



Home to Innovative Learners and Leaders

# PAPAKURA Intermediate

*Tū Rangatira: Believe | Strive | Achieve*

## 2024-2025 STRATEGIC PLAN

PRINCIPAL'S ENDORSEMENT

*Amber King-Savage (Tupaea)*

DATE

*December 2023*

# Papakura Intermediate: Context & Commitments

## Our Vision

Papakura Intermediate's vision was developed over a 2 year period through in depth, robust consultation with:

- Mana whenua, specifically Ngāti Tamaoho
- Past and present learners and whānau of the school
- Past and present staff and Board trustees of the school
- Our contributing school communities
- Our technology client school communities
- Our wider community and organisational stakeholders

Our vision is to be a:

**Home to Innovative Learners and Leaders**

## Our Strategic Priorities

Papakura Intermediate continuously gathers and uses the voice of our school community using a range of strategies from our 5-point whānau engagement model which aims to inform, consult, involve, collaborate and empower. From this, our strategic priorities are to:

- Conditions for success - connected to our vision, this is where we provide home-like environments and practices so that learners are at 'home' in themselves, at home in our school and at home in the wider world
- Community of learners - connected to our vision, this is where we provide inquiry-based learning so that learners utilise their DNA-saturated gifts to be curious inquirers, critical thinkers and 'innovative learners'
- Collaboration as leaders - connected to our vision, this is where we create and provide opportunities so our people and our school are 'leaders' in what we do

## What's in a name?

Initially labelled 'the new intermediate for Papakura', the school was designed in the 1950s before opening with primary aged learners in 1960 as 'Papakura East'. The name changed to 'Papakura Normal Intermediate' in 1961 linking it to the local Ardmore Teachers' Training College, before promptly changing again to 'Papakura Intermediate School' for its official opening in 1962 - the original plaque takes pride of place at the front of

our school, along with the a plaque from it's most recent renaming, fixed to a boulder gifted and blessed by Ngāti Tamaoho. Our intermediate thrived for years until the 1989 education reforms changed the nature of schooling, resulting in a rapid roll decline from 450 learners in 1989 to 284 learners in 2000 when the school rebranded to 'Mansell Senior School', and then to a low of 71 learners in 2014 when the school was asked to close. Two years of robust community consultation resulted in the school's current vision, mission and values being developed and the school's first roll growth in 35 years. In 2017 the school was renamed to 'Papakura Intermediate' and the buildings named after connected leaders - Clarrie Mansell, Jerome Kaino, Pat Hogan, Peter Wadams & Michael Meredith. With a roll of 300+ learners in 2024, "P.I." is well-placed to plan for growth.

## Our Evaluative Priorities

Papakura Intermediate's strategic plan is governed and operates within a national framework, set out in the Education and Training Act 2020, specifically considering the primary objectives of the board and the national education and learning priorities.

Our school completed and published its Te Ara Huarau|School Evaluation Report at the start of 2024 alongside the Education Review Office who will support our evaluation of 'the extent to which planned interventions improve learner attendance and engagement'.

### The rationale for selecting this evaluation, to:

- Mitigate post-pandemic barriers which reduced attendance levels
- Reduce barriers which inhibit access to school and learning
- Better individualise support for identified learners and their needs
- Better provide interventions for groups of identified learners
- Increase stakeholder commitment to understanding that learner presence is the precedent for engagement, progress & achievement

### We will draw on these evidence-based strengths:

- Inclusive learning climate focused on Māori and Pasifika learners
- Collaboratively working with whānau, community and external agencies to meet the needs of learners with diverse and high needs
- Conditions and practices that promote learner wellbeing, resilience and optimism, which includes te ao Māori and mātauranga Māori
- Active partnership with mana whenua to realise hapū/iwi aspirations for Papakura learners through aligned strategic priorities
- Inquiry, knowledge-building and evaluation for continuous improvement is embedded in school systems.

Our next Te Ara Huarau|School Evaluation Report is due within 3 years.

