



**Puketaha** SCHOOL  
Powerful Learners

# CHARTER

STRATEGIC DIRECTION AND ANNUAL ACTIONS

2025

## VISION

The vision of the Puketaha School Learning Community is to develop students unique gifts and talents and to equip them with the learning capacity to thrive in our complicated world.



# SCHOOL VISION

The vision of the Puketaha School Learning Community is to develop students unique gifts and talents and to equip them with the learning capacity to thrive in our complicated world.



This Charter was developed in consultation with our school community

# PUKETAHA STRATEGIC DIRECTION 2024-2025

## PUKETAHA 6C'S

At Puketaha School we are developing learners who are...

### Creative, Critical and Caring thinker

- Has mindfulness
- Generates and organises ideas
- Solves problems
- Is reflective
- Uses imagination
- Actively uses feedback

### Collaborator

- Shares Ideas and resources
- Is an effective member of a team
- Is co-operative

### Confident Communicator

- Can explain what they are learning and why
- Expresses ideas clearly
- Is an active listener
- Can communicate using a range of methods, to suit the audience

### Contributor

- Is a positive influence on others
- Is involved in and enriches their community
- Is helpful and shows initiative

### Courageous

- Takes risks
- Has resilience
- Tries new things
- Enjoys challenge
- Seeks support

### Curious

- Wonders
- Asks questions
- Thinks deeply
- Has a love for learning
- Is comfortable with confusion
- Is interested in the world

## Teaching and Learning

Puketaha School is a collaborative community of learners.

Teaching practice is well informed by good quality evidence and an established reflective practice and self-review process.

Teachers **personalise learning** in order to explore and maximise the potential of every child.

Puketaha School supports the principles of the NZ Curriculum when making curriculum decisions. These principles put **children at the centre of teaching and learning**, asserting that they should experience a curriculum that engages and challenges them, is forward looking and inclusive, and affirms New Zealand's unique identity.

Puketaha strives to cultivate Powerful Learners who possess a love for learning and are adept in applying our 6C skills for learning, along with embracing the core values of Puketaha.

## INITIATIVES

- Implement social and emotional learning that is tailored to the needs of learners.
- Promote skills for future learning and develop learner autonomy, capacity and efficacy.
- Enhance collaborative partnerships between the school and whaanau with a learner-focused lens.
- Enhance the teaching of literacy and mathematics to support learners to fulfil their potential, including learners with diverse needs.
- Design learning programmes that provide rich, relevant learning across the Curriculum.
- Strengthen cultural capability and implement practices that reflect local tikanga Maaori, Maaori knowledge and the Maaori worldview.
- Continue to enhance and promote the collaborative and collegial learning culture to augment teacher capability.
- Design and implement systems of internal self-review to be responsive and accountable to emerging needs.

## GOALS

1

### Child-Centred

To enhance the learning capacity and mana of our aakonga/students by providing future-focused and child-centred learning programmes.

2

### Quality Curriculum

To provide a rich, balanced learning programme focusing on aakonga/students progressing and achieving in relation to the NZC.

3

### Continuous Growth

To develop and enact systems and practices that promote future growth and ensure sustainability.

## SCHOOL VALUES

### Aims High...

- Has a 'can do' attitude
- Believes in themselves
- Has personal agency
- Goes the extra mile
- Enjoys challenge

### Respect...

- Uses their manners
- Is thankful
- Treats others as they like to be treated

### Fairness...

- Is tolerant
- Solves problems by considering others
- Can negotiate and compromise

### Celebrates Differences

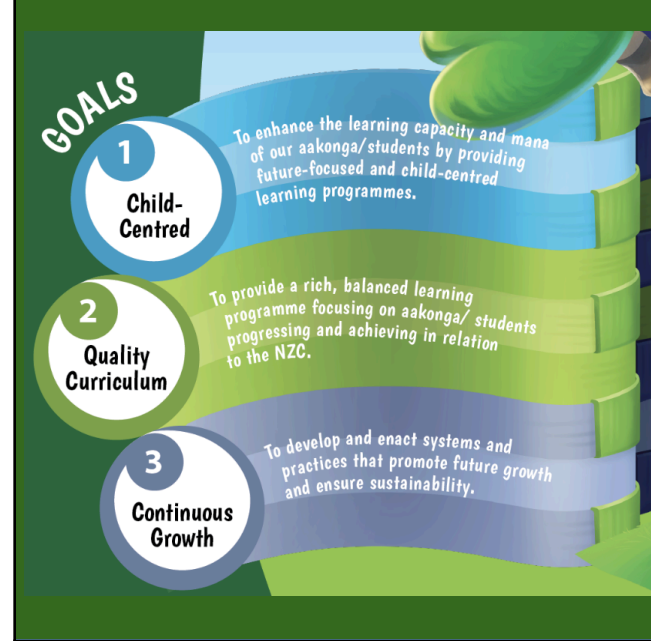
- Recognises and appreciates others uniqueness
- Looks for peoples special gifts and talents

### Integrity

- Is honest
- Stands up for what is right
- Is sincere
- Does the right thing for the right reason

