# **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.

	Action	Led by	Budget	Resources	Target/Evidence
<b>1.2:</b> Assessment for Learning (AFL). To further develop AFL practices so all assessment is relevant, reliable and has the learner at the heart of it.	<ul> <li>Professional Learning - focus on Formative Assessment Practice 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: Being Mindful when Planning/Designing Curriculum  <ul> <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> Developing a Learning Culture in our environments by involving students in the learning process (the first active element of formative assessment) <ul> <li>Share 'clear' 'unambiguous' 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 Success Criteria at the appropriate curriculum level</li> </ul> Valuing Student Self-evaluation <ul> <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></li></ul>	SLT	75 MoE PLD hours \$3000.00 towards resources and additional PLD.	<ul> <li>Kate Horton 'Clarity Education'</li> <li>Unlocking Formative Assessment</li> <li>Personalised Learning Framework</li> <li>Learning in the fast lane</li> </ul>	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
Giving Feedback regularly and consistently across all curriculum	used as a tool to support
areas	learners to evidence thei
<ul> <li>Feedback will focus on the learning intention</li> </ul>	achievement and progres
Feedback will include a balance of both oral and written	across the Curriculum.
• Ensure we are using the <b>'closing the gap'</b> method for	
improved outcomes, including an increase in specific and	
descriptive feedback.	
Develop teachers' capacity to know when to implement	
timely feedback and the type of feedback.	
Using Learning Journals as a means to evidence progress and	Writing goals evident acr
achievement across the New Zealand Curriculum	the school in planning an
<ul> <li>Use self, peer and teacher assessment strategies and</li> </ul>	assessment.
goal setting to help enable children to evidence and talk	
about their own progress and achievement.	Children are familiar with
Ensure coherence and consistency across the school in	goals and using them to
terms of how Learning Journal showcase learning.	assess and set goals.
Administer and use a range of assessment practices to	
support teachers to gather evidence across all	
curriculum areas including Global Concepts and Physical	
Education.	
Using Writing Goals to support the teaching and learning of	Teachers use modelling
writing	books across the Core
• Teachers will consistently use the writing goals across	Curricular areas as a tool
the school- teachers use them as a planning tool,	record student's thinking
assessment tool and develop them as the 'language of	
learning' in writing.	
Assist children to be able to talk about their learning and	
begin to understand the progressions.	
• Teachers to self review the writing goals in order to	
refine and improve.	
	Students will demonstrat
Modelling Books used as a method to record student's thinking	pride, ownership and
during the process of learning as well as a place to evidence AFL	engagement in their lear
practices.	when they showcase wh
<ul> <li>Professional Learning around Modelling Books using a</li> </ul>	they are learning and wh
Mathematics lens.	

	Teachers develop their own modelling books and reflect				
	and share with colleagues in order to continually				
	improve this practice.				
	Involving students in 'celebration of' and 'talking about' their				
	learning with their parents as part of Student Led Conferences				
	Have students collect evidence of learning in relation to				
	designed learning outcomes.				
	<ul> <li>Have students' present evidence of learning in relation to designed learning outcomes.</li> </ul>				
	<ul> <li>Intentional teaching that embraces a range of</li> </ul>				
	instructional approach				
	<b>Professional Learning</b> - focus on engaging and stretching learners through the deliberate use of <b>Teaching and Learning Strategies</b>	Classroom	\$15,000.00	ULearn Conference	
1.3: Teaching and Learning	and approaches. Professional Learning sessions, Syndicate	Teachers	(Ulearn)	(All staff)	
Strategies To further develop practice	Meetings and TAI's will support and challenge teachers to design				
that gradually moves the	programmes that guide students to be insightful, responsible and				
learner to be self-determining.	constructive about theirs and others' learning. Teachers will review				
sen determining.	their current practice in order to evaluate their impact on student learning through the following:				
	Establishing appropriate procedures and routines.				
	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.				Clear evidence of the range
	Accommodate different paces and styles of learning.				of Co Teaching Models being
	<ul> <li>Use groupings strategically.</li> <li>Set students up for successful cooperative group work.</li> </ul>				used across our school in a planned and deliberate way.
	- Set stadents ap for successful cooperative group work.				planned and denoerate way.
	Using the Co-teaching Models will enable our teachers to work				
	collectively and collaboratively to create multiple options for the				
	organisation of learning (also see 4.1)				
	Large Group     One Teach One Observe				
	One Teach One Drift				
	One Teach One Support				
	Team Teaching				
	Small Group				
	Station Teaching				

