



Puketaha SCHOOL
Powerful Learners

CHARTER

STRATEGIC DIRECTION AND ANNUAL ACTIONS
2023

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.



Puketaha school Strategic Priorities 2023

Puketaha 6C's

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

LEARNING GOALS

1.

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

2.

Ensure all students are progressing and achieving in relation to the New Zealand Curriculum

3.

Puketaha continues to grow as a vital learning community.

4.

Teachers are empowered through a combination of support and challenge to improve pedagogy (the art of teaching) resulting in improved students outcomes.

5.

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

1.2 Assessment for Learning

To further develop AFL practices so all assessment is relevant, reliable and has the learner at the heart of it.

- Teachers will facilitate and support students individually and in groups to find out where they are with their learning, where they need to go and their next steps.
- Learning will be differentiated.
- Teachers will encourage students to take responsibility for their learning and move towards greater learner autonomy.
- Teachers and Learners will use a range of quality assessment tools to best identify needs and measure progress.

1.3 Teaching and Learning Strategies

- Teachers will use cooperative learning to promote interaction that in turn enhances and deepens learning.
- Teachers will actively engage and stretch the minds of children by using a variety of teaching and learning approaches, resources and materials/equipment.
- Teachers will accommodate different paces and styles of learning.
- Teachers will build pedagogy and learner frameworks in key learning areas.
- Teachers will build knowledge, make meaning and apply their understanding of the current co teaching models.

Learning Environments

Creative, informative displays that encourage learning, curiosity, and celebrates children's progress and achievement.

Classroom and work samples reflect a sense of individuality, pride and development. Learning process is valued. Welcoming and celebratory of all learning styles and cultural beliefs. Children see 'themselves' represented in their learning environment.

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 Teachers personalise learning to develop Powerful Learners through Learning to learn, Assessment for Learning, Curriculum Choice, Teaching Strategies and Mentoring and Support



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

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

Puketaha School

Strategic Direction 2023



2023 - 2026

Learning/Curriculum

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

1.1	<p>Learning to Learn</p> <p>To build the confidence and capacity of all our learners.</p>	<ul style="list-style-type: none"> Teachers will put learning at the heart of what they do. Teachers will teach students how to learn and how to reflect. Teachers will recognise the strengths of each student and build on this wherever possible. Teachers will set students up with the skills, attitudes, knowledge and values to be able to learn independently and self-direct through the development of our School Learning Model. Teachers will further develop “Self Determined Learning” and “Agency” across our school
1.2	<p>Assessment for Learning</p> <p>To further develop AFL practises so all assessment is relevant, reliable and has the learner at the heart of it.</p>	<ul style="list-style-type: none"> Teachers will facilitate and support students individually and in groups to find out where they are with their learning, where they need to go and their next steps. Learning will be differentiated. Teachers will encourage students to take responsibility for their learning and move towards greater learner autonomy. Teachers and Learners will use a range of quality assessment tools to best identify needs and measure progress.
1.3	<p>Teaching and Learning Strategies</p> <p>To further develop practice that gradually moves the learner to be self-determining.</p>	<ul style="list-style-type: none"> Teachers will use cooperative learning to promote interaction that in turn, enhances and deepens learning. Teachers will actively engage and stretch the minds of children by using a variety of teaching and learning approaches, resources and materials/equipment. Teachers will accommodate different paces and styles of learning. Teachers will build pedagogy and learner frameworks in key learning areas. Teachers will deliberately plan for and provide learning opportunities for students to develop learner agency.
1.4	<p>Curriculum Choice and Relevance-</p> <p>To further develop practice that encourages students to be actively engaged, involved and feel respected.</p>	<ul style="list-style-type: none"> Teachers will co-construct the learning with students. Value will be placed on learning that takes place out of school. Teachers will look for ways to enrich the classroom programme using the ideas, issues and stories that come from individuals, to promote equitable outcomes for all students.

1.5	<p style="text-align: center;">Mentoring and Support</p> <p>To support and challenge all learners in order to build and strengthen relationships.</p>	<ul style="list-style-type: none"> ● Teachers will build strong relationships with students and their families/whanau to support the learner’s personal effectiveness. ● Teachers will foster a collaborative culture that promotes support and professional challenge with the intent to improve the art of teaching (pedagogy.)
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Ensure all students are progressing and achieving in relation to the NZ Curriculum

