



# OTAHUHU PRIMARY SCHOOL

Te Kura Tuatahi O Otahuhu

“He wahi tutaki mo nga tamariki o te ao - A meeting place for the children of the world”

<b>Principal's</b> Endorsement : 2023	<b>Board of</b> Trustees Endorsement ; February 2023	<b>Submission</b> Date to MOE : 1 March 2023
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## CHARTER AND STRATEGIC PLAN 2023 - 2025

The Strategic Plan establishes the mission, aims, objectives, strategic direction and the targets for student achievement.

<b>HISTORY</b>	Otahuhu Primary School is the oldest school in the Otahuhu district and we celebrated our 160th Jubilee in 2018. We have a proud history of serving our students and community well. The school has a history which dates back to 9 August 1858 when classes were conducted for the first time in a building belonging to the Church of England. Since that time there have been many changes which have seen the school change from a District High School catering for both primary and secondary students to the primary students it is today catering for Y0-6 students only. Today we have over 500 students and more than 50 adults working on our staff. The school continues to serve a diverse community and students attending are mainly from Pacific, Maori. and Indian cultural ethnicities. Students are offered bilingual programme in the Maori, Samoan and Tongan hubs.
<b>Mission Statement</b> <b>School Motto</b>	<b>Outstanding Performance and Service in All we do, All we say, All we are</b> He waka tutaki mo nga tamariki o te ao - A meeting place for the children of the world
<b>3 Year</b> <b>Strategic Goals</b>	<b>Goal 1 : GROW TEACHER CAPACITY</b> <ul style="list-style-type: none"> <li>● Develop a localised responsive curriculum and opportunity to learn.</li> <li>● Develop a school wide culture for learning so there is a consistent and coherent approach to teaching and learning within the school</li> </ul>

