



Te Puna Wai o Waipapa Strategic Plan 2024-2025

Our vision:
 Ka puāwai te koru, ka puāwai te tangata (As the koru opens so too does the person)

This whakatauaiki is about inspiring students’ futures and transforming their lives. We believe that effective engagement in learning is based on the relationships we build with each of our students. We do this so that, like a koru opening, each student will achieve to their full potential, will develop personal values and competencies critical to successful learning and living in society, and will transition successfully from Te Puna Wai o Waipapa to further learning, training or employment.

Information that contributed to this strategic plan:
 This plan has been developed with our student, staff and whānau voice at the front. This occurred through surveys in the first instance and in a range of workshops of interested people and priority groupings. We have also used our attendance, achievement and leaving data to inform the goals and subsequent actions. The Board has oversight of the strategic planning process and our senior leadership team has driven the annual implementation plan in conjunction with our kāhui ako. Our evaluative focus with ERO has been focused on how we are measuring the impact of our initiatives, particularly around attendance and achievement, and this has also informed our strategic goals and annual implementation plan for 2024.

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
Goal #1: Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi	Primary Objective: Giving effect to Te Tiriti o Waitangi Supported by: Every student is able to attain the highest possible standard of achievement Physical and emotional safety of staff and students An inclusive school that caters for differing needs	NELP 1, 2, 3 Learners at the centre Barrier free access Quality teaching and leadership	Decrease variability in culturally responsive teaching and understanding Lifting the baseline standards of te reo and tikanga Māori for both kaiako and kaimahi Ākonga Māori attendance and engagement improves in our kura	A series/block of PLD sessions that then make up a component of all staff members’ Professional Growth Cycle conversations. Self-assessment on Matauranga Māori for staff at three points in the year Learning opportunities provided for staff More staff taking up reo learning outside the kura More regular use of student voice as feedback for staff An Ao Māori approach to pastoral care is implemented across the College and is embedded in practices for ākonga Māori	Staff reflection on growth through Professional Growth Cycle conversations and HOD observations and utilising student observations of growth through a range of means. Staff get robust feedback on next steps with cultural competence. Self-assessment tool and evidence of shifts in understanding and competence Staff taking up opportunities for further growth and professional learning and development Student attendance rates improve
Goal #2: Strengthen students’ achievement in their learning	Primary Objective: Every student is able to attain their highest possible standard in education achievement Supported by: The school is inclusive and caters for students with differing needs and the school gives effect to Te Tiriti o Waitangi	NELP 1,2,3,4 Learners at the centre Barrier free access Quality teaching and leadership Future of learning and work	A clear progression of learning is established and reported on in the Junior College (Years 9 and 10) to best prepare students for NCEA Attainment of higher achievement in all 3 NCEA levels A focus on literacy and numeracy in Years 9 and 10 to support achievement in learning in NCEA	A clear understanding of attendance roles and responsibilities across all levels of the school Whānau of Year 9-11 students will receive weekly attendance snapshots Establishing and implementing learning progressions in Years 9 and 10 which will allow us to better track progress and use this data to inform the teaching and learning programme in classes Implement a more effective tracking tool to support the monitoring of achievement across all levels of NCEA	Student attendance and engagement in their learning improves across all year levels Analyse co-requisite testing results from 2023 to inform programmes of learning in 2024 and 2025 Collect and analyse staff, student and whānau voice on the implementation of learning progressions and attendance initiatives in Years 9 - 11 NCEA achievement data improves across all levels.
Goal #3 Strengthen students’ sense of wellbeing to increase success in learning	Primary Objective: A physically and emotionally safe place for all students and staff Supported by: Every student at the school is able to attain their highest possible standard of achievement in the school. The school is inclusive and caters for students with differing needs and the school gives effect to Te Tiriti o Waitangi	NELP 1,2,3 Students at the centre Barrier free access Quality teaching and leadership	Students and staff supported in restorative practices through key staff Clear roles, responsibilities and accountability around the role of the tutor, which is the backbone of the pastoral system Designating specific PLD time for tasks related to the tutor role A quality second chance education for students across Ōtautahi	Work towards becoming the first fully restorative secondary school in Aotearoa Collect and analyse fast track (class removal), stand down and suspension data. Respond with a range of proactive interventions to support the student as an individual. Gather student and whānau voice around the role of the tutor Greater focus on attendance and engagement in our kura Collect and analyse pastoral and achievement data in its broadest sense for students new to our kura in Years 10 and 11	Reduce the number of repeat students in stand down and suspension data Reduce repeat students in fast track after Term 1 and reduce number of students removed from class in total over 2024 and 2025 Attendance at tutor time for new students to our kura in Years 10-13 is on par with existing students. Students’ attendance and engagement improves Measures of success are collected and analysed through the Year Advisers