### Care

- Shows empathy
- Takes pride
- Is responsible
- Is thoughtful

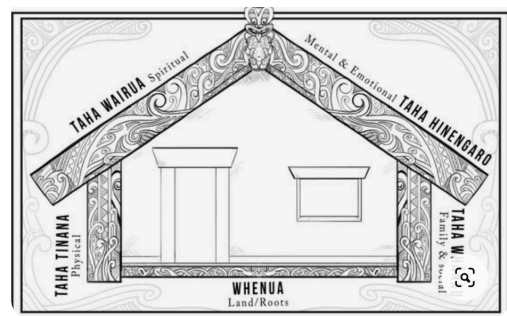


**Strategic Goal 1 - Child-Centred:**  
 To enhance the learning capacity and mana of our aakonga/students by providing future-focused and child-centred learning programmes.  
**Initiative: Implementing social and emotional learning that is tailored to the needs of learners.**

**Baseline Data/ Rationale:**  
 The successful implementation of the "Zones of Regulation" and "Te Whare Tapa Whā" models has strengthened social and emotional learning at the school. Teachers actively reinforce these frameworks, enabling students to articulate their understanding, self-regulate, adopt a learning mindset, and enhance their overall well-being. Linking these models has created a culturally responsive approach, incorporating a Maaori perspective that students can apply across learning areas. Feedback shows students are eager to explore well-being further through Te Whare Tapa Whā, while the community prioritises the development of social-emotional skills for their children's future. These foundations provide a strong base for deeper engagement and learning opportunities and are areas we will continue to strengthen, as they are in the implementation phase.

**NELP's:**  
 Objective 1, Priority 1 - Learners at the Centre- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.  
 Objective 1, Priority 2 - Learners at the Centre- Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.  
 Objective 3, Priority 5 - Quality Teaching and Leadership- Meaningfully incorporate te reo Maaori and tikanga Maaori into the everyday life of the place of learning.

Actions	Led By/ Measured	Target/ Evidence
<p>Teachers (Years 1-6) will explore and implement <b>Zones of Regulation</b> Learning into their classroom programmes.</p> <ul style="list-style-type: none"> <li>➢ Teachers will make links across the curriculum to ensure the learning is maintained and built on over the year.</li> <li>➢ Displays are developed in learning environments to encourage referencing the learning during 'teachable moments'.</li> <li>➢ Communicate learning with whaanau to share what learning is taking place in the learning programmes and to encourage a shared understanding of the language, knowledge and tools that students can utilise at home and school.</li> <li>➢ For individual children who need it, the designated SENCO will support additional regulation teaching strategies for teachers to implement as well as support resourcing to support the needs of individuals.</li> <li>➢ Regular reflection on actions taken, impact and next steps, utilising the team members' expertise.</li> <li>➢ Explore resources that are more suitable for Year 7 and 8 students that support their emotional well-being.</li> </ul> <p>Teachers will explore and implement the <b>Te Whare Tapa Whaa</b> model of well-being into their classroom programmes, using this as an overarching model of all learning within their Health and Physical Education teaching.</p> <ul style="list-style-type: none"> <li>➢ Teachers will explore and make connections with the Te Whare Tapa Whaa model, engaging in appropriate professional learning as required.</li> <li>➢ All staff will build on their capability either through professional learning and understanding, through implementation into learning programmes and refining teaching techniques.</li> <li>➢ Make intentional links between Te Whare Tapa Whaa and the Zones of Regulation.</li> <li>➢ Look into developing supporting documentation to work toward sustainable practice.</li> </ul> <p>Leadership will monitor student <b>well-being</b> and be responsive to needs (COL role 2025)</p> <ul style="list-style-type: none"> <li>➢ Survey students in years 3- 8 to check in on key factors that may affect their well-being</li> <li>➢ Analyse the results to compare to 2024</li> <li>➢ Where needed, check in on individuals</li> <li>➢ Use this data to inform teaching practices and respond to any emerging needs</li> <li>➢ Look into developing supporting documentation to work toward sustainable practice.</li> </ul> <p>Engage with the <b>Shine Girls</b> Programme for Year 7/8 girls to encourage self-worth, and confidence and empower our girls with strategies to deal with challenging social situations.</p>	<p>Teachers</p> <p>Senior Leadership Team</p> <p>Gather teacher reflections and observations of behaviours and learning focus.</p> <p>Reflect on the impact and the need to plan for the next steps in 2026, using our Team Strategic Reflection process each term.</p> <p>COL leader (Hauora)</p>	<ul style="list-style-type: none"> <li>❖ Teachers engaged in regular written reflection, sharing observations and reflecting on their teaching practice and next steps (Zone of Regulation).</li> <li>❖ Students can identify and/or apply strategies that support them in returning to their ready-for-learning zone.</li> <li>❖ There is evidence of Te Whare Tapa Wha learning in Years 3-8.</li> <li>❖ Analyse data from student wellbeing survey.</li> </ul>





**Strategic Goal 1 - Child-Centred:**  
 To enhance the learning capacity and mana of our aakonga/students by providing future-focused and child-centred learning programmes.  
**Initiative: Promote skills for future learning and develop learner autonomy, capacity and efficacy.**

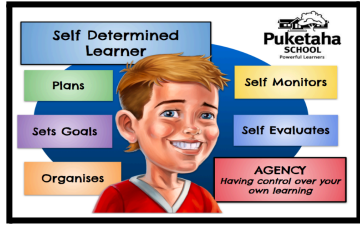
**Baseline Data/ Rationale:**  
 At Puketaha School, assessment for learning practices strengthen teachers' ability to deliver programmes that are both reliable and relevant. These practices support the development of motivated, engaged, and capable learners who are well-prepared to navigate a complex world. Self-determined learning plays a vital role in this, as engagement and achievement improve when students have greater agency over their learning. Community consultation has confirmed that parents value skills such as goal-setting, planning, self-reflection, and organisation as priorities for their children's development. In 2024, monitoring of the Self-Determined Learning model highlighted strengths in student organisation and self-monitoring, particularly in the senior school. However, it also identified an opportunity to deepen student agency by involving learners more actively in planning and decision-making alongside their teachers.