## Tū Rangatira: Our School Logo

### Stylised indigenous flora.

Stylising a symbol of nature depicts our commitment to

Papatūānuku from which life comes, as well as our commitment to holding on to the past while pushing innovatively into the future. Hero Potini gifted us information about native flora from Ngāti Tamaoho's cultural values assessment of Mangapikopiko, the wetland ecosystem of the Papakura area, formerly known as Wharekawa – what was the first tree listed on the list? The kahikatea.

### Emerging adolescence.

Papakura Intermediate specialises in teaching and transitioning youth through the most pivotal growth period of their lives. Like our learners who are the future for their

ancestors, whānau and our societies, the leaf of the adolescent kahikatea is pivotal in drawing in the sun's energy, converting it and effectively feeding and giving life to the whole tree. The juvenile kahikatea leaf top-centre of the logo is safe-havened between home & school & past & future, as it stands tall to forge upwards and outwards into the world.

### Three whenu (strands) weaved into a whole.

This gives meaning to:

- Our mission - Believe, strive & achieve success as self by standing in my self-determination: Tū Rangatira.
- Our values - Take pride in myself (rangatiratanga), my relationships with others (whanaungatanga) and our environment (kaitiakitanga) so I am at home at P.I.
- Our people – whānau at home, whānau at school and self, indicating the community I belong to & contribute to
- Our time – past, present and future, signalling where I've come from, where I am and where I am going

**Leadership.** The three teal lines depict the heru (a traditional comb) most often indicating leadership among Maori. Leadership is an integral part of our school vision, to be a: Home to Innovative Learners and Leaders.

**Colours.** The navy blue is from the early Papakura Intermediate uniforms, the teal from Mansell Senior School's uniforms, with both colours creating positive & negative shapes in the design, which are brought together in a weave shape by the white spacing.



# Papakura Intermediate: Commitment to Te Tiriti o Waitangi

## Ko Wai Mātou?

### *Papakura Pepeha*

*Ko Tainui te waka*

*Ko Pukekiwiriki te maunga*

*Ko Maanukanuka o Hoturoa  
te Moana*

*Ko Te Pahurehure te ara wai*

*Ko Ngaati Tamaoho te hapuu*

*Ko Papakura te rohe*

## Tino Rangatiratanga

### At Papakura Intermediate this looks like...

**Recognition:** Recognising the status & authority of Māori to be self-determining in relation to resources, people, language and culture, as guaranteed under Article 2.

**Māori Representation:** Ensuring meaningful representation of Māori in decision-making, specifically on the Board of Trustees, in whānau engagement groups and student school leadership.

**Cultural Autonomy:** Actively protecting the reo Māori, tikanga Māori and matauranga Māori while collaborating with whānau, hapū and iwi to incorporate these taonga into the school curriculum.

**Resource Management:** Seeking out and actioning ways to support local iwi, hapū and the Māori community to protect the natural resources, land and cultural heritage they are governing and/or managing, e.g., Pukekiwiriki, Pahurehure, Papakura Marae, Smiths Ave Centre, etc.

## Equity

### At Papakura Intermediate this looks like...

**Recognition:** Recognising equity for Māori is guaranteed under Article 3, and for Māori learners specifically under the 2020 Education and Training Act S127(1)(d).

**Equitable Outcomes:** Actively delivering, through the curriculum and teaching practice, fair and equitable educational processes and outcomes for Māori learners, in contrast to merely reducing disparities.

**Resource Allocation:** Resourcing strategies and initiatives that reduce barriers to education [NELP 3] add value to the identity, language, culture and educational success of Māori learners.

**Cultural Competency:** Providing learning so staff are culturally competent, culturally responsive and sustaining, and relational in their practice, eliminating systemic biases and barriers.

## Participation

### At Papakura Intermediate this looks like...

**Recognition:** Recognising that the participation of Māori, specifically in this context Māori learners and whānau, is guaranteed under all Articles of Te Tiriti.

**Attendance & Engagement:** Ensuring optimal participation of Māori learners in school through the implementation of effective and responsive transition, attendance and engagement strategies.

**Māori Consultation:** Engaging in genuine and meaningful consultation with Māori learners, their whānau and the wider Māori school community when making decisions, seeking input and communicating progress throughout the process.

