



**PAPATOETOE**  
HIGH SCHOOL

# Strategic direction 2026 - 2028

## Table of Contents

---

|         |                                                                                      |    |
|---------|--------------------------------------------------------------------------------------|----|
| PART 1  | Our Vision                                                                           | 3  |
|         | Philosophy:                                                                          | 3  |
| PART 2  | Our Values                                                                           | 4  |
| PART 2: | Our Strategic Direction                                                              | 5  |
|         | School Context                                                                       | 5  |
|         | Culturally Responsive and Relational Pedagogy.                                       | 6  |
|         | Educationally Powerful Connections with Parents, Families and Whānau                 | 7  |
|         | Instructional Capability                                                             | 8  |
|         | Evaluative Capability                                                                | 9  |
|         | Organisational Capability                                                            | 10 |
| PART 3  | Strategies for Giving Effect to Te Tiriti o Waitangi                                 | 11 |
| PART 4  | Attendance Management Plan                                                           | 12 |
|         | Purpose                                                                              | 12 |
|         | Goals                                                                                | 12 |
|         | Key Components                                                                       | 12 |
| PART 5: | Annual Plan 2026                                                                     | 13 |
|         | Annual target 1: Improve rates of students' achievement.                             | 13 |
|         | Annual target 2: Promote student and staff well-being.                               | 16 |
|         | Annual target 3: Promote the highest levels of staff performance and accountability. | 19 |

## PART 1 Our Vision

### Digne Lampada Tradas - worthy to hand on the torch

#### *Philosophy:*

The school philosophy is summed up in its motto 'Digne Lampada Tradas' - "worthy to hand on the torch" and refers to the emphasis we place on developing pride, teamwork and a tradition of excellence.

Our school motto (Latin) refers to an essential aspect of the life of the ancient Greeks who believed in perfection of mind and body. At the Athenian Games, the most prestigious event was the torch relay race, which consisted of keeping the torch burning and handing it, still lit, to the next runner. Selection to be a torch bearer and member of the relay team was very competitive and, indeed, a high honour.

A modern-day parallel is the Torch Relay that precedes the Olympic Games. People who carry the Olympic flame are chosen because of the excellent contribution they have made in their chosen field of endeavour, to their communities and to their country.

Our aim is for all members of our school to eventually leave us as fully participative members of the community through 'living the values of our school'. Their learning journey will empower them with access to suitable qualifications, a desire to continue their learning and the ability and willingness to 'hand on the torch' to those who follow.

On leaving Papatoetoe High School a mana enhanced student is:

|                                          |                                                                                                                                                                             |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A committed learner<br>Self-determining  | Valuing education and committed to being a life-long learner.<br>Equipped to be the lead agent in what happens next in their academic, occupational and social development. |
| Diverse in experience                    | Celebrates our rich and diverse environment.<br>Develops acceptance, tolerance and self-awareness.                                                                          |
| Resilient                                | Is equipped to respond to the challenges and opportunities that life brings.                                                                                                |
| An effective communicator                | Confident in expressing themselves and an active listener.                                                                                                                  |
| A proud, contributing member of society. | Values heritage and culture and is law abiding, engaged locally and nationally in an Aotearoa-New Zealand context.                                                          |
| Developing a global awareness            | Has an environmentally sustainable approach to living in the world and awareness of differing world views and issues.                                                       |

Highly effective and professional teachers are crucial to our students reaching their potential. As such a Papatoetoe High School teacher:

- is culturally sensitive and responsive.
- develops and maintains positive relationships.
- enjoys their work and has a passion for teaching.
- is a teacher of literacy and promotes all forms of literacy.
- is a teacher of numeracy and promotes all forms of numeracy.
- is open to learning and reflects on their own practice.
- uses the Standards for the Teaching Profession as a positive means of reflecting on and improving their own practice.
- is committed to improving educational outcomes for students.
- facilitates learning to improve student outcomes.

## PART 2 Our Values

---

### *Celebration Of Diversity*

The multicultural mix of our students and inclusion of students with special needs provides a unique and special opportunity to learn about each other, from each other, in a supportive and positive way.

- Accept and welcome differences.
- Learn from each other.
- Be tolerant.
- Understand the bicultural heritage of New Zealand and aspects of Tikanga Māori.

### *Community Spirit*

Our school is a community within a community, and it is important that we all play our part in promoting a sense of belonging and a caring attitude.

- Become involved.
- Promote the positive.
- Be helpful and prepared to go to the “extra mile”.
- Maintain positive partnerships and relationships with neighbours.

