

# Annual Actions 2021

**Strategic Priority One:** Ensure all students experience a rich, future focussed learning programme that is personalised, putting children, their interests, aspirations and needs first.

	<b>Action</b>	<b>Led by</b>	<b>Budget</b>	<b>Resources</b>	<b>Target/Evidence</b>
<p><b>1.2: Assessment for Learning (AFL).</b> To further develop AFL practices so all assessment is relevant, reliable and has the learner at the heart of it.</p>	<p><b>Professional Learning</b> - focus on <b>Formative Assessment Practice</b> Professional Learning sessions, Syndicate Meetings and TAI's will support and challenge teachers to see assessment as being central to the learning process, reviewing their current practice in order to evaluate their impact on student learning through the following:</p> <p><b>Being Mindful when Planning/Designing Curriculum</b></p> <ul style="list-style-type: none"> <li>• Creatively/Thoughtfully Designed with a coherence between learning intentions and learning experiences</li> <li>• Purposeful/Differentiated Learning Intentions and success criteria - evidence of knowing the learner</li> <li>• Informed by purposeful assessment information</li> </ul> <p><b>Developing a Learning Culture in our environments by involving students in the learning process (the first active element of formative assessment)</b></p> <ul style="list-style-type: none"> <li>• Share 'clear' '<b>unambiguous</b>' learning intentions that make sense with students in all subject areas</li> <li>• Ensure the task matches the LI</li> <li>• Ensure students understand the task - what good looks like by co-constructing/sharing <b>Success Criteria</b> at the appropriate curriculum level</li> </ul> <p><b>Valuing Student Self-evaluation</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to set goals and reflect during and at the end of a session</li> <li>• Develop an understanding of 'growth mindset' especially when students find a task difficult or feel stuck</li> </ul>	SLT	<p>75 MoE PLD hours</p> <p>\$3000.00 towards resources and additional PLD.</p>	<ul style="list-style-type: none"> <li>• Kate Horton 'Clarity Education'</li> <li>• Unlocking Formative Assessment</li> <li>• Personalised Learning Framework</li> <li>• Learning in the fast lane</li> </ul>	<p>The "Self Determined Learner" profile will be evident in teaching and learning across Year 3-8.</p> <p>Children will be able to talk about the Learning Process and begin to direct this process more themselves.</p> <p>Teachers will develop agency in our students by teaching them to intelligently engage in and monitor their own development.</p> <p>All teachers will be giving their students regular and purposeful feedback/ forward comments</p>