**Language and Culture:** Normalising te reo Māori and tikanga Māori across the school community, providing needs-based support at varying levels and taking direction from mana whenua (NELP 5)

## Partnership

### At Papakura Intermediate this looks like...

**Recognition:** Recognising that partnership with Māori is guaranteed under both Articles 1 and 2 of Te Tiriti.

**Māori Whānau:** Having high aspirations for learners & partnering with their whānau to design and deliver education that responds to their needs, identities, languages and culture (NELP 2).

**Ngāti Tamaohotanga** - Understanding, prioritising and contributing to the success of Ngāti Tamaoho's related educational priorities, namely the 'Te reo Māori me ōna tikanga', 'Hītori/history' & 'Pakiwaitara' strategies.

**Pan-Māori Partnership:** Investing time, good faith and energy into building constructive treaty partnerships with local Tainui hapū, specifically, Ngati Paoa, Ngai Tai ki Taamaki, Ngati Te Ata, Ngati Whanaunga & Te Ākitai Te Waiohau, as well as invested organisations such as the Kāhui Ako ki Papakura schools & Papakura Marae.

## Strategies in Action

### At Papakura Intermediate this looks like...

**Hītori Māori** - Teaching the Aotearoa NZ Histories Curriculum. Localising the curriculum in line with Tainui, Ngāti Tamaoho & the Kāhui Ako ki Papakura educational plans. Understanding Māori perspective through a Matauranga Māori specialist curriculum.

**Reo Māori** - Normalising through signage, resources & communication. Teaching all learners reo Māori. Providing Māori medium learning as an option.

**Tikanga Māori** - Normalising through school-wide routines, practices and events. Teaching all learners tikanga Māori. Providing marae and/or taiao (natural environment) based learning as an option.

**Tuakiritanga / Identity** - Acknowledging tangata whenua in all forums. Promoting identity through kapa haka, reo rua and/or rūmaki. Championing Māori culture through events such as Fiafia Night, Matariki ki Papakura and Te Wiki o te reo Māori.

# Papakura Intermediate: Pathway to 2026

Home to Innovative Learners and Leaders  
 Tū Rangatira: Believe | Strive | Achieve



VALUES	KAITIAKITANGA	WHANAUNGATANGA	RANGATIRATANGA
GOALS	Conditions for Success	Community of Learners	Collaboration as Leaders
STRATEGY 1	Learner Support	Quality Teaching & Leading	Localised Curriculum
STRATEGY 2	Learner Attendance	Core Curriculum	Community Consultation
STRATEGY 3	Learner Engagement	Reo & Tikanga Māori	Growth Planning
OUTCOMES	<i>All learners BELIEVE in and are at home in themselves, P.I. &amp; the world</i>	<i>All learners STRIVE and ACHIEVE success as themselves</i>	<i>All learners stand in their self-determination: Tū RANGATIRA.</i>

## OUR P.I. PRIDE ENVIRONMENT AND LOGO

Pride – like the Kahikatea that once dominated New Zealand’s forests, P.I. takes pride in being at the centre of our local place, Papakura

Resilient – like the Kahikatea that has survived since ancient Jurassic times. P.I. shows resilience in being Papakura’s longest-existing intermediate school

Inclusive – like the Kahikatea that intertwines its roots with its neighbours for support in swampy grounds, P.I. includes all learners

Determined – like the Kahikatea that grows to be New Zealand’s tallest tree, P.I. is determined to stand tall as a leading intermediate school in New Zealand

Excel – like the Kahikatea that supports whole ecosystems on their trunks & branches, P.I. excels in providing a Home to innovative Learners & Leaders

# Papakura Intermediate: Philosophy

## Innovative Curriculum OUR LOCALISED CURRICULUM

CORE	
English	Mathematics
STRIVE INQUIRY	
Social Sciences	Science
STRIVE TECHNOLOGY	
Robotics	Biotechnology
Coding	Fashion Technology
Food Technology	Matauranga Maori
SPECIALIST	
Leadership	P.E. and Health
Music	Reo Maori
The Arts	Languages

## Context

P.I. PRIDE ENVIRONMENT

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## Mission & Vision Tū Rangatira: Believe | Strive | Achieve Home to Innovative Learners and Leaders