### *Continual Improvement*

We constantly seek ways to improve all aspects of the school’s operations.

- Set personal goals
- Reflect and evaluate
- Challenge your view of the world.
- Be open-minded.
- Have a go!

### *Cooperation*

An attitude of “we not me” is fostered.

- Be a good team member.
- Be supportive.
- Be considerate of the needs of others.
- Share ideas, knowledge and experiences.
- Meet your obligations

### *Integrity*

Our expectation is for all people in the school to be honest, trustworthy and ethical.

- Be honest and trustworthy.
- Follow through with your promises.
- Stand up for what you believe in.
- Do what is right and ethical.
- Be “professional” (well presented, punctual, loyal).

### *Learner Motivation*

Learning is to have a high priority for all students and staff, who are encouraged to pursue excellence and to be self-motivated, and self-reliant.

- Have high expectations.
- Always do your best.
- Accept and learn from mistakes.
- Show perseverance – don’t give up.
- Be enthusiastic and excited about learning.
- Pursue your dreams.
- Show innovation, inquiry and curiosity

### *Pride*

It is important that we acknowledge and celebrate the achievements of past and present students and staff.

- Have a sense of belonging.
- Believe in yourself and your contributions.
- Present yourself in a way that shows you care.
- Promote and defend our reputation.

### *Respect*

We place importance on showing respect for others, their property, the school’s facilities and reputation.

- Be sensitive to the needs of others.
- Treat others as you expect to be treated yourself.
- Be polite and well mannered.
- Accept rules and follow them.
- Practice equity
- Value ecological sustainability
- Value the past – our traditions and reputations.

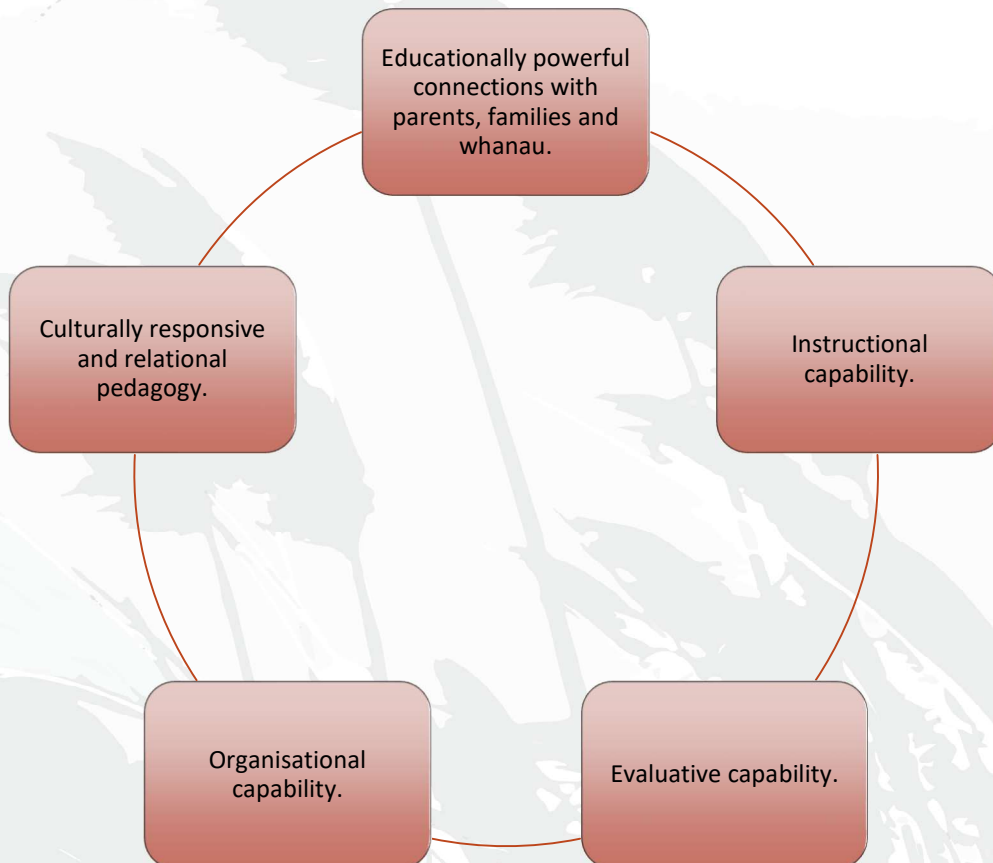
## PART 2: Our Strategic Direction

### *School Context*

Papatoetoe High School is a co-educational state secondary school located in South Auckland, New Zealand, serving students from Years 9 to 13. The school sits at the heart of a diverse and vibrant community, with a student roll of approximately 1,750 learners representing over 40 different ethnicities, including significant Māori, Pasifika, Indian, and refugee-background populations.