2.1	<p>To ensure children are experiencing a broad and rich learning programme that integrates all New Zealand Curriculum areas.</p>	<ul style="list-style-type: none"> ● Students will experience integration within their learning programme which embraces the Arts, Science, Social Sciences, Technology, Health and Physical Education. ● Budgets will reflect the strategic plan. ● Emphasis on developing teacher pedagogy.
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2.2	<p>To improve the number of students achieving and progressing within the NZ English Curriculum.</p>	<ul style="list-style-type: none"> ● Student progress and achievement will be measured in relation to the New Zealand Curriculum Literacy progressions for both Reading and Writing. ● School targets will be set and reviewed in relation to New Zealand Literacy Curriculum. ● Budgets will reflect the strategic plan. ● Emphasis on building teacher capability to best raise achievement and deliver high-quality learning programmes designed to lift achievement.
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2.3	<p>To improve the number of students achieving and progressing within the NZ Mathematics Curriculum.</p>	<ul style="list-style-type: none"> ● Student progress and achievement will be measured in relation to New Zealand Curriculum Mathematics progressions. ● School targets will be set and reviewed in relation to the New Zealand Mathematics Curriculum. ● Budgets will reflect the strategic plan. ● Emphasis on building teacher capability to best raise achievement and deliver high-quality learning programmes designed to lift achievement.
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2.4	<p>To further investigate and integrate authentic ways to embrace the teaching of Maaori Students in our Rich Curriculum.</p>	<ul style="list-style-type: none"> ● Continue to support teachers in ways to embrace the teaching of Te Reo Maaori in our rich curriculum. ● Continued reflection on our Cultural Competencies and steps taken to ensure Te Treaty of Waitangi is reflected in our school culture. ● Continue a focus on strong partnerships between home and school. ● Ensure that all reasonable steps will be taken to provide instruction in Tikanga Maaori and Te Reo Maaori for full-time students whose parents ask for it.
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Community

Puketaha continues to grow as a vital learning community

3.1	To strengthen partnerships through involving parents and whaanau in their child's learning by being approachable and using effective communication.	<ul style="list-style-type: none"> ● Student Led Conferences (Twice per Year) and Teacher/Whaanau catch-up early Term 1. ● Value our 'Open Door' policy. ● Improving our ability to connect with all parents and whaanau in order to establish positive open relationships through a variety of mediums. ● Provide opportunities to share classroom programmes with whaanau. Such as open evenings, performances and the digital platform. ● Organise family school events to build community culture. ● Regular parent evenings to consult and inform parents about curriculum design and learning.
3.2	To ensure we continue to partner our community with delivering on the aspirations we collectively have for our tamariki.	<ul style="list-style-type: none"> ● Start the consultation process and engage with our parents, whaanau and wider school community around the school vision. Posing the question, "does our current vision reflect the aspirations we collectively have for our tamariki?" 'Do we understand it'?

Professional Learning

Teachers are empowered through a combination of support and challenge to improve pedagogy resulting in improved student outcomes.

4.1	To build and refine strategies that deprivatise our teaching and learning through collaborative conversations and teaching practices.	<ul style="list-style-type: none"> ● Upskill and provide opportunities for teachers to use professional dialogue as a way of professional learning. ● Network with other schools to share excellent practices. ● Explore and prototype the co-teaching strategies in our Innovative Learning Environments. ● Reflect and refine our teaching practices to further support children to be more self-determined i.e.: Questioning, self/peer evaluation.
4.2	To support and challenge ourselves to evaluate our impact and the impact of others.	<ul style="list-style-type: none"> ● Promote supportive professional relationships through collaborative/syndicate teams and critical friends. ● Designed catch up's where teaching strategies and 'our impact' are shared, celebrated and challenged. ● Strengthen our culture by having no 'undiscussables'. ● To design a professional learning plan that grows teachers' ability to raise achievement, decrease disparity and support all learners to experience success. ● All teachers use our strategic goals as a filter and focus for their reflective practice. ● Student needs and outcomes are used as ways of measuring our impact. ● Effective use of Teacher Action Inquiries (TAIs) to further develop ourselves and help measure our impact.

Environment

Continue to progress with the development of our Physical Learning Environment which reflects our school ethos in being a 21st Century Rural Learning Community

5.1

Have synergy between outside and inside learning areas.

- Learning design will consider all spaces for learning both inside and outside.
- Outside learning areas will be purposefully resourced and designed to enrich learning for children
- Promoting our learning profile visually around the school.

Annual Actions 2023

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

National Education and Learning Priorities Objective:
Quality Teaching and Leadership

- *Develop Staff to strengthen teaching, leadership and learner support capability across the workforce.*

National Education and Learning Priorities Relevant Action:

3.6.1 - Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.

1.2 Assessment for Learning (AFL). To further develop AFL practises so all assessment is relevant, reliable and has the learner at the heart of it.

Rationale: Assessment for learning practices helps strengthen kaiakos' capability to provide a learning programme that is reliable and relevant. Strengthening assessment strategy knowledge and its application will ensure learners know the what, why, how and where to next of their learning. Assessment-capable learners are learners who are motivated to learn and who have high engagement in what they are learning.