**NELP's:**  
 Objective 1, Priority 2 - Learners at the Centre- Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures. Objective 3, Priority 6 - Quality Teaching and Leadership- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Actions	Led By/ Measured	Target/ Evidence
---------	------------------	------------------

Further developing and embedding the **Puketaha Self-Determined Learner Model** across the core curriculum areas deliberately and purposefully, in order to teach student skills for learning, foster ownership and learner agency.

- Teachers Year 0-4 will continue to introduce, model and use the language of the Self-Determined Learner profile to support their learning and transitions as they move through the school. Children will have opportunities to self-evaluate their learning through purposeful questioning.
- Look into increasing teacher understanding of Learner Agency and develop supporting documentation to work toward sustainable practice (ie what does SDL look like in each learning environment to support teacher understanding of this model and the progressions over time).
- Teachers in Years 3-8 will continue to embed the SDL aspects through explicit teaching across Curriculum areas.
- Teachers' programme design in Years 5-8 will show clear links to the Self-Determined Learner Profile and scaffold learning to allow for increased learner agency.
- Teachers can collectively explore 'ako' in more depth and look for opportunities to share the decision-making with the students in order to further develop learner agency.



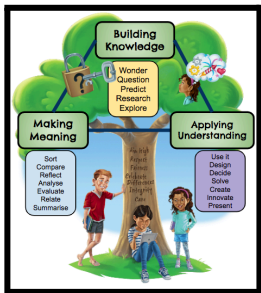
The Senior Leadership Team:  
 Nyree Olliver  
 Jason Boobyer  
 Nicky Khoo

The senior leadership team will regularly visit learning environments to gather information about how effectively learner agency is being implemented.

- ❖ Prompts are being used and are evident in planning.
- ❖ Assessment for Learning (AFL) prompts/ posters are visual in each learning environment.
- ❖ When asked, students are able to talk to the AFL prompts and discuss what they are learning, why they are learning it, how well they are doing and where they could go next.
- ❖ Teacher observations of how effectively students can talk about their learning with their whaanau- Term 2 and Term 4.

Further developing and embedding the **Puketaha Learning Model** across the literacy curriculum, deliberately and purposefully, in order to teach student inquiry skills, and deepen thinking and comprehension skills.

- Teachers continue to look for opportunities for the **Learning Model** to be utilised within the learning programme, with modelling and examples to support learners.
- In Years 5-8, learners will be taught specific skills to support making meaning of new content, supported with schoolwide infographics which scaffold learning. For example- sort, compare, summarise.



Further develop assessment capable learners who are able to talk about their learning, through the use of **Assessment for Learning Questioning Prompts**.

- Teachers in Years 0-3, start introducing questions that prompt students to start thinking about what they are learning, and why they are learning it and model the language used when talking about their own learning.
- The **Assessment for Learning (AFL)** questions prompts are visible within all learning environments and teachers will use the prompts as part of the process of goal setting and reflection.
- Continue with **the In-School COL leader, who is** focused on lifting learner agency across the school.
  - Using a termly planning document, plan overall goals for the year linked to annual actions and targets.
  - COL leader to gather information specific to the goals by observing within classrooms, engaging in professional learning conversations and gathering student voice. COL leader is to report back to leadership once a term.



COL leader (AFL)



**Strategic Goal 1 - Child-Centred:**

To enhance the learning capacity and mana of our aakonga/students by providing future-focused and child-centred learning programmes.

**Initiative: Enhance collaborative partnerships between the school and whaanau with a learner-focused lens.**

**Baseline Data/ Rationale:**

The school implemented a process to improve communication with the parents of children tracking below expectations. Teachers used a monitoring system to connect with these parents once a term through various methods, including 1:1 teacher/whānau meetings, Student-Led Conferences, Term 3 discussions, and email. This initiative aimed to foster ongoing conversations about learners and provide parents with strategies to support their children at home. The process received positive feedback, with notable benefits for students whose parents actively participated. Promoting the 1:1 catch-up option early in Term 3 increased engagement, especially among the whaanau of target learners. Parental feedback on Student-Led Conferences and the Reporting to Parents Process has been largely positive, highlighting the value of increased communication and the tailored strategies provided to support their children.

**NELP's**-Objective 1, Priority 2 - Learners at the Centre - Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustain their identities, languages and cultures.