Te Puna Wai o Waipapa Implementation Plan for Strategic Goals 2024-2025

Summary of the plan:

At Te Puna Wai o Waipapa in 2024 we will have a schoolwide focus on student engagement through improved attendance at school and in classes. We can see very clearly through our NCEA achievement data that students that are at school and in classes achieve NCEA. There will be a range of interventions and tools to support student attendance, including the role of the tutor as the key connection between home and school and even more regular communication with home. We also have a school social worker and mental health liaison worker who can support attendance where there are significant barriers to engagement at school.

We also have included a student equity lens across our three goals to keep this front and centre of our mahi. Our designated character status reflects our ability to provide second chance education for students who may have previously experienced barriers to their learning. We continue to evaluate our processes and continue to focus on our ability to know our students as people and as learners quickly so we can be effective in our role in progressing a student's learning journey.

Our teachers are continuing to work on their culturally responsive teaching practices, which is based on Russell Bishop's work around Teaching to the North-East and the Hikairo Schema. This means staff building good relationships with students and using that as a platform for sound pedagogy that supports high expectations of our students in work output, effort and in building respectful relationships. As part of this, teachers will use their professional growth cycle as a means to reflect on their growth in this area and to gain feedback via students and their Head of Department.

We are working on strengthening student achievement. We are committed to looking beyond NCEA for this measure of success whilst recognising that this is the national measure. An example is tutors working with all students in their tutor class to facilitate a beginning of the year goal setting process which is reflected on throughout the year. At the end of the year there is a summary of how many students have achieved the goal they set for themselves over the year, which can sit alongside NCEA achievement data to give a broader picture of student success.

We are also working on strengthening students' sense of wellbeing to increase success in wellbeing. This reflects not only the quality of our specific wellbeing programmes such as Hauora but also focuses on the role of the tutor as a key relationship and also the role of the classroom teacher in facilitating learning opportunities that promote feelings of success which has a significant impact on confidence and wellbeing. Our overarching goal here is to have students experiencing positive wellbeing across the day and in all classes. We have an ambitious goal of being the first fully restorative secondary school in Aotearoa and we continue to improve our systems and conversations to a restorative model that is meaningful for all students and reflects Ao Māori for our ākongā Māori.

Where we are currently at:

In terms of schoolwide attendance, post Covid time has seen a drop in our student attendance rate. We have very differing attendance rates across year levels. At the time of writing (Dec 1, 2023) we are seeing an increase in attendance rates for Year 10, which could be in response to sending weekly emails to parents with their child's attendance for the week just completed. Year 9 has an average attendance rate of 83 %, Year 10 has a 75% attendance rate, Year 11 has a 77% attendance rate, Year 12 has a 67% attendance rate and Year 13 a 73% attendance rate for 2023. We have tried a range of initiatives including regularly communicating to parents about supports, sending communication home when we have a concern, utilising specialist supports such as our counselling team, and making sure we have lots of choice of subjects and courses that meet our students' needs. We have set targets for 2024 through the attendance and engagement strategy and looked at roles and responsibilities for attendance across our kura.