Baseline Data: Student voice indicated that some improvements had been made around students' capabilities to talk about their learning. Many students knew what they were learning and why they were learning it. Data highlighted that further development around the next steps is required and would benefit learners to become more self-determined, agentic learners.

- Visual AFL prompts are seen throughout the learning environments and through modelling books. Student voice data based on these prompts provide information to inform future teaching steps.
- Student Voice gathered indicated that during core curriculum learning areas, students were more confident to talk about what they were learning and why, but not as confident to identify the next learning steps.

Action/ How it will be achieved

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:

Led By

SLT
 Nyree Olliver
 Jason Boobyer
 Nicky Khoo

Resources

**Feedback/
 Feedforward
 readings.**

Staff Professional

Target/Evidence

Planning has fit-for-purpose learning intentions and success criteria that meet the learning experience.

<p>Being Mindful when Planning/Designing Curriculum</p> <ul style="list-style-type: none"> • Creatively/thoughtfully designed with coherence between learning intentions and learning experiences. • Purposeful/differentiated Learning Intentions and success criteria - evidence of knowing the learner. • Target Learners are identified in teacher planning which is informed by assessment information. <p>Developing a Learning Culture in our environments by involving students in the learning process (the first active element of formative assessment)</p> <ul style="list-style-type: none"> • Share 'clear' 'unambiguous' learning intentions that make sense with students in all subject areas. • Ensure the task matches the Learning Intention. • Ensure students understand the task - what good looks like by co-constructing/sharing Success Criteria at the appropriate curriculum level. <p>Giving Feedback regularly and consistently across all curriculum areas</p> <ul style="list-style-type: none"> • Feedback will focus on the learning intention/ learner's goal. • Feedback will include a balance of both oral and written. • Ensure we are using the 'closing the gap' method for improved outcomes, including an increase in specific and descriptive feedback. • Use self, peer and teacher assessment strategies and goal setting to help enable children to evidence and talk about their own progress and achievement. • Ensure coherence and consistency across the school in terms of how Learning Journals showcase learning and progress. • Administer and use a range of assessment practices to support teachers to gather evidence across all curriculum areas, including Global Concepts and Physical Education. <p>Using Writing Goals to support the teaching and learning of writing</p>	<p>COL Kim MacPherson</p>	<p>Learning sessions</p>	<p>Clear LI's and/or Success Criteria are evident throughout modelling books, student books and learning journals. Learners can talk about this and evaluate their own progress.</p> <p>Teachers are using specific feedback/ feedforward techniques when providing feedback to learners. Feedback/ feedforward is purposeful and focuses the learner on their next step/s.</p> <p>The 'Closing the Gap' strategy is visible in writing books. Learners can talk to the strategy and identify their next steps as a result.</p> <p>Writing goals are visible within the learning environment, teacher planning and in students' books.</p> <p>AFL prompts are evidenced in Learning Journals. Learners are talking</p> <p>Relevant data is gathered and</p>
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- Teachers consistently use the writing goals across the school. They're used as a planning tool, and assessment tool and developed as the 'language of learning' in writing.
- Supporting teachers to implement strategies to enable children to confidently talk about their learning and begin to understand the level progressions.

Teachers use the **Assessment for Learning question prompts** to help scaffold students to be able to talk confidently about what they are learning, why, how they are going with it and their next step/s. Students will have opportunities to showcase their ability to be Assessment Capable Learners.

Involving students in 'celebration of' and 'talking about' their learning with their whaanau as part of **Student-Led Conferences**.

Critical Friend Observation/ Appraisals

- Observer/appraiser to gather ongoing evidence from learners to evaluate how assessment-capable students are and collaboratively plan the next steps with kaiako.

shared with kaiako.
Collaborative discussions support the development of strategies to strengthen learner capability.

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

National Education and Learning Priorities Objective:

Barrier Free Access

- Ensure every learner/ aakonga gain sound foundation skills, including language, literacy and numeracy

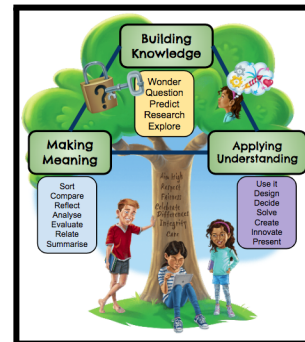
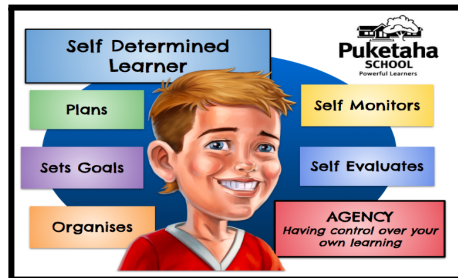
National Education and Learning Priorities Relevant Action:

- 2.4.1- Ensure all learners/ aakonga have ongoing opportunities to develop key capabilities, including communication, problem-solving, critical thinking and interpersonal skills.