	<p><b>Giving Feedback regularly and consistently across all curriculum areas</b></p> <ul style="list-style-type: none"> <li>● Feedback will focus on the learning intention</li> <li>● Feedback will include a balance of both oral and written</li> <li>● Ensure we are using the <b>'closing the gap'</b> method for improved outcomes, including an increase in specific and descriptive feedback.</li> <li>● Develop teachers' capacity to know when to implement timely feedback and the type of feedback.</li> </ul> <p>Using <b>Learning Journals</b> as a means to evidence progress and achievement across the New Zealand Curriculum</p> <ul style="list-style-type: none"> <li>● Use self, peer and teacher assessment strategies and goal setting to help enable children to evidence and talk about their own progress and achievement.</li> <li>● Ensure coherence and consistency across the school in terms of how Learning Journal showcase learning.</li> <li>● Administer and use a range of assessment practices to support teachers to gather evidence across all curriculum areas including Global Concepts and Physical Education.</li> </ul> <p>Using <b>Writing Goals</b> to support the teaching and learning of writing</p> <ul style="list-style-type: none"> <li>● Teachers will consistently use the writing goals across the school- teachers use them as a planning tool, assessment tool and develop them as the 'language of learning' in writing.</li> <li>● Assist children to be able to talk about their learning and begin to understand the progressions.</li> <li>● Teachers to self review the writing goals in order to refine and improve.</li> </ul> <p><b>Modelling Books</b> used as a method to record student's thinking during the process of learning as well as a place to evidence AFL practices.</p> <ul style="list-style-type: none"> <li>● Professional Learning around Modelling Books using a Mathematics lens.</li> </ul>				<p>Learning Journals will be used as a tool to support learners to evidence their achievement and progress across the Curriculum.</p> <p>Writing goals evident across the school in planning and assessment.</p> <p>Children are familiar with the goals and using them to assess and set goals.</p> <p>Teachers use modelling books across the Core Curricular areas as a tool to record student's thinking.</p> <p>Students will demonstrate pride, ownership and engagement in their learning when they showcase what they are learning and why.</p>
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<p><b>1.3: Teaching and Learning Strategies</b> To further develop practice that gradually moves the learner to be self-determining.</p>	<ul style="list-style-type: none"> <li>Teachers develop their own modelling books and reflect and share with colleagues in order to continually improve this practice.</li> </ul> <p>Involving students in ‘celebration of’ and ‘talking about’ their learning with their parents as part of <b>Student Led Conferences</b></p> <ul style="list-style-type: none"> <li>Have students collect evidence of learning in relation to designed learning outcomes.</li> <li>Have students’ present evidence of learning in relation to designed learning outcomes.</li> <li>Intentional teaching that embraces a range of instructional approach</li> </ul> <p><b>Professional Learning</b> - focus on engaging and stretching learners through the deliberate use of <b>Teaching and Learning Strategies and approaches</b>. Professional Learning sessions, Syndicate Meetings and TAI’s will support and challenge teachers to design programmes that guide students to be insightful, responsible and constructive about theirs and others’ learning. Teachers will review their current practice in order to evaluate their impact on student learning through the following:</p> <ul style="list-style-type: none"> <li>Establishing appropriate procedures and routines.</li> <li>Actively engage and stretch all students through the use of a variety of teaching approaches and strategies, choosing a range of resources and materials/equipment.</li> <li>Accommodate different paces and styles of learning.</li> <li>Use groupings strategically.</li> <li>Set students up for successful cooperative group work.</li> </ul> <p>Using the <b>Co-teaching Models</b> will enable our teachers to work collectively and collaboratively to create multiple options for the organisation of learning (also see 4.1)</p> <p>Large Group</p> <ul style="list-style-type: none"> <li>One Teach One Observe</li> <li>One Teach One Drift</li> <li>One Teach One Support</li> <li>Team Teaching</li> </ul> <p>Small Group</p> <ul style="list-style-type: none"> <li>Station Teaching</li> </ul>	<p><b>Classroom Teachers</b></p>	<p><b>\$15,000.00 (Ulearn)</b></p>	<p><b>Ulearn Conference (All staff)</b></p>	<p>Clear evidence of the range of Co Teaching Models being used across our school in a planned and deliberate way.</p>
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	<ul style="list-style-type: none"> <li>● Target Teaching</li> <li>● Parallel Teaching</li> <li>● Alternative Teaching</li> </ul> <p><b>Deliberate and purposeful acts of teaching</b> around the skills, attitudes and behaviours required for children to become increasingly more self determined.</p> <ul style="list-style-type: none"> <li>● Teachers planning Years 5-8 will show links to the school models and teachers scaffolding learning to allow for learner agency.</li> <li>● Programme design allows for opportunities for children to lead their learning by planning, setting goals, organising resources, self monitoring and self evaluation.</li> <li>● Teachers will continue to strengthen their questioning techniques during conferencing with learners to support learners to self evaluate their own learning.</li> <li>● Growth mindset learning will be promoted and celebrated with the learners in a way that suits their maturation.</li> <li>● Years 4 -8 will continue to promote and build skills around Self - Directed Learning, ensuring their needs, interests and talents are being catered for.</li> </ul> <p>Purposeful design of <b>Spaces for Learning</b> will ensure the space supports the type of learning required.</p> <ul style="list-style-type: none"> <li>● Collaboration</li> <li>● One to many</li> <li>● Quiet reflective learning</li> </ul> <p><b>Learning through play</b> will enable our children in Roopuu Kaakano to lead their own learning, developing empathy, sense of belonging and a connection to the outside world, through a developmental approach and will support teachers to identify children's gifts and talents leading to children with self-efficacy.</p> <ul style="list-style-type: none"> <li>● Establish a balance between play based Learning and intentional teaching in Roopuu Kaakano.</li> <li>● Teachers will develop their Pedagogical knowledge around how children learn through play.</li> <li>● Resource our environments (inside and outside) to support learning through play, ie Puriri Park, sandpit.</li> </ul>		<p><b>\$3000.00 PLD opportunities</b></p>	<p><b>Taku Wairua</b></p>	<p>Learning through play is an integral element to the Year 1 and 2 programme design. With an obvious progression from Year 1 to Year 2.</p>
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	<p>Using <b>digital tools</b> to support teachers to optimise learning programmes</p> <ul style="list-style-type: none"> <li>• Support the development of agency in our learners, ie. Hapara, Creative Apps (imovie, adobe voice),online research tools.</li> <li>• Enrich practice and consolidation of learning, ie, Mathletics, Epic (reading for enjoyment and research), E-platform.</li> <li>• Enrich and extend the learning conversations from school to home through communication using Class Dojo and home learning communication</li> <li>• Our digital tools are used in a way that enhances and optimises the learning programme. They are not integral or a constant tool for learning.</li> </ul>				
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**Strategic Priority Two: Ensure that all students are progressing and achieving their potential in relation to the NZ Curriculum.**