	<ul style="list-style-type: none"> <li>● To evaluate and grow how well Te Reo teaching, learning and everyday use across the school and ensure students are immersed in a culturally inclusive environment</li> </ul> <p><b>Goal 2 : ENHANCE USE OF DIGITAL TECHNOLOGIES and FLUENCY /Manaiakalani</b></p> <ul style="list-style-type: none"> <li>● Professional learning is planned and implemented based on student and staff needs</li> <li>● Staff are confident in implementing a range of technologies to enhance digital fluency with students</li> <li>● To continue to embed our practices with Manaiakalani and to accelerate student learning by increasing our access to digital learning</li> </ul> <p><b>Goal 3 : STRENGTHEN RELATIONSHIPS WITH OUR COMMUNITY AND LOCAL COMMUNITY</b></p> <ul style="list-style-type: none"> <li>● High aspirations for all and growing the partnership with whanau and communities to design and deliver education to meet their needs and sustains their language, identities and culture</li> <li>● To acknowledge and promote the special place of Tangata Whenua (as embodied in Te Tiriti o Waitangi) and resulting in improved learning outcomes for tamariki</li> <li>● To promote and enhance the engagement of Pasifika learners and fanau (communities) resulting in improved learning outcomes for students</li> </ul> <p><b>Goal 4 : TO HAVE A SAFE AND SECURE LEARNING ENVIRONMENT THAT SUPPORTS THE HEALTH AND WELL BEING OF STUDENTS AND STAFF</b></p> <ul style="list-style-type: none"> <li>● Our school offers a culturally, responsive learning environment for all students and their parents / whanau, free from racism, discrimination and bullying</li> </ul>
<b>Vision</b>	<p><b>We want our young students to be</b></p> <ul style="list-style-type: none"> <li>● Achieving beyond expected curriculum levels in literacy and mathematics</li> <li>● Capable and confident communicators and curious and critical thinkers</li> <li>● Displaying a growth mindset</li> <li>● Value and recognise Maori and Pakeha as full partners of Te Tiriti o Waitangi in Aotearoa</li> </ul>
<b>Values</b>	<p>Values are deeply held beliefs about what is most important and desirable. They are expressed through the ways which people think and act. As a Positive Behaviour for Learning School (PB4L) our students will be encouraged to use our HEART values</p> <ul style="list-style-type: none"> <li>● HONESTY</li> <li>● EXCELLENCE</li> <li>● ATTITUDE</li> <li>● RESPECT</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>TOLERANCE</b></li> </ul> <p>We want to develop a shared language of learning across our school, students, parents and wider community. We need to embed this in all communication and documentation to the wider community and collect student voice to track their acquisition of a shared language of learning. It is important that this is visible in all classrooms and the community is able to articulate the basic components of our school values.</p>
<b>Principles</b>	<p>The following principles set out below embody beliefs about what is important and desirable in our school curriculum-</p> <ul style="list-style-type: none"> <li>● High Expectations</li> <li>● Treaty of Waitangi</li> <li>● Cultural Diversity Inclusion</li> <li>● Learning to Learn</li> <li>● Future Focus</li> <li>● Community Engagement</li> <li>● Coherence</li> </ul>
<b>Bicultural Perspective</b> <b>Pasifika Perspective</b>	<p>OPS is blessed to have 3 bicultural hubs</p> <ul style="list-style-type: none"> <li>● Te Whanau Tutakitanga - The Gathering Family</li> <li>● Tafa o Ata - Early Dawn</li> <li>● Lalanga Mo'ui - Weaving of Life</li> </ul> <p>The unique position of Maori as tangata whenua - our vision is that Otahuhu Primary School will contribute in a meaningful way to improve the achievement of Maori students and create opportunities for the whole school to experience, understand and celebrate te reo Maori me ona tikanga as an inherent part of our community.</p> <p>New Zealand's bicultural heritage is unique and at Otahuhu Primary School the establishment of Te Whanau Tutakitanga enriches our commitment to Te Tiriti O Waitangi. The unit was established as a way of creating a safe culturally and linguistically enriching environment for Maori and non-Maori alike. Since its inception Maori language programmes have followed the NZ Te Reo Maori for English Medium Schools curriculum and the He Reo Tupu lessons and resources. The school acknowledges and supports the right of Tangata Whenua to determine the educational priorities of their tamariki and mokopuna to receive the resources necessary to achieve this.</p> <p>Te Whanau Tutakitanga is a relatively new name for the Maori Bilingual unit. However the unit itself has been in existence since the 1990's (approx. 1998) and it was the first of the bilingual hubs to begin at Otahuhu Primary School.</p>

The unit consists of children who are of mainly but not exclusively Maori descent. Over the years we have had children who come from Samoan, Cook Islands, Tongan, Indian, Filipino, Niuean, Irish and Fijian backgrounds. It is this meeting of the different ethnicities that has given our unit its name **Te Whanau Tutakitanga** (The Gathering Family). The name is also associated with the school motto: He wahi tutaki mo nga tamariki o te ao - a meeting place for the children of the world.

Aligning our school values of Ngakaupono, Panekiretanga, Ahua Waiaro, Whakaute and Tuku Marie with the new Tataiako Teacher Competency Framework allows student and family voice to hold teachers accountable.

#### **Incorporating tikanga Maori into the school's curriculum**

All mainstream classrooms in the school will operate a basic introductory Maori language programme delivered by the classroom teacher. Teachers need to undertake regular professional learning in tikanga and Te Reo. The goal is all classes are operating at level 4 - 35 minutes of te reo daily.

School occasions are planned to include tikanga Maori and the kawa of this school. The focus on learning includes educational achievement for Maori tamariki with culture and protocol included in classroom and curriculum programmes where appropriate.