	Target Teaching			
	Parallel Teaching			
	Alternative Teaching			
D	Deliberate and purposeful acts of teaching around the skills,			
а	attitudes and behaviours required for children to become			
ir	ncreasingly more self determined.		Taku Wairua	
	• Teachers planning Years 5-8 will show links to the school			
	models and teachers scaffolding learning to allow for			
	learner agency.			
	Programme design allows for opportunities for children			
	to lead their learning by planning, setting goals,	\$30	00.00 PLD	
	organising resources, self monitoring and self evaluation.	орр	ortunities	
	• Teachers will continue to strengthen their questioning			
	techniques during conferencing with learners to support			
	learners to self evaluate their own learning.			
	Growth mindset learning will be promoted and			
	celebrated with the learners in a way that suits their			Learning through play is an
	maturation.			integral element to the Year 1
	• Years 4 -8 will continue to promote and build skills			and 2 programme design.
	around Self - Directed Learning, ensuring their needs,			With an obvious progression
	interests and talents are being catered for.			from Year 1 to Year 2.
Р	Purposeful design of <b>Spaces for Learning</b> will ensure the space			
S	upports the type of learning required.			
	Collaboration			
	One to many			
	Quiet reflective learning			
	earning through play will enable our children in Roopuu Kaakano			
	o lead their own learning, developing empathy, sense of			
	belonging and a connection to the outside world, through a			
d	levelopmental approach and will support teachers to identify			
c	hildren's gifts and talents leading to children with self-efficacy.			
	• Establish a balance between play based Learning and			
	intentional teaching in Roopuu Kaakano.			
	Teachers will develop their Pedagogical knowledge			
	around how children learn through play.			
	Resource our environments (inside and outside) to			
	support learning through play, ie Puriri Park, sandpit.			

evelopment of agency in our learners, ie. ive Apps (imovie, adobe voice),online and consolidation of learning, ie, ic (reading for enjoyment and research), end the learning conversations from e through communication using Class Dojo ning communication Is are used in a way that enhances and learning programme. They are not integral	<ul> <li>Using digital tools to support teachers to optimise learning programmes</li> <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.

	Action	Led by	Budget	Resources	Target/Evidence
2.1: To ensure children are experiencing a broad and rich learning programme which integrates all areas of the New Zealand Curriculum.	<ul> <li>Physical Education programmes will intentionally develop children's fundamental skills (locomotor and manipulative) and love of Sport and PE.</li> <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>	Leadership Team Deb Gibbison Jason Boobyer Classroom teachers	\$ 7500 \$7000.00	Classroom P.E Resource Bins that cater to the levels and interests of the children in the Learning Environment. Project Energize Takaaro Ora Taku Wairua	To have all students engaged in a rich and broad learning programme with a Global Concept as a common thread.

The Arts provides an opportunity for children to develop and show	Classroom		Targets- All Year 5-8 students
our 6C's and Values as well as express themselves through art,	Teachers		are part of a school
music, drama and dance. It aims to recognise and then foster			production.
children's skills and knowledge, talents and gifts in this area.			production
<ul> <li>Foster dramatic, artistic and musical play through the</li> </ul>			
Play Based Learning approach.			
<ul> <li>Roopuu Puaawai will continue to have an annual</li> </ul>			
production.			
<ul> <li>Continue to foster a love of singing by providing regular</li> </ul>			
opportunities for children to sing songs they enjoy			
together as a Roopu.			
<ul> <li>Our Senior students will continue to lead assemblies.</li> </ul>			
<ul> <li>All students will have an opportunity to lead their Roopu</li> </ul>			
hui's.			
<ul> <li>All children are encouraged to take part in the Footsteps</li> </ul>			
programme.			
<ul> <li>Plan for an Arts perspective in our Global Concept/Rich</li> </ul>			
Topic.			
<ul> <li>Continue to embrace our Bi-cultural heritage through</li> </ul>			
the learning of Tikanga - Waiata, Te Reo Kori.			
Childrens art is presented for our community throughout			
our environments.			
Teachers will design learning programmes which connect	All teachers	Sharing of planning /	
different areas of the Curriculum in engaging, relevant and		programme design	
meaningful ways.		templates that support	
<ul> <li>Teachers develop and implement planning methods that</li> </ul>		integration.	
support the integration of the Curriculum.			
• Teacher's to continue to expand their Curriculum knowledge			
in order to utilize opportunities to integrate the Curriculum as			
it arises.			
Continue to foster and enable rich learning conversations			
amongst teachers in order to grow each other professionally			
in terms of effective ways to broaden and integrate the			
curriculum within our learning programmes.			
• The Global Concept is used as a way to connect the learning		Planning for Global	
and provide a rich context for integrating the curriculum.		Concepts document	
• To further develop our AFL practices across the wider			
Curriculum.			