	<b>Action</b>	<b>Led by</b>	<b>Budget</b>	<b>Resources</b>	<b>Target/Evidence</b>
<p><b>2.1: To ensure children are experiencing a broad and rich learning programme which integrates all areas of the New Zealand Curriculum.</b></p>	<p><b>Physical Education programmes</b> will intentionally develop children’s fundamental skills (locomotor and manipulative) and love of Sport and PE.</p> <ul style="list-style-type: none"> <li>• Promote and foster enjoyment of sport and physical activity through play and organised games.</li> <li>• Continue our strong relationship between Puketaha School and Project Energise.</li> <li>• All children will participate in a PE programme 3x per week minimum.</li> <li>• Improve children and parents/whanau attitudes towards being active.</li> <li>• All environments will be resourced with age appropriate resources.</li> <li>• Connect with Takaaro Ora (COL) to help enhance Physical Education across the school with a growing emphasis on Well Being.</li> </ul>	<p><b>Leadership Team</b></p> <p><b>Deb Gibbison</b> <b>Jason Boobyer</b></p> <p><b>Classroom teachers</b></p> <p><b>Leadership Team</b></p>	<p><b>\$ 7500</b></p> <p><b>\$7000.00</b></p>	<p><b>Classroom P.E Resource Bins that cater to the levels and interests of the children in the Learning Environment.</b></p> <p><b>Project Energize</b></p> <p><b>Takaaro Ora</b></p> <p><b>Taku Wairua</b></p>	<p>To have all students engaged in a rich and broad learning programme with a Global Concept as a common thread.</p>