1.3 Teaching and Learning Strategies

To further develop practice that gradually moves the learner to be self-determining.

Rationale: Self-Determined Learning is a key strategy to help Puketaha School achieve its goal of equipping students with the learning capacity to thrive in our complicated world. Engagement and achievement are positively impacted when students have agency over their learning. This will continue to be a focus to allow further growth and embedment of teaching practice that gradually moves learners towards being self-determining.



Baseline Data 2022:

- Students are consistently engaging in self-evaluating strategies where they reflect on their learning and whether or not they've met the learning intention. The Green for Growth (highlighting strategy) has been taught and is implemented by learners to help evidence this thinking. There are areas where continued growth would be beneficial.
- Co-teaching models have successfully helped staff deliver on personalising learning strategies and support learner choice and agency. The next step is to ensure this is deliberately planned for across the learning areas.
- The Self-Determined Learner model was displayed, and students and some learning environments were able to embed this model into core curriculum areas.
- Learning through play successfully allowed learners to control their learning and build learner efficacy with our Kaakano learners.

Action/ How it will be achieved

Strengthening Self/ Peer Assessment Strategies, to identify next steps.

Support teachers with effective strategies to provide opportunities for students to be responsible and constructive about their and others' learning using strategies such as self-evaluation and peer evaluation.

Embed the deliberate use of **Co-teaching Models** to support kaiako to enable

- Differentiation
- Personalisation

Led By

Kim MacPherson

Teachers

Resources

Target/Evidence

Evidence of peer and self-assessment strategies can be seen in learners' workbooks and Learning Journals.

Evidence of Co-teaching models in planning.

- Choice
- Deliberate learning
- Purposeful conversations

In Syndicate meetings, regularly reflect on and discuss the effectiveness of each approach in collaborative teams and how each approach can be best utilised depending on the purpose of the learning.

Support new staff with their understanding of the Co-teaching models by experienced teachers modelling and leading this learning, as well as providing useful resources.

Enhance Learning Through Play to strengthen learners intrapersonal, communication and social skills to build learner efficacy and agency.

Kaiako will enable our children in Roopuu Kaakano to lead their learning, developing empathy, a sense of belonging and a connection to the outside world through a developmental approach.

Unit holder position for 2023 focussed on transitioning learners from ECE and the progression of Learning Through Play in Roopuu Kaakano.

- Identifying professional learning needs and providing guidance and support to strengthen Learning Through Play in Roopuu Kaakano.
- 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.
- Teachers will use assessment data to inform learning provocation and target specific children.
- Teachers across Roopuu Kaakano 1 and 2 will share their programme design and refine the learning progressions for children, as well as look ahead into the transition into Roopuu Maahuri.

Further developing and embedding the **Puketaha Self-Determined Learner Model** and the **Puketaha Learning Model** across the core curriculum areas deliberately and purposefully.

- 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.

Nicky Khoo
Jason Boobyer

Jason Boobyer and
Roopuu Kaakano
teachers.

Unit holder

Senior Leadership
Team

Co-teaching
model
infographic and
explanations.

Professional
Readings around
the purpose and
practices of
Learning
Through Play
and strategies to
enhance this.

Self-Determined
Learning Model.

Puketaha

Unit holder to present data back
to the Senior Leadership team,
outlining growth in this area and
sharing the progression of learning
in Roopuu Kaakano.

Creation of a visual representation
to support the developing
understanding of the model in the
junior school.

There will be evidence of the
Self-Determined Learning Model
being regularly utilised within the
programme design within Roopuu
Puaawai and Roopuu Maahuri.

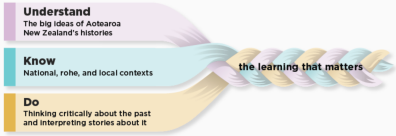
<ul style="list-style-type: none"> Teachers in Years 3-8 will continue to embed the SDL aspects through explicit teaching across Curriculum areas. Teachers' programme design in Years 5-8 will show clear links to the Self-Determined Learner Profile and the Learning Process Model and teachers' scaffolding learning to allow for increased learner agency. New staff will be supported to do so by their colleagues and mentor teachers. Teachers continue to look for opportunities for the Learning Model to be utilised in order to teach children how to learn, as well as how to use tools such as graphic organisers effectively. E.g., Compare and contrast tool. Senior Leadership Team to regularly visit learning environments to gather information about how effectively learner agency is being implemented and plan for the team or individualised professional learning as required. To embed the language of the Puketaha Learning Model across all Curriculum areas. 		Learning Model.	<p>Students in Roopuu Maahuri and Roopuu Puaawai can talk about the Learning Model and show examples of how they have used it to guide their own learning.</p> <p>Students in Roopuu Puaawai are able to articulate which stage of the Puketaha Learning Model they are at and the why behind what they are doing across the Curriculum areas.</p> <p>Roopuu Kaakano to begin to introduce the language and concepts of the Puketaha Learning Model.</p>
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Strategic Priority Two: Ensure all students are progressing and achieving in relation to the NZ Curriculum