#### **Strengthening whanau connections with the school's Maori community**

Otahuhu Primary School recognises the following Maori groups that have an interest, participate and contribute to the education of our students:

Tangata Whenua

School whanau group

Other Maori parents and caregivers

Community of Learners

Kaumatua

## **TAFA O ATA HISTORY**

**O LE ALA ILE FAAEAINA O LOU ILOA LEA O LAU GAGANA, AGANUU, LOU FAASINOMAGA MA LOU SIOSIOMAGA.**

**THE WAY TO SUCCESS IS TO UNDERSTAND AND KNOW YOUR LANGUAGE, CULTURE, IDENTITY AND HERITAGE.**

The unit was opened in 2002 as the result of the community, parents, and school consultation. In 2001 outside experts and professionals were invited to talk and explained the importance of bilingual education for the Samoan children in the school. Therefore, at the end of 2001, the community and parents understood the implications for their children and for themselves, and so they have some bilingual pedagogy knowledge. They then agreed to open a Samoan Bilingual unit in Otahuhu Primary school.

The school agreed to have 3 classes (Years 1&2, Years 3&4, Years 5&6) and a maximum of 75 students. Tafa o Ata was first located in Rooms 11, 12, and 13 and in 2012 we moved to where we are now in Rooms 2, 3 and 4.

We all agreed to name our Bilingual Unit **TAFA O ATA** in 2001, which means the early dawn or early days of children's education are vital in maintaining and learning their heritage or first language.

The type of bilingual education we are using is called Immersion Bilingual Education. The first language (Gagana Samoa) is used to assist children in learning the curriculum and the second language (English) is taught and learned simultaneously. The home language is supported in school in different contexts such as songs, poems, reading resources, prayers, and team assemblies.

### **History of Lalanga Mo'ui Hub – Tongan Bilingual Hub**

The Tongan Bilingual Hub started as an initiative by former principal Mr. Tamati Howard and former Tongan School Social Worker named Sioeli Vaiangina in 2003. They then approached the idea to the Tongan teachers at the school that time which was; Losehina Vea, 'Amelia Pulumuna and Susana Nofu'akifolau. The idea was agreed upon the Tongan teachers and the official work started by firstly sending a survey to the Tongan parents of the school then followed regular meetings with them. We also invited University of Auckland lecturer, John McCaffery to come and talk about Bilingual Education. The school also offered teachers a course about Bilingual Education as part of the preparation for this new programme. The Tongan Bilingual Unit for Otahuhu Primary School was officially opened by former Labour MP Ross Roberston in Feb 2004 which consisted of 3 classes. The notion of this Tongan Bilingual is to use Tongan and English as a medium of communication to deliver the curriculum. It was also important that we gave our Tongan bilingual unit a meaningful name in which we brainstormed with parents during one of our meetings and they agreed to name it **Lalanga Mo'ui** (Weaving of Life).

<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p>Our inclusive curriculum will ensure that Maori student achievement is raised by:</p> <ul style="list-style-type: none"> <li>● Consulting with Maori parents about their aspirations for their children</li> <li>● Sharing and celebrating student achievement</li> <li>● Collection, collating and analysis of Maori student data</li> <li>● Monitoring and Improving attendance</li> <li>● Increasing engagement through strong student voice and strong relationships</li> <li>● Raising profile of, and celebrating Tikanga Maori and Te Ao Maori through te reo and kapa haka</li> <li>● Continuing to develop home/school learning partnerships with Maori parents</li> <li>● Using supporting documents to enhance Maori dimensions such as Ka Hikitia, Tataiako and Hikairo schema</li> </ul>
<p><b>Pasifika Dimensions</b></p>	<p>Our inclusive curriculum will ensure that Pasifika student achievement is raised by acknowledging the important place of our Pasifika community within Otahuhu Primary School and New Zealand’s growing globalisation and relationships with the peoples of Asia, Africa and Europe</p> <ul style="list-style-type: none"> <li>● Consulting with Pasifika aiga about their aspirations for their children through talanoa and fono</li> <li>● Using child’s first language regularly and encouraging students to use it</li> <li>● Sharing and celebrating student achievement</li> <li>● Monitoring and Improving attendance</li> <li>● Teachers providing culturally responsive environments and authentic learning opportunities for every child</li> <li>● Increasing engagement through strong student voice and strong relationships</li> <li>● Acknowledging and celebrating Pacific cultures, through establishing Pasifika cultural groups (parent support groups)</li> <li>● Continuing to develop home/school learning partnerships with Pasifika parents</li> <li>● Ensuring Tapasa (Pasifika Competencies) as a guiding document for teachers and leaders and an integral document impacting on the strategic direction of Otahuhu School</li> <li>● Ensuring that students who are currently accessing or have previously accessed ESOL funding are provided with the resources and teaching to support their learning</li> <li>● Ensure the Pasifika ??????? is embedded in our localised curriculum</li> </ul>