2.2: To improve the number	Instructional teaching is differentiated in order to personalise	All teachers	\$8000.00		1
of students achieving and	<ul> <li>Instructional teaching is differentiated in order to personalise reading and writing.</li> </ul>		, JOUU.UU	Leadership Team	All Year 8's to be achieving at
progressing within the NZ	<ul> <li>Student improvement and achievement will be monitored,</li> </ul>			Prepare school wide	or above Level 3 of the NZC in
English Curriculum.	measured, analysed with targets set and reviewed in relation	Librarian		data analysis	Reading and Writing by the
	to the New Zealand Curriculum.	Emma Budden			end of the Year.
	<ul> <li>Quality assessment for learning practices will inform teaching</li> </ul>				end of the feat.
	and learning programmes as well as informing overall teacher			Classroom and Support	
				Teachers	86% Year 2's ashioving Loval 1
	judgements (OTJ). • Continue to develop our understanding of designing				86% Year 2's achieving Level 1 in Reading (Reading Level 15
				Analysis data at class	
	curriculum that is coherent, making links between reading,			and group level. Set clear next steps with	or above) by the end of the
	writing and speaking as well as across subjects.				year.
	<ul> <li>Improved internal screening with the support of our LSC of shildren suspected to have durlavia. Burshasing the Lucid</li> </ul>			students.	
	children suspected to have dyslexia. Purchasing the Lucid			Librani	85% Year 2's achieving at level
	Rapid tool for support with this.			Library	85% Year 3's achieving at level
	All teachers will continue to develop their pedagogical content			Emma Budden – Provide	1- early level 2 or above in
	knowledge at the curriculum level their students are expected			rich, engaging reading	Writing.
	to be achieving as well as the level above and below.			material for students to read for pleasure and	
	The Writing Goals will continue to be used across the school     and used in a formative user to inform the teaching of uniting			read for information.	
	and used in a formative way to inform the teaching of writing.			read for information.	
	Effective use of co-teaching strategies to provide more time     for students who need constant or well as another				All Year 8's to be achieving Level 3 or above within the
	for students who need greater support, as well as ensure				
	greater choice around learning environments and further				NZC for Mathematics by the
	develop Learner Agency.				end of the year.
	Moderation of writing will take place within and across				
	Learning Environments and teams.				
	Continue monitoring and supporting families with low				
	attendance levels.				
	<ul> <li>To foster a safe environment (Manaakitanga) for all children to devolve index or devog in writing</li> </ul>				
	to develop independence in writing.				
	Years 0-3			Support Staff	
				Supporting teachers and	
	• T2S (Transition to School) pack with literacy based resources	Katherine Dixon		students who are	
	to introduce children to some fundamental reading skills			considered to be	
	before they start school.			needing more support	
	<ul> <li>T2S transitioning with a series of regular classroom visits,</li> </ul>	Kim MacPherson /			
	where teachers can build relationships with new entrant	Hayley Barnes		Literature	
	children before they start and begin to work on some basic			-Unlocking formative	
	reading knowledge and skills.			assessment	
	<ul> <li>Daily reading and writing is valued (consistent teacher aide</li> </ul>			- Effective Literacy	
	support where we can).			Practice Y0-4 & Y4-8	
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Using the School Readiness tool to identify areas of strengths		- School Readiness Kit
and needs. This will be done before the 5SEA		
Continue to communicate with home about how parents can		- Sheena Cameron:
build on their child's learning when they read at home.		Reading Strategies
Teachers continue to work collaboratively to design		
programmes to help meet children's needs.		- Literacy Progressions
Utilize co-teaching strategies to group children closely to their		
needs.		-Yolanda Soro phonics
• Junior teachers to continue to strengthen "Sounds for		teaching to support
Spelling" practices to build children's phonological knowledge		decoding and writing
using the Jolly Phonics programme		
• To continue to analyse and act on SEA / 6 Year Net results.		
To continue personalising learning and working closely		
alongside emergent writers.		
Continue ESOL professional learning for teachers.		
Reading Recovery for identified children at their 5.6 month	Nyree Olliver / Rob	
SEA assessment.	Moughan	
Years 4 - 8		Literature:
		-Switch onto spelling
• Further develop our use of relevant and meaningful texts as		Switch onto spenning
part of our 'supported inquiry' topics.		-Spelling under scrutiny
Continue to build on the resources used in senior reading		
programmes, in particular high interest reading materials for		- Louise Dempsey 'The
boys.		Writing Book'
Use Effective Literacy Practice and implement a variety of		Ŭ
approaches to teaching Reading - in particular Shared		- Alison Davis Effective
Reading.		Writing Instruction
Consistent and high quality Guided Reading programmes with		- Gail Loane 'I've got
explicit teaching to need will be evident in our environments.		something to say'
<ul> <li>Implement the 'Toe by Toe' programme to children who have</li> </ul>		
been identified with specific literacy needs.		
Continue to write daily, looking for opportunities across the		
curriculum – writing mileage in a variety of contexts.		
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.		
Station Teaching/ Alternative Teaching for direct instruction to		
target specific needs.		
target specific needs.		

