



# AWHITU

## DISTRICT SCHOOL

### Strategic Planning 2024 – 2025

**Our Vision: Empowering students to care, adapt and succeed with PRIDE**

#### STRATEGIC GOAL ONE

Learning To Learn

“Ako kit e ako”

Empowering learners to develop their individual talents and potentials, by providing quality learning programmes and experiences

#### STRATEGIC GOAL TWO

Our Community Culture

“He waka eke noa”  
We are all in this together.

Strengthening home and school partnerships through the development of culturally responsive practices

#### STRATEGIC GOAL THREE

Our Environment

“Whakapehapeha i roto i te kura,  
me te whenua”  
We show PRIDE in our school and land.

Experiencing and contributing towards a sense of PRIDE for our school, our environment and the wider Awhitu area.

#### STRATEGIC GOAL FOUR

Te Ao Maori

*Maatai oho, matai ara, whiitiki,  
whakatika.*  
*Awaken, arise, and prepare for  
action.*

Empowering akonga to embed knowledge of Te Ao Maori through giving effect to honouring Te Tiriti o Waitangi in everyday classroom practices and school culture.

# GOVERNANCE STATEMENT

The elected Board at Awhitu District School has at its heart, the wellbeing, progress and accelerated achievement of all its akonga.

The Board is committed to working with the principal, whanau of the school and community to ensure the vision and values of the school are upheld.

The Board will set clear strategic priorities and goals to ensure continual self-review and improvement of the school, and support the principal in implementing the Annual Plan.

Governance of the school will include review of school policies and procedures and delegation to the principal to enable effective, professional management and decision-making in support of the strategic goals. Our strategic goals reflect who we are, where we are from and will support us as we focus on the future direction for Awhitu District School - its community, staff and students.

The Board delegates to the principal, the day to day management of the school, and trusts that the principal will ensure operational procedures align with the Board's policies and the law of New Zealand.

Awhitu District School makes a commitment to value all cultures within the school. This diversity will be accepted and celebrated through active encouragement of an inclusive school culture and vision.

Our school Board of Trustees and all staff will ensure that all students from all cultures are treated with respect and dignity, and will actively work towards high standards of achievement from all children, irrespective of cultural backgrounds.

## Te Ao Maori

Awhitu District School will respect the diverse ethnic and cultural heritage of the people of Aotearoa. It will acknowledge the unique place of Maori, and the place of Aotearoa within the Pacific nations.

Awhitu District School, acknowledging the principles of the Treaty of Waitangi, makes a commitment to achieve success for Maori by including Te Reo Maori and by the initiatives of the Ka Hikitia document. Any and all actions will reflect the underlying principles of Ti Te Tiriti o Waitangi and the educational and the aspirational values of Ngati te Ata.

Engagement with Ngati te Ata in Term 4 2023, included a hui at Waiuku College with the local principals and Ricky Minhinnick (Ngati te Ata leader for this area) discussing areas of importance and the re-establishment of a Kura in the Waiuku area. This is an ongoing workstream.

In 2024, Awhitu School has 27/96 (28%) of its students identify as Maori, 6/96 (6%) identify as Pacifica, 58/96 (61%) identify as NZ European, 5/96 (5%) identify from other cultures.



Awhitu District School is part of the Waiuku Kahui Ako and will incorporate the key focus areas and workstreams to ensure our staff, students and community are all on the same pathway for success.

# Our Pride Values



**PERSONAL BEST –** Motivated and confident in their own strengths and abilities and able to express thoughts and feelings clearly and confidently

**RESPECT-** Value ourselves, others, property and the environment. Able to work constructively with others, empathise with others, and act accord

**INTEGRITY –** Make good choices and be responsible, fair and honest. Able to connect with own inner feelings and develop a sense of personal harmony and balance.

**DETERMINATION –** Show perseverance and resilience in our learning. Able to generate ideas and apply them in practice.

**EXPLORATION–** Able to ask questions and explore how the world works. Able to analyse information and ideas and form reasoned arguments and judgements

PERSONAL BEST	RESPECT	INTEGRITY	DETERMINATION	EXPLORATION
<p>We are motivated and aim high. We strive for excellence.</p> <p><i>“I am proud of what I achieve”</i></p>	<p>We have respect for others, property, the environment and for ourselves. We are caring and cooperative.</p> <p><i>“I take care of myself, others and the things around me”</i></p>	<p>We make good choices. We are responsible, fair and honest.</p> <p><i>“I am responsible, fair, honest and make good choices”</i></p>	<p>We are confident and want to improve. We show perseverance and resilience.</p> <p><i>“I try and I try and I don’t give up” “I try hard when things get difficult”</i></p>	<p>We question things and think critically, reflectively and creatively. We are not afraid to take risks and follow our curiosity.</p> <p><i>“I ask questions, take risks and think about my learning”</i></p>

## Our PRIDE Panels



Our PRIDE panels are proudly displayed in the heart of our school. These all started some time ago with the development of the School Vision (Empowering students to care, adapt and succeed with PRIDE), by the school community as a whole. The PRIDE Values have been embedded within our curriculum and everything we do here at Awhitu.

