

Panama Road School Strategic Plan for 2025



Vision Statement:

Learning Together, Success Every Day

using our PRS PRIDE

We collated the data gathered from surveying whānau Māori, and other whānau, ensuring all groups contributed. We surveyed stakeholders in the wider community and gathered students, staff and board voices.

We approached Ngāti Paoa Iwi Trust and are in the early stages of building relationships to give effect to their strategic plan Goal 1 - Te Reo me ngā Tikanga action, “*engaging strategically with schools in core Ngāti Paoa areas to enhance education outcomes and grow the standing and visibility of Ngāti Paoa tikanga and history*”.

Strategic Goals		
1 - Learning	2 - Together	3 - Success Everyday
A - Ensuring our teachers have current and effective literacy and mathematics programmes	A -The school is culturally responsive	A - Students to be successful across multiple areas
B - Students to be mentally, behaviourally and emotionally engaged in their learning	B -Increasing the wh ā nau involvement and engagement	B -Strengthening relationships with wh ā nau and agencies to provide support to wh ā nau
C - Teachers participate in professional development to build consistency across the	C -Strengthening our bilingual education	C - Shared celebrations of learning

<div>school</div> <div>D - Increasing student and whānau involvement in the learning process</div> <div>E - Students' cultural identity is included in teaching and learning</div> <div>F - A greater number of students achieving at the expected curriculum level</div> <div>G - Increased student attendance rates (National goal - 80% of students to be present for more than 90% of the term by 2030)</div>		<div>with whānau and community</div> <div>D - Students are locally, globally and digitally connected</div> <div>E - Students will consider decisions that impact their futures</div>
<div>Board Primary Objective met</div> <div>Students are able to learn to the best of their ability, lead and are prepared for their future</div> <div>Students, staff and whānau feel happy, safe and enjoy coming to school</div> <div>Students are culturally connected, confident, competent learners</div>		

Students have opportunities to develop across a range of competencies

Strategies for giving effect to Te Tiriti o Waitangi

1 - Learning

- Using our strength-based approach
- All staff using appropriate tikanga, and te reo Māori
- Culture, language and identity is an integral part of planning, teaching and learning across the school.
- Opportunities to engage in Te Ao Māori
- Professional learning of Te Tiriti o Waitangi

2 - Together

- Culture, language and identity is an integral part of planning, teaching and learning across the school.
- Gathering and using Māori student and whānau Māori voice, using Tātaiako
- Look for opportunities to support local iwi
- Opportunities to engage in Te Ao Māori
- Officially open the bilingual library

3 - Success Everyday

- Provide opportunities for students to be successful across multiple areas
- Have regular hui with whānau to celebrate and learn together
- Use PB4L and AfL to support student agency around decisions

Links to Educational Requirements

National Education Learning Priorities

Priority 1 - Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

(Goal 1B,1E,2A,2C,3A,3B,3D)

Priority 2 - Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

(Goal 1A,1B,1C,1D,1E,1F,1G, 2A,2B,2C, 3A,3B, 3C,3D,3E)

Priority 3 - Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs

(Goal 1A,1B,1C,1D,1E,1F,1G,2A,2B,2C,3A,3B,3C,3D)

Priority 4 - Ensure every learner/ ākonga gains sound foundation skills, including language*, literacy and numeracy

(Goal 1A,1B,1C,1D,1E,1F,1G,2A,2B,2C,3A,3B,3C,3D)

Priority 5 - Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

(Goal 1A,1B,1C,1D,1E,1F,1G,2A,2B,2C,3A,3B,3C,3D)

Priority 6 -Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

(Goal 1A,1C,2A,2B,)

Ka Hikitia – Ka Hāpaitia

Te Whānau

Education provision responds to learners within the context of their whānau

(Goal ,1D,1E,2A,2B,2C,3B,3C,3D)

Te Tangata

Māori are free from racism, discrimination and stigma in education

(Goal 1A,1B,1C,1D,1E,1F,1G,2A,2B,2C,3A,3B,3C,3D)

Te Kanorautanga

Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences

(Goal 1A,1B,1C,1D,1E,1F,1G,2A,2B,2C,3A,3B,3C,3D)

Te Tuakiritanga

Identity, language and culture matter for Māori learners

(Goal 1A,1B,1C,1D,1E,1F,1G,2A,2B,2C,3A,3B,3C,3D)

Te Rangatiratanga

Māori exercise their authority and agency in education.

