliver the learning and access to labs/spaces are available. Research and professional development promote best practice teaching.

Community Contribution

All students are expected to get involved in extracurricular activities within the school or in the community through sport, culture and/or the arts. In the Junior School, students will complete at least one community project each year. Students link their Community Contribution project to a minimum of three curriculum areas e.g, math, science, technology.

Striving for Excellence

Excellence and personal achievements are celebrated and shared with the learning community.



Graduate Profile

Our Graduate Profile recognises individual success at Te Paepae o Aotea.

Students aspire to reach the criteria in the Graduate Profile at different stages during their learning journey. Successful Graduates from Te Paepae o Aotea are acknowledged and celebrated.



AOTEA

I understand that our value of Aotea presents a caring environment for all students, staff, whānau and community, to explore identity.

- I relate well to a diverse range of people.
- I can see others world view and respect their perspective.
- I respect and value people.
- I show kaitiakitanga of nga whenua and uphold Te Tiriti O Waitangi.
- I participate positively in the wider school community.



TAUPAENUI

I understand our value of Taupaenui supports the attainment of human potential, the pursuit of knowledge and striving for excellence.

- I set SMART goals and track progress with teacher/coach/cultural leader and adjust if necessary.
- I submit assessments on time using feedback.
- I represent the school with pride.
- I consistently attend classes/trainings/practices with a team mentality to achieve my own excellence.



PAEPAE

I understand our value of Paepae supports the courage, adventure, strength, persistence, and the pursuit of knowledge in the learning environment.

- I communicate effectively in a variety of situations.
- I demonstrate conflict resolution strategies (i.e conversation with the individual or seek help and/or advice from others) in and outside the classroom, during extra-curricular activities and within leadership roles.
- I organise and self-manage myself in a variety of contexts and can identify and regulate my emotions.
- I make connections and collaborate with others outside of friendship groups and/or in the wider community





Strategic Goals



Engage ākonga successfully in learning within a culturally rich, inclusive environment where community partnerships are valued.

- Increase students who attend school regularly (more than 90%).
- Promotion of a caring environment for all to explore identity.
- Ensure effective stewardship supports our learning community.

Ensure each ākonga to pursue knowledge and strive for excellence through culturally responsive quality teaching practices.

- Increase Numeracy and Literacy achievements of students (aspirational target of 75% of students achieving at or above).
- Increase NCEA achievements of students aspirational target of 75% pass rate of all levels.
- Equitable achievement for Māori and Non-Māori.



Ensure that ākonga have rich and coherent pathways.

- Students have meaningful learning pathways.
- Students are transitioned successfully to work or further study.



Strategic Goals

<p>Engage ākonga successfully in learning within a culturally rich, inclusive environment where community partnerships are valued.</p>	<p>Ensure that ākonga pursue knowledge and strive for excellence through culturally responsive quality teaching practices.</p>	<p>Ensure that ākonga have rich and coherent pathways.</p>
<p>Expected Outcomes (End of 2026)</p> <ul style="list-style-type: none"> • Increase students who attend school regularly (more than 90%) • Promotion of a caring environment for all to explore identity • Ensure effective stewardship supports our learning community 	<p>Expected Outcomes (End of 2026)</p> <ul style="list-style-type: none"> • Increase Numeracy and Literacy achievements of students • Increase NCEA achievements of students • Equitable achievement for Māori and Non-Māori 	<p>Expected Outcomes (End of 2026)</p> <ul style="list-style-type: none"> • Students have meaningful learning pathways • Students are transitioned successfully to work or further study
<p>Strategies for achieving Goal 1</p>	<p>Strategies for achieving Goal 2</p>	<p>Strategies for achieving Goal 3</p>
<p>Use student, whānau and community voice to inform curriculum and pastoral support systems.</p>		
<p>Connect with community parties to establish attendance initiatives.</p>	<p>Develop staff competency in Te Reo and Te Ao Māori.</p>	<p>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.</p>
<p>Develop the capability of staff to use data to identify learners who are not engaged or attending.</p>	<p>Develop staff competency in teaching literacy and numeracy.</p>	<p>Develop and refine coherent and meaningful learning programmes for Year 11-13 students that build on prior knowledge and lead to a successful transition to work or further study.</p>
<p>Ensure that social and emotional learning programmes are robust and effective.</p>	<p>Develop staff capability through professional development that focuses on effective learning strategies.</p>	<p>Use assessment data to monitor student outcomes and provide next steps for learning.</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>Develop staff capability to work in a digitally enabled learning environment.</p>	<p>Promote academic achievement across the school.</p>
<p>Maintain and develop relationships with external agencies to support the wellbeing of our students.</p>	<p>Ensure learners have equitable access to the New Zealand Curriculum.</p>	<p>Ensure learning programmes are connected to the local community.</p>
<p>Continue to develop student leadership capabilities.</p>		<p>Ensure learning programmes reflect graduate profile.</p>
<p>Measures of success Increase the number of students attending school regularly (more than 90%). Decrease the number of stand downs and suspensions. Improvement of wellbeing data. Increase the number of students participating in extracurricular activities. Improvement in Huakina Mai (PB4L) indicators. Board effectively supports the school learning community. Effective student leadership programme.</p>	<p>Measures of success Increase the progress of Year 7-10 students in their PAT, SMART and OTJ assessments. Increase the number of students passing the Common Assessment Activities (CAA). Increase the passrates of NCEA Level 1-3 and University Entrance. All of the above measures but ensuring equity between Māori and Non-Māori.</p>	<p>Measures of success Increase in the number of students transitioning successfully to work. Increase in the number of students transitioning successfully to study. Coherent learning pathways from Year 7-13.</p>