Students and staff have been developing our PRIDE Matrix, which explains what is expected of each of us within each value, in each school setting. This Matrix provides the basis for our Values lessons each week.

During the design of our PRIDE panels our children identified animals, wildlife, trees and environments that are important to us, and that depict our PRIDE values. These ideas were then passed on to our talented designer Sasha Maya from 'Sasha Maya Creative' who has designed our PRIDE panels and school signage.

Below is a description of some of the meanings and the story within our stunning PRIDE panels. Moving from Panel 1 to 5 they move through from early morning to midday, to dusk, to night. Each of the panels represent a different part of the Awhitu environment:

Panel 1: The Sea

Panel 2: Awhitu School Pine Forest

Panel 3: New Zealand Bush

Panel 4: The Foreshore and Lighthouse

Panel 5: The Harbour

The animals were all chosen by the children for their habitation in the environments of the Awhitu area. Some of them also represent the PRIDE values.

The Hammerhead shark (*Mangopare*) in Panel 1 represents strength and determination.

The Turtle (*Honu*) in Panel 1 is a symbol of the good life, navigator(exploration), calmness and achievement.



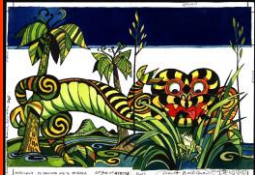
Pukeko in Panel 4 were known for their bold scheming and determination. They raided gardens for kumara and taro.

The Albatross (*Toroa*) in Panel 4 symbolize beauty and power. Wearing albatross feathers or bone pendants conferred these qualities on the wearer, usually a person of rank. Garlands of feathers adorned the prow of waka taua (war canoes).

The Māori name for the Fur Seal (*Kekeno*) in Panel 5 meaning 'look around' depicting exploration and curiosity.

# Our School Houses

The Houses represent important features from the local area that are significant to the present, past and future of the community.

Turamarama	Paorae	Paratutae	Kaiwhare
<p data-bbox="224 683 627 798"><i>The light that guides us like the Manukau Heads Lighthouse</i></p> 	<p data-bbox="672 683 1097 798"><i>The lush, lost land reclaimed by the sea at the entrance of the Manukau Harbour</i></p>	 <p data-bbox="1164 922 1541 1034"><i>Paratutae Island near the entrance to the Manukau Harbour</i></p>	 <p data-bbox="1608 938 2033 1050"><i>The Taniwha that guards the entrance to the Manukau Harbour</i></p>

# Awhitu District School Achievement Data

2023 End of Year Whole School Achievement Summary Data					
Learning Area	At Risk	Working Towards Expectations	At Expectations	Above expectations	Total Students
READING	4/96 (4%)	14/96 (15%)	20/96 (21%)	58/96 (60%)	96
WRITING	9/96 (9%)	24/96 (25%)	47/96 (49%)	16/96 (17%)	96
MATHS	2/96 (2%)	24/96 (25%)	50/96 (52%)	20/96 (21%)	96

2023 End of Year Maori Achievement Summary Data					
Learning Area	At Risk	Working Towards Expectations	At Expectations	Above expectations	Total Students
READING	1/26 (4%)	7/26 (27%)	7/26 (27%)	11/26 (42%)	26
WRITING	3/26 (11%)	9/26 (35%)	13/26 (50%)	1/26 (4%)	26
MATHS	1/26 (4%)	8/26 (31%)	15/26 (58%)	2/26 (7%)	26



# 2024 Strategic Plan

<p><b><u>Strategic Goal One:</u></b></p> <p><b>Learning to Learn:</b></p> <p><i>'Ako ki te ako'</i></p> <p>Empower learners to develop their individual talents and potential, by providing quality learning programmes and experiences.</p>	<p><b><u>What we will do:</u></b></p> <p>Promote the development and well-being of the whole student intellectually, physically, spiritually and socially.</p> <p>Engage with MOE initiatives and agencies to access support for school and students.</p> <p>Encourage excellence, by aiming high and understanding that mistakes are an important part of learning.</p> <p>Enable and provide a wide range of academic, cultural and personal learning opportunities for our learners to demonstrate our PRIDE values (within class, sports, camps, Kapa Haka, Te Ao Maori and through leadership opportunities).</p>	<p><b><u>What we will see:</u></b></p> <p>Akonga will learn how to learn in order to become successful, independent life-long learners.</p> <p><b>Through:</b></p> <p>Continue working on the local curriculum, based on NZ Curriculum Refresh inline with the MOE requirements, Teachers will be reflective on their practice and encourage the development of our PRIDE values. PB4L refresh and PLD for targeted actions. Strengthen assessment</p> <p><b>This will be evidenced by:</b></p> <p>90% of students being able to identify their strengths, learning needs and next steps within core learning areas and discuss these at mid-year 3 way conferences and in written reports twice a year. Attendance of all students to be 85% -95%</p>
--	--	--