In terms of student equity we have some subjects across the College that have entry requirements but these are designed to be a conversation starter rather than a barrier. Our processes and systems match our ethos of barrier-free education. We prioritise our equity funding to ensure we are delivering a learning support model that supports students particularly in Years 9 and 10. We would like to see our support systems better meet the learning support needs of our senior students, particularly those new to the College. We are lucky enough with a grant from St Vincent de Paul to be able to offer financial support for fees and trips for students who need it.

Next steps are to continue to best use our teacher aide resource and ensure that we are giving new students to our school the best induction and support they need to be successful learners here. Students say that they enjoy our school a lot but they don't always match this with the academic performance for a range of reasons. Exploring this further and structuring our senior college around expected assessment dates and the management of work deadlines and early communication home if work isn't being submitted will all work to support our new senior students to our kura.

We have been working to build our staff members' culturally responsive practices over the last five years. This started with a range of thought leaders and staff reo and tikanga lessons and has then moved into a deep dive and department-led collaborative inquiry on Russell Bishop's Teaching to the North-East. Staff worked through the progressions of creating a family-like context for learning, interactive methods and then monitoring learners' progress. In 2023 we then capitalised on Bishop's work by focusing more deeply on subject specific literacy as a skill to promote student equity. This was completed through our Kāhui ako, through departments and also through full staff PLD. The next steps are for teachers to improve reo and tikanga and lift the baseline across our Kaiako and kaimahi and for growth to be reflected in staff Professional Growth Cycles.

Student achievement for the 2023 school year showed that Level 1 remained at a 60% achievement rate and Year 12 and 13 both dropped slightly from the previous year. It is important to note that both Level 1 and 2 increased significantly in 2022. In 2023 we have tracked Year 11 achievement very closely and have offered learning opportunities outside of our regular timetable to support students' learning and achievement. We are working on rolling this pilot out with a revised tracking tool for 2024.

Student wellbeing this year has been well supported by two designated staff members who support teachers in their restorative classroom practices. This has been very popular amongst staff as student issues have been very quickly responded to in a restorative manner given the availability of the resource. Proactive conversations with students have been effective in that most students that are removed from class by a teacher do not repeat this behaviour again. Our wellbeing-specific programmes are growing from strength to strength and students are reporting more and more that they value this opportunity. Our tutor system remains the backbone of our pastoral care system and ensuring this role is valued within our kura is a priority, along with providing support and time to do the role well. Students report that they feel a sense of belonging here and are united in the understanding that our kaupapa is that you can be who you want to be here!

How will our targets and actions give effect to Te Tiriti o Waitangi:

We will give effect to Te Tiriti o Waitangi by lifting the baseline of our kaiako and kaimahi use of te reo Māori and understanding of tikanga in 2024. We will continue to monitor Māori student achievement and offer learning opportunities and targeted careers education to support achievement and engagement. We offer our whare as a home base and students have the opportunity to be in a vertical form that better reflects te Ao Māori. Our Māori students will have the opportunity to see their culture reflected around our kura and in our classrooms on a daily basis. Students will have a voice alongside their parents at our Te Urungi steering group hui which brings the Board, Principal, kaiako, whānau and ākongā together to kōrero around what is on top for our Māori students and their whānau. Te reo teaching and learning is offered to students across all year levels of the school and at night for our community. Our Māori students will have the opportunity to be supported in restorative conversations in a way that reflects te Ao Māori and offered support through staff in our whare. Māori leadership is promoted through Rangatahi to Rangatira for Year 10 where mentoring is provided in a small group to grow and develop our ākongā. This is not available to our kura in 2024. Our Māori students' attendance will be monitored weekly and their achievement and broader goals monitored and supported. Our aspiration is for Māori students to attend on par or better than non-Māori and achieve on par or better the goals they have set for themselves.