<p>National Education and Learning Priorities Objective: Quality Teaching and Leadership</p> <ul style="list-style-type: none"> Develop staff to strengthen teaching, leadership and learner support capability across the workforce. 	<p>National Education and Learning Priorities Relevant Action: 3.6.4 - Places of learning grow, value and retain highly competent, diverse educators, including those with Māori or Pacific heritage, or are disabled</p>
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2.1 - To ensure children are experiencing a broad and rich learning programme which integrates all areas of the New Zealand Curriculum.

<p>Rationale: Having a rich and broad Curriculum helps Puketaha School deliver on its Vision to develop students' unique gifts and talents. By having a balanced programme with a variety of learning opportunities, students will have more scope to discover their own interests and skills as well as develop a love for learning. Integrating the Curriculum also supports teachers in designing purposeful and relevant learning experiences.</p>	<p>Baseline Data: Following guidance from the Ministry of Education regarding timeframes for implementing Te Maataiho. Reflection using the School Readiness tool indicates we are currently at Stage 1. Integration of Curriculum around purposeful Rich Topics supports deeper and more meaningful learning.</p>
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Action/ How it will be achieved	Led By	Resources	Target/Evidence
<p>Explore and implement the Aotearoa New Zealand Histories Curriculum. Continue to build knowledge around the understand, know, do approach.</p> 	Senior Leadership Team	Aotearoa NZ Histories Curriculum Relationships and	Staff will be provided time through PL opportunities to further explore and identify ways to

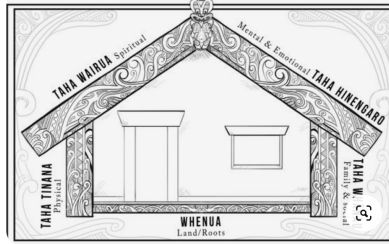
Explore **Relationships and Sexuality Curriculum**

- Create a progression/ framework across learning environments.
- Reflect on community input to support the implementation of this Curriculum.

Physical Education

Explore the Te Whare Tapa Wha model of health and wellbeing.

- Build knowledge of the model across the school.
- Support staff to embrace the model and find ways to successfully implement it into their Health and Physical Education Programmes.
- Create and run events that promote and foster positive attitudes towards physical education - creating an environment based around fun.



Continue to engage with the Shine Girl programme to build the self-confidence of the Year 8 girls.

Provide learners with purposeful opportunities to engage in the Arts Curriculum.

- Music
- Drama
- Dance/Kapa Haka

Engage in the School Readiness Tool to support the implementation of Te Maataiho (The New Zealand Curriculum Refresh)

Sexuality Curriculum
[Education.govt.nz](https://www.education.govt.nz)

Mason Durie - Te Whare Tapa Wha Readings

Taakaro Ora Professional learning

Staff PLD

Senior Leadership Team
Sports Coordinators

implement the Aotearoa NZ Histories Curriculum.

Sharing ideas and best practice of ways to implement the learning

Students are provided an opportunity to reflect on their Arts learning

All Year 6-8 students involved in a Production.

Strategic Priority Two: Ensure all students are progressing and achieving in relation to the NZ Curriculum

National Education and Learning Priorities Objective:

Barrier Free Access

- Ensure every learner/ aakonga gains sound foundation skills, including language, literacy and numeracy

National Education and Learning Priorities Relevant Action:

2.4.2- Identify learners/ aakonga who are not making sufficient progress in key foundation skills, and adjust learning opportunities, teaching approaches and supports, including seeking additional support from specialist.

2.2 - To improve the number of students achieving and progressing within the NZ English Curriculum.

Rationale:

Writing will be a focus for 2023. Although End of Year Achievement was high with 85% of children achieving at or above in Writing, this was slightly lower than that of Reading (91%) and Mathematics (92%.)

Three target groups have emerged, and each target group has differing needs, due to their maturation and the specific children within each group.

Internal reflection and data indicate that the Structured Literacy Approach and Better Start Literacy have had positive outcomes for learners; these strategies can be more widely implemented in 2023.

Budget-

\$9000 for resourcing and StepsWeb for all Year 3- 8 learners.

Baseline Data 2022

Writing EOY Data- 85% of children are achieving At or Above Curriculum Expectations.

- 15% are achieving Below Curriculum Expectations
- 77% are achieving At Curriculum Expectations
- 8% are achieving Above Curriculum Expectations

In **Year 1**, 25% (10/40) are Below Curriculum expectations.