Actions	Led By/ Measured	Target/ Evidence
<p>Implement <b>HERO</b> as the School's Primary Communication and Reporting Platform.</p> <ul style="list-style-type: none"> <li>➢ Roll out HERO as the primary platform for communication and reporting, replacing Class Dojo, Learning Journals, and current systems.</li> <li>➢ Shift to a real-time reporting approach by mirroring Learning Journal entries within HERO's digital platform, ensuring timely and transparent updates for whānau about student learning and progress.</li> <li>➢ Provide training for leadership and admin staff to ensure readiness for full implementation in 2025.</li> <li>➢ Deliver staff professional development on HERO's functionalities, including tracking progress, reporting, and communication.</li> <li>➢ Offer guidance and support to help whaanau connect with and use HERO effectively including providing regular updates on the platform's features and explaining how it replaces previous systems.</li> <li>➢ Design and share clear guidelines for systematic and consistent online Learning Journal posts.</li> <li>➢ Gradually phase out other apps as whaanau engagement with HERO increases.</li> <li>➢ Align Reporting Practices with the Refreshed Curriculum: Utilise MOE templates as a foundation to design Mid-Year and End-of-Year Reports that clearly communicate student progress and achievement.</li> </ul> <p>Continue with ongoing communication with <b>target children's</b> whaanau to strengthen the partnership with whaanau</p> <ul style="list-style-type: none"> <li>➢ Continue to refine and Implement the communication checklists into the Intervention register</li> <li>➢ Teachers to communicate to whaanau of those students who are getting extra support with interventions and what type of interventions they're receiving, as well as how parents/whaanau can support them at home.</li> <li>➢ SENCO will facilitate IEP meetings with parents twice a year.</li> </ul> <p>Provide opportunities for <b>whaanau</b> to <b>discuss and/ or celebrate</b> their child's learning as well as enhance the community culture.</p> <ul style="list-style-type: none"> <li>➢ Teachers actively invite parents of 'intervention' and 'needs monitoring' children to Term 1 Teacher/ Whaanau Catch Up's.</li> <li>➢ Term 1- Teacher Whaanau Catch Up's, Term 2- Student-Led Conferences, Term 3- 1-1 Catch up's with teachers, Term 4- Student-Led Conferences</li> <li>➢ Provide a range of other opportunities that promote parental engagement in school, such as School Camps, Performances, PTA events, School Sports Events, Grandparents Day, Christmas Picnic, Termly Powerful Learning Hui, Year 8 "Adults vs Students' sports.</li> </ul> <p>Continue to refine our <b>Transition-To-School (TTS)</b> process for parents including the Transition to School Process for 5-year-olds as well as for families of students who start at different year groups.</p> <p>Communicate with parents of children with lower <b>attendance</b> and aim to work with whaanau to lift individual students' attendance where possible. The Hero app provides families with real-time access to attendance figures at any time.</p>	<p>Leadership Team All Staff</p> <p>Leadership will track communication made with parents via the Intervention Register.</p> <p>LSC will make contact with the families of the children she is working closely with and provide some feedback on what parents can be doing at home to support them.</p> <p>SENCO</p> <p>Teachers to share Teacher/Whaanau Catch-Up notes.</p>	<ul style="list-style-type: none"> <li>❖ To have all families connected to HERO by the end of 2025</li> <li>❖ Teachers to update HERO regularly with class posts</li> <li>❖ To have 80% attendance at mid-year SLC's</li> <li>❖ Notes on conversations with parents showing a partnership (Teacher/Whaanau notes and Intervention notes)</li> <li>❖ The attendance monitoring system ensures consistent tracking of individual and whole-school attendance, along with the actions taken to address any concerns.</li> </ul>

**GOALS**

- 1 Child-Centred**  
To enhance the learning capacity and mana of our aakonga/students by providing future-focused and child-centred learning programmes.
- 2 Quality Curriculum**  
To provide a rich, balanced learning programme focusing on aakonga/ students progressing and achieving in relation to the NZC.
- 3 Continuous Growth**  
To develop and enact systems and practices that promote future growth and ensure sustainability.

**Strategic Goal 2 - Quality Curriculum:**

To provide a rich, balanced learning programme focusing on aakonga/ students progressing and achieving in relation to the New Zealand Curriculum.

**Initiative: Enhance the teaching of Literacy and Mathematics to support learners to fulfil their potential, including learners with diverse needs.**

**Baseline Data/ Rationale:**

**Reading- 94%** of children are At or Above Curriculum expectations which is higher than the predicted 87% from mid-year data.

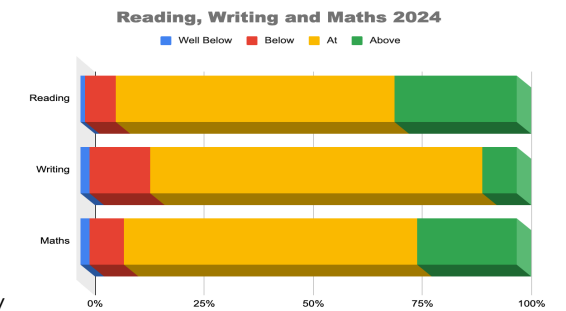
**Writing- 85%** of children are achieving At or Above Curriculum Expectations which is higher than the 78% mid-year prediction.

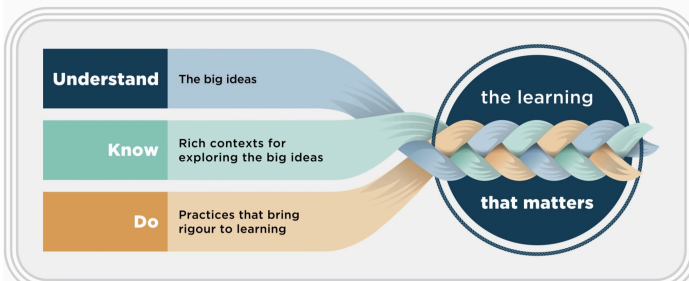
**Mathematics- 90%** of children are achieving At or Above Curriculum Expectations which is higher than the 81% mid-year prediction. Maori tamariki are performing comparatively to non-Maori. Girls are slightly outperforming Boys in Writing.