Strategic Goal 1 Strengthen culturally responsive teaching practice to give effect to Te Tiriti o Waitangi				
Annual Target/Goal: For kaiako and kaimahi in our kura to engage in PLD focused on culturally responsive practices and for growth in this area to be visible and reflected upon in all staff members' professional growth cycle or support staff appraisal process.				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
For kaiako to be able to speak about their practice in ways that show inclusion of culturally responsive practices. For all ākonga to feel safe in all rooms and areas of our kura and for students to be achieving in their learning through an increased level of engagement. Kaimahi show evidence of shifts in thinking and culturally responsive practices in their areas of work.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Progression of professional learning and development for all staff <ul style="list-style-type: none">- Teaching staff sessions- Targeted support staff sessions- Development of self-assessment tool	Jasmine to lead Supported by SLT	Use of our own Wednesday PLD time PGC documentation Tuahiwi workshops and connection with mana whenua Kāhui Ako Access to Hikairo Schema Self-assessment tool	2024	<ul style="list-style-type: none">- Progress tracked through the self-assessment tool at three key points in the year- Shift in teaching practice as observed by HODs- Support staff attend and engage in PLD- See the self-assessment tool represented through PGC conversations
Kaiako professional growth cycle conversations reflect growth in use of culturally responsive practices <ul style="list-style-type: none">- SLT work with leaders to best equip leaders for change in PGC practice and documentation- PGC conversations throughout the year have a culturally responsive focus	Hayden and Jasmine to lead Supported by SLT	Revised PGC document Self-assessment tool Upskilling of HODs in Leadership meetings and Leadership for Excellence conversations Hikairo Schema and Teaching to the NE and Leading to the NE	2024 Set up Term 1 Ongoing conversations	<ul style="list-style-type: none">- PGC documentation- Mid year check in- End of Term 1 set up check in
Sharing of student voice and experience through a range of means and includes learners such as <ul style="list-style-type: none">- Learning support and neurodivergent learners- ELL learners- Māori- Pasifika- LGBTQI+	Jasmine and Rowan to lead through Te Urungi Guidance Counselling Supported by SLT	Range of surveys, workshops and hui People with connections and relationships to these learners Action plans post consultation Regularly having community in our school	2024 From Term 2 onwards	<ul style="list-style-type: none">- Student, staff and whānau responses and engagement- Tracking action plans across time to measure progress- Measure initiatives as a response to student voice (What we do with the voice)

Strategic Goal 2 Strengthen students' achievement in their learning				
Annual Target/Goal: To identify and respond to students at risk of not achieving early in the year and to track academic progress and provide mentoring to further support student achievement				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
Set achievement targets for each year level – Year 11: Having all tutors in the College engage with the tracking tool as a resource to support achievement All tutors of Year 11-13 engage with the goal setting process that identifies student success wider than NCEA				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
To track student achievement over the course of the year to be able to awahi and wero students depending on their progress Track student attendance	Tutors/Year Advisors SLT Tutors, YA, teachers	Year level tracking sheet, data updates (Admin), PLD time for tutors	Set up T1, 2024 Introduce T1 to tutors and YA	<ul style="list-style-type: none"> - Identification of students at risk of not achieving and responding with actions in a timely way - Achievement checkpoints are established and met - Tutor and YA engagement with the tool - Increase in achievement rates across the senior school
Estimated student achievement in NCEA to support achievement	Teachers	Estimated credit function on KAMAR, PLD time for teachers, data updates (admin)	Term 2, Week 1 Term 3, Week 5	<ul style="list-style-type: none"> - Tutor teachers engage with the estimated grade process and it supports further learning conversations - Achievement checkpoints are established and met - Increase in achievement rates across the senior school
Teachers and depts to use junior achievement data to help inform learning design throughout the year. This will be used to support individual, class and cohort learning.	HODs/Teachers	Learning outcomes based on NZC and Te Mātaiaho that are also back-mapped from the new NCEA Level 1 significant learning and standards. Junior markbooks set up in consistent format.	2024	<ul style="list-style-type: none"> - Feedback from staff, students and whānau on reporting of student progress - Evidence of teachers using this data to inform their practice - Evidence of 'value added' in English, Maths and Social Sciences
Culturally responsive teachers creating a learning culture that is based on relationships and high expectations.	Teachers/HODs	Self-assessment tool linked to PGC Hikairo Schema and Teaching to the NE PLD sessions using Wednesday staff PLD slot	2024	<ul style="list-style-type: none"> - Progress through the self-assessment tool at three key points in the year - Shift in teaching practice - See the self-assessment tool represented through PGC conversations