- 7/10 are boys.
- Many of these children are developing 'school readiness'.

In **Year 3**, 22% (7/32) of children are Below Curriculum expectations.

- All seven are boys.
- Focussing on writing and sustaining focus is a common challenge for all seven children.

In **Year 7**, 21% (7/33) are Below Curriculum expectations.

- 3% (1/33) are Well Below Curriculum expectations.

School testing has supported the school in identifying learners who demonstrate dyslexic tendencies.

Action/ How it will be achieved

Professional Learning and implementation for the **Better Start Literacy Programme** in Kaakano 1, to develop and strengthen children's foundational skills and phonics knowledge in a multi-sensory and multi-layered approach.

- Update the Transition to School pack to better align with the Better Start Literacy Approach
- Update the Level 1 Writing Goals

Identify and monitor learners using our Intervention Register.

Teachers target learners in planning and make adaptations to learning as required.

- Teachers support and share Puketaha writing goals with students to support them with their understanding of where to next.

Led By

RTLb support
Roopuu Kaakano 1
teachers

Senior Leadership
Team

Reading Recovery

Resources

[Better Start
Literacy
Approach](#)

Target/Evidence

85% of Year 2's to achieve at or above Curriculum level.

87% of Year 4's to achieve at or above Curriculum level.

82% of Year 8's to achieve at or above Curriculum level.

All staff to attend PLD

- Students are given specific feedback and feedforward to help with next steps.
- Provide extension for Year 6-8 learners with competition opportunities.
- Targeted high-level modelling of the writing process, made explicit in group modelling books

Provide Intervention for Learners who need further support above and beyond the classroom programme.

- Reading Recovery .4
- Extra Literacy Support .1
- Toe by Toe 5-6 Children.
- In-class support Learning Support Coordinator, as well as small group work, focussed on addressing needs.
- Teacher Aides working alongside target learners in class.
- Continue to assess children using the Lucid Rapid to help identify dyslexic tendencies.
- SENCO to refer children to outside agencies are required.

Design a unit holder position to support Professional Learning and implementation of 'The Code' throughout the School Years 2-8.

- Upskilling of new staff to implement the programme.
- Purchasing of resources to implement learning across Reading and Writing.
- Organisation of resources to support easy access to choosing resources that align with 'The Code' scope and sequence, including utilising the Phonics Plus Readers.
- Roopuu Maahuri and Roopuu Puaawai teachers collaborate to build pedagogy around a structured literacy approach through the use of "The Code" by Liz Kane.
- Unit holder to work alongside and support our Kaakano team (Year 2) to build pedagogy around a structured literacy approach through the use of "The Code" by Liz Kane (utilising skills already acquired from the Professional Development undertaken with Yolanda Soryl)
- Develop a resource bank to support the junior team with the Better Start Literacy Approach and seek feedback on resources purchased
- Build up a bank of resources for the middle/senior teams to support the use of "The Code" by Liz Kane and seek feedback on resources purchased
- Promote StepsWeb as a platform for reinforcing and practising taught sound patterns from Years 3-8.
- Our Learning Support Coordinator to build towards streamlining the opportunities and experiences offered to those learners having difficulty decoding in Years 3-8 (e.g. Orthographic mapping using sound patterns previously taught or front load upcoming sound patterns.)

Continue to strengthen teaching and learning strategies to support target learners in Roopuu Puaawai.

- Ensure the use of the Puketaha Writing Goals and AFL practices that scaffold Writing learning is evident throughout the environment, such as students using knowledge of their next steps to book workshops that meet their learning goals/needs.

Teacher

Learning Support Coordinator

Unit Holder, monitored by Senior Leadership Team

Roopuu Puaawai Team Leader

[The Literacy place](#)

The Code - Liz Kane

opportunity hosted by Sheena Cameron and Louise Dempsey.

High-quality modelling is seen throughout modelling books (particularly across Reading and Writing books.)

Clear tracking and analysis by teachers and the Learning Support Coordinator.

Planning that is informed by identified learning needs, including explicit provision for target learners.

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.

Staff PLD to build knowledge of barriers that can affect learners and steps and strategies that can support these learners.

- Liaise with the Structured Literacy support teacher to ensure opportunities for Roopuu Puaawai kaiako to build their capabilities in using Structured Literacy throughout their programmes. This will have a flow-on effect on Writing capability (spelling etc.)
- Teachers to model Structured Literacy and high-level teaching practices to support new staff.
- Facilitate developing knowledge of conditions that impact Literacy/Writing learning, e.g. dyslexia, and how we can support learners to experience writing success with these challenges.
- Regularly maintain professional conversations about our writing teaching practice in Roopuu Puaawai (e.g. during syndicate meetings.)
- Roopuu Puaawai team leader to lead a Writing-based TAI.
- Promote a language-rich environment where Writing is valued.
- Promote writing 'mileage' so students have opportunities to build their capabilities.

