

Te Wharepuni ā Pāpāmoa

He Kōrero:

Te Wharepuni is based on the historical name of a 'meeting house'. More importantly, it reconciles a name that is loaded with symbolism and defines how the structure is built to ensure everyone is sheltered and secure.

This kōrero also captures the wairua of the rhetoric and those working within have a strong sense of symbolism and understanding of the meaning of this and the desire to uphold and fulfill this kaupapa.

Ka eke ki te tihi angitu -Achievement Challenges

Te Wharepuni Poutama

Identity

1. Poutahū	Tuakiritanga	Imbue	Whakapapa	Kete Tuauri
2. Poutokomanawa	Tūrangawaewaetangā	Enhance	Whenua	Kete Tuatea
3. Poutuarongo	Tino Rangatiratanga	Embed	Whanau	Kete Aronui

Te Wharepuni ā Pāpāmoa privileges the mana whenua of our area, Ngā Pōtiki and in partnership with Ngā Pōtiki will work together in what we know to be the first Iwi & Kura partnership led roopu in Aotearoa.

The work done by Te Wharepuni ā Pāpāmoa is derived from and in association with the Ngā Pōtiki Strategic Plan.

The wairua of this mahi is evident when meeting and having korero with Ngākohu Pāpuni under the expectation of Ngā Pōtiki to fulfill the outcomes of their strategic plan.

There will be shared knowledge and understanding around Te Wharepuni ā Pāpāmoa collectively supporting their own marae.

Achievement Challenges - Whakatarangia

Akongā will learn

- Whakapapa
- Whenua
- Taiao
- Te Ao Haka

Our taonga / ākonga will be supported throughout their school career by the community, whānau and kura of Pāpāmoa. Pāpāmoa will be strong in its sense of identity and culture.

The aspiration is to have all of those within Te Wharepuni ā Pāpāmoa speaking Te Reo. Our ākonga will know and understand who they are and where they are from.

They will be able to clearly whaikōrero; Who am I? Where am I from? And what is the story of my land?

Reo will be taught and supported in all settings through networks such as Ngā Tama Toa, Te Tino Rangitiratanga Curriculum, Tumuaiki awhi and tautoko, Reo Raranga Mahi toi.

Alongside Te Akatea, Māori Principals Association and ERO in mainstream kura, te reo initiatives are being trialled and evaluated to then be implemented across all settings.

Support

As discussed further in this document a major arm of this rōpu will be to strengthen the services available to ākonga at the respective kura.

This support will be across all areas from preschool through all schooling including alternative education and tertiary education.

Hauora

Integral to the kaupapa of Te Wharepuni ā Pāpāmoa is hauora.

The leaders of Te Wharepuni acknowledge that to do well is to be well.

Priority will be given to critically understand hauora; to privilege and re-centre Te Ao Māori reservoirs of knowledge while dismantling current systems of oppression that uphold the status quo of harm. Te Wharepuni responses will enable, support, strengthen and recentre the visions and aspirations of ākonga, whānau, iwi, kaiako, and community of Te Ākau.

It is the intention of Te Wharepuni ā Pāpāmoa to look at the wellness of ākonga and whānau as we are well aware that for two hundred years the people of this whenua have not been looked after - our drive and lens is through that of the ākonga, whānau, and iwi. The achievement objectives can not be seen in isolation and are weaved together like the thrashings of the wharepuni which weave us as kura together.

Kura/ rōpu working with Te Wharepuni ā Pāpāmoa:

Inspired Kindergartens

Personnel: Julie Sullivan and Henare Gurney

Population 31 Early Childhood Centres (and growing)

Golden Sands

Personnel: Mel Taylor

Population= 550

Pāpāmoa Primary

Personnel: Matt Simeon and Fay Warnock

Population= 700

Te Manawa ō Pāpāmoa

Personnel: Shane Cunliffe

Population= 500

Suzanne Aubert

Personnel: Antony Mills and Shelley Mackay

Population= 500

Te Akau ki Pāpāmoa

Personnel: Bruce Jepsen, Sharron Adams and Megan Crawford (Dorothea Collier on study leave 2022)

Population= 700

Pāpāmoa College

Personnel: Pere Durie (Acting Principal)

Population= 1700

Tahatai Coast School

Personnel: Matt Skilton and Darren Scott

Population: 700

Arataki Primary School

Personnel: Shelley Blakely and Tania Solomona

Population: 500

Te Akatea - Aotearoa Māori Principals Association

Personnel: Johnson Davis and Dr Therese Ford

Our Haerenga

The Kura across the ākau have worked together for a number of years, approximately 9 years, to establish a collective whakaaro and intent for our community and whānau. An earlier application was made to MOE for achievement challenges following a considerable amount of hui, kōrero and whakaaro. Please note: This mahi was prior to the new kura being established and since the establishment the leaders of the new kura have met with regularity to determine collective needs. This kōrero, hui and wananga involved much rigor and conjecture.