(Goal 1D,2A,2B,2C)

2023 refresh of the Action Plan for Pacific Education 2020–2030

Key Shift 1:

Work reciprocally with diverse Pacific communities to respond to unmet needs, including growing and supporting Pacific bilingual and immersion education pathways

(Goal,1D,1E,1F,1G,2A,2B,2C,2D)

Key Shift 2:

Confront systemic racism and discrimination in education

(Goal 1A,1B,1C,1D,1E,1F,1G,2A,2B,2C,3A,3B,3C,3D)

Key Shift 3:

Enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners

(Goal 1A,1C,1D,2A,2C)

Key Shift 4:

Partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met

(Goal 3A,3B,3D,3E)

Key Shift 5:

Grow, retain and value highly competent teachers, leaders and educational professionals of diverse Pacific heritages

(Goal 1A,1C,2A,2C,)

Strategic Goals	Actions to Achieve these Goals		Measures
1 - Learning <div> A - Ensuring our teachers have current and effective literacy and mathematics programmes </div>	1 - Learning <div> <ul style="list-style-type: none"> • Direct to school contract with an external provider for mathematics • Upskill teachers with implementing BSLA • Establishing across team inquiry whānau, to engage in effective structured literacy approaches • Using an accredited facilitator to support Year 0-8 students' structured literacy </div>	→	<p>100% of teachers attend Kahui Ako Maths PLD</p> <p>All teacher planning reflects changes made to Maths and English curriculum</p> <p>All teachers will have an inquiry goal to improve their practice.</p> <p>Student achievement increases to 85% of students achieving at, or above the Year expectations, in Reading Writing and Maths</p> <p>Students in bilingual classes will achieve at the rate of their peers [85%], in Reading, Writing and Maths</p>

B – Students to be mentally, behaviourally and emotionally engaged in their learning	<ul style="list-style-type: none"> Professional learning and development to support implementation of Trauma Informed Practice across the school, e.g mindfulness Teachers using the “Going for Gold’ to notice, recognise and respond to learning behaviour of Dynamic Learners Teachers to create visual metaphor and deliberate messaging to support their learning focused relationships Tailoring the learning experiences to meet the needs of our students Establish a student council to increase student agency and voice 	→	<p>All new staff will receive professional development on implementation of Trauma Informed practice.</p> <p>All teachers implement Trauma Informed practice with their students daily.</p> <p>Planning will be created collaboratively in teams to reflect the diverse needs of our students and monitored by SLT.</p>
C – Teachers participate in professional development to build consistency across the school	<ul style="list-style-type: none"> Staff to attend trauma informed, BSLA, structured literacy and structured mathematics professional development and implement Establishing and developing our Bilingual units through professional development and community connections A focus on :- <ul style="list-style-type: none"> Making learning and how to help students succeed in it clear Feedback to self (self assessment) Feedback to others (peer assessment) Types and styles of effective feedback to students Using the Maths and Literacy documents to create learning visuals for students to use while goal setting 	→	<p>100% of teachers attend curriculum and well being PLD</p> <p>Team leaders facilitating practice analysis conversations with their teachers twice a term</p> <p>All teachers are using Assessment For Learning strategies across the curriculum.</p> <p>All students can discuss their learning through an AFL lens with their peers,teacher and whanau.</p>
D – Increasing student and whānau involvement in the learning process	<ul style="list-style-type: none"> Term 1 PB4L, Reading, Writing and Mathematics whānau sessions ECE taster sessions twice termly, connecting with local community and future whānau 	→	<p>50 families will attend the Term 1 learning process sessions.</p> <p>3 students will start at our school ready for learning after</p>

	<ul style="list-style-type: none"> • Connect with schools in our Kahui Ako to strengthen the transition from school to school • Using Assessment for Learning principles • Student led wh ā nau learning talks 		<p>attending the taster sessions.</p> <p>Principal and SLT will attend Kahui ako hui when required.</p>
E - Students' cultural identity is included in teaching and learning	<ul style="list-style-type: none"> • Every class has a set of bilingual books to be part of their reading programme • Teachers are deliberate about the resources that are chosen to reflect the cultural identities of students in the class • Tuakana teina approach is utilised authentically 	→	<p>All lessons and the environment will reflect cultures in our school.</p> <p>All classes will participate in the tuakana teina approach each week.</p>
F - A greater number of students achieving at the expected curriculum level	<ul style="list-style-type: none"> • ALiM experts will tuakana teina their peers • Students requiring Tier 2 BSLA will receive it. • Assessment for Learning is the pedagogical way of teaching and learning • Teacher inquiry groups to support improved teacher practice and accelerate learning. • Student Council will investigate what student engagement looks like at Panama Road School • Establish a Thinking Skills programme 	→	<p>Students that require extra support will be identified and targeted support will be given.</p> <p>Student counselors will be selected and met regularly to provide a student voice to enhance decisions made at school.</p>
G - Increased student attendance rates <i>(National goal - 80% of students to be present for more than 90% of the term by 2030)</i>	<ul style="list-style-type: none"> • Implementing our Attendance Action Plan • Staff hui on the new attendance codes • A contract is made on enrolment for every child, between the school and wh ā nau • Regular coffee morning at the gate 	→	<p>Student attendance increases to 80% of students attending 90% of the time. (No more than 10 days absent in a school year)</p> <p>Student achievement increases to 85% of students achieving at, or above the curriculum expectations, in Reading Writing and Maths</p> <p>Students in bilingual classes will achieve at the rate of their</p>