	<ul style="list-style-type: none"> <li>● Using the School Readiness tool to identify areas of strengths and needs. This will be done before the 5SEA</li> <li>● Continue to communicate with home about how parents can build on their child’s learning when they read at home.</li> <li>● Teachers continue to work collaboratively to design programmes to help meet children's needs.</li> <li>● Utilize co-teaching strategies to group children closely to their needs.</li> <li>● Junior teachers to continue to strengthen “Sounds for Spelling” practices to build children’s phonological knowledge using the Jolly Phonics programme</li> <li>● To continue to analyse and act on SEA / 6 Year Net results.</li> <li>● To continue personalising learning and working closely alongside emergent writers.</li> <li>● Continue ESOL professional learning for teachers.</li> <li>● <b>Reading Recovery</b> for identified children at their 5.6 month SEA assessment.</li> </ul> <p><b>Years 4 - 8</b></p> <ul style="list-style-type: none"> <li>● Further develop our use of relevant and meaningful texts as part of our ‘supported inquiry’ topics.</li> <li>● Continue to build on the resources used in senior reading programmes, in particular high interest reading materials for boys.</li> <li>● Use Effective Literacy Practice and implement a variety of approaches to teaching Reading - in particular Shared Reading.</li> <li>● Consistent and high quality Guided Reading programmes with explicit teaching to need will be evident in our environments.</li> <li>● Implement the ‘Toe by Toe’ programme to children who have been identified with specific literacy needs.</li> <li>● Continue to write daily, looking for opportunities across the curriculum – writing mileage in a variety of contexts.</li> <li>● Further develop our pedagogy around Formative Assessment in Writing - thoughtful writing planning, share clear learning intentions and success criteria, goal setting and self-evaluation, relevant and timely feedback (close the gap strategy) and monitoring of achievement.</li> <li>● Station Teaching/ Alternative Teaching for direct instruction to target specific needs.</li> </ul>	<p><b>Nyree Olliver / Rob Moughan</b></p>		<ul style="list-style-type: none"> <li>- School Readiness Kit</li> <li>- Sheena Cameron: Reading Strategies</li> <li>- Literacy Progressions</li> <li>-Yolanda Soro phonics teaching to support decoding and writing</li> </ul> <p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>-Switch onto spelling</li> <li>-Spelling under scrutiny</li> <li>- Louise Dempsey ‘The Writing Book’</li> <li>- Alison Davis Effective Writing Instruction</li> <li>- Gail Loane ‘I’ve got something to say’</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Continue the use of graphic organisers to help students categorise/organise their ideas.</li> <li>● Use Effective Literacy Practice and implement a variety of approaches to teaching writing i.e: a greater level of modelling of what good writing looks like through workshops with target groups.</li> <li>● Engage ‘reluctant/less confident’ writers by continuing to choose topics for writing that are <b>relevant to the students’ lives (Whanaungatanga)</b> and/or have a real life application.</li> <li>● Ongoing professional learning conversations about individual students’ pieces of writing to identify next steps will continue.</li> <li>● Continue the use of Google Docs as a ‘tool’ to encourage <b>collaboration between teachers and students as well as students and students (AKO)</b>. In addition, provide a more flexible medium for teachers to monitor writers more effectively and support these students to write with more consideration.</li> <li>● Continue and grow our ‘real audience’ to provide a purpose for these writers to share their learning.</li> <li>● Continue to break up ‘inquiry based’ writing with ‘quick writes’ (Sheena Cameron) as a way to ‘play’ with words and ideas.</li> <li>● Include regular ‘word study’ and explicitly teach spelling strategies based on need (Joy Alcock).</li> <li>● Use the Psuedo word test to identify needs for target writers (Year 5/6).</li> <li>● Strong emphasis on Numeracy in Years 1-3.</li> <li>● Guided Mathematics programmes evident in all classrooms.</li> <li>● Mathematics Programmes will include a strong maintenance component.</li> <li>● Targeted TAI’s, professional learning and development around the identified areas for improvement and planned actions.</li> <li>● Integration of Strand into classroom programmes will be a focus.</li> <li>● Ongoing focus with integrating Mathematics (in particular Global Concept) and the process of inquiry to support the application of Mathematical concepts.</li> <li>● Increased focus will be placed on our learners’ ability to apply their skills and knowledge to mathematical problems.</li> </ul>				
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**2.4: To further investigate and integrate authentic ways to embrace the teaching of Maaori Students in our Rich Curriculum.**

- Teachers will invest in learning more around Culture Competency.
- School leaders will analyse the achievement of Maaori students and support teachers to improve the learning of our tamariki.
- Every child will experience Tikanga each week to support the understanding of Maaori language and protocols. Maaori students see that Maaori language and culture is a valued dimension of our school.
- Integrate the Maaori Perspective into planning and our school Global Concepts.
- Create guidelines to support teachers in ways to embrace the teaching of Maaori in our rich curriculum - What's the Maaori Perspective (**Whanaungatanga**).
- Continue a focus on strong partnerships between home and school.
- Year 7/8 children will learn and know their personal Mihi.

**Blair Harper  
All Teachers**

Learning programmes and environments will showcase clear evidence of the language, culture and identity of our learners (**Whanaungatanga**).