All of those rangitira involved worked hard to ensure the integrity of the needs and wants of the iwi, whānau and community of Pāpāmoa.

It is worthy of mention that in 2021 Ngākohu Pāpuni, Ngā Pōtiki Educational Advisor, made significant impact across all of the kura, and worked tirelessly to establish collective understanding regarding: Whakapapa, Whenua, Whānau. Through this connectivity and kōrero the kaupapa of the 'kāhui ako' was revisited and reignited. This led to the shaping of what is now known as Te Wharepuni ā Pāpāmoa.

It is necessary to mention also that Te Wharepuni ā Pāpāmoa also connects closely with Tahatai Coast School, Arataki Primary and Suzanne Aubert Schools and the leaders of these respective kura attend the hui of Te Wharepuni to ensure whakaaro and aspiration are aligned to Mana Whenua, Ngā Pōtiki.

Through wananga and kaupapa Māori a Memorandum of Understanding from all of the Tumuaki has been agreed upon.

Te Wharepuni ā Pāpāmoa is proud of the relationship it has with the wider educational community and will hold steadfast to ensuring that the needs and wants of Mana Whenua, Ngā Pōtiki are upheld.

It is the aspiration to have mana whenua represented on Te Ākau kura Board of Trustees.

For the past three years, or perhaps even prior, Ngā Pōtiki has already done an incredible amount of mahi to support the kura to record and document the 'localised curriculum' following the awareness of a proposed revised and curriculum refresh.

Ngā Pōtiki whānau have shared their knowledge and resources of the rohe across the Motu. These narratives and resources have been captured and recorded to become the 'localised curriculum'.

The local curriculum is currently being trialled with Te Ākau ki Pāpāmoa School under what is known there as He Kākano.

Ngā Pōtiki have supported maramataka and the kaupapa around this.

Mahi toi and raranga is being taught across the Kura.

The stories of the past are used to demonstrate and teach ākongā te tāiao.

This mahi supports a commitment to Te Tiriti o Waitangi.

Te Reo Māori me ona tikanga are integral aspects of this kaupapa-

Please note that 'He Kākano' is in draft form you may be welcome to view this document if agreed to by Ngā Pōtiki to align to adherence to Te Tiriti.

Work has also been undertaken to review assessment practices to acknowledge achievement under He Kākano and the pou-te tāiao, whakapapa and whenua.

School Charters from across Te Wharepuni ā Pāpāmoa have indicators that evidence the relationship and connections to Ngā Pōtiki and privileging Mana Whenua.

Ngā Pōtiki has links and partnership with

- Te Akatea
- Tumuaki Rōpu
- Establishment boards of new kura ie Te Manawa ā Pāpāmoa and the proposed new kura
- NZSTA
- NZEI
- ERO
- New Zealand Curriculum Refresh Group

- Maori Principals Professional Development Directorship and PLD

Te Wharepuni ā Pāpāmoa is dedicated to being responsive to the additional learning needs of all ākonga.

It is the intention of this rōpu to ensure that our ākonga receive the supports and avenues required to meet their needs.

The SENCO of each of our respective kura have met with regularity to talk to how they best respond to the needs of their ākonga.

Through wananga Tumuaki have agreed to share the learning achievement data and personal data of all ākonga.

The SENCO rōpu have used the Te Rito model and created an across schools database to share the needs and data of the rōpu.

Please note that this document sits with Paula West at Pāpāmoa College.

Considerable mahi has been done to develop a 'spreadsheet' across the kura based on the modeling of other 'Kāhui Ako'.

The intention of this rōpu is to work more collaboratively in response to the needs of our ākonga.

Te Wharepuni ā Pāpāmoa has worked to connect with RTLB, Oranga Tamariki and other services to best support whānau and Te Ākau.

There is an obvious and natural link between learning support programming and what is currently known as alternative education.

Alternative Education is a key area we must address moving forward. We have identified the structure and have raised discussion that places an integral responsibility on us, as kaitiaki, to build and grow our young people that experience this challenge.

It is our hope that we can work together to shift the focus, regarding the tamariki, from 'what's the matter?', to 'what matters to you?' This will require a collective approach that gives weight to the pā, or village, environment for assisting our tamariki in their journey. Some initial thoughts involve connecting our tamariki back to their natural environment, namely being on the land and connected to our local marae.