Papatoetoe High is committed to equity and inclusion, providing tailored support to meet the needs of its learners. The school has a strong reputation for student leadership, civic engagement, and cultural celebration. Notable successes include active participation in the wider community, high engagement in mentoring programmes, and strong outcomes in career pathways through Gateway and tertiary transitions. Papatoetoe High School continues to foster a safe, inclusive, and aspirational environment where students are empowered to thrive academically, socially, and personally.

The board at Papatoetoe High School has adopted the five capabilities, identified by the Ministry of Education, that schools need to improve student achievement and engagement as the basis for prioritising future developments.





### *Culturally Responsive and Relational Pedagogy.*

Over the next three years, our school will build on its strong foundation of cultural diversity and inclusion. With a student body representing a wide range of ethnic, cultural, and socio-economic backgrounds—including a high number of ESOL-funded students and many Year 9 learners for whom English is not a first language—we will continue to prioritise language learning and cultural identity. All Year 9 students will engage in second language learning, with offerings that include Te Reo Māori, Samoan, and Hindi, supporting both heritage and new language acquisition.

Cultural identity will remain central to our school experience, with increased opportunities for students to participate in culturally enriching learning, from Rautotote to PolyFest. We will continue our commitment to Māori learners, aiming to close the achievement gap in NCEA outcomes, reduce absenteeism, and support retention through to Year 13.

Professional learning for staff will be expanded to further develop cultural responsiveness and understanding of Te Ao Māori. Our wharehau, Whakatongia te kakano, will continue to serve as a vital cultural and educational resource, anchoring our commitment to bicultural practice. The carvings and school pepeha will continue to form a foundation upon which to build our local narrative.

Learning Areas will continue to evolve their programmes to be increasingly culturally appropriate and responsive. The school will embed and extend practices informed by the Te Kotahitanga research project and the Kia Eke Panuku initiative, ensuring that culturally responsive and relational pedagogy is not only understood but actively practiced. In addition, learning areas will have a focus on literacy and numeracy skills to ensure students have every opportunity to gain the qualifications they deserve upon completing secondary education.

We will continue to meet diverse learning needs through programmes such as the Richards Centre, ESOL Learning Area, GATE, and Learning Support (Te Whare Manaakitanga). Multi-level study options will be refined, and we will place greater emphasis on individualised learning pathways to ensure every student is supported to succeed.

#### Key Development Goals:

- Deepen teachers' understanding of each student's cultural identity and its impact on learning.
- Strengthen individualised support to meet achievement and engagement annual targets
- Advance achievement of priority learners.
- Expand learning opportunities in Te Ao Māori and Pacifica spaces.
- Continue to provide robust professional development for staff in culturally responsive and relational pedagogy.



### *Educationally Powerful Connections with Parents, Families and Whānau*

Over the next three years, the school will strengthen its commitment to whānau engagement by deepening relationships and expanding opportunities for meaningful involvement. The formal pōwhiri for Year 9 students and their families will remain a cornerstone of our inclusive culture, setting the tone for partnership and belonging from the outset.

Our wharehau, Whakatongia te Kakano, will continue to serve as a central venue for hui and collaborative engagement with whānau and community groups. We will build on the principles and practices established through Te Kotahitanga, Kia Eke Panuku and Kāhui Ako work, embedding them more fully into our everyday interactions and strategic planning.

We will enhance opportunities for parents, students, and teachers to connect regularly around student progress, wellbeing, and aspirations. The parent portal will continue to provide timely, transparent access to academic, attendance, and pastoral information, supporting families to be active partners in their children's learning journey. The school will continue to celebrate student success through inclusive and well-attended events, while also broadening the ways in which achievement is recognised—ensuring that all forms of excellence are valued and visible.

We aim to continue to robust connections (and new traditions) that have been formed with our local (formerly Kāhui Ako) schools with a view to sharing best practice, creating a genuine learning community and helping to inform improvements in teacher practice.

#### Key Development Goals:

- Continue to engage via varied communication channels with parents (including email, text, apps, social media, and face-to-face engagement) whilst always striving to do better in terms of connection, communication and wider community engagement.
- Continue to refine school branding and imagery to reflect our values and cultural identity.
- Strengthen relationships with local community groups and iwi, fostering deeper collaboration and shared purpose.
- Increase opportunities to recognise and celebrate student success in a variety of formats and forums.
- Fully engage with both the curriculum reform process and the change proposals regarding the national qualification.