**Target**  
**Maaori language and protocols are evident around the school.**

**There is no disparity between Maaori Student Progress and Achievement, and all other students.**

**Strategic Priority Three: Puketaha continues to grow as a vital learning community.**

	<b>Action</b>	<b>Led by</b>	<b>Budget</b>	<b>Resources</b>	<b>Target/Evidence</b>
<p><b>3.1:</b> <i>To strengthen partnerships through involving parents and whanau in their child's learning by being approachable and using effective communication.</i></p>	<ul style="list-style-type: none"> <li>● Continue with Student Led Conferences Term Two &amp; Term Four</li> <li>● T2S every fortnight for parents with new children starting our school.</li> <li>● Value our 'Open Door' policy.</li> <li>● All teachers will be in learning environments from 8.30am onwards.</li> <li>● Use of digital platforms (<b>Etap app, School App, Class Dojo and emails</b>) to share and celebrate learning, as well as send out quick fire messages when need arises.</li> <li>● Provide opportunities to share classroom programmes with whanau. Such as open evenings and performances.</li> <li>● Organise family school events to build community culture. <ul style="list-style-type: none"> <li>○ Term 1 Meet the Teacher Picnic</li> <li>○ Grandparents Day</li> <li>○ Term 2 Parent Information evening</li> <li>○ Term 4 Christmas Picnic.</li> </ul> </li> <li>● Regular parent evenings to consult and inform parents about curriculum design and learning.</li> </ul>	<p><b>Geoff and Nyree</b></p>	<p><b>\$1000.00</b></p>	<p><b>Information and feedback from Parent evenings and SLC's.</b></p>	<p><b>Attendance at learning conferences (90% or more).</b></p> <p><b>90% parents signed up to Class Dojo</b></p>

**Strategic Priority Four: Teachers are empowered through a combination of support and challenge to improve pedagogy resulting in improved students outcomes.**

	<b>Action</b>	<b>Led by</b>	<b>Budget</b>	<b>Resources</b>	<b>Target/Evidence</b>
<p><b>4.1:</b> <i>To build and refine strategies that deprivatise our teaching and learning through co teaching strategies.</i></p>	<ul style="list-style-type: none"> <li>Teachers will deliberately consider and plan for the co-teaching models to ensure the best delivery of the designed programme.</li> <li>Ongoing collaborative reflection around the effectiveness of the Co-Teaching models used to review its effectiveness within the programme.</li> <li>Continue to partner other schools within our Kahui Ako to review the use of Co-Teaching Models and how other schools/ teachers are using them and their effectiveness.</li> </ul>	<p><b>Geoff and Nyree</b></p>	<p><b>18,000.00</b></p>	<p><b>Staff</b></p> <p><b>Te Pae Here Kahui Ako (Community of Learning).</b></p> <p><b>RTLB - Incredible Years Training (IYT)</b></p> <p><b>ULearn 2021</b></p>	<p>Evidence of success will be seen through the deprivatizing of learning and free and open professional dialogue among all staff members.</p>
<p><b>4.2:</b> <i>To support and challenge ourselves to evaluate our impact and the impact of others.</i></p>	<ul style="list-style-type: none"> <li>Staff professional learning will be held regularly.</li> <li>Professional dialogue protocols will be revisited so they can be used in all meetings, discussions etc.</li> <li>Regular opportunities will be given for all staff to share and celebrate excellent practice.</li> <li>The appraisal process will be ongoing throughout the year focussed on growth, this includes classroom walkthroughs, formal observations and follow up discussions.</li> <li>Teachers will seek and share learning resources between each other.</li> <li>Professional learning experiences will empower all teachers to challenge and be challenged in a constructive manner that fosters self-reflection and understanding.</li> <li>Ongoing Collaborative TAI's will be a part of our practice and used as a tool to evaluate and help measure our impact on student learning outcomes.</li> <li>Regular term reflections against our Strategic Priorities.</li> </ul>	<p><b>Geoff and Nyree</b></p>		<p><b>Kate Horton (Clarity Education)</b></p>	

**Strategic Priority Five: Continue to progress with the development of our Physical Learning Environment which reflects our school ethos in being a 21st Century Rural Learning Community.**

	<b>Action</b>	<b>Led by</b>	<b>Budget</b>	<b>Resources</b>	<b>Target/Evidence</b>
5.1: Have synergy between outside and inside learning areas.	<ul style="list-style-type: none"> <li>Teachers to design learning programmes that will consider all spaces for learning both inside and outside.</li> <li>Resource outside learning areas purposefully so learning is enriched for all learners.</li> <li>Completion of new school pool and changing sheds.</li> <li>Modifications for learners with disabilities</li> <li>New LCS learning room to support our LCS and learners she partners with.</li> <li>Design and build of a new LTP area outside our Roopuu Kaakano learning environments.</li> </ul>	<p><b>Whole Staff</b></p>   <p><b>Geoff</b></p>   <p><b>Kelsey</b></p>	<p><b>\$3500.00</b></p>   <p><b>\$250,000.00</b></p> <p><b>\$55,000.00</b></p> <p><b>\$60,000.00</b></p> <p><b>\$50,000.00</b></p>	<p><b>10YPP</b></p>  <p><b>BOT and Community</b></p>  <p><b>Pro Pools</b></p> <p><b>Waikato School</b></p> <p><b>Property Services</b></p>	<p><b>Construction completed by April 2021</b></p>