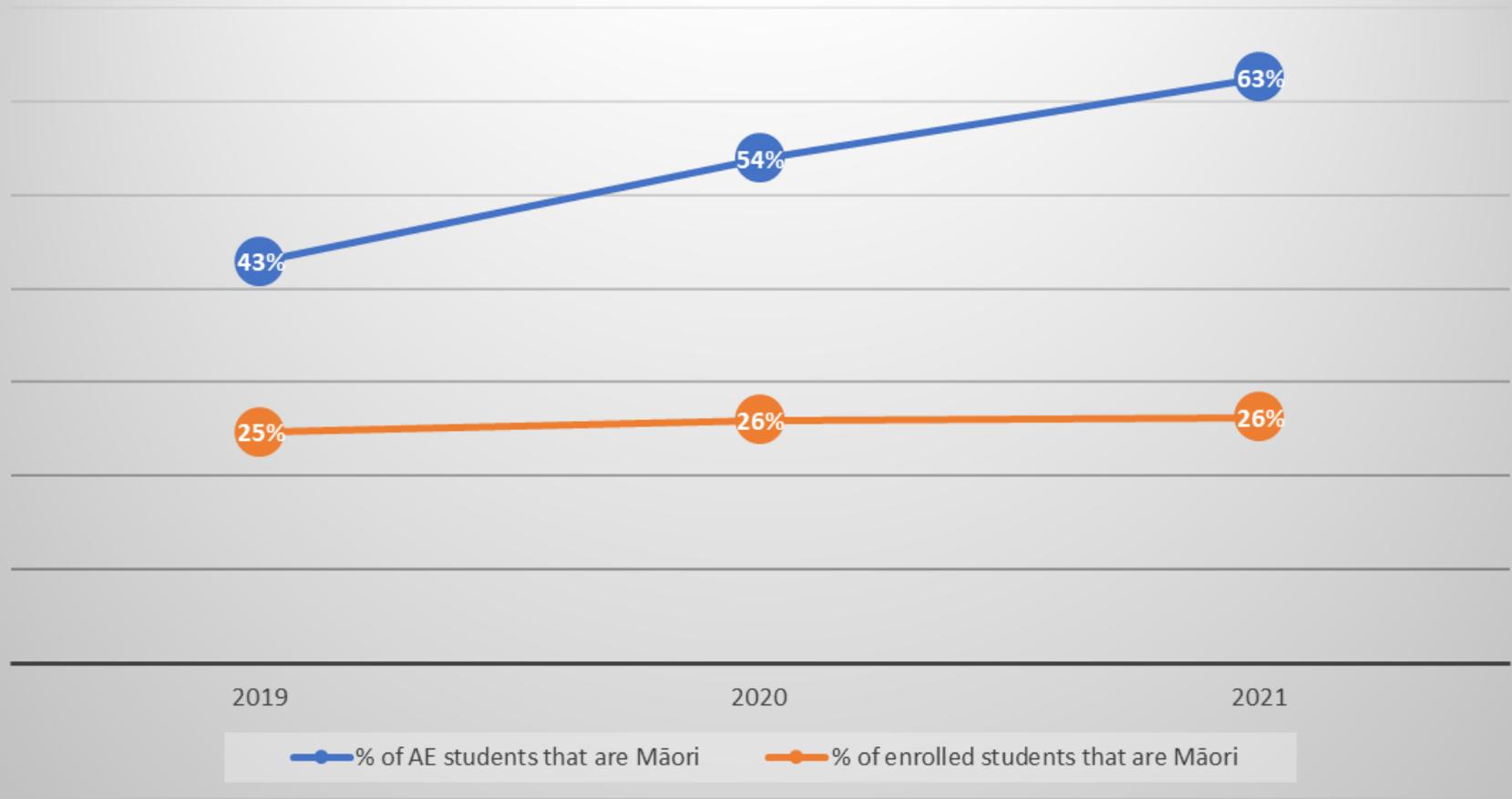
Work has already been done to investigate the role of the current alternative education options and we are represented at the National Office to voice for the tono for an alternative education pathway.

To follow is a graph that provides some evidence of the numbers of Māori ākonga at Pāpāmoa College that are attending alternative education programmes compared to the numbers of students that are Māori.

The graph shows an increasingly disproportionate number of Māori students at Pāpāmoa College are in Alternative Education (AE).

While approximately one quarter of students enrolled at Pāpāmoa College are Māori, between 2019 and 2021, the proportion of AE students that are Māori increased from 43 to 63 percent.

Pāpāmoa College: Proportion of AE students that are Māori compared to the proportion of the total roll that are Māori



It is the intention of Te Wharepuni ā Pāpāmoa to tōno for the alternative education pathway program and lead this in our rohe. The mahi intentions will be kaupapa Māori focused with links to STEM and Te Ao Māori, mahi toi raranga to name but a few.

To follow is baseline data that identifies a sample of aspects of hauora within the kura of Te Wharepuni ā Pāpāmoa. It is our firm belief that should the identity and cultural needs of our ākonga be met this data will be greatly accelerated. Te Wharepuni ā Pāpāmoa are seeking to indigenise and decolonise understandings and measures of 'hauora'. We hope that our relationship and future work alongside iwi (Ngā Potiki) will be to co-lead and co-design new and restoring measures of success and look forward to Ministry of Education supporting Te Wharepuni ā Pāpāmoa in determining these measures.