Strategic Goals	2023 Strategies	2024 Strategies	2025 Strategies
<b>Goal 1 : GROW TEACHER CAPACITY</b>			
<ul style="list-style-type: none"> <li>● Develop a responsive curriculum and opportunity to learn.</li> <li>● Develop a school wide culture for learning so there is a consistent and coherent approach to teaching and learning within the school</li> <li>● To evaluate and grow how well Te Reo teaching , learning and everyday use across the school and ensure students are immersed in a culturally inclusive environment</li> <li>● Attendance - 85% of students attending school</li> </ul>	<p>Review our curriculum plan</p> <ul style="list-style-type: none"> <li>● Are our school values embedded in planning?</li> <li>● Turu from Tapasa and Ka Hikitia are reflected in our teaching</li> <li>● Develop Pasifika and Maori Action plan</li> </ul> <p>The tone of the school is celebratory, successes are acknowledged, students are safe and hooked onto learning</p> <p>Te Reo Maori / Te Ao Maori increasingly normalise across the school</p> <ul style="list-style-type: none"> <li>● How well do we know our local community / area and the history and stories of Tainui</li> </ul>	<p>Review Otahuhu Primary School Pasifika and Maori Action Plan</p> <p>Continue to celebrate all successes through school assemblies, newsletters, whats app, blog</p> <p>All learning spaces to be level 4 te reo</p> <p>Professional learning focuses are embedded in teacher practice</p>	


<p><b>OBJECTIVES</b></p> <p><b>OBJECTIVE 1</b>  <b>LEARNERS AT THE CENTRE</b>  Learners with their whānau are at the centre of education</p> <p><b>PRIORITIES</b></p> <p><b>1</b> Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p><b>2</b> 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</p> <p><b>OBJECTIVE 4</b>  <b>FUTURE OF LEARNING AND WORK</b>  Learning that is relevant to the lives of New Zealanders today and throughout their lives</p> <p><b>7</b> Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> <li>• What do we do in our classrooms to acknowledge cultural competencies?</li> </ul> <p><b>Professional learning</b> - DMIC / Manaiaikalani/ Te Reo Maori / Culturally Responsive Pedagogies / Localised Curriculum (Refresh) / BSLA implemented at Otahuhu School</p> <p>Consult with community on “What we would like the OPS tamariki to leave the school with from our bilingual hubs and year 6” – Akonga Profile</p> <p>Continue to develop and explore the Professional Growth Cycle for teachers - teachers work collaboratively to work on their inquiry</p> <p>Kaihautu (Joshua) to monitor and review attendance and work with office administrator to develop systems to improve attendance at OPS</p>	<p>Embed practices of BSLA</p> <p>Akonga profile developed and shared with whanau</p> <p>Teachers are continuing to grow in their understanding of the new professional growth cycle system</p>	
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Goal 2 : ENHANCE USE OF DIGITAL TECHNOLOGIES and FLUENCY

- Professional learning is planned and implemented based on student and staff needs
- Staff are confident in implementing a range of technologies to enhance digital fluency in students
- Staff will have an increased understanding of the Manaiakalani pedagogy and its implementation in their class practice.

Continuing investment in hardware and PD preparing for the introduction of the digital technology curriculum. This will result in students taking increasing ownership for their learning, work with some autonomy and interact directly and indirectly with peers, teachers, technologies and the physical environment.

 OPS ICT Strategic Plan 2022-2...

Ensure we share the knowledge and skills from the students across the wider school and learn, create and share with all learners - Learn, Create, Share evident in all planning. School to provide individualised and group PLD to support the pedagogy of Learn, Create, Share. Teachers to participate in all PD associated with Manaiakalani.