## 2021 Puketaha School Targets

**Strategic Priority 1: Ensure all students experience a rich, future focussed learning programme that is personalised, putting children, their interests, aspirations and needs first.**

- The **“SELF DETERMINED LEARNER“** profile will be evident in teaching and learning across Year 3-8.
- Children will be able to talk about the **LEARNING PROCESS** and begin to direct this process more themselves.
- Teachers will **DEVELOP AGENCY** in our students by teaching them to **INTELLIGENTLY ENGAGE IN** and monitor their **OWN DEVELOPMENT**.
- All teachers will be giving their students regular and purposeful **FEEDBACK/ FORWARD** comments.

- ❑ **LEARNING JOURNALS** will be used as a tool to support learners to evidence their **ACHIEVEMENT AND PROGRESS ACROSS THE CURRICULUM**.
- ❑ **WRITING GOALS** evident across the school in planning and assessment.
- ❑ Children are **FAMILIAR WITH THE GOALS** and using them to **ASSESS AND SET GOALS**.
- ❑ Teachers use **MODELLING BOOKS** across the Core Curricular areas as a tool to record student's thinking.
- ❑ Students will demonstrate **PRIDE, OWNERSHIP** and **ENGAGEMENT IN THEIR LEARNING** when they showcase **WHAT THEY ARE LEARNING AND WHY**.
- ❑ There will be clear evidence of the range of **CO TEACHING MODELS** being used across the school in a planned and deliberate way.
- ❑ **LEARNING THROUGH PLAY** is an integral element to the **YEAR 1 AND 2 PROGRAMME DESIGN**, with an obvious progression from Year 1 to Year 2.
- ❑ All Year 5-8 students are part of a **SCHOOL PRODUCTION**.

**Strategic Priority 2: Ensure that all students are progressing and achieving their potential in relation to the NZ Curriculum.**

- ❑ **All Year 8's** to be **achieving at or above Level 3** of the NZC in **Reading and Writing** by the end of the Year.
- ❑ **86% Year 2's** achieving **Level 1 in Reading** (Reading Level 15 or above) by the end of the year.
- ❑ **85% Year 3's** achieving **Level 1- Early Level 2 or above in Writing**.
- ❑ **All Year 8's** to be achieving **Level 3 or above** within the NZC for **Mathematics** by the end of the year.
- ❑ **90% Year 6** students achieving **Early Level 3** or above within the NZ Curriculum in Mathematics.

**Strategic Priority 2.1: To ensure children are experiencing a broad and rich learning programme which integrates all areas of the NZ Curriculum**

- ❑ To have all students engaged in a **RICH AND BROAD LEARNING CURRICULUM** with a **GLOBAL CONCEPT** as a common thread.

**Strategic Priority 2.4: To further investigate and integrate authentic ways to embrace the teaching of Maaori students in our Rich Curriculum**

- Learning programmes and environments will showcase clear evidence of the **LANGUAGE, CULTURE AND IDENTITY OF OUR LEARNERS (WHANAUNGATANGA)**.
- MAORI LANGUAGE** is evident around the school.
- There is no disparity** between **Maori** Student Progress and Achievement, and all other students.

**Strategic Priority 3: Puketaha continues to grow as a vital learning community.**

- Attendance** at **LEARNING CONFERENCES** (90% or more).
- 90%** parents signed up to **Class Dojo**

**Strategic Priority Four: Teachers are empowered through a combination of support and challenge to improve pedagogy resulting in improved students outcomes.**

- Evidence of success will be seen through the **DEPRIVATIZING OF LEARNING AND FREE AND OPEN PROFESSIONAL DIALOGUE** among all staff members.