### Values

### Beliefs and Values

P.I. PRIDE



### Learner Profile

LEARNER DISPOSITIONS

Innovator	Learner	Leader
Collaborator	Reader & Writer	Orator
Inquirer	Mathematician	Protector

## Learning Charter

PRINCIPLES OF EFFECTIVE LEARNING



## Practices



# Strategic Goal 1

Create conditions for success so all learners  
BELIEVE in and are at home in themselves, P.I. and the world



Conditions for Success  
BELIEVE



Community of Learners  
STRIVE -> ACHIEVE



Collaboration as Leaders  
TU RANGATIRA

Strategies	BoT Primary Objectives	National Education Learning Priorities	National Strategies, Priorities & Plans	Expected Outcomes What do we expect to see?	Detail Strategies How will we achieve our goals?	Milestones & Measures How will we measure success?
Learner Support	<p>Every student at the school can achieve their highest educational standard S127(1)(a)</p> <p>The school is inclusive of and caters for, students with differing needs S127(1)(c)</p>	<p>Safe &amp; inclusive culture (1.1c)</p> <p>Partner with whānau to release aspirations (1.2a)</p> <p>Respond to strengths, needs &amp; aspirations (1.2c)</p> <p>Work with whānau to address barriers (2.3a)</p> <p>Inclusive effective learning support programs (2.3b)</p>	<p>Learning Support Action Plan</p> <p>Attendance and Engagement Strategy</p> <p>Wellbeing in Education Strategy</p> <p>Ka Hikitia - Ka Hāpaitia</p> <p>Action Plan for Pacific Education 2020-2030</p>	Learners needs, strengths & supports are identified early and efficiently at point of transition or enrolment into P.I.	We will review and improve our transition and enrolment plans and processes, involving from contributing schools	Termly tracking of students being added to learner support register post-enrolment
				Individual learner's needs for support, differentiation and adaptation are identified and planned responses are put in place through effective, coordinated learner support	We will develop a cohesive and responsive learner support team, utilising experts from the Ministry cross-sector group, inducting a new SENCO & advocating for LSC collaboration	Two termly evaluative reports of Learner Support impact
					<p>We will recruit, induct and provide ELL &amp; neurodiversity based professional learning for learning assistants</p> <p>We will introduce a new learner support register to the Kāhui Ako to better understand, assess and respond to learner need</p>	Kāhui Ako ki Papakura Learner Support impact reports

Strategies	BoT Primary Objectives	National Education Learning Priorities	National Strategies, Priorities & Plans	Expected Outcomes What do we expect to see?	Detail Strategies How will we achieve our goals?	Milestones & Measures How will we measure success?
Learner Attendance	Every student at the school can achieve their highest educational standard S127(1)(a)	Work with whānau to address barriers (2.3a)	Attendance and Engagement Strategy	Learners are immersed in an 'everyday matters' culture where staff and whānau have a shared understanding of their roles & responsibilities	We will build on the student-led inquiry into realising the aspirations of whānau to increase attendance and engagement	Learner, whānau and staff survey on importance of attendance and their personal impact on it  Regularly tracking and reporting of attendance data
		Reduce non-fee costs (2.3c)	Wellbeing in Education Strategy		We will engage learners, whānau and supports while monitoring and reporting attendance trends.	
		Partner with whānau to release aspirations (1.2a)	Ka Hikitia - Ka Hāpaitia	Learners who are moderately absent (70-79% attendance) and chronically absent (< 70%attendance), particularly Māori learners, have improved attendance rates [participation]	We will recruit and induct a attendance coordinator	
		Awareness of bias and low expectations (1.2b)	Action Plan for Pacific Education 2020-2030		We will engage in a cross-agency inquiry into internal and external strategies that improve learner attendance and engagement	
Learner Engagement	The school is physically and emotionally safe place; where students' human rights are upheld; and steps are taken to eliminate racism, stigma, bullying and other forms of discrimination S127(1)(b)(i-iii)	Inclusive effective learning support programs (2.3b)	Attendance and Engagement Strategy		Learners at risk of disengaging are supported through needs-based interventions	We will resource, implement, evaluate & adapt in-school & external mentoring interventions
		Opportunities to develop key capabilities (2.4a)	Wellbeing in Education Strategy	Learners are excited and engaged in school through activities that celebrate their cultural identities and languages [participation & equity]		We will resource & start cultural performance groups including kapa haka, student leadership and the study centre groups from the outset of the year
		Valuing & using Pasifika languages (2.4c)	Ka Hikitia - Ka Hāpaitia		We will championing Māori culture through events such as Fiafia Night, Matariki ki Papakura and Te Wiki o te reo Māori.	
		Respond to strengths, needs & aspirations (1.2c)	Action Plan for Pacific Education 2020-2030			