<p><b><u>Strategic Goal Two:</u></b></p> <p><b>Our Community Culture:</b></p> <p><i>'He waka eke noa'</i> <i>We are all in this together</i></p> <p>Strengthen home and school partnerships through the development of culturally responsive practices.</p>	<p><b><u>What we will do:</u></b></p> <p>Be a community of learners (ako).</p> <p>Be innovative, creative, and reflective by inquiring into our practice.</p> <p>Communicate clearly with parents and whanau (wananga) through reporting on student achievement and progress, as well as all forms of communication school wide.</p> <p>Develop trust so all stakeholders are valued, appreciated and respected within their roles.</p> <p>Promote an inclusive culture (tangata whenuatanga).</p>	<p><b><u>What we will see:</u></b></p> <p>Strengthened links between the school and whanau, benefitting learning and achievement.</p> <p><b>Through:</b></p> <p>Exploring ways the community can be involved in the personalised learning of each student. Developing a parent community that understands how they can support their child at home in order to have every opportunity to achieve at their appropriate curriculum level.</p> <p><b>This will be evidenced by:</b></p> <p>Community personnel being utilised within learning programmes. Clear reporting to parents on student progress and achievement in everyday language that identifies students next steps and how to help at home. Everyone working together, understanding their own roles and responsibilities, and appreciating those of others, measured by parental attendance at school events, and a sense that the school community is engaged and supportive.</p>
---	--	---



<p><b><u>Strategic Goal Three:</u></b></p> <p><b>Our Environment</b></p> <p><i>'Whakapehapeha i roto i te kura, me te whenua'</i></p> <p><i>We show pride in our school and land</i></p> <p>Experience and contribute to a sense of PRIDE for our school, our environment, and the wider Awhitu area.</p>	<p><b><u>What we will do:</u></b></p> <p>Create optimum conditions for student development based on compassion, experience and practical wisdom.</p> <p>Encourage ecological sustainability including care for our school and community environment.</p> <p>Show pride in, and care for, our school and wider environment and make informed decisions about the protection of the Awhitu district.</p> <p>Property projects to enhance the school environment.</p>	<p><b><u>What we will see:</u></b></p> <p>Motivating classroom environments that support student learning and are reflective of our PRIDE values.</p> <p>The inclusion of sustainability practices school wide that support the Awhitu environment.</p> <p><b>Through:</b> An active Enviro team involving student leadership, staff and community personnel, leading the wider school community.</p> <p><b>This is evidenced by:</b> Our sustainability practices, the actions of our Enviro Leaders, inquiry based school trips. Involvement in the Trees for Survival programme, our school gardens and the involvement of our wider community within these programmes.</p>
---	--	--

<p><b><u>Strategic Goal Four 2023</u></b></p> <p><b>Te Ao Maori</b></p> <p><i>Maatai oho, matai ara, whiitiki, whakatika.</i></p> <p><i>Awaken, arise, and prepare for action.</i></p> <p>Empowering akonga to embed knowledge of Te Ao Maori through giving effect to honouring Te Tiriti o Waitangi in everyday classroom practices and school culture.</p>	<p><b><u>What we will do:</u></b></p> <p>Create partnerships with local iwi, Ngati Te Ata.</p> <p>Continue to develop the Local Curriculum through working with Kahui Ako and other stakeholders.</p> <p>Explore the "Niho Taniwha" model.</p> <p>Explore learning programmes to address the needs of Maori and Pasifika students and their whanau. Community consultation: Trial an alternative "unschooling" curriculum led by Maori to embed Te Reo, Tikanga Maori, Maramatanga and Mātauranga Māori practices for all akonga.</p>	<p><b><u>What we will see:</u></b></p> <p>Acknowledgement and authentic understanding and valuing of the Te Tiriti o Waitangi to provide a fair and equitable educational outcome for Maori and all akonga.</p> <p><b>Through:</b> Strengthened links with Ngati Te Ata by consultation with Ngati Te Ata liaisons, both from Waiuku College, Kahui Ako and parent representatives. Understanding personal biases. Implement the NZ Histories Curriculum. Continued Kapa Haka and other cultural celebrations</p> <p><b>Evidenced by:</b> Creation of a "Cultural Ambassador" student leadership role. Participation in cultural events in the wider community. Improved educational outcomes for Maori and Pasifika akonga.</p>
---	---	--

Over the last three years and working around covid-19, we have gathered information to help us with our future planning. Engagement of external agencies have been sought to enhance and implement attendance and engagement strategies for our tamariki.