**NELP's:**

Objective 1, Priority 2 - Learners at the Centre- Have high aspirations for every learner/aakonga, and support these by partnering with their whaanau and communities to design and deliver education that responds to their needs, and sustain their identities, languages and cultures

Objective 2- Priority 4- Barrier-Free Access- Ensure every learner/ aakonga gain sound foundation skills, including language\*, literacy and numeracy



Actions	Led By/ Measured	Target/ Evidence
<p>Implement the <b>Refreshed English and Mathematics Curriculums</b></p> <ul style="list-style-type: none"> <li>➤ Engage in Professional Learning to support staff to put the refreshed Curriculum into practice, using the Ministry of Education resources to become familiar with the essential knowledge, skills and competencies required for your learners as well as engaging with professional learning providers.</li> <li>➤ Investigate and prototype how the year-by-year teaching sequences in the curriculum will be implemented, reflecting on the process over time to ensure a careful and considered approach and the continued alignment with our school vision for learners.</li> <li>➤ Teachers redesign planning templates to reflect the learning progressions as well as the 'Understand, Know, Do' model.</li> <li>➤ Teachers to prototype strategies to track coverage of the progressions.</li> <li>➤ Teachers utilise HERO to gather assessment for learning information over time and to report to parents.</li> <li>➤ Communicate examples of learning that align with the Refreshed Curriculum using the HERO digital Learning Journal posts.</li> <li>➤ Leadership to evaluate the current assessment schedule and make adaptations as required.</li> <li>➤ Schedule our professional learning so that new topics or concepts are introduced gradually.</li> <li>➤ Leaders to evaluate implementation to refine practices and systems.</li> <li>➤ Over time, reflect on how Writing Goals may be adjusted to support alignment with the refreshed Curriculum.</li> <li>➤ Aim to collect baseline data on where groups of learners are at, within the refreshed Curriculum framework, to help identify current student achievement.</li> <li>➤ Teachers utilise Assessment for Learning practices to ensure children are being taught at the right level of challenge.</li> </ul> <p>Build teachers' knowledge and skills to begin to implement aspects of <b>Structured Literacy</b> across the school to enhance the teaching of Literacy.</p> <ul style="list-style-type: none"> <li>➤ Continue to implement the Better Start Literacy Approach in Roopuu Kaakano 1.</li> <li>➤ Build teacher knowledge based on The Code and strengthen implementation in Years 2-8.</li> <li>➤ Continue to build up decodable resources.</li> <li>➤ Create further school-wide resources that align with The Code and its progressions to enhance and support best practice.</li> <li>➤ Teachers will regularly reflect on their own needs, knowledge and next steps in terms of their teaching practice, as well as share information to assist the transitions between the BSL approach and The Code.</li> <li>➤ Where appropriate, the Learning Support Coordinator will align intervention sessions with the Structured Literacy learning taking place, in class to support and reinforce classroom learning.</li> </ul>	 <p>Leadership Team</p> <p>Whole Staff</p> <p>Structured Literacy Unit Holder</p> <p>Writing Unit Holder</p> <p>Teachers are to record reflections in Strategic Reflect Docs and share them with the Leadership team.</p> <p>Teachers to share their Target Action Plans with Senior Leadership.</p>	<ul style="list-style-type: none"> <li>❖ Teachers' planning reflects the refreshed Curriculum objectives</li> <li>❖ Children's Online Learning Journals are up to date and have teacher feedback alongside to help the parent understand their child's progress and achievement</li> <li>❖ Reading- (Baseline data to be established)</li> <li>❖ Mathematics- (Baseline data to be established)</li> <li>❖ Writing- Take the target group of boys, and look for areas of improvement within writing samples in Term 1 and Term 4. Analyse areas of improvement and actions that had the biggest impact.</li> <li>❖ Teachers are using the Structured Literacy approach within their Literacy programmes, using pre-testing to inform their planning and post-testing to show learning progress.</li> </ul>

<p>➤ Teachers and Learning Support Coordinator to monitor StepsWeb use and promote it as a valued part of the classroom programme. Teachers will assign tasks that reinforce classroom teaching.</p> <p>Enhance <b>Writing</b> programmes to support Boys' writing ability and improve overall attitudes towards writing.</p> <p>➤ Whole staff PLD is based on looking at Boys' writing, identifying the boys who are behind, generalising their needs and collectively looking for patterns. Teachers utilise collective capability as well as professional readings to plan specific actions to lift boys' writing achievement.</p> <p>➤ Leadership will gather more in-depth data about a target group of boys in writing and respond to emerging needs.</p> <p>Continue to strengthen quality <b>Mathematics</b> teaching approaches.</p> <p>➤ Support teachers with their use of the 'Concrete, Pictorial and Abstract' approach to teaching Mathematics.</p> <p>➤ Continue to build on Number Talks and Talk Moves to enrich mathematics discussions, developing students' logic and reasoning skills as well as increasing overall participation in learning.</p> <p>➤ Continue to value 'Maths Maintenance' as part of Mathematics Programmes within Roopuu Maahuri and Roopuu Puaawai.</p> <p>➤ Supply each student with a Mathletics account Years 3-8, to support learning both at home and in class.</p> <p>➤ Utilise a range of resources, including Numicon and Prime teaching guides and resources.</p> <p>Teachers identify target learners in the <b>Intervention</b> Register and initiate strategies to help <b>accelerate learning</b> for children who are behind</p> <p>➤ Teachers focus on small groups of target learners with a range of needs and implement their <b>Target Action Plans</b> (TAPs) within syndicate meetings, using the collective capability to plan for strategies and adaptations to help lift achievement.</p> <p>➤ Leadership to schedule 1-2 reflective sessions each term for teachers to discuss their interventions and the impact it is having on learners. LSC will support these discussions and align intervention planning with classroom programme plans.</p> <p>➤ Provide opportunities for whole staff discussions to share effective teaching practices that support accelerated learning.</p> <p>➤ Leadership to adapt the Intervention Register to align with updated assessment requirements in order to ensure students who need it are receiving further support.</p> <p>➤ Learning Support Coordinator to assess students to identify specific needs and work with small groups of target learners, focusing on specific needs.</p> <p>➤ Learning Support to work with whaanau of children who need extra support and provide ideas for what families can do at home.</p> <p>➤ Continue with intervention programmes such as COSIMDBRICS Maths Intervention, Toe by Toe and teacher aide support in class.</p> <p>➤ Implement Tier 2 Structured Literacy Intervention with Year 0-2 students.</p> <p>➤ For those children who need it, SENCO to initiate an IEP meeting and organise for whaanau/ teacher meetings to revisit achievement towards goals during the year.</p> <p>➤ Work towards designing criteria for which children require an Individual Education Plan compared to which children are included in the teacher's Target Learner Action Plans.</p> <p>➤ Teachers will continue to support and challenge all learners to meet their full potential including those who are currently exceeding curriculum expectations.</p>	<p>LSC Support Staff/ Teacher Aides</p> <p>SENCO</p> <p>Teachers</p>	<p>❖ Teacher Actions Plans evidence reflective practice which focus on how to meet the learning needs of a diverse range of learners as well as the impact of those interventions.</p>
--	--	--