# Strategic Goal 2

Develop a community of learners so all learners STRIVE and ACHIEVE success as themselves



Conditions for Success  
BELIEVE



Community of Learners  
STRIVE - ACHIEVE



Collaboration as Leaders  
TU RANGATIRA

Strategies	BoT Primary Objectives	National Education Learning Priorities	National Strategies, Priorities & Plans	Expected Outcomes What do we expect to see?	Detail Strategies How will we achieve our goals?	Milestones & Measures How will we measure success?
Quality Teaching & Learning	Every student at the school can achieve their highest educational standard S127(1)(a)	Awareness of bias and low expectations (1.2b)	Ka Hikitia - Ka Hāpaitia	Extended family-like contexts are developed where staff reject deficit explanations; care & nurture learners; voice & demonstrating high expectations; manage environments so learners can learn; and know what learners need to learn	We will induct new staff and provide consolidation for existing teachers, of the culturally sustaining practices present in Part 1 of the Relationship's First profile	Schoolwide reporting on Part 1 of the Relationship's First Classroom Observation Instrument
	The school is physically and emotionally safe place S127(1)(b)(i)	Opportunities to develop key capabilities (2.4a)	Action Plan for Pacific Education 2020-2030		We will provide professional learning so all staff are informed of our Te Titiri commitments and culturally competent [equity]	Teacher and leader professional growth cycles, demonstrating progress against Part 2 of the Relationship's First Classroom Observation Instrument
	The school is inclusive of and caters for, students with differing needs S127(1)(c)	PLD to strengthen practices & learning support (3.6a)	Te Mātaiaho		We will provide in-depth professional learning, in Part 2 of the Relationship's First profile, as well as in-class support and impact coaching	
	Teach diverse learners, modifying practice (3.6b)	Common Practice Model	Teaching and learning interactions and pedagogies that have been shown to make a significant difference to indigenous and marginalised learning, are in action		We will use our P.I. Professional Growth Cycle to build a community of practice	
Culturally responsive teaching (3.6c)	Te Mātaiaho Implementation Support Packs					