Strategic Goal 3 Strengthen students' sense of wellbeing to increase success in learning				
Annual Target/Goal: Students experience positive engagement with our school and success in learning contributes positively to their wellbeing.				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
We expect to see students attending and engaged in their learning and experiencing success which fosters wellbeing. Happy, engaged students.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i>	Who is Responsible	Resources Required	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i>
Clarify and promote the role of the tutor as the foundation of the pastoral care system in our school Includes PLD and building in time for the role.	Jasmine oversight Year Advisers Tutors	Roles and responsibilities documentation Attendance and Engagement strategy document and targets Use of PLD time on a Wednesday to support tutors in their mahi Year Advisers	2024	Tutors having clear roles and responsibilities Tutors being allocated extra PLD time to complete tutor tasks with support from year Advisers Students well-supported by their tutor in terms of both academic and wellbeing support Evidence of a school home connection and partnership
Review the current timetable to best meet the learning and wellbeing needs of our students and staff	Jenni to oversee SLT Staff	Student and staff consultation Systems staff Implementation plan and timeline	Consultation Term 1 Completed by end of 2024 ready for 2025 implementation	Student, whānau and staff voice is collected to support change A review is conducted taking into account staffing allocation and consultation A new and more responsive timetable is ready to go for 2024
Continue to develop our Year 12 Hauora programme with clearly defined outcomes and work towards what wellbeing education could look like in Year 13	Jasmine Dan Year 12 Hauora teachers	Regular meetings of 12 Hauora teachers Use of Teams and class notebook to support the changes Student and staff voice Year 12 tutors and their voice and support for the programme	Dan to start implementation in Term 1 and then oversight by Jasmine.	Clear themes and outcomes for each term of 12 Hauora classes Sequential well connected lessons All classes getting a similar experience from Hauora Year 12 tutors having a better understanding of the programme and what students are achieving More effective communication of outcomes to whānau
Track student attendance with support and oversight from tutors and Year Advisers	Suzanne and Jasmine And Year Advisers	Tracking resources through KAMAR so tutors and YA's have updated attendance data Attendance targets and schoolwide plan to achieve them Tutors, Year Advisers and teachers MOE – Attendance and Engagement strategy Data – Attendance v achievement statistics Utilise social worker and mental health liaison roles when supporting students and whānau with Mental Health related absence	Throughout 2024	Staff understanding their role in improving attendance Familiarity with schoolwide targets Student attendance increases Case loads of these two roles

IMPLEMENTATION OF STRATEGIC PLAN 2024

Work
with
whānau,
kaiako &
ākonga
to bring
about ...

Giving effect
to Te Tiriti
o Waitangi

*Strengthen
culturally
responsive
teaching
practice*

GOAL 1

- teacher professional learning & development
- utilise PGC to monitor staff progress & growth
- gather ākonga voice

Improved
attendance =
Improved
achievement

*Strengthen
students'
achievements
in their
learning*

GOAL 2

- establish and report on clear progression of learning in Year 9 and 10
- increase achievement rates at Levels 1, 2, 3
- use data to inform learning programmes
- track student attendance & achievement & provide support & early interventions when needed

Learning for
Wellbeing

*Strengthen
students' sense
of wellbeing
to increase
success in learning*

GOAL 3

- clarify the role, and responsibilities of tutors
- investigate a continuation of Hauora into Yr13
- complete a thorough consultation to inform a review of our current timetable

EQUITY FOR ALL AND BARRIER - FREE LEARNING