**Strategic Goal 3 - Continuous Growth:**

To develop and enact systems and practices that promote future growth and ensure sustainability.

**Initiative: Strengthen cultural capability and implement practices that reflect local tikanga Maaori, Maaori knowledge and the Maaori worldview.**

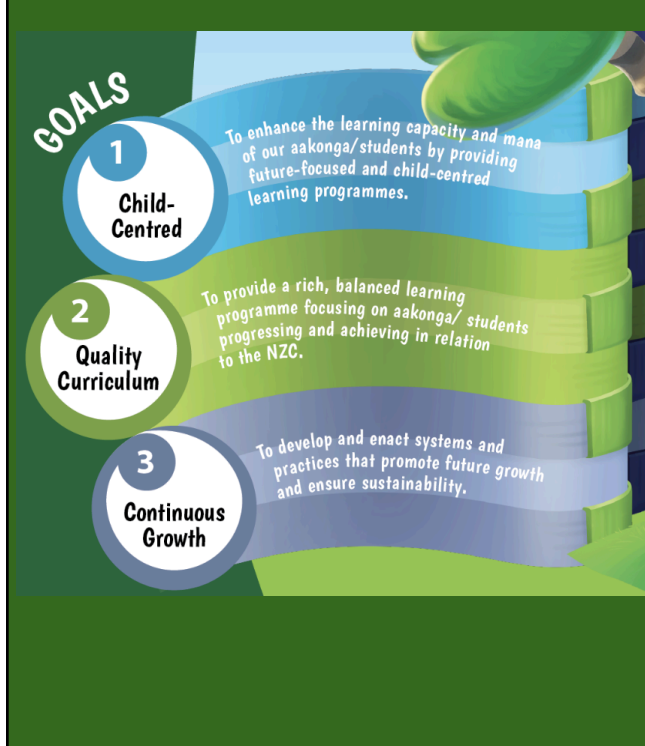
**Baseline Data/ Rationale:**

The 2024 internal review highlights the school's commitment to fostering cultural capabilities and inclusive practices. Strengths include the integration of cultural values into daily routines, high expectations for learning and behaviour, and a strong focus on student voice and agency. Whaanau engagement is supported through shared goal-setting and opportunities for tamariki to showcase their learning. Collaborative practices, such as tuakana-teina, and cultural activities like kapa haka enhance connection and inclusivity. Daily use of Te Reo Maaori and tikanga practices is evident, alongside a focus on embedding cultural values into teaching and learning. Holistic approaches to student support, co-constructed classroom expectations, and personalised teaching strategies create a safe and supportive environment. Regular reflection and feedback guide planning, with initiatives such as self-directed learning time promoting independence and engagement. Growth opportunities include strengthening connections with harder-to-reach whaanau, improving communication processes, and continuing professional learning in cultural practices and language.

**NELP's:**

Objective 3, Priority 5 - Quality Teaching and Leadership- Meaningfully incorporate Te Reo Maaori and Tikanga Maaori into the everyday life of the place of learning.