Strategies	BoT Primary Objectives	National Education Learning Priorities	National Strategies, Priorities & Plans	Expected Outcomes What do we expect to see?	Detail Strategies How will we achieve our goals?	Milestones & Measures How will we measure success?
Core Curriculum	<p>Every student at the school can achieve their highest educational standard S127(1)(a)</p> <p>The school is inclusive of and caters for, students with differing needs S127(1)(c)</p> <p>The school gives effect to Te Tiriti o Waitangi including by - achieving equitable outcomes for Māori S127(1)(d)(i-iii)</p>	<p>Foundations skills including language, literacy &amp; numeracy (2.4)</p> <p>Opportunities to develop key capabilities (2.4a)</p> <p>Adjust learning &amp; support for learners not making expected progress (2.4b)</p> <p>PLD to build capability (3.5b)</p> <p>Teach diverse learners, modifying practice (3.6b)</p>	<p>Te Mātaiaho</p> <p>Common Practice Model</p> <p>Te Mātaiaho Implementation Support Packs</p> <p>Literacy &amp; Communication and Maths Strategy</p>	<p>Teachers and leaders will have a deepened understanding of the revised English learning and Mathematics &amp; Statistics learning areas</p> <p>English and Mathematics &amp; Statistics programmes will be developed within the phases of learning leading to 'common practice' models of consistency based on research</p> <p>All learners making expected progress in reading, writing and mathematics &amp; statistics</p> <p>Priority learners reading at the critical level of phase 1 (Y0-3) will make accelerated progress</p>	<p>We will explore the English &amp; Maths progression models (mātaiaha), focusing on the progress outcomes and progress steps in phases 2&amp;3.</p> <p>We will explore and begin to design learning experiences in English and Mathematics using the Understand, Know, Do (UKD) learning framework</p> <p>We will continue to the Fast Forward reading intervention to support in-class small-group instruction</p> <p>We will identify learners who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialists</p>	<p>Annual tracking of our local school curriculum development and implementation plan using Te Mātaiaho implementation guidance</p> <p>Annual tracking of learner progress and achievement</p>
Reo & Tikanga Māori	<p>The school gives effect to Te Tiriti o Waitangi including by -</p> <p>working to ensure its plans, policies &amp; curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori S127(1)(d)(i);</p> <p>taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori S127(1)(d)(ii);</p> <p>achieving equitable outcomes for Māori S127(1)(d)(iii).</p>	<p>Awareness of bias and low expectations (1.2b)</p> <p>Collaborate with Māori &amp; invest in Māori medium learning (1.2e)</p> <p>Reo &amp; tikanga Māori in everyday life (3.5)</p> <p>Consult Māori (3.5a)</p> <p>PLD to build capability (3.5b)</p> <p>PLD to strengthen practices &amp; learning support (3.6a)</p> <p>Teach diverse learners, modifying practice (3.6b)</p> <p>Culturally responsive teaching (3.6c)</p>	<p>The Statement of National Education Learning Priorities</p> <p>Ka Hikitia - Ka Hāpaitia</p> <p>Tau Mai te Reo</p> <p>Te Aho o te Reo Māori</p> <p>Mou te Reo</p> <p>Poutama Reo</p> <p>Te Aho Arataki Marau</p> <p>mō te Ako i te reo Māori - Auraki Kura: Curriculum Guidelines for Teaching &amp; Learning</p> <p>Te Reo Māori in English Medium Schools Y1-13</p>	<p>A schoolwide progressive Māori language strategy plan is in place, which reflects whānau, hapū and iwi aspirations and considers ways to develop a marau-ā-kura</p> <p>The use of te reo Māori is normalised across the school community [Participation]</p> <p>The use of te tikanga Māori will be normalised across the school community taking from mana whenua as appropriate [Participation]</p> <p>Māori as tangata whenua will be visible throughout the school environments</p>	<p>We will build the capability and confidence of our staff by engaging in Te Aho o te Reo Māori professional learning</p> <p>We will continue to provide te reo Māori instruction to all learners through our Languages Curriculum</p> <p>We will resource the development of a reo rua akomanga for Māori reo speakers, providing PLD and network support for kaiako/ kaimahi [Equity]</p> <p>We will continue to develop our school's tikanga, providing needs-based support at varying levels</p> <p>We will engage in PLD with Ngāti Tamaoho to ensure tikanga is tika for this rohe</p> <p>We will use Dr Ann Milne's 'auditing white spaces' tool to ensure all spaces are culturally sustaining</p> <p>We will resource and use te reo Māori in signage, resources and communication</p>	<p>Annual tracking of progress in Poutama Reo dimensions</p> <p>Annual tracking of progress against the school's Māori language strategy plan, using Poutama Reo dimensions</p> <p>Annual tracking of learner progress and achievement data against Te Aho Arataki learning progressions</p> <p>Stakeholder voice</p> <p>Annual tracking of progress against 'auditing white spaces' tool</p>

# Strategic Goal 3

Collaborate as leaders so all learners stand in their self-determination: Tū RANGATIRA