### *Instructional Capability*

Over the next three years, the school will continue to build on the dedication and diversity of its teaching staff, who bring a rich blend of experience, youth, and cultural backgrounds to their roles. Our compulsory weekly professional learning and development programme will remain a cornerstone of teacher growth, with a continued focus on areas such as literacy/numeracy development, PB4L (Whaitake), Te Ao Māori, academic mentoring, culturally responsive and relational pedagogy, and strategies to support priority learners.

Learning areas will be expected to refine and implement targeted strategies for Māori, Pasifika, and other priority learners. These strategies will be supported by milestone reporting and annual planning that track progress and ensure accountability. Teachers will be encouraged to deepen their understanding of each learner's context and to personalise their approach to teaching and assessment.

Support for students with special needs will be enhanced through the continued development of programmes such as the Richards Centre, ESOL Learning Area, GATE, and learning support. The pastoral care team—including form teachers, deans, counsellors, nurses, and external agencies—will continue to play a vital role in supporting students' academic, social, and emotional wellbeing.

#### Key Development Goals:

- Further embed mentoring practices to ensure every student is known, supported, and challenged.
- Plan at the learning area level to better meet the needs of priority learners through targeted planning and pedagogy.
- Continue to evolve teacher practice to be increasingly responsive to the needs of Māori, Pasifika, and students with special needs.
- Strengthen induction processes for new staff to ensure alignment with our professional learning programmes and culturally responsive approaches.
- Focus on the improvement of teaching literacy and numeracy at all year levels.
- Focus on pedagogy that enhances attendance and engagement of students.
- Continue to identify and support students who qualify for special assessment conditions.
- Enhance our capacity to deliver contextualised learning experiences and appropriate, inclusive assessments.





## Evaluative Capability

Over the next three years, the school will strengthen its use of data and evidence to drive improvement and equity in student outcomes. Comprehensive student achievement data will continue to be collected and analysed at both the whole-school and learning area levels, with a focus on increasing consistency and depth of analysis across all areas of the school.

Best practice will be promoted through the disaggregation of data by ethnicity and gender, enabling targeted interventions and informed decision-making. Learning areas and the deaning team will continue to produce quarterly milestone reports (updated annual to align with annual plans), which will evolve into more evaluative tools that support strategic planning and reflection.

Priority learners will remain a central focus, with specific targets set using robust data sets. These targets will be embedded into learning area planning and reviewed regularly to ensure progress. Mentoring (academic, behavioural, etc) will continue to be a key strategy, with students supported to set goals, monitor their progress, and engage in meaningful self-review.

### Key Development Goals:

- Continue to evolve the *Teaching as Inquiry* process to ensure all teachers engage in reflective, evidence-based practice.
- Provide ongoing support to Heads of Learning Areas (HoLAs) to use milestone reporting as a tool for evaluative thinking and strategic action.
- Assist students in identifying and developing coherent, personalised learning pathways that reflect their strengths, interests, and aspirations.
- Develop a cohesive and evaluative plan to promote student and staff wellbeing, informed by data and feedback.
- Continue to utilise centrally analysed data (NZQA, Every Day Matters, etc) to inform practice.

|           | 2025 | 2024 | 2023 | 2022 |
|-----------|------|------|------|------|
| Level     | 13   | 12   | 11   | 10   |
| Reading   | 2    | 2    | 2    | 2    |
| Writing   | 3    | 3    | 3    | 3    |
| Listening | 3    | 3    | 3    | 3    |
| Speaking  | 3    | 3    | 3    | 3    |

### *Organisational Capability*

Over the next three years, school leadership will remain focused on raising student achievement, with particular emphasis on priority groups and those at risk of not attaining the qualification pre-requisites. Annual achievement targets will continue to be clearly communicated and actively promoted, ensuring that all staff are aligned with the school's strategic direction.

The culture of continuous improvement will be further embedded, with change initiatives supported by strong leadership and collaborative planning. Senior leaders will continue to work closely with Heads of Learning Areas (HoLAs) to ensure that departmental goals are aligned with school-wide priorities and that progress is regularly monitored.