Professional Learning

- All staff to attend PLD with Sheena Cameron and Louise Dempsey
- Professional Learning with Liz Kane's 'The Code' for Roopuu Puaawai teachers.

Teachers provide opportunities across the Curriculum for increased writing mileage.

Writing Goals- see Assessment for Learning actions

Strategic Priority Two: Ensure all students are progressing and achieving in relation to the NZ Curriculum

National Education and Learning Priorities Objective:

Quality Teaching and Leadership

- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

National Education and Learning Priorities Relevant Action:

3.6.3 - Expect and support teachers/ kaiako to build their understanding of learners'/aakonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching.

2.4 - To further investigate and integrate authentic ways to embrace the teaching of Maaori Students in our Rich Curriculum.

Rationale:

We are committed to continuing to develop and strengthen our cultural capability as a school. We are currently in the developing and sustaining phase of some of our new initiatives and we want to continue making progress in this area.

Baseline Data:

In 2002, Puketaha School made progress towards our target of increasing Te Reo Maaori and improving our Tikanga practices. Staff will collectively reflect on the progress and embedding of our planned actions in 2022 and set new goals for 2023 with the idea of continuously improving our Cultural Capability.

Action/ How it will be achieved

Continued staff professional learning opportunities to build confidence with the pronunciation of Te Reo Maaori.

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.

Every child will experience an in-class Tikanga session 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.

- Teachers' using the school progression framework to help support and inform their teaching of Tikanga.

Every child will experience a Kapa Haka session each week to support the development and understanding of Tikanga practices and protocols.

The Maaori perspective is explicitly valued, discussed and planned with in-class planning.

Continue building the capability and confidence of teachers to effectively teach Tikanga and Te Reo.

Introducing Maaori values into the learning environments hui and lessons.

Led By

Jenna Mateni

Jenna Mateni

Resources

Target/Evidence

The use of Te Reo Maaori and Tikanga Maaori is embedded across all learning environments, eg, whakataukii, instructional language, correct pronunciation, concepts, activities and values.

All teachers use Te Reo Maaori on a daily basis.

Ongoing opportunities to be involved in Kapa Haka

Ongoing revision of the progression framework to meet the needs of the tamariki.

Waiata is evident in school hui and throughout the learning environments.

<p>Gathering resources to support in-class Tikanga and Te Ao Maaori learning.</p> <ul style="list-style-type: none"> • Planning resources • visual/ concrete resources <p>Consistent use of waiata during school hui.</p> <p>All students are continuing to develop their understanding of their personal pepeha, with clear progressions from Kaakano through to Puaawai.</p> <p>Continue to take steps towards finalising our local story of the land in order to publish this and integrate this into our School curriculum.</p>			<p>The learning of pepeha is embedded throughout the learning environments, with clear progressions from Kaakano through to Puaawai.</p>
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Strategic Priority Three: Puketaha continues to grow as a vital learning community.

<p>National Education and Learning Priorities Objective: Learners at the Centre</p> <ul style="list-style-type: none"> • <i>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.</i> 	<p>National Education and Learning Priorities Relevant Action:</p> <ul style="list-style-type: none"> • <i>1.2.1 Partner with family and whaanau to equip every learner/ aakonga to build and realise their aspirations.</i>
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3.1 - To strengthen partnerships by involving parents and whaanau in their child's learning by being approachable and using effective communication.

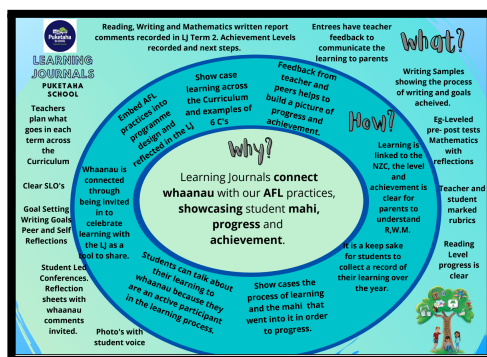
<p>Rationale:</p> <p>To further consolidate and strengthen whanaungatanga between school and home. To provide opportunities for whaanau and community members to be part of the Puketaha Learning community. To inspire learners to confidently share their learning journey with their whaanau and whaanau to share their aspirations for their children's learning.</p>	<p>Baseline Data:</p> <p>Student Led Conferences 2022 Term 4</p> <ul style="list-style-type: none"> • 81% of families attended our Student Led Conferences • Informal feedback from whaanau -Whaanau were impressed with their child's ability to converse about their learning and enjoyed being involved in this process. <p>Teacher/ Whaanau Catch Up</p> <ul style="list-style-type: none"> • These were unable to be held in 2022, but feedback from whaanau in 2021 indicated that whaanau appreciated the time to sit and discuss any aspects on top for them early in the year.
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Action/ How it will be achieved	Led By	Resources	Target/Evidence
<p>Provide an opportunity for the community to connect with kaiako - early in the year. Communicate the purpose of events and the expectations associated with them.</p>	SLT		<p>Invite community members to a Teacher/Whaanau evening to</p>

Invite community members/ whaanau to an evening twice a year where learners talk about their learning. **Student-Led Conferences** Term Two & Term Four.