Conditions for Success  
BELIEVE



Community of Learners  
STRIVE - ACHIEVE



Collaboration as Leaders  
TŪ RANGATIRA

Strategies	BoT Primary Objectives	National Education Learning Priorities	National Strategies, Priorities & Plans	Expected Outcomes What do we expect to see?	Detail Strategies How will we achieve our goals?	Milestones & Measures How will we measure success?
Localised Curriculum	Every student at the school can achieve their highest educational standard S127(1)(a)  The school gives effect to Te Tiriti by ensuring its plans, policies & curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori S127(1)(d)(i)	Collaborate with Māori & invest in Māori medium learning (1.2e)	Ka Hikitia - Ka Hāpaitia	Our local school curriculum actively reflects Te Mātaiaho and the priorities of our community and mana whenua	We will collaborate with the Kāhui ki Papakura, community and Ngāti Tamaoho, incorporating reo, tikanga and matauranga Māori while protecting these taonga [Tino rangatiratanga & Partnership].	Annual tracking of our local school curriculum development and implementation plan using Te Mātaiaho implementation guidance and the Kāhui Ako and mana whenua educational plans
		Opportunities to develop key capabilities (2.4a)	Te Mātaiaho	School leaders, staff, whānau and learners continue to be excited and engaged with our local school curriculum	We will continue to grow staff understanding of Te Mātaiaho and learner & whānau engagement through inquiry experiences	Evaluation of inquiry learning/local curriculum learning using stakeholder voice
		Reo & tikanga Māori in everyday life (3.5)	Common Practice Model	Teaching staff are clear and confident on the learning that matters within our curriculum, making it accessible to learners	We will engage in ongoing external and internal professional development opportunities about Te Mātaiaho & local curriculum	Evaluation of inquiry learning/local curriculum learning using learner progress and achievement data
		Consult Māori (3.5a)	Te Mātaiaho Implementation Support Packs	Systems and processes are established to measure and report on individual and school-wide student progress	We will engage in ongoing professional development opportunities about Te Mātaiaho for school leaders and kaiako	Annual tracking of learner progress and achievement data
		PLD to build capability (3.5b)	Aotearoa New Zealand Histories			
		Culturally responsive teaching (3.6c)				

Strategies	BoT Primary Objectives	National Education Learning Priorities	National Strategies, Priorities & Plans	Expected Outcomes What do we expect to see?	Detail Strategies How will we achieve our goals?	Milestones & Measures How will we measure success?
Community Consultation	Every student at the school can achieve their highest educational standard S127(1)(a)	Partner with whānau to release aspirations (1.2a) Consult Māori (3.5a)	Ka Hikitia - Ka Hāpaitia Te Mātaiaho Te Mātaiaho Implementation Support Packs Aotearoa New Zealand Histories Te Rautaki Rawa Kura -The School Property Strategy 2030	Māori learners, their whānau and community are consulted on key areas & decisions [Participation]	We will collaborate with leaders from within whānau, staff and Māori community	Analysis of Māori whānau and community voice incorporated into relevant plans
				Hui established for consulting whānau and community in cultural and language groups	We will collaborate with leaders from within whānau, staff and community groups to ensure hui are culturally responsive	Analysis of whānau and community voice incorporated into relevant plans
				School staff receive feedback to utilise, on the cultural inclusiveness of the school's environment	We will Dr Ann Milne's 'auditing white spaces' tool as a basis for seeking feedback from whānau and visitors to the school	Analysis of voice incorporated into relevant plans
				Our property master plan, local curriculum and upcoming strategic plan are all informed & empowered by whānau & community voice	We will use a range of strategies from our 5-point whānau engagement model including whole group hui, focus groups, student-led interviews & surveys.	Tracking level of engagement in varying methods of consultation
Growth Planning	The school is physically and emotionally safe place; where students' human rights are upheld S127(1)(b)(i)	Places of learning are safe, inclusive and free from racism, discrimination and bullying (1.1)	Te Rautaki Rawa Kura -The School Property Strategy 2030 Te Mahere Taiao- The Environmental Action Plan for School Property	Property master plan for a shared campus actively reflects and plans for the unique context, culture, curriculum and spaces that are special to Papakura Intermediate	We will collaborate with the Ministry of Education and Papakura High School, actively contributing to the development and implementation of the plan	Reaching milestones and measurements outlined in the Project Plan
				The school is staffed for rapid roll growth and the growing learner support needs	We will review support staffing & the roles required & actively recruit capable & confident staff	Monitoring of staffing through monthly principal reports