The school's infrastructure will be strategically developed to support modern learning environments, including planning for, and delivery of, up to twelve (12) new classrooms. While the school is well resourced with a robust IT network, leadership will focus on long-term campus development to ensure facilities meet the evolving needs of learners and staff. The board are acutely aware of the pressures of an increasing role and are committed to ensuring our campus receives upgrades that are both timely and appropriate.

Middle leaders will be further empowered to lead change within their areas, supported by professional development and clear strategic guidance. Recruitment will be approached strategically to ensure new staff bring the skills, values, and cultural responsiveness needed to support the school's vision.

#### Key Development Goals:

- Continue to actively promote annual achievement targets and report progress transparently.
- Measure and guide progress against a long-term campus development plan to modernise learning environments.
- Regularly review school systems to ensure alignment with best practice and innovation.
- Take a strategic approach to recruitment, ensuring alignment with the school's values and pedagogical direction.
- Include government priorities relevant at the time.



## PART 3 Strategies for Giving Effect to Te Tiriti o Waitangi

---

Papatoetoe High School is actively committed to giving effect to Te Tiriti o Waitangi through a range of strategic, cultural, and educational initiatives that honour the principles of partnership, protection, and participation. The school recognises the importance of Māori identity, language, and culture in shaping an inclusive and equitable learning environment and continues to embed practices that reflect this commitment.

A key expression of this is the establishment of Whakatongia te Kakano, the school's wharehau, which serves as a cultural and educational hub. It provides a space for pōwhiri, hui, and learning experiences that affirm Māori tikanga and foster a sense of belonging for Māori students and their whānau. The Rautoe vertical form classes, present in each house, further support Māori learners by creating culturally affirming spaces that promote academic success and wellbeing.

The school's curriculum reflects Te Ao Māori through compulsory second language learning in Year 9, including Te Reo Māori, and through the development of culturally responsive and relational pedagogy across learning areas. Staff engage in ongoing professional development focused on Te Tiriti principles, Te Ao Māori, and equity for Māori learners. This includes learning from initiatives such as Te Kotahitanga and Kia Eke Panuku, which inform teaching practices that are responsive to Māori students' needs and aspirations.

Papatoetoe High School sets specific achievement targets for Māori learners and monitors progress through milestone reports and academic mentoring. These mentoring sessions empower students to set goals and reflect on their learning journey, supporting the principle of participation.

Leadership at the school prioritises Māori achievement and wellbeing, working closely with Heads of Learning Areas to ensure strategic alignment. The school also seeks to strengthen relationships with local iwi and whānau, recognising the importance of partnership in decision-making and school development.

Through these actions, Papatoetoe High School continues to give meaningful effect to Te Tiriti o Waitangi, ensuring that Māori learners can learn and succeed as Māori, and that all students benefit from a culturally rich and inclusive education.



## PART 4 Attendance Management Plan

---

### *Purpose*

To ensure every student attends school regularly, is supported to overcome barriers to attendance, and experiences success through consistent engagement in learning.

### *Goals*

- Achieve 80% of students attending 90% or more of the term by 2030.
- Embed STAR-aligned practices into school-wide systems.
- Strengthen partnerships with whānau, community, and agencies to support attendance.

### *Key Components*

#### 1. Early Identification and Monitoring

- Use real-time data to monitor attendance daily.
- Identify students at risk of chronic absenteeism (5+ days absent per term).
- Disaggregate data by ethnicity, gender, year level, and priority learner status.

#### 2. Tiered Response System (Aligned with STAR)

- 5 Days Absent: Form teacher contacts whānau to understand reasons and reinforce expectations.
- 10 Days Absent: Dean and senior leader meet with student and whānau to co-develop a support plan.
- 15+ Days Absent: Escalate to Ministry of Education and external agencies. Consider formal interventions if support is declined.

#### 3. Academic Mentoring and Goal Setting

- Continue individualised mentoring to help students set attendance and learning goals.
- Integrate attendance conversations into mentoring cycles.

#### 4. Whānau and Community Engagement

- Host regular hui in Whakatongia te Kakano to discuss attendance and wellbeing.
- Provide accessible communication channels (texts, emails, app notifications).
- Offer flexible meeting times for working families.

#### 5. Staff Development and Leadership

- Train staff in culturally responsive approaches to attendance.
- Ensure all staff understand their role in the STAR framework.
- Explore shared appointment of local attendance officer to address students with chronic absenteeism.
- Middle leaders to include attendance targets in milestone reports.

#### 6. System Review and Continuous Improvement

- Conduct termly reviews of attendance data and response effectiveness.
- Align attendance strategies with wellbeing initiatives.
- Report progress to the Board of and school community as appropriate.