Actions	Led By/ Measured	Target/ Evidence
<p>Strengthen all teachers' confidence and capability to incorporate <b>Te Reo</b> into their learning programmes</p> <ul style="list-style-type: none"> <li>➢ Support teachers with resources, PLD and guidance.</li> <li>➢ Continue with In-School Community of Learning Teacher with a focus on Cultural Capabilities               <ul style="list-style-type: none"> <li>■ COL leader to gather work alongside teachers to gauge where they are at and what their next steps will be.</li> <li>■ Run 15-minute Te Reo Lessons with all staff during Professional Learning sessions.</li> <li>■ Develop school-wide resources to support teachers with their Te Reo and Tikanga knowledge.</li> </ul> </li> </ul> <p>Continue to develop and implement School-Wide Puketaha <b>Te Reo Progressions</b> Yearly Overview.</p> <ul style="list-style-type: none"> <li>➢ Build up resources to support teachers' planning and lesson delivery.</li> <li>➢ Teachers plan Te Reo and Tikanga lessons into their weekly timetable and all teachers to be involved with the delivery of these lessons.</li> </ul> <p>Every child will experience a <b>Kapa Haka</b> session each week to support the development and understanding of Tikanga practices and protocols.</p> <ul style="list-style-type: none"> <li>➢ Continue to develop the performance Roopuu who receive Kapa Haka enrichment and explore opportunities for this group to perform for the wider community.</li> </ul> <p>The <b>Maaori perspective</b> is explicitly valued, discussed and planned with in-class planning.</p> <p>The <b>Maaori Values</b> are introduced in the context of the learning experiences, in Roopuu Puaawai to start teaching the students a range of Maaori Values.</p> <ul style="list-style-type: none"> <li>➢ Teachers across the school learn more about Maaori values through PLD sessions and look for opportunities to introduce these within their programme.</li> </ul> <p>Continue to implement <b>school rituals</b> that align with local tikanga Maaori</p> <ul style="list-style-type: none"> <li>➢ Waiata at Whole School Hui aligned with common Ngati Wairere and Tainui waiata. Waiata to be included in meetings such as class hui, school assemblies and prize giving.</li> <li>➢ Each learning environment chooses a Whakataukii that relates to their rich topic learning and practice citing this daily as a way to share Maaori wisdom and start the day with a motivational or inspiring message.</li> </ul> <p>All students are continuing to develop their understanding of their <b>pepeha</b>, with clear progressions from Kaakano through to Puaawai.</p> <p>Explore possibilities for students to visit a local Marae to experience Marae protocols first-hand and learn more about our New Zealand culture.</p> <p>Continue to take steps towards finalising our <b>local story</b> of the land to publish this and integrate this into our School curriculum.</p> <ul style="list-style-type: none"> <li>➢ Teachers will begin exploring effective ways to teach local history, incorporating it into classroom practices through storytelling and integration with rich learning topics.</li> </ul>	<p>Leadership Team</p> <p>COL leader</p> <p>Observations, planned actions and outcomes are recorded by the COL leader and shared with senior leadership.</p> <p>Termly meetings with senior leadership to plan the next steps.</p>	<ul style="list-style-type: none"> <li>❖ Te Reo Maaori is used within the class environments daily including instructions, commands and phrases. Teachers build their own additional knowledge and capability to be able to confidently deliver this throughout their programme.</li> <li>❖ Every child will experience an in-class Tikanga session each week to support the understanding of the Maaori language and protocols.</li> <li>❖ To further develop school-wide rituals that reflect local tikanga such as waiata, hui, whakataukii and marae visits.</li> <li>❖ Explore how to start integrating 'The Puketaha Story' into learning programmes.</li> </ul>



**Strategic Goal 3 - Continuous Growth:**  
 To develop and enact systems and practices that promote future growth and ensure sustainability.  
**Initiative: Continue to enhance and promote the collaborative and collegial culture of learning in order to augment teacher capability.**

**Baseline Data/ Rationale:**  
 In 2024, we focused on building team cohesion and improving communication, which directly influenced the development of our Co-teaching Team Protocols. By prioritising team building and protocol design, we empowered teachers to collaborate effectively and provided a structured framework for ongoing support. Utilising the concept of 'Forming, Storming, Norming, and Performing,' staff were able to recognise and navigate the stages of team development. These established processes facilitated professional collaboration, encouraged constructive dialogue, and fostered strong relationships among our staff, creating a solid foundation for continuous improvement in 2025. Co-teaching models enabled personalised learning strategies, learner choice, and agency. Ongoing planning ensured their effective implementation, reflected in weekly timetables, unit planning, and student-centred activities. New teacher inductions and resource materials supported this approach, ensuring consistent practice across teaching teams. Teachers highlighted that more explicit planning of co-teaching models would be beneficial, as some approaches were applied organically but not documented. Moving forward into 2025, we aim to refine and evidence our co-teaching practices further. This includes ensuring that models are explicitly planned, consistently executed, and reviewed for effectiveness. By embedding these practices within our planning and documentation, we will enhance personalised learning strategies and strengthen our collaborative teaching culture.