If we are looking for a transformative response in the system and for the outcomes for tamariki Māori then it is our responsibility to take up responses that are different to what we have been implementing presently and in the past.

Te Wharepuni ā Pāpāmoa are committed to be Te Tiriti o Waitangi honouring and alongside Ngā Pōtiki are looking to disrupt and dismantle these colonial frames and constructs of success.

Te Wharepuni ā Pāpāmoa Kāhui Ako: Engagement Profile

Last refresh
9/06/2022 9:59:19 a.m.

Note: 2022 data is year-to-date from the 'Last refresh' date. The data is live and therefore subject to change.
Internal use only, as values less than 5 have not been suppressed.

Stand downs

Ethnicity	2019	2020	2021	2022
Cook Island Maori	1			
Indian			2	
NZ European/Pakeha	15	14	18	11
NZ Maori	12	17	17	10
Other				1
Other Asian	1	1		
Other European	3	4		1
Other Pacific Island		1	1	
Samoan			3	
Unspecified		1		
Total	32	38	41	23

Suspensions

Ethnicity	2019	2020	2021	2022
NZ Maori		2	1	5
NZ European/Pakeha	1	3	1	2
Total	1	5	2	7

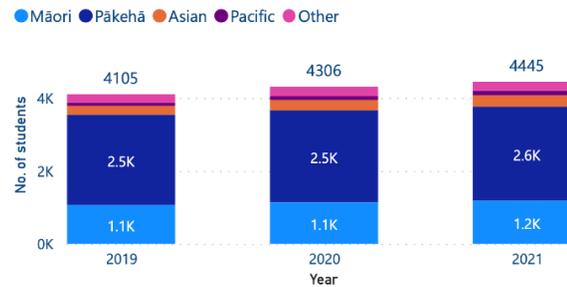
Exclusions

Ethnicity	2020	2022
NZ European/Pakeha	1	1
Total	1	1

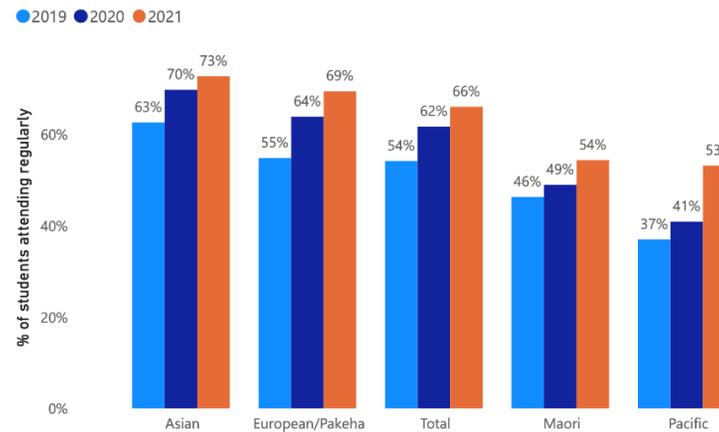
Early Leaving Exemptions

Ethnicity	2019	2020	2021	2022
European/Pākehā	2	4	4	1
Not specified		1	1	
NZ Maori		1	2	2
Other Pacific Island	1			
Samoan				1
Total	3	6	7	4

Total July Roll



Term 2, Regular Attendance



Active Unjustified Absence cases

Ethnicity	Total UAs
European/Pakeha	12
Maori	12
Total	12

Active Non-enrolled cases

Ethnicity	Total NENs
European/Pakeha	2
Maori	12
Total	14

Key Observations

Student attendance and engagement are critical factors relating to student achievement. Stand-down, suspension, exclusion and expulsion rates act as indicators of where engagement in productive learning may be absent and behavioural issues maybe present.

Regular attendance

Regular attendance is defined as students attending more than 90% (an average of 9 days a fortnight). Regular attendance rates have been improving since 2019 for all ethnicities, however rates for Māori and Pacific ākonga continue to fall below other groups.

Attendance is a key indicator of engagement.

Suspensions

There has been an increase in the number of students being suspended. In less than 2 terms, the number of suspended students to date is already more than 3 times the total number suspended in 2021.

Approx. 27% of students are Māori, but 71% of suspended students in 2022 to date are Māori.

Progress and Reporting

Ngākohu and Sharron will report to the kura / rōpu in Te Wharepuni with special attention given to Te Akatea and MOE.

All of the Tumuaki of Te Wharepuni ā Pāpāmoa have agreed to support the initiatives of the rōpū and that should they not be able to attend any hui, understand that the minutes recorded and received are taken as agreed to.

Footnote: This ripoata is a working document

Ngā mihi,

Sharron Adams and Ngākohu Pāpuni.