<https://sites.google.com/manaiakalani.org/te-purapura-ngatahi/home/our-name?authuser=0&pli=1>

<https://www.manaiakalani.org/>

The use of Digital Technologies has improved achievement and engagement in learning for staff and tamariki

	<p>Communities are informed of developments with digital technologies and Manaiaikalani</p> <p>Ensure cyber safety procedures are installed and running successfully</p>		
<p><b>Goal 3 : STRENGTHEN RELATIONSHIPS WITH OUR COMMUNITY AND LOCAL COMMUNITY</b></p>			
<ul style="list-style-type: none"> <li>● High aspirations for all and growing the partnership with whanau and communities to design and deliver education to meet their needs and sustains their language, identities and culture</li> <li>● To acknowledge and promote the special place of Tangata Whenua (as embodied in Te Tiriti o Waitangi) and resulting in improved learning outcomes for tamariki</li> <li>● To promote and enhance the engagement of Pasifika learners and aiga resulting in improved learning outcomes for students</li> <li>● Continue to grow professional capability through the Kahui Ako</li> </ul>	<p>High levels of support and attendance at students learning conversations (95%)</p> <p>Bi lingual hub hui / fono sessions once / twice a term to promote understanding and share strategies for the teaching of digital technologies, literacy and mathematics.</p> <p>Gather feedback from whanau about their aspirations for tamariki and ways we can continue to grow identity, language and culture.</p> <p>Establish digital platforms to report to parents</p> <p>Whanau hui / fono once a month , to catch up over coffee – informal chat about learning at OPS.</p> <p>Celebrate all cultural weeks with the wider community. Utilise the</p>		

	strengths of our community to support us in growing Pasifika and Maori culture within the school  Attending Kahui Ako hui and sharing learning		
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**Goal 4 : TO HAVE A SAFE AND SECURE LEARNING ENVIRONMENT THAT SUPPORTS THE HEALTH AND WELL BEING OF STUDENTS AND STAFF**

Our school offers a culturally, responsive learning environment for all students and their parents / whanau, free from racism, discrimination and bullying

To have buildings and outdoor learning spaces optimised for students to achieve success

To implement the principles of Growth Mindset that is linked to our PB4L values and other well being related activities learning spaces.

Places of learning are safe, inclusive and free from racism

Establish systems that comply with legislation through policy and procedures as a minimum requirement

Murals  
Continue to develop garden areas

Erect a Waharoa to embed OPS commitment to Te Tiriti o Waitangi

Erect an interactive playground



Playground markings



Team murals



## 2023 OTAHUHU PRIMARY SCHOOL ANNUAL ACTION PLAN

The New Zealand Government is committed to continually building and developing a world class education. The National Education Learning Priorities (NELPS) set out the priorities and objectives of achieving change across our system, reflective of a culturally rich and diverse Aotearoa. At the heart of the NELPS, sit three core components: wellbeing, equity and inclusion.

### Timeline

GOALS	Term 1	Term 2	Term 3	Term 4
<p><b>Grow Teacher Capacity</b></p> <ul style="list-style-type: none"> <li>Our internal policies, Teaching Council code, leadership and school culture dictate and ensure tamariki are at the centre of our work <b>NELP 1</b></li> <li>Develop a responsive curriculum and opportunity to learn. <b>NELP 6</b></li> <li>Develop a school wide culture for learning so there is a consistent and coherent approach to teaching and learning within the school <b>NELP 6</b></li> </ul>	<p>Use <a href="#">Ka Hikitia – Ka Hāpaitia   The Māori Education Strategy (English) – Education in New Zealand</a> And <a href="#">Action Plan for Pacific Education 2020–2030 – Education in New Zealand</a> to create a Maori Action Plan and Pasifika Action Plan</p> <p>Develop an understanding of what the Growth Learning Cycle looks like <a href="#">TC-Professional-Growth-Cycle-for-Teachers_Elements.pdf</a></p> <p>Explore our school values and what they look like in our curriculum delivery</p> <p>Embed</p>	<p>Review progress on Maori and Pasifika Action Plan</p> 	<p>Review progress on Maori and Pasifika Action Plan</p>	<p>Review progress on Maori and Pasifika Action Plan</p> 