Key Indicators

	2023 Baseline – End of Year % of achieving at or above expected level	2024 Progress	2025 Progress
Reading	All students Year 7 72.5% Year 8 51.7% Year 9 29% Year 10 28% Māori students Year 7 67.6% Year 8 40.5% Year 9 44% Year 10 32.7%	All students Year 7 58.2% Year 8 60.6% Year 9 46.8% Year 10 41.3% Māori students Year 7 61.2% Year 8 65.2% Year 9 40% Year 10 34.3%	All students Year 7 66% Year 8 62% Year 9 41% Year 10 45.8% Māori students Year 7 57.3% Year 8 47.2% Year 9 46.6% Year 10 51.8%
Writing	All students Year 7 65% Year 8 44.5% Year 9 40.3% Year 10 38.7% Māori students Year 7 62.6% Year 8 34.2% Year 9 26.6% Year 10 25.4%	All students Year 7 58.3% Year 8 57.2% Year 9 34% Year 10 35% Māori students Year 7 50% Year 8 52.3% Year 9 27.8% Year 10 24%	All students Year 7 50.5% Year 8 45.6% Year 9 50.5% Year 10 51% Māori students Year 7 36.6% Year 8 52.8% Year 9 41% Year 10 43.1%
Numeracy	All students Year 7 66.4% Year 8 46.2% Year 9 50% Year 10 35.5% Māori students Year 7 62.8% Year 8 36.4% Year 9 35.2% Year 10 21.5%	All students Year 7 62.2% Year 8 67.1% Year 9 62.5% Year 10 57.2% Māori students Year 7 61.5% Year 8 65.6% Year 9 45.8% Year 10 56.9%	All students Year 7 64.4% Year 8 57.3% Year 9 56.2% Year 10 59.5% Māori students Year 7 57.3% Year 8 47.2% Year 9 46.6% Year 10 51.8%
Literacy	All students Year 11 79.2% Year 12 86.6% Year 13 91.5% Māori students Year 11 75% Year 12 82.1% Year 13 90%	All students Year 11 64.9% Year 12 91.8% Year 13 90.4% Māori students Year 11 56.35% Year 12 90.9% Year 13 87%	All students Year 11 75.8% Year 12 87.9% Year 13 96.3% Māori students Year 11 76.8% Year 12 83.6% Year 13 96.9%
Numeracy	All students Year 11 81.5% Year 12 90.2% Year 13 91.5% Māori students Year 11 76.6% Year 12 87.2% Year 13 90%	All students Year 11 75.7% Year 12 95.9% Year 13 91.8% Māori students Year 11 62.5% Year 12 93.2% Year 13 91.3%	All students Year 11 89.1% Year 12 97.4% Year 13 97.5% Māori students Year 11 85.7% Year 12 97.7% Year 13 96.9%
NCEA	All students Level 1 54.2% Level 2 67% Level 3 52.1% UE 25.4% Māori students Level 1 40.6% Level 2 51.3% Level 3 40.0% UE 20.0%	All students Year 11 52.7% Year 12 73.8% Year 13 74% UE 23.3% Māori students Year 11 39.1% Year 12 63.6% Year 13 69.6% UE 17.4%	All students Year 11 60.9% Year 12 75% Year 13 80.2% UE 24.7% Māori students Year 11 58.9% Year 12 67.4% Year 13 71.9% UE 9.4%
Attendance Regular attendance at school (90%+)	All students 29% Māori students 18%	All students 31% Māori students 21%	All students 42% Māori students 29%