Continue the use of graphic organisers to help students	ľ
categorise/organise their ideas.	ľ
Use Effective Literacy Practice and implement a variety of	ľ
approaches to teaching writing i.e: a greater level of	ľ
modelling of what good writing looks like through workshops	ľ
with target groups.	ľ
Engage 'reluctant/less confident' writers by continuing to	ľ
choose topics for writing that are <b>relevant to the students'</b>	ľ
lives (Whanaungatanga) and/or have a real life application.	
Ongoing professional learning conversations about individual	
students' pieces of writing to identify next steps will continue.	
Continue the use of Google Docs as a 'tool' to encourage	
collaboration between teachers and students as well as	
students and students (AKO). In addition, provide a more	ľ
flexible medium for teachers to monitor writers more	ľ
effectively and support these students to write with more	
consideration.	
Continue and grow our 'real audience' to provide a purpose	
for these writers to share their learning.	
Continue to break up 'inquiry based' writing with 'quick	
writes' (Sheena Cameron) as a way to 'play' with words and	
ideas.	
Include regular 'word study' and explicitly teach spelling	
strategies based on need (Joy Alcock).	
Use the Psuedo word test to identify needs for target writers	
(Year 5/6).	
• Strong emphasis on Numeracy in Years 1-3.	
Guided Mathematics programmes evident in all classrooms.	
Mathematics Programmes will include a strong maintenance	
component.	
Targeted TAI's, professional learning and development around	
the identified areas for improvement and planned actions.	
Integration of Strand into classroom programmes will be a	
focus.	
Ongoing focus with integrating Mathematics (in particular	
Global Concept) and the process of inquiry to support the	
application of Mathematical concepts.	
Increased focus will be placed on our learners' ability to apply	
their skills and knowledge to mathematical problems.	

2.4: To further investigate	Teachers will invest in learning more around Culture	Blair Harper .	
and integrate authentic	Competency.	All Teachers	Learning programmes and
ways to embrace the	• School leaders will analyse the achievement of Maaori		environments will showcase
teaching of Maaori Students in our Rich Curriculum.	students and support teachers to improve the learning of our		clear evidence of the language
	tamariki.		culture and identity of our
	• Every child will experience Tikanga each week to support the		learners (Whanaungatanga).
	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	1	Target
	Global Concepts.		Maaori language and
	• Create guidelines to support teachers in ways to embrace the		protocols are evident around
	teaching of Maaori in our rich curriculum - What's the Maaor		the school.
	Perspective (Whanaungatanga).		
	Continue a focus on strong partnerships between home and		There is no disparity betweer
	school.		Maaori Student Progress and
	• Year 7/8 children will learn and know their personal Mihi.		Achievement, and all other
			students.

	Action	Led by	Budget	Resources	Target/Evidence
<b>3.1:</b> To strengthen bartnerships through involving parents and whanau in their child's learning by being approachable and using effective communication.	<ul> <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 (Etap app, School App, Class Dojo and emails) 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> <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>	Geoff and Nyree	\$1000.00	Information and feedback from Parent evenings and SLC's.	Attendance at learning conferences (90% or more). 90% parents signed up to Class Dojo

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

#### students outcomes.

	Action	Led by	Budget	Resources	Target/Evidence
<b>4.1:</b> To build and refine strategies that deprivatise our teaching and learning through co teaching strategies.	<ul> <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>	Geoff and Nyree	18,000.00	Staff Te Pae Here Kahui Ako (Community of Learning). RTLB - Incredible Years Training (IYT)	
				ULearn 2021	Evidence of success will be
<b>4.2:</b> To support and challenge ourselves to evaluate our impact and the impact of others.	<ul> <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>	Geoff and Nyree		Kate Horton (Clarity Education)	seen through the deprivatizing of learning and free and open professional dialogue among all staff members.

**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.

	A	ction	Led by	Budget	Resources	Target/Evidence
<b>5.1:</b> Have synergy between outside and inside learning areas.	• • • •	Teachers to design learning programmes that will consider all spaces for learning both inside and outside. Resource outside learning areas purposefully so learning is enriched for all learners. Completion of new school pool and changing sheds. Modifications for learners with disabilities New LCS learning room to support our LCS and learners she partners with. Design and build of a new LTP area outside our Roopuu Kaakano learning environments.	Whole Staff Geoff Kelsey	\$3500.00 \$250,000.00 \$55,000.00 \$60,000.00 \$50,000.00	10YPP BOT and Community Pro Pools Waikato School Property Services	Construction completed by April 2021

## 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 ear 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.