<ul style="list-style-type: none"> <li>Target – 60% Learners achieving curriculum levels in Literacy and Mathematics <b>NELP 4</b></li> </ul>	<p><a href="#">Assessment for learning in practice / Assessment for learning / Home - Assessment</a></p> <p>Expect and support Kaiako to build their understanding Of learners contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching</p> <p>Consult with community on “What we would like the OPS tamariki to leave the school with from TPoTR and year 6” – Akonga Profile</p> <p>Assemblies, newsletters, blogs, daily notices will be an opportunity to celebrate learning.</p>			
<p><b>Enhance Use of Digital Technologies</b></p>				

<ul style="list-style-type: none"> <li>Professional learning is planned and implemented based on student and staff needs</li> <li>Staff are confident in implementing a range of technologies to enhance digital fluency in students</li> </ul> <p><b>NELP 2</b></p>	<p><a href="#">Digital Technologies in the NZ Curriculum - Top 10 Tips - The Mind Lab</a></p> <p>Staff are provided professional development to enhance their learning around digital technologies</p> <p>Professional learning and development is intentional and responsive to staff needs</p> <p>Teachers identify what good practice in the learning space look like, around such areas as collaborative teaching, learner agency, curriculum design</p>			
<p><b>Strengthen Relationships with Local Community and Schools</b></p> <ul style="list-style-type: none"> <li>High aspirations for all and growing the partnership with whanau and communities to design and deliver education to meet their needs and sustains their</li> </ul>	<p><a href="#">Real-time reporting   / Beyond the classroom / enabling e-Learning - enabling eLearning</a></p> <p>High levels of support (80%) and attendance at students learning conversations</p> <ul style="list-style-type: none"> <li>-Whanau hui / fono about learning at OPS</li> <li>-School digital platforms and how to use it</li> </ul> <p>Whanau hui / fono sessions once a term to promote</p>			

<p>language, identities and culture <b>NELP 2</b></p> <ul style="list-style-type: none"> <li>• To acknowledge and promote the special place of Tangata Whenua (as embodied in Te Tiriti o Waitangi) and resulting in improved learning outcomes for tamariki <b>NELP 5</b></li> <li>• To promote and enhance the engagement of Pasifika learners and aiga resulting in improved learning outcomes for students <b>NELP 3</b></li> <li>• Continue to grow professional capability through the Kahui Ako</li> <li>• BOT to support and be visible with events planned</li> </ul>	<p>understanding and share strategies for the teaching of digital technologies, literacy and mathematics</p> <p>Establish digital platforms to report to parents</p> <p>Whanau hui / fono talanoa once a month to catch up over coffee – informal chat about learning at Otahuhu Primary School “ What’s on top for our us”</p> <p>Celebrate all cultural weeks with wider community. Utilise the strengths of our community to support us in growing Pasifika culture within the school</p> <p>Attending Kahui Ako hui and sharing learning</p> <p>Brainstorm with our learners what makes our kura special and how do we share this information</p>			
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<p><b>To have a safe and secure learning environment that support the health and well being of students and staff</b></p> <ul style="list-style-type: none"> <li>• Our school offers a culturally, responsive learning environment for all students and their parents / whanau, free from racism, discrimination and bullying <b>NELP 1</b></li> </ul>	<p>Ask learners, whanau and staff about their experience of racism, discrimination and anti social behaviour and use this information to reduce these behaviours</p> <p>Develop processes in place to promptly address and resolve any complaints or concerns about racism, discrimination and anti social behaviour</p> <p>Provide opportunities and expectations for EOTC - all hubs to participate in 2 learning excursions which supports learning</p> <p>Implementation of Growth Mindset Programme, regular monitoring at staff and team level – ensure resources are in place.</p>			



	Develop gardens – Enviro school, murals, recycling <a href="#">Enviroschools   Home</a>			
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