Continue to refine our transition to school (T2S) programme every fortnight for parents with new children starting at our school.

Revisit the **'What, How, Why'** behind Learning Journals. Strengthen the understanding behind our 'reporting to parents process'. Teachers look for ways to make Learning Journals a natural part of their programme rather than an add-on and reflect on how time is best used to help manage student and teacher workload.



Strengthening our purposeful use of Learning Journals to connect Whaanau with our Assessment for Learning Practices and communicate student mahi, progress and achievement.

- Provide opportunities for whaanau to leave feedback/make comments in their child/ren's Learning Journal.

Teachers support target learners and whaanau by communicating openly about in-class progress and learning. If students are getting extra support with interventions and what type of interventions they're receiving.

Teachers will consistently use digital platforms (**Etap app, School App, Class Dojo and emails**) to share and celebrate learning and send out quick-fire messages when needed.

Provide opportunities to share classroom programmes with whaanau. Such as open evenings and performances.

- Teacher/Whaanau Catch up
- School Camps
- Production Performances

Organise and run family school events to enhance community culture.

- Grandparents Day
- Term 2 Parent Information evening
- Term 4 Christmas Picnic
- Support PTA events (Quiz Night, Colour Run, Golf day etc.)

Nyree Olliver

Senior Leadership Team

Team Leaders Teachers

Classroom Teachers

SLT

Classroom Teachers

Nyree

School interviews

T2S Slide Show

Syndicate Meetings, Staff PLD

Learning Journal Books and templates.

build whanaungatanga and talk about learners.

90% of learners and whaanau are attending Student-Led Conferences.

Teachers regularly (weekly) upload learning to ClassDojo.

Learning Journal entries provide space for whaanau to comment on their child's learning.

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

National Education and Learning Priorities Objective:

Quality Teaching and Leadership

- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

National Education and Learning Priorities Relevant Action:

3.6.4 - Places of learning grow, value and retain highly competent, diverse educators, including those with Māori or Pacific heritage, or are disabled

4.1 - To build and refine strategies that deprivatise our teaching and learning through collaborative conversations and teaching practices.

Rationale:

Puketaha teachers learn from and with each other daily. Teachers can observe other teachers in action, engage in professional discussions about the impact of different approaches, collectively problem solve, share up-to-date pedagogy and give each other immediate feedback. This helps us achieve our goal of continuously improving learner outcomes for all students. With five new staff members joining the team, building teams that support and challenge each other will be important in 2023.

Baseline Data:

Teachers working collaboratively, co-teaching and engaging in ongoing professional conversations have significantly impacted personal and professional growth for kaiako. Evidence gathered through Target Action Plans demonstrates the sharing of good practice and teachers being reflective and taking a problem-solving stance to their learning.
"Accomplishing the maximum impact on student learning depends on teams of teachers working together." John Hattie

Action/ How it will be achieved

Developing and strengthening co-teaching team relationships by engaging in Professional Learning during Teacher Only Days.

- Engage in an outside facilitator to provide learning around personalities and how to best utilise individual skills with a team.
- Collaborative Teaching Team complete Co-Teaching Protocols to support teams through the Forming, Storming, Norming and Performing stages of team development.
- Engaging new staff in a purposeful induction process to introduce them to our collaborative culture.

Teachers deliberately plan for the **co-teaching models** to ensure the best delivery of the designed programme.

- 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.

Led By

Nyree

Teachers

Resources

Kate Horton-
Coaching Collab
PLD Hours
Meyers Briggs 16
Personalities

Target/Evidence

Team protocols doc provides evidence conversations about how individual's best work, strengths and weaknesses. Strategies are in place to support courageous conversations.

- Teachers provided regular opportunities to share ideas/ strategies/ best practise around deprivatising learning.

Teachers engage in **Collaborative Target Action Plans** to strengthen teaching and learning.

- Identify target learners and collect relevant learning data.
- Teachers work collaboratively to reflect, analyse and adapt teaching practices to best meet the needs of target learning.
- Use reflective questioning to deepen reflection and plan for the next steps.

Nicky Khoo
Jason Boobyer

TAI/ TAP Templates
Syndicates
Meetings

Evidence of professional learning conversations is evidenced in Target Action Plans.