			peers (85%), in Reading, Writing and Maths
2 - Together	2 - Together		
A -The school is culturally responsive	<ul style="list-style-type: none"> Officially open the bilingual library Establish Tongan bilingual class Prepare to start Samoan bilingual in 2026 Expand karakia, waiata and mihi and tikanga Staff to visit and learn about significant local Māori sites 	→	The bilingual library will be open twice a week for whānau to enjoy
B - Increasing the whānau involvement and engagement	<ul style="list-style-type: none"> Providing multiple opportunities for whānau to learn alongside their child Consciously consider ways to connect authentically with whānau Establish bi-termly whānau cultural groups 	→	50 families will attend each cultural group Bi-termly whānau sessions
C -Strengthening our bilingual education	<ul style="list-style-type: none"> Engage with the school community, alongside MOE to encourage and strengthen bilingualism in our community Principal to attend Tautai o Le Moana trip to Samoa (See A) 	→	Principal reports back to board regarding how to strengthen bilingualism and its implementation

<p>3 - Success Everyday</p> <p>A - Students to be successful across multiple areas</p> <p>B -Strengthening relationships with whānau and agencies to provide support to whānau</p>	<p>3 - Success Everyday</p> <ul style="list-style-type: none"> • Building students leadership capability • Providing more opportunities for student leadership • Student contributing their ideas to what opportunities they think are important • Staff to receive professional development in areas that reflect the school goals • Students self and peer assess <ul style="list-style-type: none"> • Teachers provide opportunities to engage with whānau in order to strengthen relationships • Strengthen our PTA so they are meaningful involved with the school • Establish cultural parent groups that meet monthly to liaise with the school • Establish a Health Hub, on the school grounds that provides across-agency support for the community • Taster sessions twice a term with local ECE providers • Providing community sewing lessons 	<p>→</p> <p>Chosen Year 7 & 8 students will attend weekly LIT programme run by Good Seeds Trust</p> <p>A student from each class will participate in the School Council, providing student voice for initiatives</p> <p>Teachers regularly assess and monitor students, adjusting their programmes to meet students needs</p> <p>Teachers teacher students how to use self assessment as a tool to support learning across the school, either by themselves or by a peer</p> <p>→</p> <p>90% of whānau attend Whānau Learning Talks</p> <p>There are 15 committed parents the school can call on to support school events</p> <p>Cultural meetings occur twice a term for Māori, Tongan, Samoan and Filipino whānau with at least ten families present.</p>
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<p>C - Shared celebrations of learning with whānau and community</p>	<ul style="list-style-type: none"> • Once a term whānau are invited to a special event celebrating our learning with the community • Using local experts to further our knowledge • Sharing our learning journey with the community • Art exhibition • Whānau sessions (4 sessions) • Participate in the Ōtāhuhu cultural festival 	<p>→</p> <p>100% of families are present at least at three of the school events per year.</p> <p>Families receive two updates about students' reading, writing and maths per term.</p> <p>At least 50 families attend Whānau sessions</p>
<p>D - Students are locally, globally and digitally connected</p>	<ul style="list-style-type: none"> • Students contribute to class dojo, sharing their learning with whānau and the community • Digital licenses signed by students and whānau • Whānau digital awareness evening • Linewise implemented • Students will learn how to stay digitally connected safely through the programme Keeping Ourselves Safe (Police) • Students will learn how to stay digitally connected safely through the programme Life Education (Year 5-8) • Setting up a buddy class system with a class in another country • Strengthen their digital connections by increasing the number of devices to 1-1 in Year 6-8 • Teachers will provide opportunities for students to be digitally connected with the local community 	<p>→</p> <p>Families receive <u>at least two</u> pieces of writing and maths per term showing their child's progress</p> <p>80% of whānau feel at least 'confident' with the cyber safe protection the school is providing</p> <p>95% of students feel safe at school most of the time</p>
<p>E - Students will consider decisions that impact their futures</p>	<ul style="list-style-type: none"> • Students will have opportunities to participate <ul style="list-style-type: none"> ○ Year 7 & 8 technology ○ KOS ○ Life Education ○ Financial literacy ○ Garden to Table ○ Trees for Survival ○ Sustainability ○ Swimming 	<p>→</p> <p>All students are able to name two EOTC learning experiences they have participated in throughout the year, and explain how it has helped their learning,</p>