**NELP's:**  
 Objective 3, Priority 6 - Quality Teaching and Leadership- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Actions	Led By/ Measured	Target/ Evidence
<p>Continue to invest in and strengthen <b>co-teaching team relationships</b> by ...</p> <ul style="list-style-type: none"> <li>➤ Fostering a professional culture of trust, where staff support and challenge each other to enhance teaching and learning.</li> <li>➤ Design professional learning sessions focused on building shared visions, fostering understanding, and supporting collaborative decision-making for the next steps. Provide teachers with regular opportunities to exchange ideas, strategies, and best practices, promoting a culture of openness and collaboration in learning.</li> <li>➤ Collaborative Teaching Team to complete Co-Teaching Protocols to support teams through the Forming, Storming, Norming and Performing stages of team development. Revisit this mid-year and update if necessary.</li> <li>➤ Revisit and update the 'Loose, Tight' agreement at the start of the year to ensure shared understanding and clarity around our systems and procedures, supporting smooth daily operations and clear expectations.</li> <li>➤ Engaging new staff in a purposeful induction process to introduce them to our collaborative culture.               <ul style="list-style-type: none"> <li>■ Prepare and share resources to support new staff</li> <li>■ Provide extra ongoing support for new teachers, including our Beginning Teacher Programme</li> </ul> </li> </ul> <p>Embed the deliberate use of <b>Co-teaching Models</b> to support teachers to enable...</p> <ul style="list-style-type: none"> <li>■ Differentiation, Choice, Targeted Learning and Interventions</li> <li>➤ Utilise co-teaching models as a way for teachers to give each other relevant and timely feedback to reflect on their impact on learning/ learners.</li> </ul> <p>Teachers engage in <b>Collaborative Target Action Plans</b> to strengthen teaching and learning.</p> <ul style="list-style-type: none"> <li>➤ Identify target learners and collect relevant learning data.</li> <li>➤ Professional Learning Time is regularly dedicated to enabling teachers to work collaboratively to reflect, analyse and adapt teaching practices to best meet the needs of target learning.</li> </ul> <p>Staff professional learning will be held regularly, whole staff and syndicate meetings.</p> <ul style="list-style-type: none"> <li>❖ Regular opportunities will be given for all staff to share and celebrate practice.</li> </ul> <p>The <b>Professional Growth Cycle</b> will be ongoing throughout the year, providing staff with classroom walkthroughs, formal observations, student voice and follow-up discussions and goal setting.</p> <ul style="list-style-type: none"> <li>❖ Professional learning experiences will empower all teachers to challenge and be challenged in a constructive manner that fosters self-reflection and understanding, utilising coaching and mentoring skills.</li> </ul>	<p>Leadership Team</p> <p>Discussion notes collected in Co-Teaching Team Protocols.</p> <p>The Senior Leadership Team to collect weekly timetables and planning at the beginning of each term.</p> <p>Target Action Inquiry Plans shared with leadership, evidencing collaborative conversations and teacher reflection on how to best meet learners' needs.</p> <p>Walk Through Docs evidencing the Professional Growth Cycle with each teacher with feedback from the principal.</p>	<ul style="list-style-type: none"> <li>❖ Team protocols doc provides evidence of the teacher conversations about how individuals best work, strengths and weaknesses. Strategies are in place to support courageous conversations.</li> <li>❖ Co-teaching models are evident in teachers' planning.</li> <li>❖ Target Action Plans provide a collaborative process which supports teachers' capability to meet the diverse range of needs of our learners.</li> </ul>



**Strategic Goal 3 - Continuous Growth:**

To develop and enact systems and practices that promote future growth and ensure sustainability.

**Initiative: Design and implement systems of internal self-review to be responsive and accountable to emerging needs.**

**Baseline Data/ Rationale:**

In 2024, our internal self-review process proved instrumental in enabling the leadership team to make data-informed decisions. Feedback loops were well-established, allowing for ongoing monitoring of progress. Efforts to enhance the self-review system by broadening feedback collection from students, staff, and whānau successfully brought diverse perspectives into our decision-making processes. Our approach to monitoring and tracking progress towards strategic goals remained effective, with regular reviews, reflective practices, and a focus on adaptability. These data-driven practices supported evidence-based decisions and have highlighted the need to embed them further to ensure their sustainability moving forward.

**NELP's:**

Objective 3, Priority 6 - Quality Teaching and Leadership- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Actions	Led By/ Measured	Target/ Evidence
<p>Continue to utilise and reflect on Teachers' <b>Target Action Plans (TAPs)</b> which support teachers with their planning and implementation of additional targeted learning for those identified as tracking behind the curriculum expectations.</p> <p>Regular term reflections against our <b>Strategic Priorities</b>.</p> <ul style="list-style-type: none"> <li>➢ Ensure that the Strategic goals, initiative and Annual Actions goals and targets are clear for teachers so they can effectively measure their performance and support each other with the next steps.</li> <li>➢ Use a colour coding system to clearly identify progress towards the school's annual actions and targets.</li> <li>➢ Leadership to use these as a base for decision-making around professional learning opportunities, resourcing and support.</li> </ul> <p>Design and implement an internal self-review process where <b>informal and formal whaanau feedback</b> is recorded and reflected on to look for ways to improve.</p> <ul style="list-style-type: none"> <li>➢ Teachers are to feedback to the leadership team on any verbal and written feedback they have had from families</li> <li>➢ The Senior Leadership Team to look for opportunities to gather feedback from our community when needed to help inform future planning.</li> <li>➢ Record and collate this information to inform decision-making on how to continuously improve our systems, processes and operations.</li> </ul> <p>Enhance the use of student voice to provide <b>student perspectives</b> to aid school decision-making</p> <ul style="list-style-type: none"> <li>➢ Leadership to survey students in Years 3-8, providing the opportunity for feedback about the school to the senior leadership team.</li> <li>➢ Teachers to look for opportunities to gather feedback from students to help inform their teaching and learning practices</li> </ul> <p>Strengthen our internal review system to ensure there is a systematic approach to <b>monitoring progress against targets</b> and responding to needs.</p> <ul style="list-style-type: none"> <li>➢ Design a yearly plan for monitoring progress towards targets in our annual plans.</li> <li>➢ Enhance the implementation of strategies aimed at empowering both the teaching staff and leadership team to prioritise our Strategic Goals, Initiatives, Action Plans, and Targets as our primary areas of focus.</li> </ul>	<p>The Leadership Team</p> <p>TAPs Documentations- Leadership to review once a term.</p> <p>Teachers- Strategic Reflections Document for each Learning Environment. The Leadership Team to review once a term.</p> <p>Whaanau feedback documentation.</p> <p>CoL - Hauora</p>	<ul style="list-style-type: none"> <li>❖ The internal self-review process supports the leadership team in making informed decisions based on evidence.</li> </ul>